Indonesia

Education for All 2015 National Review

Education for All

A Report on

Education for All (EFA) Achievements

Period 2000-2015

By:

EDUCATION FOR ALL COORDINATION FORUM
REPUBLIC OF INDONESIA

FOREWORD

The 1945 Constitution of the Republic of Indonesia, in its preamble, emphasizes the needs to educate the life of the people. In Article 31, it is mentioned that every citizen has the right to receive education. Thus, giving education is a responsibility that should be realized by the government and all people of Indonesia. This national commitment becomes the driving force for all elements of government and community members to implement education, as an integral part of fighting against poverty and helplessness in the macro framework of human resources development.

In line with the national commitment, Indonesia as one of UNESCO Member States is strongly committed to ensure the achievement of the six goals of Education for All (EFA). The education goals are: 1) expanding early childhood care and education opportunities, 2) assuring expanded and equitable access to basic education, 3) expanding lifelong learning opportunities, 4) assuring increased adult literacy and continuing education, 5) assuring gender equity in education, and 6) improving and assuring education quality and standards. In achieving the goals, Indonesia has taken a number of measures to harmonize EFA planning and implementation within its broader medium and long term development, and fully integrate EFA into Indonesia's broad welfare national development vision.

There has been a significant progress in achieving EFA goals and targets in Indonesia over the past 12 years after the Dakar Agreement was launched. The coordination on the implementation and achievement of EFA goals has been formalized through the Coordinating Minister of People Welfare Decree and the inter-ministerial and civil society representation on the EFA coordination forum as a mechanism to ensure the national capacity and resources to achieve EFA goals and targets by implementing the programs in 3 (three) medium term of stages: (a) The 1st stage: 2001-2004, (b) The 2nd stage: 2005-2009, and (c) The 3rd stage: 2010-2015.

This report on Education for All in Indonesia represents an important opportunity to describe the progress made in achieving the six EFA goals (tracking regional progress and review of EFA strategies, emerging regional challenges and development priorities). It describes the substantial progress achieved, especially in relation to expanding early childhood education, compulsory basic education opportunities, the impressive achievement of illiteracy eradication program, gender equity in education, and the quality of education in 2000-2015 and beyond.

We are thankful to the Coordinating Ministry of People Welfare and National Development Planning Agency for their collaboration. We would also like to highlight the important work of Secretariat of EFA Coordination Forum and all senior technical staffs in the Ministry of Education and Culture, Ministry of Religious Affairs, and other Government Ministries and civil organizations for participating in the various technical advisory and consultations. Hopefully, this publication could be a valuable reference for all parties and stakeholders in the field of education.

Jakarta, 30 January 2014
Director General of Early Childhood, Non-Formal and Informal Education,
Ministry Education and Culture,
as the Executive Chairman of the EFA Forum,

Prof. Dr. Lydia Freyani Hawadi, Psikolog

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GLOSSARY OF TERMS

APBN	National Budget and Expenditure
APBD	Regional Budget and Expenditure
Bappenas	*Badan Perencanaan Pembangunan Nasional* (National Development Planning Agency)
Bappeda	*Badan Perencanaan Pembangunan Daerah* (Regional Development Planning Agency)
BKB	*Bina Keluarga Balita* (Infant's Family Development)
BOS	*Bantuan Operasional Sekolah* (Operational Aid to School Program)
BPS	*Badan Pusat Statistik* (National Bureau of Statistics)
ECE	Early Childhood Education
ECED	Early Childhood Education Development
ECCE	Early Childhood Care and Education
EFA	Education for All (Pendidikan untuk Semua)
ESD	Education for Sustainable Development
GER	Gross Enrollment Rate
GOI	Government of Indonesia
Inpres	*Instruksi Presiden* (Presidential Instruction)
KB	*Kelompok Bermain* (Play group)
Madrasah	Islamic School
MoEC	Ministry of Education and Culture
MoRA	Ministry of Religious Affairs
MDGs	Millennium Development Goals
NCF	National Coordination Forum
NER	Net Enrollment Rate
NGO	Non-Governmental Organization
OECD	Organization for Economic Cooperation and Development
PKH	*Pendidikan Kecakapan Hidup* (Life Skills Education)
PKBM	*Pusat Kegiatan Belajar Masyarakat* (Community Learning Center)
PPB	*Pendidikan Profesional Berkelanjutan* (Continuing Professional Development)
RA	*Raudathul Atfal* (Kindergarten Islamic School)
Rp	Indonesian Rupiah
RAN	*Rencana Aksi Nasional* (National Action Plan)
RAD	*Rencana Aksi Daerah* (Regional Action Plan)
SD	*Sekolah Dasar* (Primary School)
SDLB	*Sekolah Dasar Luar Biasa* (Primary Special School)
SMP	*Sekolah Menengah Pertama* (Junior Secondary School)
SMPLB	*Sekolah Menengah Pertama Luar Biasa* (Junior Secondary Special School)
SMA	*Sekolah Menengah Atas* (Senior Secondary School)
SMK	*Sekolah Menengah Kejuruan* (Vocational School)
SMLB	*Sekolah Menengah Luar Biasa* (Secondary Special School)
SUKMA	*Surat Keterangan Melek Aksara* (Certificate of Literacy)
TK	*Taman Kanak-Kanak* (Kindergarten)
TP PKK	*Tim Penggerak Pemberdayaan Kesejahteraan Keluarga* (Empowering Team for Women Welfare Movement)
TPA	*Taman Pendidikan Anak* (Children Day Care Center)
TPQ	*Taman Pendidikan Al-Qur'an* (Qur'an Education Center)
UNESCO	United Nations Educational Scientific and Cultural Organization

CHAPTER I
INTRODUCTION

This chapter introduces the overall report of Indonesia's progress in achieving the six Education for All (EFA) goals. It encompasses the national context in terms of demographics and general policies on education. More detail and substantial explanations will be given in the four chapters following Chapter I.

A. Background

Indonesia is a Republic country, an archipelago located between Asian and Australian continents as well as situated between Indian and Pacific Oceans and under the trajectory equator. Indonesia comprises of 34 provinces, 404 districts, 98 cities, 6,543 sub-districts and 75,244 villages on land surface area of 1,910,931 square kilometers spread across around 13,000 islands. The population of Indonesia is around 237 million people, with a population growth rate of 1.49% and gender parity index of 1.01. There are more than 300 ethnic groups and 680 dialects spoken in the country[1].

The development in Indonesia is carried out on the basis of the Five Principles (*Pancasila*) as the foundation of the country, and the 1945 Constitution as the constitutional foundation. The core objective of Indonesia's development, as defined in the fourth Paragraph of the Preamble to the Constitution, is to protect all the people of Indonesia, improve public welfare, educate the life of the people and participate toward the establishment of a world order based on freedom, perpetual peace and social justice. To realize this goal of national development, especially the development of national education, article 31 of the 1945 Constitution states that every citizen has the right to receive education, and the government shall manage and organize one system of national education regulated by a legislation. Furthermore, to carry out these Constitutional commands, Law No. 20/2003 on National Education System was enacted. In chapter 3 and chapter 4 of the Law, it is stipulated that the national education functions to develop the capability, character, and civilization of the nation for enhancing its intellectual capacity, and is aimed to develop learners' potentials so that they become persons imbued with human values who are faithful and pious to one and only God; who possess morals and noble character; who are healthy, knowledgeable, competent, creative, independent; and as citizens, are democratic and responsible. Education is conducted democratically, equally and non-discriminatorily based on human rights, religious values, cultural values, and national pluralism.

In the context of education, Article 45 of the Law states that education funds, excluding salary of educators and service education expenditure, are allocated at a minimum of 20 percent of the National Budget and Expenditure (APBN) and a minimum of 20 percent of the Regional Budget and Expenditure (APBD). This education budget is a symbol of efforts to reconstruct the civilization and development of human resources in Indonesia through education. As an effective tool for empowerment, education has an important and strategic role in the national development and significant contribution to the improvement of economic and social transformation. Furthermore, the education that Indonesia would like to realize is based on for pillars: learning how to learn, learning how to know, learning how to be, and learning how to live together[2].

1   2010 National Census by National Bureau of Statistics
2   Delors, et. al., Learning: The Treasure Within, Report to the UNESCO of International Commission on Education for the Twenty First Century

The education which is based on these four pillars will make the educated society become civil society as a condition to form an advanced, independent, democratic, and prosperous society.

In order to achieve these four pillars of education, the government implemented Education for All (EFA) program. The objective of EFA is to realize educated Indonesian people through early childhood education, primary education, life skills education, literacy education, gender equity in education, and quality of education. These six education services are targeted to realize free and independent society to receive education, as well as improve the nation's competitiveness in the global world.

All EFA goals are to be achieved in 2015. Indonesia has shown significant progress and improvement in each goal. The achievements on EFA will be elaborated in detail in Chapter II.

B. General Policies, Strategies and Government Intervention towards Education Development and Lifelong Learning

The provision of education in Indonesia is based on a number of universal paradigms: (i) holistic human development, (ii) lifelong learning, (iii) education for all, and (iv) education for sustainable development. These values are expected to create a critical understanding on the environment (social and natural) and all forms of intervention on the environment, including development.

1. Holistic Human Empowerment

This paradigm is the foundation of education in preparing students to succeed as independent people (individual beings), as elements of a social system that are mutually interacting and supporting each other (social beings) and as leaders to realize a better life on earth (spiritual beings).

2. Lifelong Learning

Learning is a lifelong process; learning from birth to death held in an open system and multi-meanings. Lifelong learning is carried out in an open system through formal, non-formal, and informal streams that could be accessed by learners any time regardless their age, place, and time. Learning in an open system is organized with flexibility of choices and time of program completion among education units and streams (multi-entry multi-exit system). Multi-meaning education is organized by orienting on cultivation, empowerment, and establishment of noble character and personality, as well as a variety of life skills.

This paradigm treats, facilitates, and encourages students to be independent learners who are responsible, creative, innovative, sportive, and entrepreneurial.

3. Education for All

Education, at least at the primary level, is part of human rights and every citizen has the right to it in which all efforts to fulfill it have to be planned and implemented as well as possible. The fulfillment of the right to quality basic education shows fairness and equity of the results of development as well as investment of human resources necessary to support the sustainability of the national development. The right to basic education as the fulfillment of human rights has become a global commitment. Therefore, education for all program that is inclusively organized in formal, non-formal, and informal education with open and democratic education systems as well as gender equality should be able to reach those who live in remote areas and those who have economic and social constraints.

This paradigm ensures the support to learners who have physical, mental, economic, social, or geographical barriers through reach-the-unreached education services. This alignment paradigm is realized in the forms special schools, special education services, non-formal and informal education, visiting teacher education system, long distance education, and other forms of similar education that guarantee the implementation of democratic, equitable, fair and gender-equal education.

4. Education for Sustainable Development

Education has to produce human beings with noble character for the world. These people meet their needs by taking into account the needs of the present generation and the generations to come (intergenerational sustainability).

This paradigm persuades people to think about the sustainability of the planet and the whole universe. Education should foster an understanding on the importance of sustainability and ecological balance; the understanding that human beings are part of the ecosystem. Education should provide an understanding on the values of social and natural responsibilities to give an overview to the learners that they are part of the social system that have to work together with other human beings and part of the natural system that have to work together with nature and all its contents.

C. The Government Policies on Education for All (EFA) from 2000 till now

Education in Indonesia is strategically aligned with the achievement of Education for All (EFA) goals as agreed by UNESCO Member States on Dakar convention in Senegal, 2000. In addition, the education development has been inspired by many international agreements on education. One of the inspiring agreements is the Dakar agreement in 2000, widely known as Education for All (EFA).

The Education for All goals[3] to be achieved in 2015 as stated in Dakar agreement are: *First*, expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children. *Second*, 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. *Third*, ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programs. *Fourth*, achieving a 50 percent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults. *Fifth*, eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality. *Sixth*, improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

Following up the Dakar convention, the Government of Indonesia formed Education for All Coordination Forum. This forum was established by the Decree of the Coordinating Minister for People's Welfare No: B.10/MENKOKESRA/I/2003 dated January 27, 2003 on the instruction for governors, regents and mayors throughout Indonesia to form Education for All Coordination Forum in their respective working areas. The Coordination Forum was then formed into six (6) working groups, namely Early Childhood Education

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3   Education for All - World Education Forum, Dakar, Senegal, April 2000

(ECE), Basic Education, Literacy Education, Life Skills Education, Gender Mainstreaming, and Education Quality Improvement.

The Education for All Coordination Forum comprises of state ministries and government agencies as well as civil society organizations. It is established as a forum to synergize, encourage, coordinate, supervise, and evaluate the implementation of Education for All (EFA) at national, provincial and city/district levels.

The Coordination Forum has five (5) major functions:

1. formulate programs, stages, procedures, implementation and development of EFA activities in accordance with the situation and condition of the working area;
2. prepare long, medium, and short term EFA Action Plan;
3. build coordination, consolidation, socialization, dissemination, and advocacy to the entire community and stakeholders;
4. conduct monitoring and evaluation activities to the implementation of 6 EFA goals; and
5. submit periodical reports and review on the EFA implementation at the district/city, provincial, national, and international levels.

To support the success of Education for All (EFA), the government developed programs that are strategically aligned with the national development policy through six (6) economic development corridors, namely: *First*, Sumatera corridor as the center of crops and energy. *Second*, Java corridor as the driving force of national industries and services. *Third*, Kalimantan corridor as the center of minerals and energy. *Fourth*, Sulawesi corridor as the center of agriculture, plantation, fisheries, oil, gas, and mining. *Fifth*, NTB-NTT-Bali corridor as the tourism gate and support of national food. *Sixth*, Papua-Maluku corridor as the center of food, fisheries, energy, and mining development.

The purpose of the alignment with the 6 (six) economic corridors is to fully support the government policy in empowering all potential resources that exist in the Republic of Indonesia for the prosperity of all Indonesian people.

The education program is also aligned with pro-poor policies that aim to free people from poverty and to raise their dignity as citizens whose all rights and obligations are met. One of the strategies pursued through the pro-poor policies is providing greater opportunities for the poor, especially those living in remote, outer front, and isolated areas to fully participate in the national development, including education development.

In relation to quality of education improvement, Ministry of Education and Culture set four (4) main policies, namely: *first*, the establishment of education units, *second*, the improvement of learning system, *third*, the provision and improvement of quality teachers and education personnel, and *fourth*, the provision of social funding for learners. Through these policies, it is expected that the development of education in Indonesia will be better and the people's prosperity will be more evenly distributed.

CHAPTER II
PROGRESS ON EFA ACHIEVEMENTS IN INDONESIA

This chapter elaborates in detail the progress on Education for All (EFA) achievements in Indonesia. It shows quantitative and qualitative data to support the narrative explanation. In line with the six goals of EFA, this chapter encompasses six sub-chapters, namely: (i) early childhood education, (ii) basic education, (iii) literacy education, (iv) life skills education, (v) gender equality in education, and (vi) quality of education development.

A. Early Childhood Education

Early childhood education (ECE) is one of the Indonesian government's main priorities intended to achieve a demographic bonus in 2045 or a hundred years of Indonesia's independence[4].

As shown by figure 2.1, the number of population from birth to 9 years old is 45.93 million, and the population age 10 –19 years old is 43.6 million. The Figure indicates that, it is expected that in year 2045 – a hundred year of Indonesia's independence – these two groups of population will become 35–44 years old and 45–54 years old or be in their productive age. Thus, education, including early childhood education (ECE), plays a vital role to create a demographic bonus for Indonesia's national development.

Figure 2.1 Preparing Golden Generation

Source: Center of Statistics, MoEC, 2013

Figure 2.1 shows that Indonesian government tries to reach Indonesian golden generation by prioritizing ECE, improving qualified and equitable 9 years basic education, and launching 12 year universal education. This program is accompanied by developing character education and curriculum, which is called as the 2013 curriculum. By these priorities, it is expected that Indonesia will gain a demographic bonus in 2045. Therefore, the government set up the strategic goals to produce intelligent and competitive Indonesian people through increasing availability, affordability, quality and relevance, equality and certainty of obtaining education services.

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4   National Strategic Plan 2009-2014, Ministry of Education and Culture, Republic of Indonesia

Figure 2.2 shows the availability of early childhood education providers. In Indonesia, Early Childhood Care and Education is provided in the forms of Kindergarten (TK), Children Day Care Center (TPA), Play Group (KB), and Other Form of ECE unit (SPS) which are regulated under the Ministry education and Culture (MoEC).

Figure 2.2 Availability of ECE Services

Source: Center of Statistics, MoEC, 2013
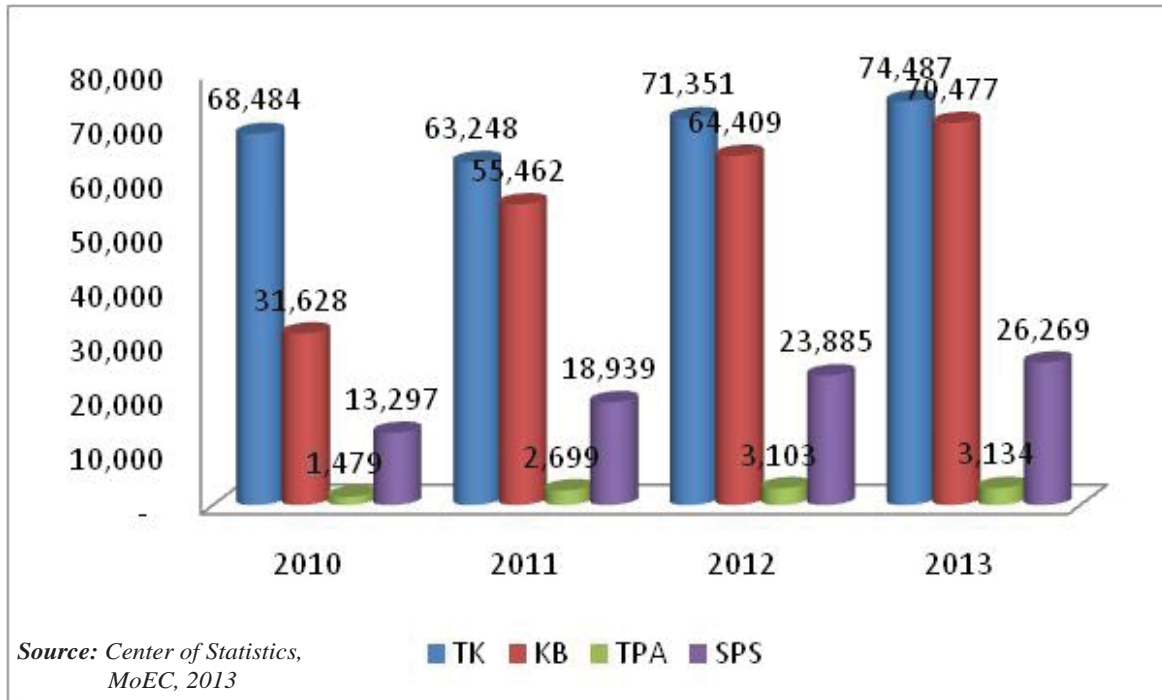
In addition, there is also ECE which is implemented under the Ministry of Religious Affairs (MORA) that includes *Raudhatul Atfal* (RA), and *Bustanul Aftal* (BA). Besides, there are other kinds of early childhood care and education programs, such as ECE integrated with health care, Infant's Family Development (BKB/ *Bina Keluarga Balita*), Islamic Study Group (*Majlis Taklim*), Sunday School, Faith Child Development, Islamic Child Education Center, and other similar institutions.

Figure 2.3 shows that in 2014, the target of Early Childhood Education (ECE) Gross Enrollment Rate (GER) is 72 percent at national level, whereas in 2010, the GER reached 50.2 percent. This achievement increased by 67.4 percent in

2013, which is close to the national target of 2013 (69 percent). Although the national GER achievement is relatively on track, there are disparities especially in seven provinces with the GER less than 50 percent; Papua, West Papua, NTT, Maluku, North Maluku, East and West Kalimantan. Meanwhile, the other 26 provinces have achieved more than 51 percent. Therefore, it can be said that the problems of urban centered services persistently occur, and enrollment for young children in early childhood education especially in remote areas and villages remains inadequate.

Figure 2.3 Achievements and Disparity of Early Childhood Education

2010
50,2%

2013
67,40%

Target to achieve in 2014

2014
72.0%

6,851,455
children in the age of 3-6 years old have not received ECE in 2013

Where are they?

Disparity

GER < 50% in Papua, West Papua, NTT, Maluku, North Maluku, East and West Kalimantan

North Maluku (24,14%)
West Papua (49,07%)
Maluku (47,70%)
NTT (47,85%)
Papua (42,74%)

Source: Center of Statistics, MoEC, 2013 [2]
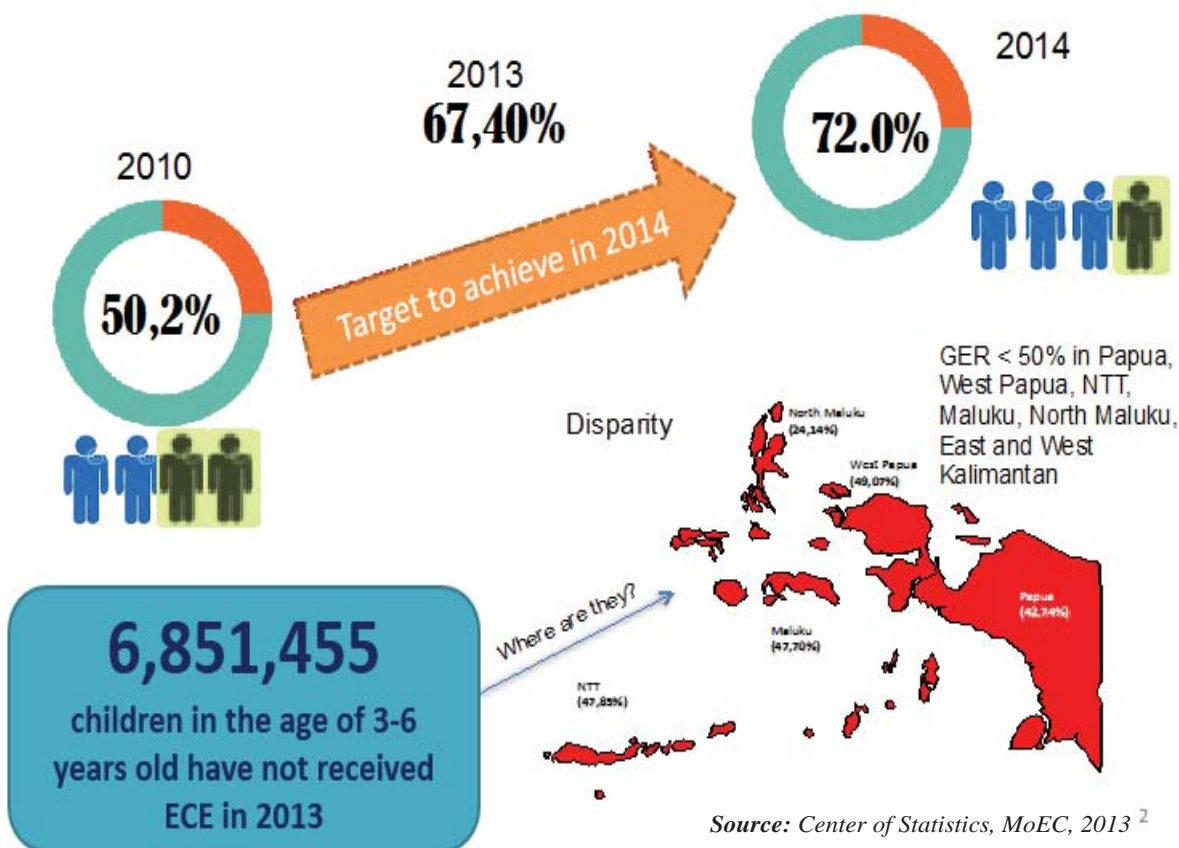
The problems and challenges faced by these seven provinces are mainly related to the limitation of infrastructures and facilities, unequal services between rural and urban areas, lack of demand of ECE, poverty, non-integrated services of ECE, and unsustainable cooperation or collaboration between government agencies with early childcare and childhood education providers.

Figure 2.3 also describes that the percentage of Indonesian children age 3 – 6 years who have access to early childhood education is improving. In 2013, the Gross Enrollment Rate (GER) of ECE increased to 67.4 percent from 50.2 percent in 2010. However, a large proportion (31.9% percent, or 6.85 million children) still do not have access to early education opportunity. This is because about 31 percent of villages or about 23 thousands villages do not have early childhood education institutions (Figure 2.4). The number of villages, which has at least 1 formal ECE in 2014, is 69.4 percent or more than 53.8 thousand villages.

Figure 2.4 The Percentage of Villages that Have at least 1 Formal ECE by Provinces in 2014

Province	Percentage
DI. Jogjakarta	100.0%
DKI. Jakarta	99.6%
Bali	97.3%
Nusa Tenggara Barat	96.1%
Jawa Timur	95.6%
Jawa Tengah	94.4%
Kep. Bangka Belitung	92.1%
Gorontalo	91.7%
Jawa Barat	90.3%
Sumatera Barat	87.0%
Sulawesi Selatan	82.7%
Banten	81.2%
Jambi	79.1%
Kepulauan Riau	79.0%
Kalimantan Selatan	77.4%
Sulawesi Utara	77.1%
Lampung	75.1%
Sulawesi Tengah	70.7%
Riau	63.5%
Sulawesi Barat	62.2%
Nusa Tenggara Timur	61.2%
Sulawesi Tenggara	60.9%
Kalimantan Timur	59.9%
Sumatera Selatan	58.0%
Bengkulu	57.8%
Kalimantan Tengah	56.8%
Sumatera Utara	56.3%
Maluku Utara	48.1%
Kalimantan Barat	43.2%
Maluku	38.4%
Aceh	36.1%
Papua Barat	19.1%
Papua	15.1%

Source: Center of Statistics, MoEC, 2013

All children have the right to receive ECE, and hence, ECE has become a national movement in Indonesia. In order to accelerate this movement, the First Lady has been appointed to become the national mother of ECE (*bunda PAUD nasional*), and all governors' wife become the mother of ECE at provincial levels and all wife of the mayors or regents have become the mother of ECE at city or district level. In addition, the Presidential Decree Number 60 about Holistic and Integrative Early Childhood Development was launched in 2013. The Decree regulates the importance of holistic and integrative approaches of early childhood development in order to provide holistic services of health, nutrition, education, protection and parents' skills in early care and childhood education. All families have the right to subsidize ECE services, but the aims must be to reduce disparities to give opportunities to poor and marginalized children to access education. In other words, marginalized children must be able to participate in education for free.

B. Basic Education

Nine-year compulsory basic education in Indonesia comprises of services for children age 7-12 years through primary schools (SD), *Madrasah Ibtidaiyah* (Islamic primary school/MI), and Package A (equivalent to primary school); and for children age 13-15 years through junior secondary (SMP) schools, *Madrasah Tsanawiyah* (Islamic junior secondary school/ MTs), and Package B (equivalent to junior secondary school).

Figure 2.4 Gross Enrollment Rate (GER) and and Net Enrollment Rate (NER) by Education Levels 2004-2012
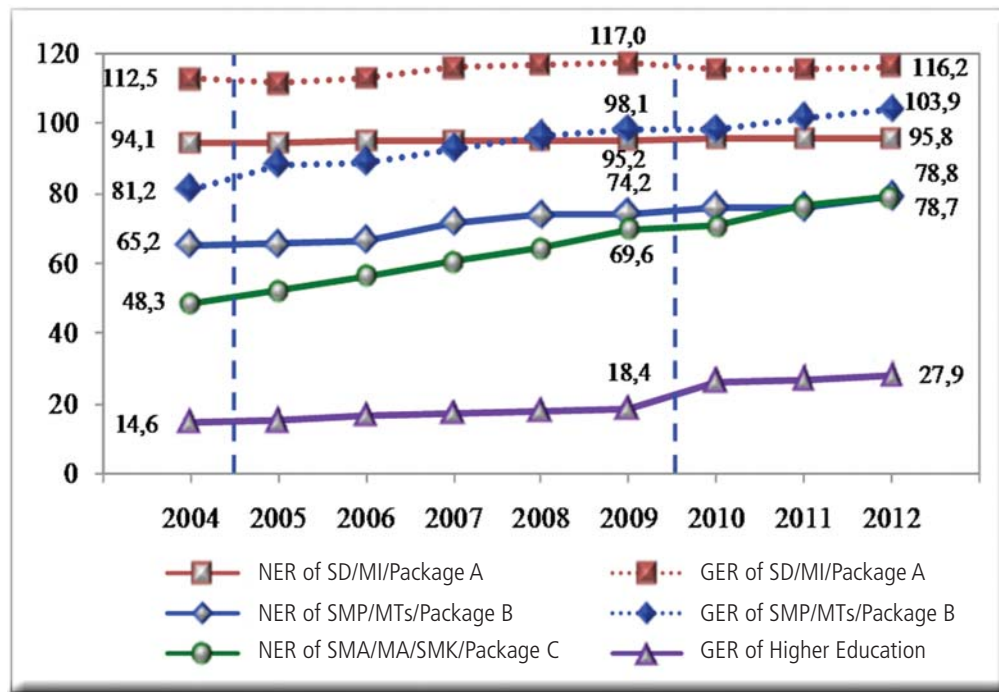
Source: *Center of Statistics, MoEC, 2013*

Figure 2.4 shows that, in 2012, the NER of Primary School (SD/MI/Package A) is 95.8 percent. This achievement is very close to the target of that NER in 2015, which is 96.0 percent. Meanwhile, in 2012, the GER of Primary School (SD/MI/Package A) has reached 116.2 percent and the target of Gross Enrollment Rate (GER) of Primary School (SD/MI/Package A) in 2015 is 119.1 percent.

In 2012, the achievement of Net Enrollment Rate (NER) of Junior Secondary School (SMP/MTs/Package B) is 78.8 percent, and the Gross Enrollment Rate (GER) is 103.9 percent. Despite the achievement that goes beyond the strategic plan (76.8% in 2014), similar to those in early childhood education as described earlier, there is a discrepancy between rural and urban areas. In rural and remote areas, the percentage of children (especially girls and the poor) without access to education is significantly higher than that found in urban areas. It is estimated that more than 1.75 million Indonesian children age 13-15 years are not in junior secondary school or *madrasah*.

Disparities among provinces also occur. In 2011, only 68.5 percent of the provinces reached the NER of Primary School (SD/MI/Package A) by ≥ 95 percent, and 74.2 percent of provinces reached the GER of Junior Secondary School (SMP/MTs/Package B) by ≥ 95 percent.

It can be seen in Figure 2.5 that discrepancies of GER of Junior Secondary School among district/cities within each province are varied. The lowest mean is in Papua and the highest is in DKI Jakarta.

Figure 2.5 Discrepancies of GER of Junior Secondary Schools by Districts/Cities within Each Province, 2012/2013
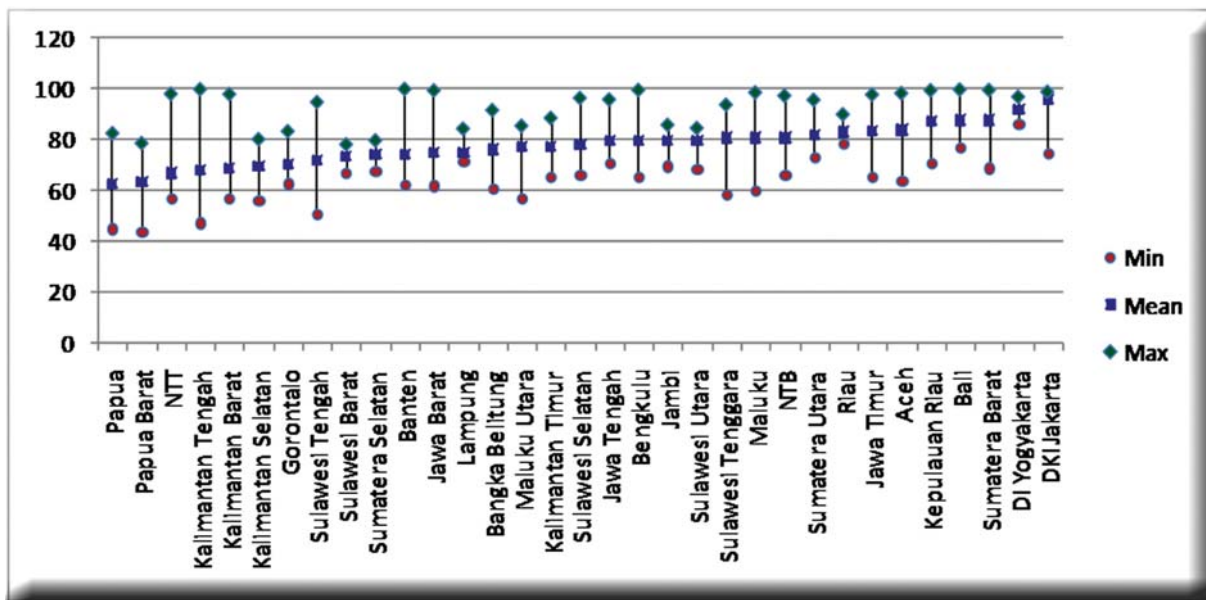
Source: *Center of Statistics, MoEC, 2013*

An overview of the current conditions of 9 year basic education in Indonesia can be seen in Figure 2.6. Regarding the second EFA Goal, the target of Net Enrollment Rate (NER) of primary school in 2015 is 95.23 percent. The early entry phenomenon encountered in the last several years has contributed to difficulties in achieving the NER of primary school by 100 percent. Some parents send their children under the age of 7 years old to primary school and many children age 12 years are already enrolled in junior secondary school. Although nationally the target has been achieved, there is disparity among provinces and districts. The main challenges are (i) improving equitable access of all children to quality primary education, (ii) reaching students at remote and border areas, and (iii) improving the quality and equality of teacher distribution in all regions. Therefore, based on these conditions, policies on basic education are still prioritized to:
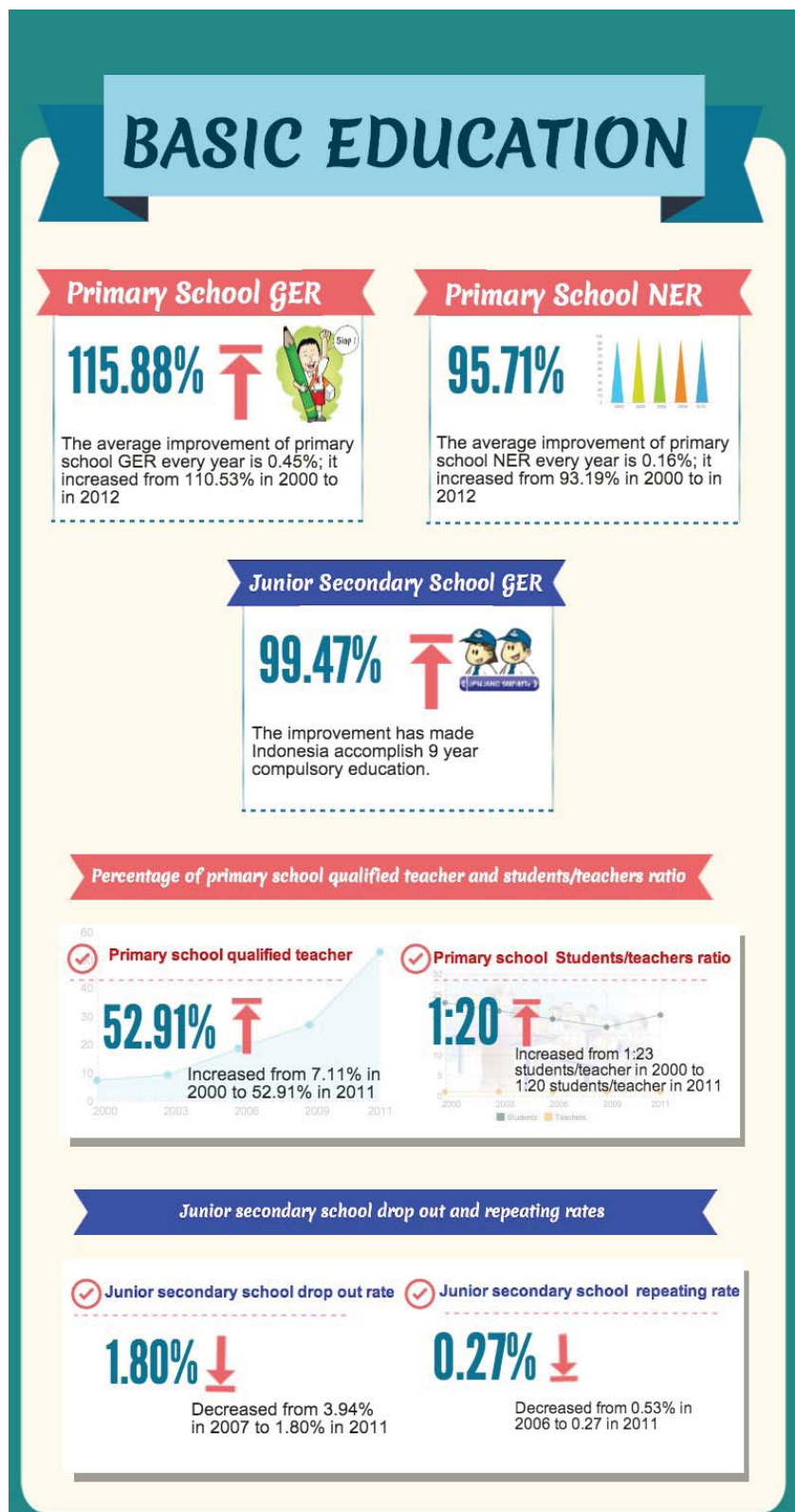
- improve access, quality and relevance of basic education for all children, especially targeting poor, remote, and marginalized communities.

- increase actions for a more efficient and effective educational resources management.
- create a national movement for the completion of basic education, involving parents and community leaders, non-governmental organizations (NGOs) and the private and industrial sectors.
- give more opportunities to private schools and community-based educational institutions to provide basic education. This includes alternative educational programs to reach the unreached, poor and remote communities and to improve equity in access to basic education.

C. Life Skills Education

From 2005 to 2009, Indonesia's priority to prepare senior secondary school (SMA) students to enter universities/higher education had shifted to prepare students of senior secondary vocational school (SMK) to enter world of work. This policy shift was directed to increase the relevance of secondary schools and to improve life skills of Indonesian youth to become a middle level workforce. As stated in the national strategic plan of the Ministry of National Education (MoNE) 2005 – 2010, the MoNE's target was to shift the ratio of students enrolling in SMA to SMK to be 30:70 by 2015. In the current condition, apart from the fact whether or not the ratio target had been achieved, the target of better relevance and quality of life skills of Indonesian graduates has, again, been shifted to prioritize relevant and quality higher education by providing more access to community colleges.

BASIC EDUCATION

Primary School GER
115.88%
The average improvement of primary school GER every year is 0.45%; it increased from 110.53% in 2000 to in 2012

Primary School NER
95.71%
The average improvement of primary school NER every year is 0.16%; it increased from 93.19% in 2000 to in 2012

Junior Secondary School GER
99.47%
The improvement has made Indonesia accomplish 9 year compulsory education.

Percentage of primary school qualified teacher and students/teachers ratio

Primary school qualified teacher
52.91%
Increased from 7.11% in 2000 to 52.91% in 2011

Primary school Students/teachers ratio
1:20
Increased from 1:23 students/teacher in 2000 to 1:20 students/teacher in 2011

Junior secondary school drop out and repeating rates

Junior secondary school drop out rate
1.80%
Decreased from 3.94% in 2007 to 1.80% in 2011

Junior secondary school repeating rate
0.27%
Decreased from 0.53% in 2006 to 0.27 in 2011

Source: *Center of Statistics, MoEC, 2013*

Figure 2.7 indicates that the quality of life has improved, but the population completing only primary education remain huge (more than 9.6 million) and they are in productive age. Thus, life skills through non-formal education needs to be reinforced. The need to put more emphasis on specific skills and to improve linkages with industry is important. Greater access of non-formal education through community empowerment training courses should be provided in order to stipulate more practical and applied learning experiences. In SMK, more applied subjects such as business, economics, and strengthened computing and English should be supported by internships in relevant economic sectors.

Figure 2.7 The Proportion of Population and Education Levels, 2010
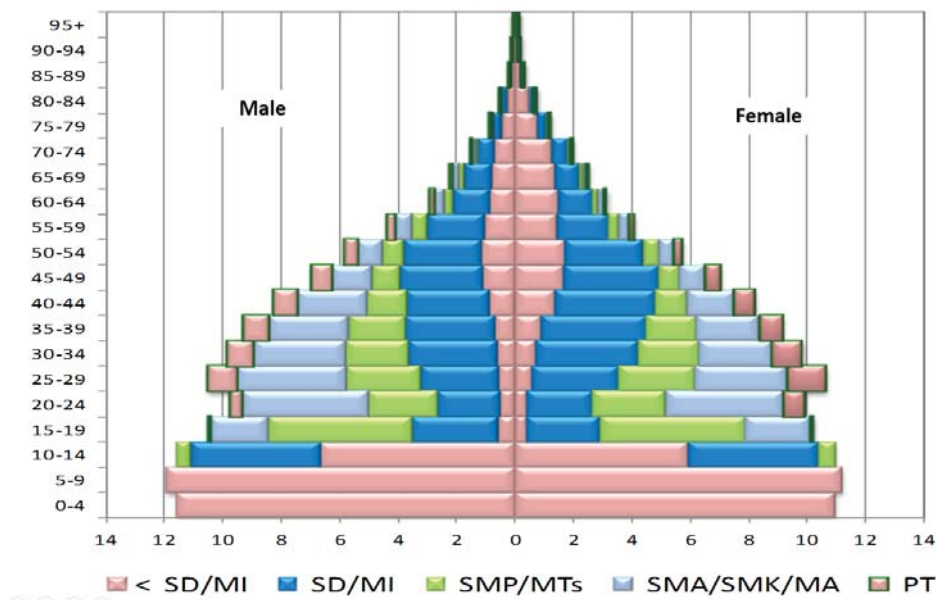
Source: *Center of Statistics, MoEC, 2013*

There is a phenomenon where educated youth unemployment in urban areas appears larger than those in rural areas. This is because there is fewer educated youth in rural areas, and the rural youth are employed in the types of jobs that do not need higher skilled workers. According to the National Bureau of Statistics (BPS,

2010), skilled jobs are defined as those usually requiring a senior secondary education or higher qualification, like managerial, professional, skilled production, office/admin and sales positions. Unskilled jobs include manual labor, agricultural laborers, transportation and unskilled production workers.

In the context of the achievement of EFA goals, a study on the implementation of life skills education for youth and adults includes: (1) the percentage proportion of youth and adult population, (2) the participation rate of youth and adults in life skills education; (3) the percentage proportion of number of Senior Secondary and Vocational Schools as well as training and courses institutions, and (4) the percentage proportion of Senior Secondary School and Vocational School teachers and training and courses instructors.

1. Proportion of Youth and Adult Population

Data show that the youth literacy rate was 98.51 percent in 2010 and increased to 99.08 percent in 2012 (National Bureau of Statistics). However, adult literacy rate (25-59 years old) was lower than that of youth. In 2012, the literacy rate of population age 25-44 and 45-59 years was 97.45% and 89.63% respectively.

2. Participation in Life Skills Education

In accordance with the National Action Plan of EFA, Life Skills Education for youth and adults in Indonesia aims to: (1) produce graduates or qualified workforce, ready to work or do independent business (entrepreneurship), (2) increase the productivity of the people/workers to produce goods and services based on market demands, (3) develop business activities managed by the public, (4) improve public health and avoid HIV-AIDS and drug abuse, and (5) decrease unemployment to reduce poverty.

Based on these objectives, life skills education for youth and adults in Indonesia is conducted through formal and non-formal education. Formal education provides technical and vocational education through Vocational Schools (SMK). Meanwhile, non-formal education provides Training and Courses Institutions and Community Learning Centers (CLC), which organize life skills education, life skills education for women, self-entrepreneurship literacy and entrepreneurship literacy.

3. The Percentage Proportion of Number of Senior Secondary and Vocational Schools as well as Training and Courses Institutions

In formal education, life skills education aiming to improve working skills through vocational schools improves quite significantly over the last 5 years. The number of vocational schools is growing very significantly from 6,025 schools in 2005/2006 to 9,164 schools in 2010/2011. The Gross Enrollment Rate (GER) of vocational schools was 17.45 percent in 2005/2006 and increased to 30 percent in 2010/2011. It shows significant affirmation and support from both the government and society to the development of life skills and working skills. If seen from gender perspective, the proportion of male students following vocational education was 19.91 percent, and the gender disparity was approximately 5 percent compared to the female participation rate that reached 14.90 percent in 2005/2006. Furthermore, in 2010/2011, vocational education participation rate for male students was 34.22 percent, while the participation of female students was 25.64 percent. It shows that there remains gender disparity by approximately 8 percent in which male students are higher than female students in terms of participation.

Vocational School graduates from 2005/2006 to 2007/2008 come from various skills program groups; Agriculture, Technology & Industry, Business and Management, Social Welfare, Tourism, Arts and Crafts, Forestry, and Marine. Skills programs most widely followed in vocational schools are Technology & Industry, Business & Management, and Tourism.

In non-formal education, life and working skills is introduced through Training and Courses Institutions and Community Learning Centers (CLC). The number of Training and Courses Institutions and CLCs shows a significant improvement over the last three years. In 2009, the number of Training and Courses Institutions was 12,070 units and increased to 16,353 units in 2011. Meanwhile, the number of CLCs in 2009 was 6,500 units and increased to 18,439 in 2011. In addition, there was also Smart House that provides life skills education through entrepreneurship literacy programs and Creative Center. The number of Smart House pioneered in 2010 was 10 units and increased to 367 units in 2013.

The number of life skills education participants in Training and Courses Institutions in 2006 was 43,275 people, and continued to increase every year. In 2012, the number of participants was 60,491 people and 32,000 people in 2013. The total number of beneficiaries in the last 6 years is 563,821 people.

Until 2011, the types of life skills education program through non-formal education are: Computer, English, Tailoring, Hair Beauty, Skin Treatment, and Bridal Makeup.

4. Teachers and Instructors of Life Skills Education

The number of vocational school teachers in 1999/2000 was 127,024 people or 37.93 percent of the total number of senior secondary teachers, 334,931 people. In 2011/2012, the number of vocational school teachers increased to 165,400 people or 39.54 percent of the total number of senior secondary teachers, 418,258 people. Meanwhile, the number of courses and training educators in 2009 was 70,314 people, and increased to 107,573 people in 2011. In addition, the number of CLC educators in 2009 was 22,161 people and increased to 52,768 people in 2011.

In 2009, the percentage of vocational school teachers based on education level was; Diploma 50,025 people (19:09%), Bachelor/Master/Doctor 211,977 people (80.91%). Up to 2011, the number of vocational school teachers having Bachelor degree was 148,255 people (89.62%), and those having Master and Doctor degree were 17,175 people (10:38%).

The number of courses and training educators in 2009 by education level was; Senior Secondary School graduates 22,776 people (32.39%), Diploma 10,751 people (15.29%), and Bachelor/Master/ Doctor 36,787 people (52.32%). Until 2011, the number of courses and training educators having Senior Secondary School certificate was 34,743 people (32.30%), Diploma 15,630 people (14.53%), and Bachelor/Master/Doctor 57,200 people (53.17%).

The number of CLC educators in 2009 by education level was: Senior Secondary School graduates 6,250 people (28.20%), Diploma 3,115 people (14.06%), and Bachelor/Master/Doctor 12,796 people (57.74%). Until 2011, the number of CLC educators CLC having Senior Secondary School certificate was 16,627 people (31.51%), Diploma 11,487 people (21.77%), and Bachelor/Master/ Doctor 24,654 people (46.72%).

The number of teachers and education personnel shows a significant increase from time to time. Until 2011, for life skills education conducted through formal education, the service capacity was 18 teachers per vocational school. Meanwhile, for the non-formal education, the service capacity was 7 educators per training and courses institution and 8 educators per CLC.

Figure 2.8 Life Skills Education
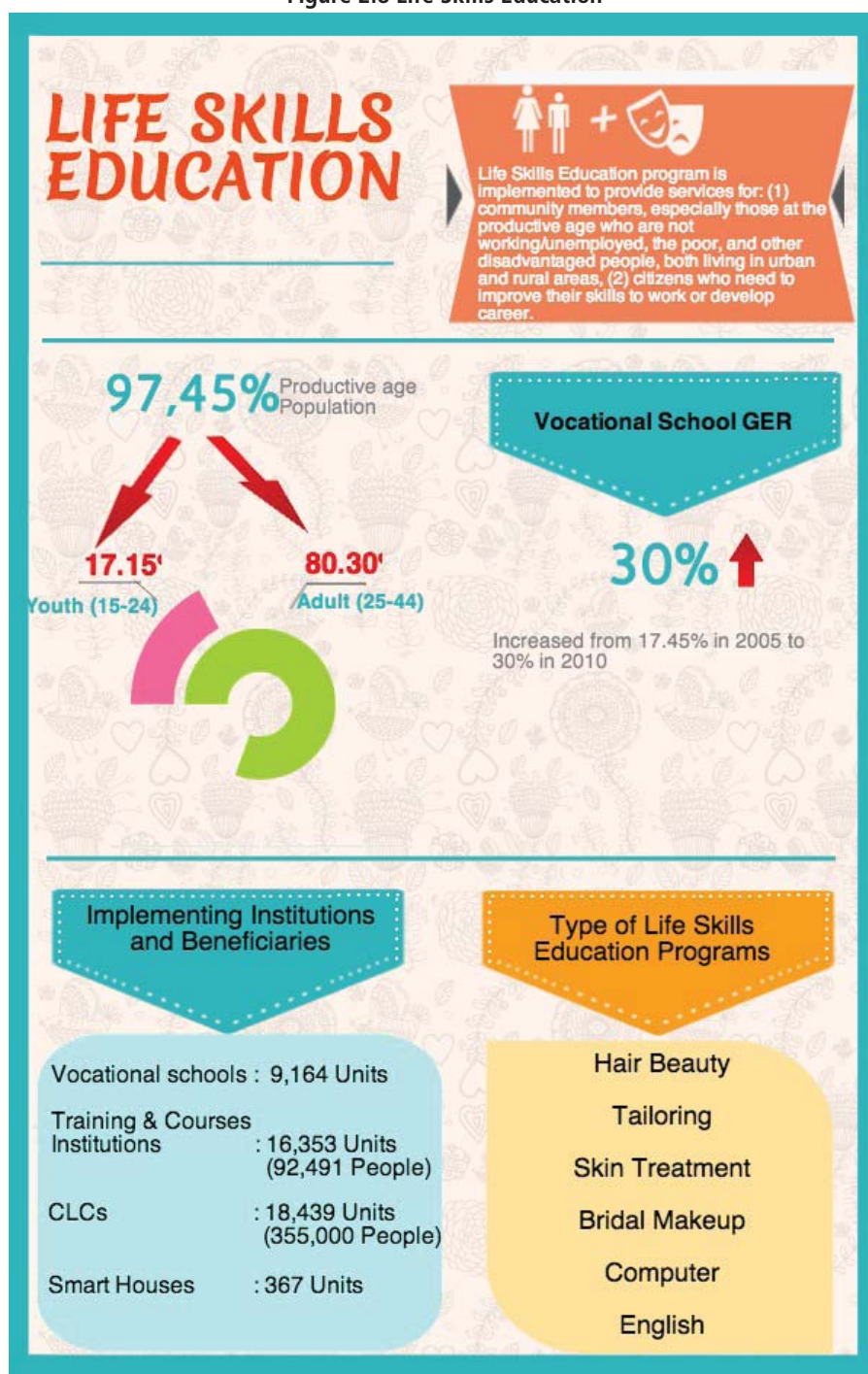
As indicated by Figure 2.8, based on the 2010 population census, the number of youth population (15-24 years old) in Indonesia was approximately 17.15 percent and the number of adult population (25-59 years old) was about 80.30 percent. Meanwhile, the total number of Indonesian population in 2010 reached 237,641,126 people. The proportion of the population was relatively constant until 2012, which means that the number of youth and adults in Indonesia reached 97.45 percent of the total population. The data show that Indonesia has a population of productive age, which is ideal to boost the national development in all sectors.

In summary, as many people would expect, education level of workers and their geographical location (urban or rural) would relate to labor market entry and their earning. However, in many cases, because of the limitation of formal employment vacancies, non-formal life skills programs would lead to self-employed informal workers. For example, Literacy for Life Skills and Entrepreneurship (LLSE) program offers opportunity to access informal jobs sector with better income. Meanwhile, secondary vocational school graduates can access formal paid jobs and would probably lead to much better wages depending on their quality of learning.

Source: Center of Statistics, MoEC, 2013

D. Literacy Education

In the context of literacy, the Dakar Convention stresses "*the attainment of a 50 percent increase in adult literacy, particularly in women, by the year 2015*". Since Indonesia's literacy rate has rapidly improved, the target is modified into "*the attainment of a 50 percent decrease in adult illiteracy aged 15 and above by 2015*". That means the target in 2015 was a 5.0 percent illiteracy rate, and in 2011, this target had almost been achieved. The illiteracy rate decreased by 5.12 percent (8.9 million), from 9.55 percent (14.89) million in 2005 to 4.43 percent (6.7 million) in 2010. Improving literacy rate of 8.9 million adults in an archipelagic Indonesian country was a success story with a lot of challenges, efforts and a structured coordination.

Despite the remarkable achievement, the government insists Indonesia should speed up the decrease in the adult illiteracy rate from 4.43 percent in 2011 to 3.83 percent in 2015. The Government believes that adult literacy plays an essential role in humanizing the lives of individuals by enabling economic security, health, and cultural identity and tolerance, as well s civic participation.

Adult literacy rate continuously increased. In 2013, the adult literacy rate has reached 95.98 percent or nearly 96 percent (6.1 million). The achievement in percentage is remarkably significant, but the population of adults is quite large so the absolute number is 6.1 million and this is still a great number. Table 2.1 explains the numbers of literacy program learners, funded by the national budget.

Table 2.1 Number of Adult Literacy Program Learners

Program	Year					
	2008	2009	2010	2011	2012	2013
BL	600.010	1.088.890	437.830	347.017	200.000	188.320
SEL	139.140	194.000	210.030	208.000	300.000	303.000
LSE		7.000	7.000	7.000	7.000	7.000
EL			1.400	1.400	1.800	600
CN MNLFT			1.800	1.800	2.000	1.400

Note:

BL	Basic Literacy
SEL	Self-Entrepreneurship Literacy
LSE	Life Skills Education
EL	Entrepreneurship Literacy
CN MNLFT	Children Newspaper, Mother Newspaper, Literacy based on Folktales

It can be seen that the number of basic literacy learners decreased from 2010 up to present. This is because the national budget was deducted. In 2009, the budget was the highest one, and hence, the number of learners of literacy program was also the highest. The high budget of literacy program in 2009 was due to the commitment of "Literacy Movement" that was regulated by Presidential Decree Number 5/2006. The Decree was launched in order to accelerate the achievement of the literacy target, to promote the importance of literacy and to gain commitment from all stakeholders including local government, parliament at central, provincial and district levels, community organizations, community leaders, and religious leaders. Achieving 5 percent illiteracy rate requires a significant decrease in the number of illiterate people and high provision of budget. In 2009, combating illiteracy became a priority, so all stakeholders had to work together to make sure of the target. In 2010, the target had almost been achieved and it caused the budget decline accordingly and the number of learners was reduced.

Figure-2.9 The Decrease of Percentage and Number Adult Illiteracy, 2005-2012
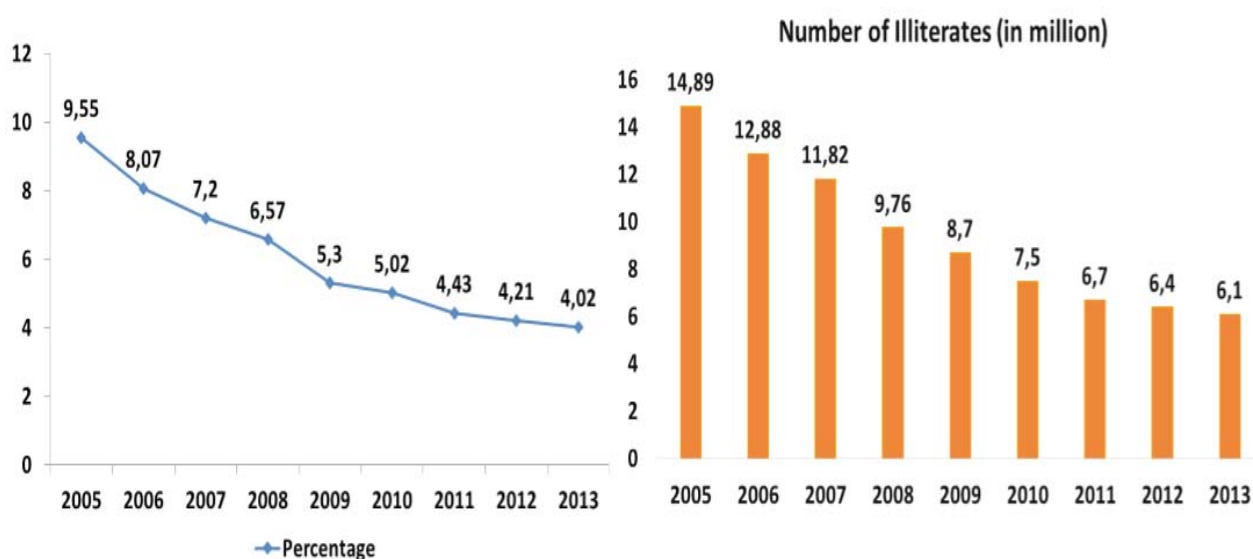
Source: *National Bureau of Statistics and MoEC, 2013*

However, measured according to their income, it is revealed that the adult illiteracy rate of the poorest population aged 15-59 (quintile-1) is still much higher in comparison to those of the rich population (quintile-5). Figure 3.2 describes that in 2012 the number of illiteracy of the poorest population (quintile-1) is the largest and the number of illiteracy of the richest population (quintile-5) is the smallest. This indicates

that the number of adult illiteracy population has decreased, but those having the lowest income possess higher number than those having higher income.

Figure 2.10 also indicates a unique phenomenon that in provinces with high population – that also poses higher number illiteracy – the rich population still also has a quite large number of illiteracy.

Figure-2.10 The Illiteracy Situation based on Economic Quantile and Province, 2013
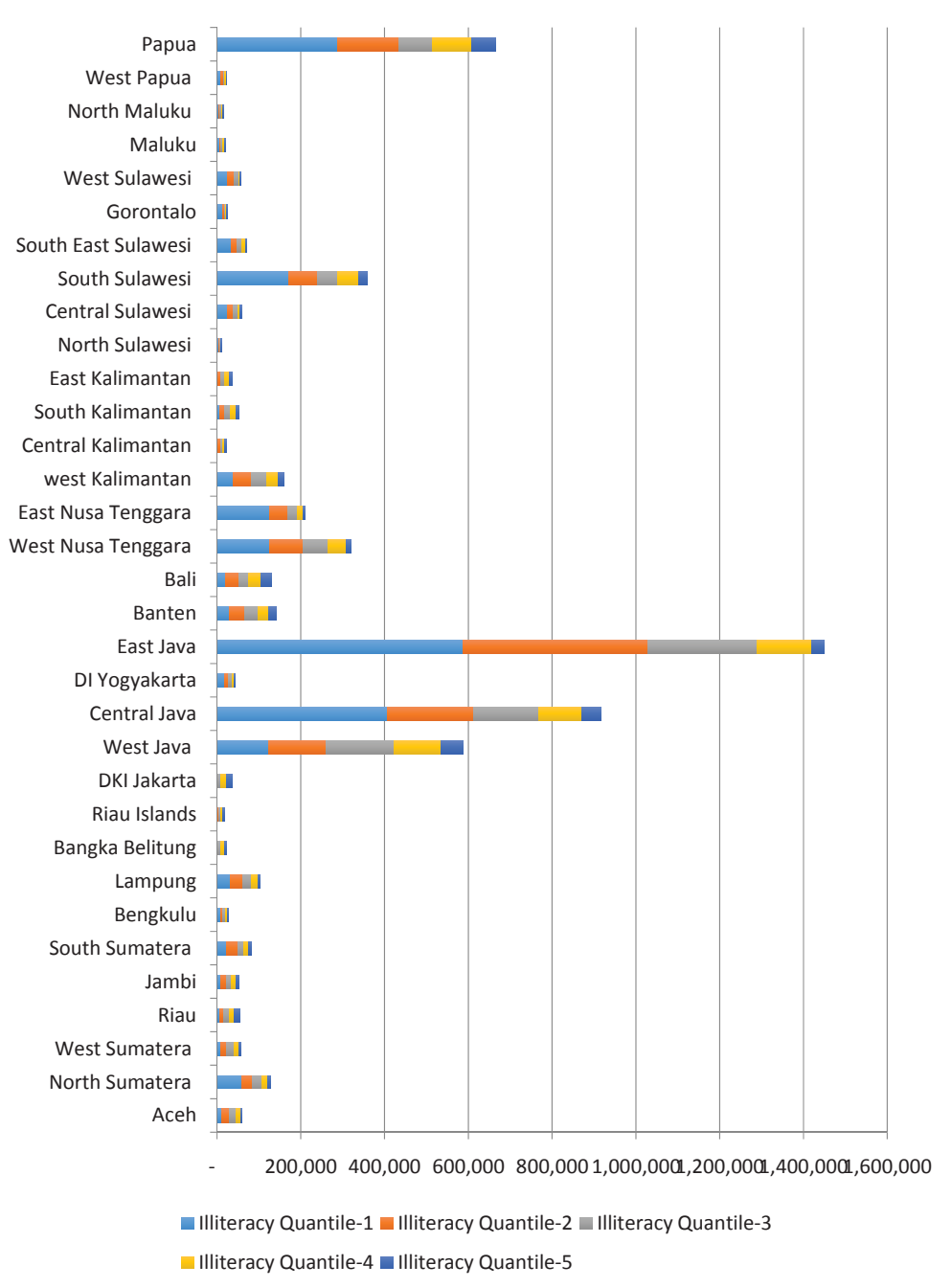
Source: *National Bureau of Statistics and MoEC, 2013*

Based on the information indicated by Figure 2.10 above, it is assumed that the sluggish decline in the illiteracy of this high-income group in certain locations is not because of economic factor. This is due to the existence of uncompromising groups within the society, which consist of the middle-aged and the 45 years old and above, people with very strong vernacular and local culture, people residing in remote areas, ethnic minorities, and the people with partial literacy in Arabic or Chinese dialect that without being literate in national and Latin character they have good earning and fair status in their immediate environment. It is difficult to provide educational services to these people. The difficulty arises from internal factors, such as lack of motivation, and external factors such as low teaching competencies of tutors, insufficient relevancy of learning experiences and limited literacy education services. In addition, it is difficult to provide proper literacy education to illiterates living in dispersed, remote areas, due to limited number of qualified tutors and facilitators.

For illiterate population with strong local language and culture, teaching literacy in mother tongue is a challenging task. Teaching and learning materials and acquisition of local languages among tutors are required, but the provision of materials in local language is still inadequate.

If we look at Figure 2.9, there has been a significant improvement in adult literacy at national level. However, Figure 2.11 shows that the population of female illiterates is still higher than males.

Figure 2.11 **The Percentage and Gender Difference of Adult Illiteracy, 2004-2012**
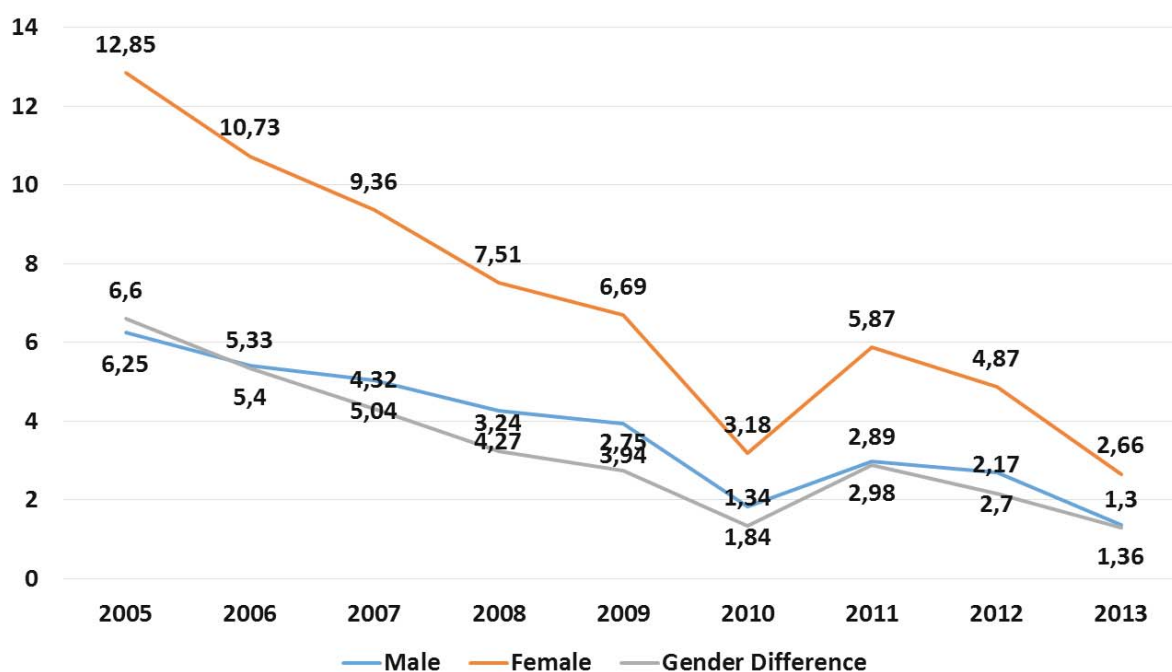
Source: *National Bureau of Statistics and MoEC, 2013*

Nevertheless, Figure 2.12 shows that in 2013 discrepancy between male and female population has almost been achieved in youth literacy.

Figure 2.12 Discrepancy between Male and Female Population in Youth Literacy, 2013
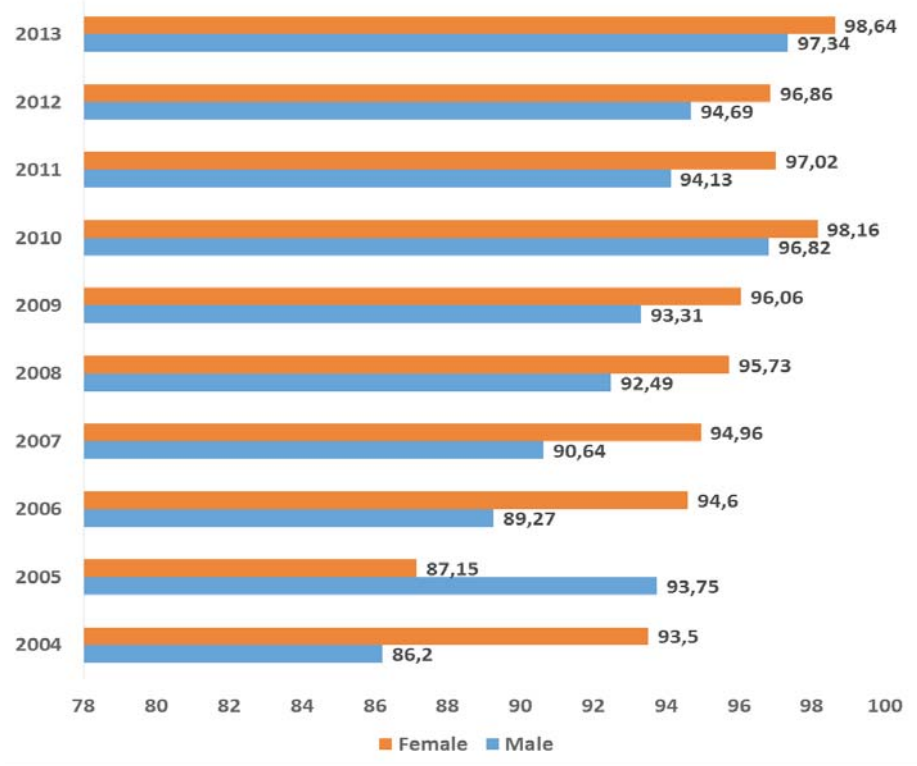
Source: *National Bureau of Statistics and MoEC, 2013*

The achievement of youth literacy (15-24 years old) is significant. This is because of the improvement of nine year basic literacy (age 7-15 years old) and universal secondary education (age 16-18 years old). In 2013, the achievement of youth literacy (age 15 – 24 years) is 99.50 percent (Figure 2.13).

However, measured according to their income, it is revealed that the literacy rate of the female population aged 15-24 years old is still much lower in comparison to that of the male population.

Figure 2.13 The Development of Youth Literacy (15-24 years old) based on Sex
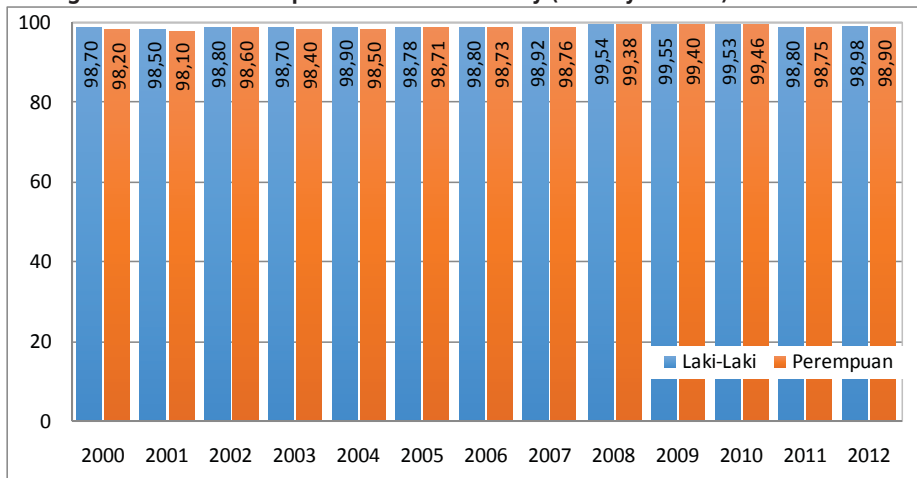
Source: *National Bureau of Statistics and MoEC, 2012*

At the provincial level, there are 11 provinces having illiterate percentage above 4.02%. The 11 provinces are Papua, West Nusa Tenggara, West Sulawesi, East Nusa Tenggara, South Sulawesi, East Java, West Kalimantan, Southeast Sulawesi, West Papua, Bali, and Central Java. **Figure-2.14** shows the literacy percentage of each province in literacy achievement.

Figure-2.14 Percentage of Illiterate Population by Province, 2013

Province	Percentage
Papua	34,38
West Nusa Tenggara	11,81
West Sulawesi	8,17
East Nusa Tenggara	7,89
South Sulawesi	7,41
East Java	6,16
West Kalimantan	6,04
Southeast Sulawesi	5,41
West Papua	5,23
Bali	5,14
Central Java	4,69
Gorontalo	3,70
Central Sulawesi	3,61
Bangka Belitung Islands	2,66
Bengkulu	2,64
Jambi	2,59
North Maluku	2,31
Maluku	2,29
South Kalimantan	2,24
Lampung	2,22
West Java	2,17
Aceh	2,09
Banten	2,06
West Sumatera	2,01
DI Yogyakarta	1,93
South Sumatera	1,76
North Sumatera	1,64
Riau Islands	1,59
East Kalimantan	1,57
Central Kalimantan	1,56
Riau	1,52
North Sulawesi	0,74
DKI Jakarta	0,57

Source: *MoEC, 2013*

It is important to note, however, that even though the literacy percentage of a province is good, it is not an indication that the number of illiterates in that province is low. The same goes for the opposite. In some cases, this is caused by the high population number in a province. With this approach, we can see there are 7 provinces with the number of illiterates over 200,000 people. The provinces are East Java, Central Java, West Java, Papua, South Sulawesi, West Nusa Tenggara, East Nusa Tenggara, and West Kalimantan. Figure-2.15 shows the number of illiterates in each province in Indonesia.

Figure-2.15 Number of Adult Illiterate Population by Province, 2013
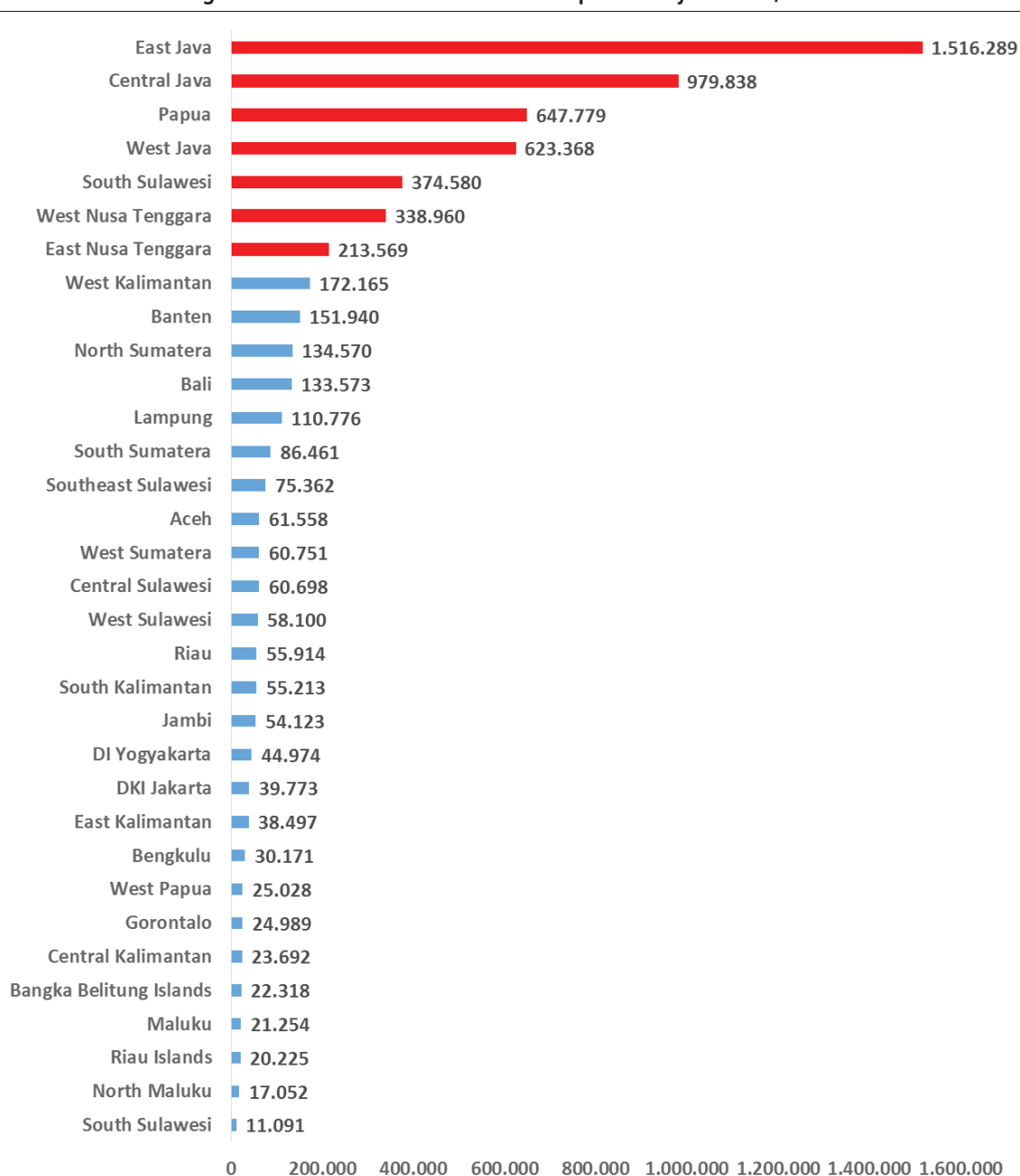
Source: *MoEC, 2013*

Similar with the provincial level, if we calculate the number of illiterates, we have 29 Districts with number of illiterate population over 50,000 people (see **Figure-2.16**). There is even one District with illiterates over 150,000 people, namely Jember (176.7 thousand).

Figure-2.16 Districts with Number of Adult Illiterate Population above 50,000 People
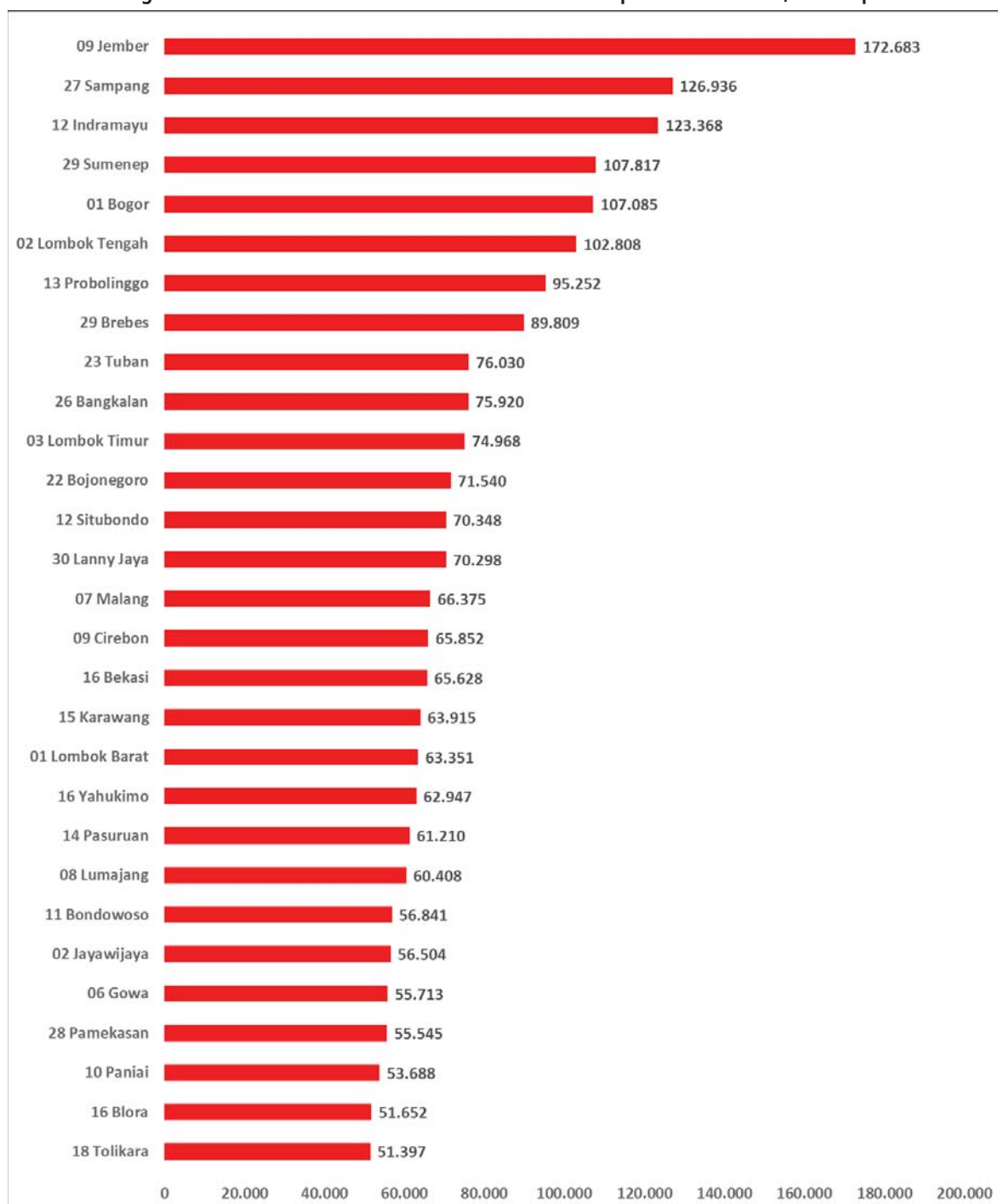
Source: *MoEC, 2013*

On the other hand, there were more than 200.000 drop-outs of primary schools. The Indonesian government addressed these problems by issuing the Presidential Instruction No. 5/2005 on "The National Movement of Compulsory Nine-Year Basic Education and the Fight against Illiteracy." Following this Presidential Instruction, in 2006, Directorate of Community Education Development accelerated literacy program as a National Movement and this program went successful with the result of 8.7 percent illiteracy rate in 2009 with gender difference of 5.33. After three years, the progress continued and achieved the national average 4.02 percent or 6.2 million illiterate people, and gender difference 1.3 (BPS, 2013). However, despite the progress at national level, there are disparities among provinces that can be seen in the following infographic (Figure 3.9).

Figure 2.17 The Distribution of Adult Illiteracy Rate by Province

Source: *National Bureau of Statistics and Center of Statistics, MoEC, 2013*

E. Gender Equality Education

One of the human development goals of Indonesia is to achieve gender equality by building human resources without differentiating men and women. A number of efforts have been undertaken to improve the quality of life and the role of women to enable them to be men-equal partners in the national development.

Gender mainstreaming in education is realized by gender capacity building programs to stakeholders in education. The capacity building includes training given to policy makers, planners, and textbooks/learning materials authors, and education personnel that include heads of education units, teachers and non-formal education personnel.

The legal bases for mainstreaming gender in education are the Presidential Instruction No. 9/2000 on mainstreaming gender in all development programs as well as all government levels, and the Minister of National Education Regulation No. 84/2008 on Gender Mainstreaming in Education.

Indonesia's efforts to bring about gender equality and equity have been established since 1984 by participating in the Convention on the Elimination of all Forms of Discrimination against Women (CEDAW) which was ratified in Law No. 7/1984. The attention to gender equality and equity is also realized by contributing to International Convention on Education for All (EFA), 2000 in which one of the commitments agreed is "eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality." Indonesia's commitment to this Dakar Convention (2000), as a symbol of attention to gender equality and equity, is characterized by issuing the Presidential Instruction No. 9/2000 on Gender Mainstreaming. However, the implementation of gender mainstreaming in education, especially in the Ministry of Education and Culture, began in 2002. Furthermore, in 2003, the national government in collaboration with the Working Groups on Gender Mainstreaming in education in 33 provinces began to develop an implementation model of gender mainstreaming in education at the provincial level. Meanwhile, at the district/city level, the capacity building began to be implemented in 2007.

Gender Mainstreaming in education has been implemented since 2002 that covered primary to senior secondary education programs in both national and sub-national levels. It is targeted at least 50 percent of cities/districts in Indonesia will implement gender mainstreaming in education by 2015. All provinces have been continuously implement capacity building for gender mainstreaming every year. Until 2013, 64.78% or 322 districts/cities out of 502 districts/cities have implemented gender mainstreaming in education.

Figure 2.18 The Number of Cities/Districts Implementing Gender Mainstreaming in Education from Time to Time
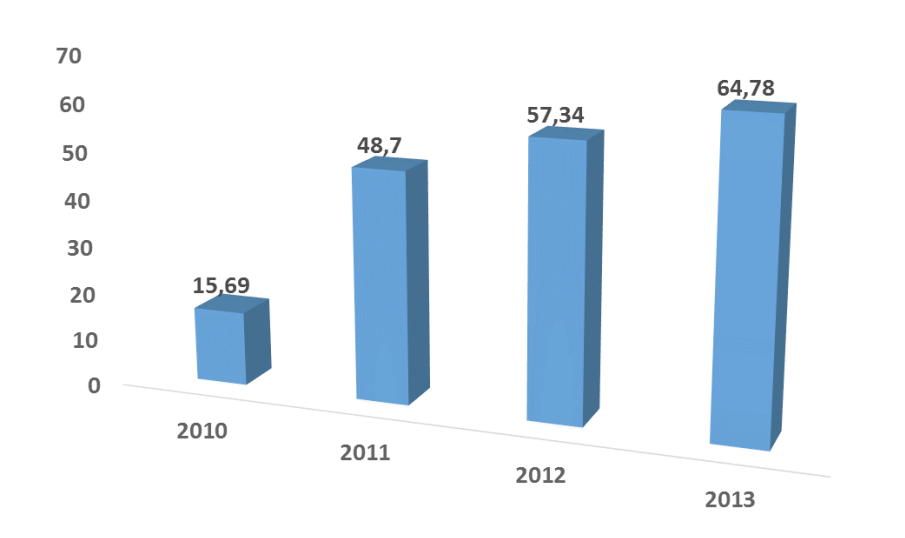
In education sector, gender equality has improved significantly. The Gender Parity Index (GPI) of the NER or the ratio of NER of females to males showed a significant progress. Based on National Socio-Economic Survey 2009 (*Susenas*) data from 1993 to 2009, the NER of both girls and boys at primary school including *Madrasah Ibtidaiyah* (SD/MI/Package A) was more than 90. At the same period, the NER of junior secondary school including *Madrasah Tsanawiyah* (SMP/MTs/Package B), and senior secondary school including *Madrasah Aliyah* (SM/MA/Package C) increased significantly. The trend of the GPI NER of primary school (SD/MI/Package A), junior secondary school (SMP/MTs/Package B) and senior secondary school (SM/MA/Package C) during the period of 1993-2009 ranged from 95 to 105. In 2009, the GPI of primary school (SD/MI/Package A) was 99.73, while at the junior secondary school (SMP/MTs/Package B) it was 101.99, at the senior secondary school(SM/MA/Package C) it was 96.16, and at all levels of higher education, it was 102.95 (*Susenas, 2009*).

In 2009, the national GPI of literacy rate of 15-24 years age group was almost 100, with the female literacy rate at 99.4 percent and male literacy rate at 99.5 percent. However, in 15 provinces, females' literacy rate in this age group was slightly lower than that of males.

The results of gender equality and equity achievements by the end of 2012 and the targets to be achieved by the end of 2015 are shown in detail as follows:

1. **Percentage of Students Based on Education Level**

   The percentage of students starting from kindergarten up to university level shows remarkable gender equality and equity. The Gender Ratio in kindergarten, primary school, junior secondary school and university is respectively 0.99, 0.99, 0.97 and 0.95, indicating a balance in male and female composition. However, it is interesting to note that in non-vocational senior secondary school, the Gender Ratio is already accomplished, that is 1.08. In contrast to that, in vocational senior secondary school, the percentage of male students is still dominating that of female, causing the Gender Ratio to reach only 0.72. This phenomenon happens since vocational senior secondary school is mostly regarded as the domain of male students.

Table-2.2 Percentage of Students Based on Education Level, 2010/2011

No	Education Unit	Sex			Gender Difference	Gender Ratio
		Male	Female	Total number		
1	Kindergarten	50.20	49.80	2.245.916	0.40	0.99
2	Primary School	50.26	49.74	4.822.160	0.52	0.99
3	Junior Secondary School	50.86	49.14	3.191.899	1.73	0.97
4	Senior Secondary	53.02	46.98	2.944.440	6.05	0.89
	Non-vocational	48.11	51.89	1.500.923	-3.78	1.08
	Vocational	58.13	41.87	1.443.517	16.27	0.72
5	School for Children with Special Needs	23.96	76.04	23.441	-52.08	3.17
6	University	51.24	48.76	1.089.365	2.47	0.95
	Average	50.98	49.02	14.317.221	1.97	0.96

Source: MoEC, 2013

2. Percentage of Graduates Based on Education Level

The percentage of graduates starting from kindergarten up to university level shows significant improvement in terms of gender equality and equity. The Gender Ratio in kindergarten, primary school, junior secondary school, senior secondary and university is respectively 1.02, 0.99, 0.97, 0.93 and 0.98, indicating a balance in male and female graduates. However, in vocational senior secondary school, the percentage of male graduates is still dominating that of female, causing the Gender Ratio to reach only 0.71.

Table-2.3 Percentage of Graduates Based on Education Level, 2010/2011

No	Education Unit	Sex			Gender Difference	Gender Ratio
		Male	Female	Total number		
1	Kindergarten	49.54	50.46	1.839.783	0.91	1.02
2	Primary School	50.33	49.67	4.131.513	0.67	0.99
3	Junior Secondary School	50.82	49.18	2.934.123	1.63	0.97
4	Senior Secondary	51.89	48.11	2.123.072	3.77	0.93
	Non-vocational	46.70	53.30	1.196.285	-6.60	1.14
	Vocational	58.58	41.42	926.787	17.16	0.71
5	School for Children with Special Needs	55.96	44.04	10.889	11.93	0.79
6	University	48.22	51.78	689.564	-3.56	1.07
	Average	50.49	49.51	11.728.944	0.98	0.98

Source: MoEC, 2013

3. Percentage and Number of Principals Based on Education Level

The representation of women in high level position of an education unit at almost all education level remains a big challenge for Indonesia. Male principals are dominating in terms of percentage and number compare to the female ones in almost all education level. The statistics shows an interesting fact, that is the higher the education level is, the more male principals there will be. The comparison

in percentage between male and female principals in primary school, junior secondary school, senior secondary school and school for children with special needs is respectively 64.47: 35.53, 83.91: 16.09, 87.68 : 12.32, and 62.99 : 37.01. In contrast, for the lowest education level, female principals are fully dominating by 95.29 percent to 4.71 percent.

Table-2.4 Percentage and Number of Principals Based on Education Level, 2010/2011

No	Education Unit	Sex			Gender Difference	Gender Parity Index
		Male	Female	Total number		
1	Kindergarten	4.71	95.29	69.326	-90.59	20.25
2	Primary School	64.47	35.53	143.689	28.94	0.55
3	Junior Secondary School	83.91	16.09	30.290	67.82	0.19
4	Senior Secondary	87.68	12.32	20.346	75.37	0.14
	Non-vocational	87.43	12.57	11.282	74.85	0.14
	Vocational	88.00	12.00	9.164	75.99	0.14
5	School for Children with Special Needs	62.99	37.01	1.624	25.99	0.59
	Average	52.84	47.16	265.275	5.69	0.89

Source: *MoEC, 2013*

4. Percentage and Number of Teachers Based on Education Level

At the operational level of education at schools, female teachers' proportion tends to be lower as the education level is getting higher. Kindergarten teachers are dominated by women with the composition of 2.66 percent for men and 97.34 percent for women. The same thing also happens in the primary school, junior secondary school and senior secondary school level in which female teachers are dominating in percentage and number. However, as entering the university level, the female teachers' dominance is totally flipped with the composition of 81.46 percent for men and 18.54 percent for women.

Table-2.5 Percentage and Number of Teachers Based on Education Level, 2010/2011

No	Education Unit	Sex			Gender Difference	Gender Parity Index
		Male	Female	Total number		
1	Kindergarten	2.66	97.34	198.250	-94.68	36.56
2	Primary School	35.41	64.59	1.501.326	-29.18	1.82
3	Junior Secondary School	42.42	57.58	526.615	-15.15	1.36
4	Senior Secondary	46.93	53.07	419.822	-6.13	1.13
	Non-vocational	44.27	55.73	253.330	-11.46	1.26
	Vocational	50.98	49.02	166.492	1.97	0.96
5	School for Children with Special Needs	29.72	70.28	14.478	-40.56	2.36
6	University	81.46	18.54	233.390	62.92	0.23
	Average	39.80	60.20	2.893.791	-20.40	1.51

Source: *MoEC, 2013*

5. Current Situation of Gender Oriented Education Indicators

Achieving gender equality by building human resources without any discrimination to both men and women is one of the human development goals in Indonesia that requires special attention. This strong commitment is shown by the significant progress achieved in gender oriented education indicators. The progress in the indicators comprise Gender Parity Index of Net/Gross Enrollment Rates, percentage of graduates, percentage of repeating rates, and percentage of drop outs.

a. Net/Gross Enrollment Rates

Indonesia's efforts to achieve the MDG targets on primary education have been successful with Net Enrolment Rate (NER) for primary school 95.7 percent and 78.8 percent for junior secondary school in 2012. In line with this celebrated news, Indonesia began to add middle school as the target of universal primary education since the NER for senior secondary school reached 78.7 percent in 2012.

In accordance with the significant progress of NER for primary school above, improvement of gender equality in education had been conducted through providing an equal access and participation to education for both male and female. Measured by the gender parity index (GPI) of NER or the ratio of NER of females to males, gender equality in education showed significant process.

Data from 2006/2007 to 2010/2011 academic year indicated that the GPI of NER for primary education, junior secondary education and senior secondary education during the period of 2006/2007 to 2010/2011 academic year showed significant progress. In 2010/2011, the GPI at primary school level was 1.01, 1.01 for the GPI at junior secondary school, 0.94 for the GPI at senior secondary and 0.97 the GPI at university level.

Table-2.6 Gender Parity Index (GPI) of Net Enrolment Rates (NER)
Based on Education Level, 2006/2007 – 2010/2011

No	Education Unit	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011
	GENDER PARITY INDEX					
1	Kindergarten	1.04	0.96	1.04	1.04	1.03
2	Primary School	0.97	0.92	0.97	0.96	1.01
3	Junior Secondary School	0.94	0.97	0.97	1.00	1.01
4	Senior Secondary	0.96	0.92	0.91	0.94	0.94
5	University	1.05	1.07	0.76	0.99	0.97

Source: *MoEC, 2013*

b. Percentage of Graduates

Data from 2006/2007 – 2010/2011 academic year show notable trend in the composition of male and female graduates. The trend signifies that from time to time gender equality in the number of graduates has been well achieved. The latest data in 2010/2011 academic year even implies that the gender parity index of number of graduates of all education level has reached 1.0.

Table-2.7 Gender Parity Index (GPI) of Number of Graduates Based on Education Level, 2006/2007 – 2010/2011

No	Education Unit	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011
	GENDER PARITY INDEX					
1	Primary School	1.00	1.01	1.00	1.00	1.00
2	Junior Secondary School	0.99	1.00	1.01	1.00	1.00
3	Senior Secondary School	1.00	0.99	1.00	1.00	1.00
4	Vocational Senior Secondary School	0.99	1.00	1.00	0.99	1.00

Source: *MoEC, 2013*

c. Percentage of Repeating Rates

In any learning process, there are a number of students who are not able to achieve the standards set due to a particular obstacle. As a result, the students are not eligible to move up a level/grade at the end of the academic year. In the following year, the students are given the opportunity to repeat at the same level. By default, the students can repeat in the same class for 2 years. The number of repeats can be reduced by providing a remedial program for the students who fall behind in certain subjects.

In the 2006/2007 academic year, the best GPI of repeating rates was primary school (0.67) even though it is still far from balance, and the worst GPI of repeating rates was senior secondary school (0.44), indicating that it is very far from gender equality.

After 5 years, the condition in 4 education levels showed significant improvement. The GPI of repeating rates in primary school and vocational senior secondary school was respectively 1.04 and 0.90, meaning that the balance was nearly accomplished. However, the condition in two education levels did not change very much. The GPI of repeating rates in junior secondary school was 0.56 and 0.42 for senior secondary school.

Table-2.8 Gender Parity Index (GPI) of Repeating Rates Based on Education Level, 2006/2007 – 2010/2011

No	Education Unit	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011
	GENDER PARITY INDEX					
1	Primary School	0.67	0.62	0.61	0.74	1.04
2	Junior Secondary School	0.47	0.59	0.51	1.29	0.56
3	Senior Secondary School	0.44	0.52	0.51	0.42	0.42
4	Vocational Senior Secondary School	0.50	0.49	0.60	0.60	0.90

Source: *MoEC, 2013*

d. Percentage of Drop Outs

During the learning process there are a number of students who should leave school before the specified time or could not finish school because of certain reasons. Students who quit (stop schooling) are categorized as dropouts.

The table below summarizes the GPI of percentage or dropouts based on education level from 2006/2007 – 2010/2011 academic years. The GPI fluctuated from time to time. However, a significant improvement has been shown.

The most balance GPI has been achieved in the level of junior secondary school (0.96), senior secondary school (1.04) and vocational secondary school (1.02). However, in the primary school level, more female students dropout of school since the GPI reached 1.38.

Table-2.9 Gender Parity Index (GPI) of Percentage of Drop Outs Based on Education Level, 2006/2007 – 2010/2011

No	Education Unit	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011
	GENDER PARITY INDEX					
1	Primary School	0.89	0.62	0.97	0.48	1.38
2	Junior Secondary School	0.82	0.83	0.59	0.60	0.96
3	Senior Secondary School	0.81	1.43	0.75	0.61	1.04
4	Vocational Senior Secondary School	1.07	0.95	1.21	1.04	1.02

Source: *MoEC, 2013*

F. Quality of Education Improvement

Quality of education improvement program includes: (1) teachers' teaching skills remediation programs, (2) application of professional teaching performance evaluation system, (3) certification of all vocational schools with ISO 9001-2008 by 2015, (4) students/teacher ratio in each primary school (SD/MI) by 1:32, and junior secondary school (SMP/MTs) by 1:40, and (5) the achievement of National Education Standards for Religion and Religious Education in 2013 at the latest.

In the context of quality improvement, (1) Law no. 14/2005 on Teachers and Lecturers has been implemented, (2) Certification and qualification of teachers and lecturers have been carried out, (3) Provision of budget for teachers' professional allowance has been disbursed from General Allocation Fund through all cities/districts, and the professional allowance for lecturers and professors has been disbursed through selected state universities, (4) National Education Standards Agency (BSNP) has been established and assigned as an institution that develops and sets education standards in relation to the implementation of Minimum Service Standards (MSS), (5) National Accreditation Council (BAN) for formal and non-formal education has been established through the issuance of Government Regulation no. 19/2005: the Council has to measure every education unit's compliance with national education standards, (6) In 2011, there have been 15 percent of vocational schools certified by ISO 9001-2008, (7) School Operational Assistance (BOS) for public or private schools across the country has been channeled in the forms of financial assistance and book drop for

primary (SD/MI) and Junior Secondary (SMP/MTs) students, and (8) Quality Management Operational Assistance (BOMM) for high school and vocational school students has been implemented.

Since 2011, several types of scholarships have been channeled, namely: achievement scholarships for elementary and secondary schools, scholarships for poor students (*Bidikmisi*) in higher education, and scholarships for academic improvement (Bachelor/Master/Doctor) for teachers and lecturers.

In order to increase access to basic education, Special Allocation Fund (DAK) has been channeled to cities/districts for school building renovation (SD/MI/ MI, SMP/MTs, and school libraries).

The results of quality of education improvement by the end of 2012 are shown in detail as follows:

Although there have been a number of measures carried out to improve the quality of education, the achievement has not shown significant impact on students' academic performance. The latest result of *Programme for*

Figure 2.19 Progress of Quality of Education Improvement

Quality of Education Improvement

Teachers Qualification

ECE	22.55% ↑	Increased from 3.98% in 2000 to 22.55% in 2011
PS	52.91% ↑	Increased from 0.05% in 2000 to 52.91% in 2011
JSS	84.54% ↑	Increased from 42.23% in 2000 to 84.54% in 2011
SSS	91.88% ↑	Increased from 69.24% in 2000 to 91.88% in 2011

Students/Class Ratio

ECE	PS	JSS	SSS
1:20	1:26	1:34	1:34
From 1:20 in 2000 to 1:20 in 2012	From 1:26 in 2000 to 1:26 in 2012	From 1:40 in 2000 to 1:34 in 2012	From 1:39 in 2000 to 1:34 in 2012

Note:
Students/class ratio has met the national education standards since 2000 till now.

Source: *Center of Statistics, MoEC, 2013*

International Student Assessment (PISA) in 2012 shows that Indonesia ranked 64 out of 65 countries with 375 pints in Mathematics, 396 points in Reading, and 382 points in Science.

Figure 2.20 How Indonesia Scored against Other Countries
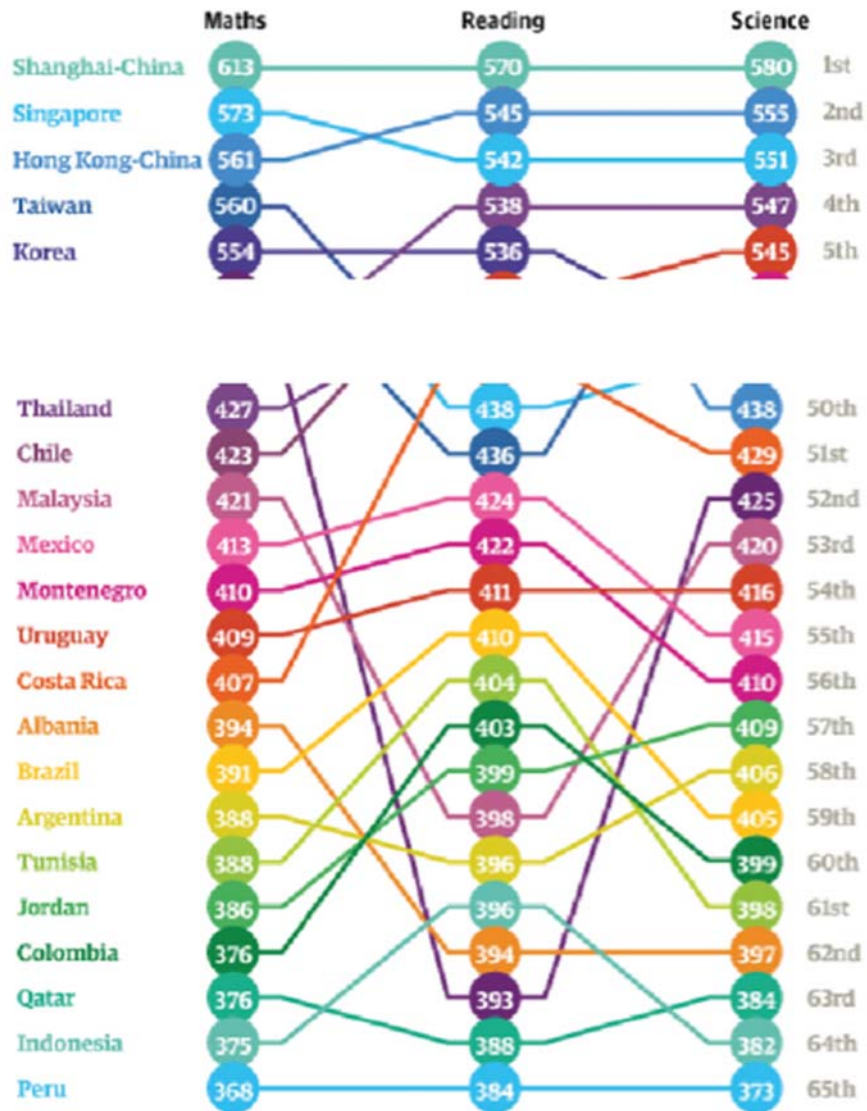
Source: *PISA, 2012*

The report also shows that Asian countries outperform the rest of the world, with Shanghai, Singapore, Hong Kong, Taiwan, South Korea, Macau and Japan amongst the top performing countries and economies. Unfortunately, Indonesia is not included to be one of the Asian countries with this remarkable improvement.

Seen from gender perspective, boys scored higher than girls in mathematics in 37 out of the 65 countries, while girls outperformed boys in just five countries; Jordan, Qatar, Thailand, Malaysia and Iceland. The study shows that girls feel less motivated to learn mathematics and have less confidence in their abilities than boys. Figure 2.21 shows Indonesian Student's Performance in Mathematics Compared to the Rest of the World.

Figure 2.21 How Indonesia Scored in Mathematics against Other Countries
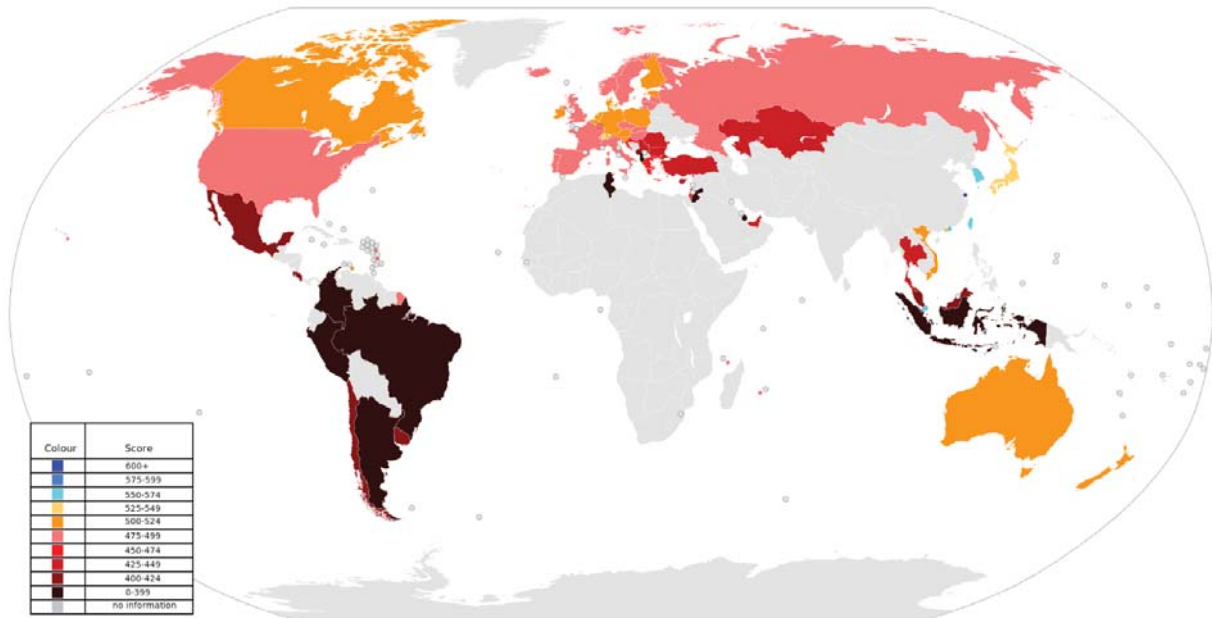
Source: *PISA, 2012*

Different from Mathematics, the study shows that girls outperformed boys in reading almost all countries participating in PISA 2012. This has strong correlation with the fact that girls are better in language than boys. Similarly, in Indonesian context, the female students are really dominant in language and reading. Better than Mathematics score, Indonesia ranked 61 out of 65 countries. This achievement is obviously influence d by the fact that Indonesia shows remarkable improvement in literacy achievement.

Figure 2.22 How Indonesia Scored in Reading against Other Countries
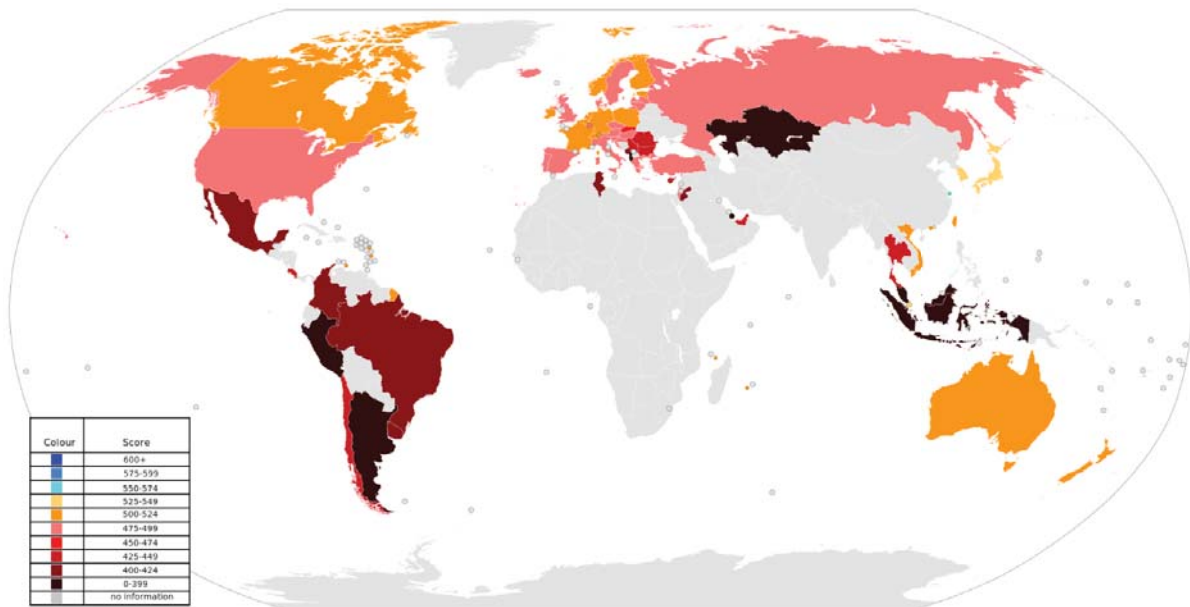
Source: *PISA, 2012*

Finally, the PISA results show that when it comes to science, boys and girls perform similarly. Unfortunately, in Indonesian context, there is a fluctuation in the sense that, in Primary and Junior Secondary School, girls perform better than boys in science, but when it comes to Senior Secondary School, boys 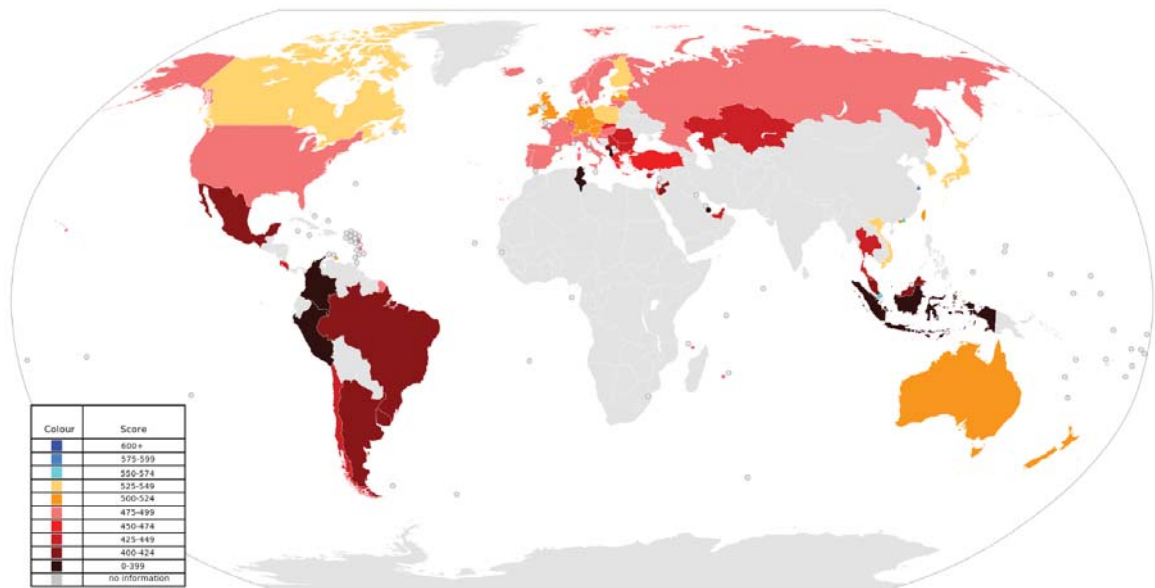take control in science. Overall, Figure 2.23 shows Indonesian students' performance in science as reported in PISA 2012.

Figure 2.22 How Indonesia Scored in Science against Other Countries

Colour	Score
	600+
	575-599
	550-574
	525-549
	500-524
	475-499
	450-474
	425-449
	400-424
	0-399
	no information

Source: PISA, 2012

G. Summing Up

1. In the case of Indonesia, the target of Gross Enrollment Rate (GER) of early childhood care in 2015 is 75 percent. Early childhood education programs appear to improve children's readiness to enter primary school. However, due to geographic condition, the early childhood education faces huge challenges especially to reach the poor-marginalized families in urban and remote areas.

2. Regarding the second EFA Goal, the target of Net Enrollment Rate (NER) of primary school in 2015 is 95.23 percent. The early entry phenomenon encountered in the last several years has contributed to difficulties in achieving the NER of primary school by 100 percent. Some parents send their children under the age of 7 years old to primary school and many children age 12 years are already enrolled in junior secondary school. Although nationally the target has been achieved, there is disparity among provinces and districts. The main challenges are (i) improving equitable access of all children to quality primary education, (ii) reaching students at remote and border areas, and (iii) improving the quality and equality of teacher distribution in all regions.

3. Ministry of Education and Culture promotes life skills education programs through formal and non-formal education such as vocational education, private course and training, and functional literacy. The main goals are to provide services for drop-outs and people who are unable to enroll to formal education, especially those who are in the productive age. In addition, the program also provides services for people who are not working/unemployed.

4. Literacy plays a crucial role in improving the living standard and human development index. Literacy is an important tool to enable people to access information and knowledge for employment and better life. The target of adult literacy rate in 2015 is 94.7 percent. The biggest challenge is to reduce the number of illiterate population age 45 years old and above.

5. Gender equality in education has improved significantly. It is shown by the Gender Parity Index of the Net Enrollment Rate of primary school – the ratio of NER of female to male students – which is 100.27 in 2015. For junior secondary school, the expected Gender Parity Index is 101.99 in 2015. Gender mainstreaming in education program has a strong support since gender issues have been integrated in the Education Strategic Plan 2010-2014.

6. To enhance the quality of education, various approaches have been taken: (a) implementing Law no. 14/2005 on Teachers and Lecturers, (b) increasing the school teachers' qualification, (c) establishing National Education Standards, (e) establishing National Accreditation Council, and (d) developing better financing and fund transfer mechanism to improve efficiency, accountability and equity. Public funding allocation for education has been increased to 20.0 percent since 2009. The government continues to encourage multilateral cooperation and private-public partnership to support the quality improvement.

7. Education is a fundamental human right and plays a crucial role in poverty alleviation, economic and social development. Parenting education has a strong impact on health, welfare and fertility. Thus, increasing and ensuring access on education, especially for women, is a necessary condition not only to enhance literacy rate and family welfare, but also to improve the human development index. The fact shows that the higher the education level of women are, the fewer the number of children they have and even better quality of life. Educated mothers know better nutrition, caring, health and education for their children.

8. Civil society–school committee, teachers union, religious organizations, and NGOs' play a crucial role in achieving EFA Goals. Indonesia has implemented school based management as a means for civil society participation. It is necessary for each country to have clear education strategic plan and roadmap to accelerate the achievement of EFA Goals.

9. Facts show that illiterate citizens face an assortment of obstacles in accessing information and knowledge. They find it difficult to adapt and compete in the ever-changing and more competitive situation. Because of that, everyone should possess the minimum literacy ability for the improvement of the quality of their selves and their lives. In other words, each member of society must have certain literacy competencies to help him or her to develop and actualize the diverse potencies they own. These literacy competencies consist of basic literacy competence and self-entrepreneurship competence.

CHAPTER III
STRATEGIES OF EFA IMPLEMENTATION IN INDONESIA

This chapter describes the strategies implemented to achieve the six goals of Education for All (EFA) in Indonesia. Similar with Chapter 2, the sub-chapters in this chapter describes the strategies of EFA implementation based on the six EFA goals. In addition, it gives several examples of best practices in EFA implementation.

A. Strategies of EFA Implementation

So far the implementation of EFA has given positive impacts to early childhood education, primary education, life skills education, adult literacy, gender mainstreaming in education and quality of education improvement in Indonesia. Specifically, the strategies carried out in EFA implementation in Indonesia are summarized as follows.

1. Early Childhood Education and Care

Early childhood education is an effort to create a golden generation in a century after Indonesia's independence in 2045. The focus of early childhood education is to develop physical skills (motoric), intelligence (intellectual, emotional and spiritual), socio-emotion (attitude, behavior, and religion), language and communication in accordance with the uniqueness and the stages of early childhood development.

a. One Village One Early Childhood Education Institution

This program aims to provide access to early childhood education to all levels of society and improve early childhood education Gross Enrolment Rate (GER). A total of 27 provinces have exceeded the early childhood education GER above 50 percent, meaning that more than half of villages in each province have at least an early childhood education institution. In contrast, there are several provinces with the achievement of early childhood education GER below 50 percent, namely North Maluku, West Kalimantan, Maluku, Aceh, Papua, and West Papua. Geographical condition becomes one of the obstacles why they have not achieved the average early childhood education GER.

b. Operational Aid Assistance for Early Childhood Education Institution

The government keeps supporting the development of early childhood education by providing Operational Aid Assistance (BOP) to more than 45 thousand early childhood institutions in Indonesia. The objective of the assistance is to support the early childhood education institutions in improving their learning materials, educators and education personnel, and institutional infrastructure. It can also be utilized to provide professional training for early childhood teachers in order to improve their creativity in teaching.

c. Cooperation with Partner Organizations

There are several other efforts carried out by Directorate General of Early Childhood, Non-Formal and Informal Education to accelerate one village one early childhood institution program. One of them is by embracing a number of partner organizations that have branches up to remote areas. In 2013, Directorate General of Early Childhood, Non-Formal and Informal Education has been working with the Army and Navy to build early childhood education institutions in the outer-front, isolated, and left behind areas.

d. Mother of Early Childhood Education

A mother of early childhood education could support the formation of Indonesian society's character. The mother of early childhood education movement is a national movement starting from the national level down to rural/urban level through the active participation of Head of Government's wife (president, governors, regents, mayors, heads of village). This movement is also developed in cooperation with the private and state-owned companies, as well as partner organizations.

e. Empowering Religious Spaces for Early Childhood Education Development

Directorate General of Early Childhood, Non-Formal and Informal Education utilizes religious spaces as sites for early childhood education development. It is due to the fact that early childhood education could not be developed by the government alone; it requires cooperation from all related parties and stakeholders.

2. Basic Education

The government's strategic breakthrough in basic education is developing the concept of pursuing education as high as possible which is implemented through Operational Aid to School and Scholarship for Poor Students programs. These programs have been implemented since 2005 aiming to provide free schooling for all primary, junior secondary and senior secondary students, as well as to reduce the dropout rate. The programs are evidently able to prevent children from dropping out or not continuing to higher education level.

Operational Aid to School and Scholarship for Poor Students programs are not only given to Indonesian students studying in the country, but they are also provided for Indonesian students studying abroad. The programs have received recognition and acknowledgement from the World Bank from being able to reduce the dropout rate. In the long run, these two programs will be improved to keep pressing the dropout rate.

Operational Aid to School and Scholarship for Poor Students programs are two programs aiming to support the implementation of Universal Secondary Education (PMU) which provides the broadest opportunity to every citizen to pursue quality secondary education through formal and non-formal channels. The objective of Universal Secondary Education is to improve the quality and quantity of educational facilities and infrastructure units, education personnel, students, and learning system. In order to support the implementation of Universal Secondary Education, the government through

Directorate of Higher Education sent well-selected university graduates to geographically difficult to reach areas through a program called University Graduates Teach in Isolated, Outer-Front, and Left Behind Areas (SM3T). The program aims to meet the needs of educators in isolated, outer-front, and left behind areas so that they can improve the quality and quantity of education.

To improve access to higher education, in 2010, Ministry of Education and Culture launched two scholarship programs. The first one is *Bidik Misi,* a scholarship dedicated to students with high achievements who would like to continue to higher education. The second one is National Post-Graduate Scholarship (BP2DN) for well-selected undergraduates who meet the selection criteria to be prospective lecturers. In the context of expanding equitable access to higher education, the government also developed two affirmative programs in secondary and higher education.

Affirmative Secondary Education (ADEM) and Affirmatrive Higher Education (ADIK) programs are strategic services for learners from isolated, outer-front, and left behind areas who wish to continue their education to a higher level. Affirmative Secondary Education (ADEM) focuses more on improving the quality of human resources as early as possible in the process of acculturation and active citizenship in isolated, outer-front, and left behind areas. In 2013, Affirmative Secondary Education (ADEM) recruited 500 junior secondary students from Papua and West Papua to study in 178 senior secondary schools/vocational schools in Banten, West Java, Yogyakarta, Central Java, East Java, and Bali. Meanwhile, Affirmative Higher Education (ADIK), in 2014, recruited 600 senior secondary students with great academic potentials to study in 32 public universities in Indonesia.

3. Life Skills Education

As an alternative education for public, life skills education is a form of continuing education for the people who need it. In 2013, the government has implemented several strategic programs as follows.

a. Optimizing the Role of Courses and Training Institutions

Courses and training function to bridge formal education and work field. Furthermore, training and courses are organized for people who require knowledge, abilities, life skills, and attitude for self-development, professional development, career development, entrepreneurship, and/or continuing their education to a higher level. The education held in courses and training institutions tend to differ from other types of education. Courses and training are more specifically directed at developing students' ability with the emphasis on the mastery of skills, competency standards, entrepreneurial attitude and professional personality development.

The role of courses and training in providing knowledge, skills, and attitude to the society is one of the aspects that is very strategic in alleviating poverty and unemployment. The number of courses and training institutions was approximately 17,805 units, but those validated ones were 10,909 units (data in January 2013). The institutions offering different types of skills are an enormous power to support the government to achieve the eradication of poverty and unemployment.

Unemployment and poverty in Indonesia still become two aspects that require high attention from the government. Data from National Bureau of Statistics show that in August 2011, the open

unemployment reached 7.70 million or 6.56 percent of the total labor force (15 years and above), which is 117.37 million people. In addition, the number of underemployed reached 13.52 million people and part-timers reached 21.06 million people. The number of poor people (population by monthly per capita expenditure below the poverty line) in Indonesia in September 2011 reached 29.89 million or 12.36 percent of the total population.

Based on these statistical data, it is important to make strategic moves through development programs that could directly reduce unemployment. Handling the unemployment issue will have an impact on reducing poverty and crime. Life Skills Education Program is one appropriate solution to address the problem of poverty and unemployment as well as crime.

As a response to the situation above, in 2012, Directorate General of Early Childhood, Non-Formal and Informal Education programmed, continued, and strengthened life skills education services for the dropped out, unemployed and poor people. The implementation of Life Skills Education Program is a concrete effort to educate and train citizens to master a certain skills according to the needs, interests, and job opportunities that could be used to work in both formal and informal sectors, as well as entrepreneurial activities.

The missions of life skills education education program are to:

* alleviate unemployment and poverty in urban/rural areas
* empower urban/rural communities
* optimize existing potentials and job opportunities
* improve the community's prosperity through training and courses activities for work or entrepreneurship.

b. Community Entrepreneurship Education

Community entrepreneurship program is expected to reduce open unemployment rate. David Mc Clelland[5] states that a country could be prosperous if it has entrepreneurs for at least 2% of the total population. In this context, in 2001, Singapore had 7.2 percent entrepreneurs of the total population, while Indonesia only has 0.18 percent. It shows that, at this point, it is high time to have an education program aiming at entrepreneurial activities.

In the context of the business, an entrepreneur is someone who could invent new products (goods and services), open new markets, and give added value to any kind of products. Therefore, one of the community entrepreneurship education programs developed is called Vocational Village.

Vocational Village is a form of life skills education program implementation in rural spectrum with a regional approach. It is intended to develop human resources and the environment based on cultural values by utilizing local potentials. The program is expected to form villages into a variety of vocational centers and business groups that could exploit their local potentials. Therefore, people could learn and practice the skills that could be used for work or create jobs in accordance with available resources in the region.

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5   The Achieving Society, 1967

c. Competency Standardization Program through 4 in 1 Approach

1) Need Assessment

The types of skills trained should be based on the results of need assessment and work or business opportunities. Existing business/work opportunities must be appropriate to the type of skills that will be trained.

2) Courses and Training

The implementation of training and courses have to apply Competency Based Curriculum which includes; personal competence, social competence, academic competence, and professional/vocational competence.

3) Certification

After the students complete a learning process, they should follow a competency test conducted by Competency Certification Institute (LSK) or by an accredited educational unit.

4) Job Placement

Learners who have passed the competency test should be channeled into productive units that are in line with the skills taught.

4. Adult Literacy

The strategic goals of adult literacy focus on the availability and access expansion of sustainable and equitable literacy education for all. It is carried out through the following strategies.

a. Realizing the Political Will from the Highest Government Leader Committed to Literacy Eradication Movement

The commitment is encapsulated through Presidential Instruction No. 5/2006 on the National Movement to Hasten Compulsory Nine-Year Basic Education Accomplishment and the Fight against Illiteracy (NMHFAI). The Instruction significantly changed the attitude of all stakeholders; national, regional and local levels as well as front-liners. In addition, it contributed to the improvement of strong coordination and synergy among ministries. The collaboration and synergy remained strong with the support of relatively significant budget for adult education. The followings are the main roles of each ministry in implementing the Instruction.

1) The Coordinating Ministry of Welfare: Creates the network and coordinates the national movement of NMHFAI program.

2) The Ministry of Education and Culture: Defines, designs, implements, monitors, and evaluates the national movement of NMHFAI program. There is a Memorandum of Understanding between central and provincial/district/municipal administration on shared-budget.

3) **The Ministry of the Internal Affairs**: Pushes legal framework of provincial, municipal, and district administrators as well as the private sector, women's organization, youth organization, NGOs' and community organizations to participate in this movement.

4) **The Ministry of Religious Affairs**: Participates in the socialization, facilitates, actuates and implements the NMHFAI program in Islamic schools (*Madrasah*), Islamic boarding schools (*Pondok Pesantren*) and religious organizations under their guidance in order to cover the targets, to budget and achieve the target programs.

5) **The Ministry of Finance**: Plans and allocates the budget on NMHFAI implementations in accordance to the proposal of the Ministry of Education and Culture and other leaders from other approved institutions as their stakeholders.

6) **The Ministry of Women's Empowerment**: Makes social networks and advocate those institutions or NGOs under their guidance.

7) **The Head of National Bureau of Statistics**: Collaborates with the Minister of Education and Culture in providing a detailed updating, especially regarding gender, of the national data in order to support the activities of the NMHFAI from each province, municipality, regency and district.

8) **The Governor of each Province (33 provinces)**: Forms up the team entrusted with coordinating the NMHFAI in each province.

9) **The Head of Municipality or Regency**: Forms up the team coordinator for NMHFAI in each municipality and regency.

10) **Partnerships with CLCs, Women NGOs', and other non-formal education units,** indicated by signed MoU with *Muslimat NU, Aisyiah, KOWANI,* Solidarity of *Indonesia Bersatu* Cabinet Wives (SIKIB), *Dharma Wanita*, and *PKK* or Family Welfare Empowerment.

b. Making Literacy Commitment as a Community Movement

Literacy improvement as a national movement along with its achievement became an overwhelming situation for Indonesia. It was felt that it was all enough and satisfying. However, the national movement, to some extent, turned to be vulnerable to relapsing if literacy was simply regarded and implemented as a national movement.

Today, the commitment for literacy improvement program has no longer become a national movement; now it becomes a community movement to eliminate gaps in comprehending economic, cultural and digital literacy in order to build and realize peaceful, fair and prosperous Indonesia.

Figure-3.1 Transition of Literacy Program from National to Community Movement

National Movement to hasten Compulsory Nine-Year Basic Education and the Fight against Illiteracy (NMHFAI)
--*Presidential Instruction No. 5, 2006*--

Cross ministries and institutions-coordination

NATIONAL MOVEMENT

UMBRELLA

LITERACY INITIATIVE FOR EMPOWERMENT (LIFE)

AKSARA AGAR BERDAYA (AkRAB!) – **LITERACY CREATES POWER**

Results:
• High illiteracy decrease: 14.89 million (2005) to 10.87 million (2008).
• High gender disparity and disparity among provinces
• Relapsing.

Entrepreneurship incubators, CLCs -- CRCs

COMMUNITY MOVEMENT

Women organizations -- NGOs' -- CSR

Results:
• High illiteracy decrease: 10.87 million (2008) to 6,4 million (2012).
• Low gender disparity: 4.32 in 2007 to 2.17 in 2012.

Source: *MoEC, 2013*

c. **Carrying out a follow up on Best Practices of Literacy Education Implementation**

The national government gives high appreciation and acknowledgement to provincial and district governments who achieved the target of literacy improvement. The appreciation is realized through the following actions:

* Stimulate literacy achievement in areas with high illiterate population through cooperation with provincial and district governments.
* Give award to provincial and district governments who successfully achieve their targets in literacy in accordance with the national target.
* Build cooperation with higher education institutions through Field Lecture Activity for students.
* Have a Memorandum of Understanding (MoU) with religious organizations, women organizations, NGOs', civil society organizations and private sectors through Corporate Social Responsibility (CSR).
* Increase the availability of literacy services for adult population without discrimination of age, geographic location, culture, language, race, gender, and ethnicity;
* Reach the unreached, those who are less served in the forefront, remote, outermost, coastal and mountain communities; as well as ethnic minorities and other disadvantaged groups;

* Upgrade the quality of literacy learning integrated with vocational skills, to increase their chances in increasing their income or in gaining a profession;
* Increase literacy for women and communities disadvantaged due to socio-culture, economy and geography;
* Guarantee the learners of literacy to acquire empowerment assistance and benefit so that they can adapt to changes in society and the working world, while at the same time adapt to the values for the creation of a better quality human resource.

d. Assessment, Monitoring and Evaluation

Levelling monitoring and evaluation is undertaken respectively by the District Education Office, Provincial Education Office and the Directorate of Community Education Development, Directorate General of Early Childhood, Non Formal and Informal Education, Ministry of Education and Culture, Republic of Indonesia. It is carried out two times (twice) in a year.

Meanwhile, the assessment of literacy education program includes an initial assessment of learning (learners' pre-ability tests), assessment by the tutor during the learning process, and post evaluation after the learning process. Aspects considered include five competency stages. Upon completing Basic Literacy program, learners receive a Certificate of Literacy (*Surat Keterangan Melek Aksara*-SUKMA).

The successful implementation of literacy improvement is very dependent on the availability and accuracy of the data of the latest targets and results in the end of each periodicited program. This activity is conducted through the assessment, data collection on targets "by name", cooperation and coordination with National Bureau of Statistics, and use of Literacy Assessment Monitoring Program (LAMP).

As a part of participation in international literacy survey, official data from National Bureau of Statistics in 2010 and 2011 had been sent to UNESCO Institute for Lifelong Learning (UIL), Hamburg-Germany. By doing so, it is expected that there will be global documentation and acknowledgement on Indonesia's achievement on literacy improvement. Furthermore, Indonesia also participated in UNESCO Literacy Prize Program and the Program "Improving Quality of Literacy Education through Entrepreneurship Literacy, Reading Culture and Tutor Training" of Directorate Community Education Development, Directorate General of Early Childhood, Non Formal and Informal Education, was awarded UNESCO King Sejong Literacy Prize 2012.

In order to strengthen the baseline data for monitoring and evaluation of non-formal education, literacy program and policy-making, Ministry of Education and Culture, Republic of Indonesia has launched an online service called Online Institution's ID (*Nomor induk Kelembagaan*-NILEM) since 2010. It could show the progress of community education institutions in terms of number, spread-pattern, activities and sustainability. NILEM becomes the database for the improvement of monitoring and evaluation as well as policy-making.

e. Empowering NGOs' to Improve Adult Literacy

The implementation of literacy education, especially for females, would not be fully successful without supports from community education partners, especially civil society organizations.

Ministry of Education and Culture has partnered with a number of civil society organizations or NGOs having cadres in all levels of government or down to grassroots or village level. This partnership is proven to be successful in increasing participation, inclusion and literacy of adult population. Table 3.1 illustrates the number of learners served by 5 civil society organizations and NGOs. The role of these organizations is quite unique and reaches to those areas which are mainly lacking in infrastructure of permanent school building. To foster this fine cooperation, a memorandum of understanding (MoU) has been signed by ministry of Education and Culture and civil society organizations and NGOs'.

The Minister of Education and Culture with the State Minister for Women Empowerment and Child Protection and the Head Chairwoman of KOWANI, Chairwoman of 'Aisyiyah, Chairwoman of PKK and Chairwoman of Dharma Wanita Pusat during the MoU signing

Table-3.1 The Number of Illiterates Educated as a result of the MoU Made between MoEC and Civil Society Organizations and NGOs

No	Name	Number
1	Muslimat NU	1,600,000
2	'Aisyiyah	> 50,000
3	KOWANI	7,615
4	PKK	10,106
5	Wanita Islam	3,069

Source: *Directorate of Community Education Development, MoEC, 2010*

Civil society organizations carried out literacy improvement programs by administering competitive funding received from the national budget to literacy learners and facilitating literacy training for all of their cadres at sub-district and/or village level. The training is carried out in 3-4 days to build the capacity of the cadres assigned to be literacy tutors in certain target areas in accordance with the MoU signed. In addition, the training is an assurance that the cadres/

tutors could follow the system and mechanism of literacy education programs, either basic or post-literacy programs under the umbrella of multi-literacy (entrepreneurship, life skills education orienting on women empowerment, etc.). Furthermore, the training assures that the cadres/tutors have mastered Standards of Literacy Competencies and total hours for literacy learning; 114 hours for basic literacy and 66 hours for multi-literacy programs.

* **Muslimat NU 2004-2010**

Muslimat NU is an organization operating under the biggest Islamic organization in Indonesia, which is Nahdlatul Ulama (NU). This oganization has long history in its movement to promote gender equality. It was established in a congress by Nahdlatul Ulama in Menes in 1938, approximately 12 years after the establishment of Nahdlatul Ulama in 1926. Its members are around 12 million mothers scattered in 33 provinces.

Muslimat NU is an NGO with strong commitment to eradicate illiteracy. Currently, Muslimat NU has administered illiteracy program to 1,600,000 people and owns 13,400 early childhood education institutions.

* **'Aisyiyah**

'Aisyiyah is the women's movement of Muhammadiyah which was established almost concurrently with that largest Islamic organization in Indonesia. It is an independent organization dedicated to women in Muhammadiyah religious organization established in Yogyakarta on 19 May 1917 by Nyai Ahmad Dahlan (wife of Muhammadiyah organization's founder). In its near-century dedication in Indonesia, currently 'Aisyiyah has 33 *Pimpinan Wilayah* 'Aisyiyah (provincial level), 370 *Pimpinan Daerah* 'Aisyiyah (district level), 2,332 *Pimpinan Cabang* 'Aisyiyah (subdistrict level), and 6,924 *Pimpinan Ranting* 'Aisyiyah (village level).

* **Pemberdayaan Kesejahteraan Keluarga (PKK)**

PKK is a grassroots development movement, managed by, from and for the community in creating prosperous families. PKK is an independent, nonprofit community organization not affiliated to any political parties.

The PKK movement is a national movement in community development which developed from the grassroots, and managed by, from and for the community. Family empowerment encompasses all efforts of assistance, supervision and empowerment so that families can live in the prosperous, advanced, and independent state. The movement has a program involving mothers at village level in entire Indonesia, for example guidance and counseling program for mothers and children at every intergrated service center called posyandu. In addition, the movement is supported by high rank government officers' wives, and hence, it could reach all female population, especially those who are illiterate.

* **Kongres Wanita Indonesia (KOWANI)**

KOWANI is a federation of women NGOs in Indonesia with all women NGOs in Indonesia as its members. KOWANI was established in 1928 in Jakarta, the Capital City of Indonesia.

This organization has received many awards at national, regional and international levels. As the head of women organizations in Indonesia, KOWANI has wide partnerships and access to female population in Indonesia. The focus of its program is women empowerment. Therefore, KOWANI has great capacity in implementing literacy education, especially for women.

* **Dharma Wanita Persatuan**
Dharma Wanita Persatuan is the organization for the wives of Indonesian civil servants that is strong, united, and independent with the mission of prospering its members through democratic education, economics, and socio-culture efforts.

* **Solidaritas Istri Kabinet Indonesia Bersatu (SIKIB)**
SIKIB is the Solidarity of Indonesia Bersatu Cabinet Wives actively involved in community empowerment programs through Smart Indonesia, Green Indonesia, Healthy Indonesia, Prosperous Indonesia and Creative Indonesia. In this case, Smart Indonesia or *Indonesia Pintar* has contributed significantly in strengthening the literacy environment through community empowerment.

One of SIKIB's monumental achievements is the initiation of Smart House as an educational and empowerment service unit. The Smart House provides five centers of educational services, namely:

Book Center: a center specially designed and organized with various books, at least 3,000 – 5,000 pieces. It aims at developing reading culture and knowledge of children and community surround the Smart House.

Educational Games Center: a center specially designed and organized with educational games and equipment dedicated to children aiming at developing all of their potentials and creativity as well as their multiple intelligence.

Computer Center: a center specially designed and organized with at least 3-5 computers. It aims at introducing technology to children and youth.

Audio Visual/Stage Center: a center specially designed and organized with audio visual equipment and stage aiming at developing children's' potentials and interpersonal ability in order to build self-confidence, creativity and courage in exploring their talents and interests.

Creative Center: a center providing various activities designed to increase vocational skills of the community. This center is expected to create business and job opportunities for the surrounding community. The main focus of the center is community development and empowerment on entrepreneurship, environment and culture.

Currently, there are 367 Smart Houses in Indonesia providing educational services to children and mothers.

5. Gender Equality in Education

Indonesia's efforts to achieve the MDGs' targets on primary education has been successful with Net Enrolment Rate (NER) of primary school (SD/MI/Package A) 95.2 percent in 2010 (National Strategic Plan, MoNE, 2010-2014). The Gross Enrolment Rate (GER) of Junior Secondary School (SMP/MTs/Package B) also shows celebrated news by reaching 98.3 percent and hence, Indonesia began to exceed the MDG by adding middle school as the target of universal primary education. Meanwhile the GER Senior Secondary School (SMA/SMK/MA) reached 73.0 percent. Furthermore, early childhood education in Indonesia now becomes a priority to prepare a generation of Indonesia in 2045, a century after Indonesia's independence.

In accordance with the significant progress of NER for primary school above, improvement of gender equality in education had been conducted through providing an equal access and participation to education for both male and female. Measured by the gender parity index (GPI) of NER or the ratio of NER of females to males, gender equality in education showed significant process. Using this indicator, the MDG target to achieve gender equality at all levels of education will be met by 2015.

Indonesian government has set up several targets of gender equality achievement in order to cope with gender issues faced by Indonesian society. **Table-3.2** below summarizes the issues and strategies of gender equality achievement from the viewpoint of gender mainstreaming in education.

Table-3.1 Issues and Strategies of Gender Mainstreaming in Education

No	Issue	Strategies
1	**The improvement of the quality of life and the role of women in development**	
1.1	The provision of kindergarten service	The achievement of access to kindergartens with quality and gender equality in all districts and cities.
1.2	The assurance of primary school (SD) service	The achievement of access to primary schools with quality and gender equality in all districts and cities.
1.3	The improvement of access and quality of Islamic primary school (*Madrasah Ibtidaiyah*)	The improvement of Net Enrollment Rates of Islamic primary school.
1.4	The assurance of junior secondary school (SMP/SMPLB) service	The achievement of access to junior secondary schools with quality and gender equality in all districts and cities.
1.5	The improvement of access and quality of Islamic junior secondary school (*Madrasah Tsanawiyah*)	The improvement of Net Enrollment Rates of Islamic junior secondary school.
1.6	The provision and improvement of secondary schools (SMA/SMLB)	The achievement of expanded and equal access to senior secondary schools with quality, gender equality and relevance for the community needs in all districts and cities.
1.7	The improvement of access and quality of Islamic Senior Secondary School (*Madrasah Aliyah*)	The improvement of Gross Enrollment Rates of Islamic Senior Secondary School
2	**The protection of women against various acts of violence**	
1.8	The provision of academic study program service	The availability of education programs with quality, international standard and relevance.
1.9	The improvement of access and quality of Islamic high education	The improvement of Gross Enrollment Rates of Islamic high education

1.10	The provision of equivalency education service	The improvement of access to equivalency education Package A, Package B, Package C and adult education with quality, gender equality and relevance for the needs of the community in all districts and cities to be able to work in the working field and related working industries or entrepreneurship.
1.11	The provision of community education service	The improvement of literacy rate with gender equality in all districts and cities.
1.12	The provision of teachers in all levels of education	The availability of quality early childhood education, primary schools, junior secondary schools and senior secondary schools teachers in all provinces, districts and cities.
1.13	The improvement of quality and prosperity of educational personnel of Islamic schools	1. The implementation of certification for teachers. 2. The improvement of ratio equality between male and female holding teaching certificate.
3	**The institutional capacity building on gender mainstreaming and women empowerment**	
3.1	The provision of comprehensive data about education for national policies formulation	The availability of early childhood, primary, secondary and adult education data.

Source: *MoEC, 2013*

6. Quality of Education Improvement

There have been a number of programs and activities implemented to improve the quality of education, as follows:

a. Provision of operational fund and scholarship to students

The enhancement of basic education access is implemented by regularly giving school operational support fund to 26,862,332 primary school Students (SD) and 9,015,019 junior secondary school students in 2008. Scholarships are also given to 63,508 students with special needs.

b. The improvement and fulfillment of learning infrastructures

In order to support the improvement of equal learning opportunities and to increase the learning quality in basic education, the development in infrastructures was conducted in 2008, such as: (1) constructing of 11,069 new classrooms; (2) supporting funds to 7,013 libraries in primary schools (SD); (3) constructing 3,750 laboratories in junior secondary schools (SMP); (4) constructing 3,750 libraries in junior secondary schools (SMP); and providing internet and technology to 10,000 schools.

c. The improvement of teachers' qualification, competence, and certification

The improvement of teachers' qualification, competence, and certification is conducted based on Law Number 14/2008 concerning Teachers and Lecturers, wherein the minimum educational qualification for teachers is Bachelor (S1) or Diploma 4 (D4). A stated in the Law, the increase of teacher education qualification has been conducted by giving scholarships to 13,101 teachers from primary school (SD) and junior secondary school (SMP). Moreover, a number of teacher training have been organized to improve the quality of learning Indonesian language, English, Mathematics and Science.

d. The development and invention of teaching methodologies

For effective teaching to take place, a good method must be adopted by a teacher. Even though a teacher may have many options when choosing a style by which to teach, one of the most influential techniques that he/she needs to keep in mind is to make the students discover by themselves what they are studying and learning. The technique is best known as ***discovery approach*** technique. Through this technique, the teacher will act as a facilitator and the students will be inventors. The teacher will guide all of the students to freely question, explain, model, collaborate, demonstrate, and discover what they actually learn.

7. Summing Up the Strategies on EFA Implementation

a. The implementation of EFA at national and regional levels is regulated under the Coordinating Minister for People's Welfare Decree No: B.10/MENKOKESRA/I/2003 dated January 27, 2003 on the instruction for governors, regents and mayors throughout Indonesia to form Education for All Coordination Forum in their respective working areas. The Coordination Forum was then formed into six (6) working group, namely Early Childhood Education (ECE), Basic Education, Literacy Education, Life Skills Education, Gender Mainstreaming, and Education Quality Improvement.

b. The Education for All Coordination Forum comprises of state ministries and government agencies (Coordinating Ministry for People's Welfare, Ministry of Education and Culture, Ministry of Home Affairs, Ministry of Health, Ministry of Manpower and Transmigration, Ministry of Social Services, State Ministry of Women Empowerment and Children Protection, National Development Planning Agency, and National Bureau of Statistics, as well as civil society organizations. It is established as a forum to synergize, encourage, coordinate, supervise, and evaluate the implementation of Education for All (EFA) at national, provincial and city /district levels.

c. The Education for All Coordination Forum committee at the national level is appointed by the Coordinating Ministry for People's Welfare based on proposals from ministries and government agencies as well as social organizations, chaired by the Deputy of Education and Religious Affairs at Coordinating Ministry for People's Welfare as the Chairperson and General Director of Early Childhood, Non-Formal and Informal Education, Ministry of Education and Culture as the Executive Chairperson. To support EFA Forum at national level, there has been established EFA Secretariat, assisted by members of the EFA Technical Team.

d. The regional Education for All Coordination Forum committee is appointed by Governor for the provincial level and Mayor/Regent for the city/district level. The committee is selected based on the proposals from government agencies and social organizations, chaired by Head of Regional Development Planning Agency and Head of Education Office as the Secretary.

e. The Education for All Coordination Forum is established as a forum to synergize, encourage, coordinate, supervise, and evaluate the implementation of Education for All (EFA) at national, provincial and city/district levels.

f. EFA Coordination Forum organizes coordination meetings at the beginning of each year to draft a Five-Year Action Plan of EFA and EFA Annual Program. Afterwards, there will be a coordination meeting carried out by each working group of EFA Coordination Forum to synergize, coordinate, supervise, evaluate, and report the implementation of EFA at the central, provincial and city/district levels.

g. There are two indicators used to measure EFA achievements: EFA Development Index and the overall EFA program.

h. EDI is an index or value that indicates the achievement performance of EFA implementation. EDI consists of four (4) components: primary education, adult literacy, gender mainstreaming, and the quality of education. The achievement of the primary education program is measured by the achievement of Net Enrollment Rate (NER) age 7-12 years and literacy rate of adults age 15-59 years. Gender equality and equity is seen from gender specific index. Finally, the quality of education is seen from surviving rate until Grade 5 (five) of primary school.

i. For the purpose of EFA annual report arrangement (both EDI report and working performance report of each working group of EFA Coordination Forum), EFA Coordination Forum at the national and regional levels jointly prepare EFA and EDI annual report templates.

j. EFA Coordination Forum is obliged to submit a report on EFA progress containing achievements, challenges/solution, and suggestions from their respective regions that are then gradually submitted to the Secretariat of EFA Coordination Forum at the national level. Based on these regional reports, the Secretariat of EFA Coordination Forum prepares EFA and EDI annual reports.

k. EFA and EDI annual reports are utilized as materials for EFA Coordination meeting held at the beginning of following year, and as materials for report to the UNESCO. At the coordination meeting, there is an early evaluation on each EFA Coordination Forum working group working performance, problems and solutions, challenges and obstacles, as well as suggestions for the improvement of future performance in accordance with Dakar Convention agreement in 2000.

B. Enabling and Constraining Factors on EFA Implementation

1. Enabling Factors

a. Indonesian Government's Participation in Dakar Convention in 2000 resulting six goals of Education for All (EFA);

b. Indonesian Government's Participation in international conventions and agreements:

1) The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) on December 18, 1979;

2) Convention on the Right of the Child, in November 1989, on Children's Rights;

3) United Nations Millennium Declaration on September 6-8, 2000;

4) The World Fit for Children in 2001, held in A World Fit for Children Meeting.

c. Indonesia has laws that support the existence of education as a strategic and priority area:
1) Law No. 20/2003 on National Education System;
2) Law No. 17/2007 on National Long-Term Development Plan 2005-2025;
3) Government Regulation No. 19/2005 on National Education Standards;
4) Government Regulation No. 47/2008 on 9 year Compulsory Education;
5) Government Regulation No. 48/2008 on Education Funding;
6) Minister of National Education Decree No. 19/2007 on Education Management Standards by Primary and Secondary Education Units;
7) Minister of National Education Decree No. 58/2009 on National Standards of Early Childhood Education;
8) National and Provincial Commitment to provide education budget by at least 20% of the national and regional budget;
9) Government Policy on Universal Secondary Education aiming to reduce/free education in secondary schools;
10) National and Provincial EFA Coordination Forums with state ministries and agencies as well as social organizations as their members. There are also six working groups in the field of Early Childhood Education (ECE), Basic Education, Literacy Education, Life Skills Education, Gender Mainstreaming, and Education Quality Improvement.

2. Constraining Factors
a. Demographics, geography, and transportation factors cause certain impacts in many remote, isolated, outer-front, and disaster-prone areas. This complicates the implementation of quality Education for All (EFA);
b. The number of qualified and certified educators is limited.

C. Best Practices on EFA Implementation
1. Early Childhood Education (ECE)
a. Gaining strong support and awareness from parents and communities regarding the importance of proper early childhood education. Indonesia has better cooperation network among various agencies, organizations, and institutions associated with early childhood education services at both national and local governments. At the same time, there is a strong support from many partner organizations such as ECE forum, ECE consortium, women organizations, universities, Indonesian Early Childhood Education Teachers and Educational Personnel Association (HIMPAUDI), Federation of Indonesian Kindergarten Teacher (IGTKI), Federation of Kindergarten (GOPTKI), *Raudhatul Atfal* Teachers Association (IGRA), and other ECE organizations.

b. Improving access to early childhood education, especially in remote areas, by providing early childhood education institutions closer to people's home and financial assistance to groups of poor families.

c. Increasing the number and capacity of early childhood education institutions, especially in rural and remote areas, including the utilization of public facilities and infrastructure, such as village halls, markets, houses, etc.

d. Improving sustainable strategies for early childhood education development through the implementation of holistic and integrative approach.

e. Increasing the quantity and quality of educators, supervisors, and early childhood organizers in addition to the training given to individuals and institutions. At the same time, improving standards, guidelines and early childhood curriculum suitable for children and early childhood education standards.

f. Exploring various funding sources from the government, community, and private sector in order to support the expansion of early childhood education evenly.

g. Improving and piloting various models of early childhood education such as children day care center (TPA), playgroup (KB), one roof kindergarten and primary school (*TK-SD satu atap*), alternative kindergarten, central health posts integrated with early childhood education and other informal deliveries of pre-school education.

h. Developing early childhood "referral center" in each city/district, both as pre-eminent early childhood education and as an early childhood education pilot.

2. Basic Education

a. Expanding schools' infrastructure through the construction of new school units (USB), new classrooms (RKB), one-roof primary and junior secondary schools, open-junior secondary high schools, and school rehabilitations.

b. Reducing barriers in relation to financial access through School Operational Assistance (BOS) and poor scholarships.

c. Strengthening school management system by empowering school committees and tutors.

d. Expanding innovative non-formal approaches through community learning centers (CLCs).

e. Creating innovative models that could reach underserved students through Package A, B and C.

f. Improving teachers' quality and competence through educational qualification program.

g. Improving teachers' quality and prosperity through professional teacher certification and allowance.

h. Giving more attention to the community in transmigration areas, coastal communities, fishermen, community in outer-front, archipelagic and border areas, and unreached urban communities.

3. Life Skills Education

a. Improving cooperation between Ministry of Education and Culture (MoEC) with other ministries in order to make a new breakthrough in education integrated with life skills program.

b. Aligning education with job market and industrial world to prepare the fulfillment of skilled labor forces by organizing vocational education through vocational schools, polytechnics, and courses in order to respond to the employment issue.

c. Developing holistic and systematic sustainable training and education prioritizing slum areas for visible career, standardization and accreditation.

d. Establishing Competency Certification Institute (LSK) or Professional Certification Agency (LSP) for all types of skills.

e. Encouraging the expansion of courses and training institutions with a better distribution adjusted with the population and employment growth as well as the potential areas.

f. Providing human resource assistances to courses and training institutions and vocational schools to make them more qualified and competent.

4. Literacy Education

a. Building cooperation with various components of community, such as religious organizations (*Muslimat NU, Aisyiah, Majlis Taklim*), youth organizations, scouts, women organizations (*Kowani, PKK*) and other organizations.

b. Implementing illiteracy eradication program in cooperation with universities through community college and provision of operational education assistance and information technology media.

c. Endorsing the extension of illiteracy eradication program through life skills programs, providing functional literacy program in areas with high illiteracy rate more intensive.

d. Implementing tutor training programs and carrying out evaluation on the implementation of the training.

e. Improving the literacy rate of people age 15-59 years through package A, B and C; 95.8 percent has been achieved in 2010.

f. Providing Community Reading Centers (TBM) in public spaces in order to improve people's reading habit and build a reading culture.

5. Gender Mainstreaming in Education

a. Family education with gender perspective to actualize gender equality and equity in family is carried out by organizations or institutions that are concerned with and care to family and education.

b. Empowering women organizations to reach the targets especially in areas with limited infrastructure and school buildings.

c. Conducting policy analysis on gender disparity and organizing various kinds of studies on educational practices to overcome gender issues.

d. Providing equal opportunities to male and female teachers to be a principal and school supervisor in accordance with their competence.

e. Establishing Women Empowerment and Children Protection Task Force at provincial and city/district levels to socialize and coordinate gender mainstreaming initiatives and programs.

f. Establishing Gender/Women Study Center in universities to lead in initiating and conducting studies on gender to be used as recommendations for the government and other relevant technical units.

6. Quality of Education Improvement

a. Strengthening the capacity of non-formal and informal Early Childhood Education Institutions by improving or upgrading information management system and providing adequate infrastructure and facilities in order to give the best service to the society.

b. Ensuring the effectiveness of School Operational Assistance (BOS) program implementation at primary or junior secondary schools and Quality Management Operational Assistance (BOMM) at senior secondary and vocational schools.

c. Disseminating and implementing National Education Standards.

d. Improving teachers' qualification and competence by referring to Law no.14/2005 on Teachers and Lecturers.

e. Improving teachers' prosperity by providing allowance for teachers who have been certified and special allowance for teachers in certain areas (border, remote and isolated areas).

f. Strengthening the educational quality control by setting graduates competency standards, using tests as the quality control of school accreditation.

g. Strengthening and developing formal and non-formal education through the rehabilitation of education services, covering the establishment of minimum standards of education, quality of educators improvement, and provision of textbooks.

h. Overcoming dropout rate through non-formal and informal education.

i. Providing special attention to students in border, remote and isolated areas to get quality education through adequate infrastructure and facilities.

j. Providing education budget at the minimum of 20 percent from National and Regional Expenditure Budget (APBN and APBD) as part of the commitment that has been mentioned in the National Constitution.

CHAPTER IV
CHALLENGES AND PRIORITIES OF EFA DEVELOPMENT IN INDONESIA

This chapter elaborates in detail and specific the challenges and priorities of EFA development in Indonesia. In addition, it describes the future agenda of EFA implementation in general. The elaboration in this chapter is made point by point based on the six goals of EFA.

A. Challenges in Implementing EFA

The followings summarize the overall challenges faced in the implementation of EFA in Indonesia.

1. Improving equitable access to all children, boys and girls, to quality basic education as a major challenge to the achievement of the MDGs' education targets;

2. Reaching the unreached as a major challenge in achieving the MDGs' targets by 100 percent, particularly due to poverty;

3. Improving school readiness to reduce drop-out rate and the completion rate for basic education;

4. Improving the quality of non-formal education (NFE) programs for drop-out students and children who are unable to enroll to formal schooling;

5. Providing adequate infrastructure, books and teaching learning equipment for basic education;

6. Improving the quality and equity of teacher distributions in all regions to improve the quality of basic education;

7. Enhancing curriculum at primary education to improve soft skills and to develop students' multiple intelligence;

8. Developing better financing transfer mechanism to improve efficiency, accountability, and equity, and to ensure the equitable access to quality basic education;

9. Improving education management accountability and efficiency in a decentralized system;

10. Growing national and local ownership and engagement;

11. Improving stakeholders' perspective on the scope of MDG 3's to capture several intrinsic women's rights issues such as freedom from violence;

12. Missing the actual equality issues due to over emphasis on educational gender parity indicators.

B. Current EFA Priorities in Relation to Existing Social and Economic Challenges

1. Early Childhood Care and Education (ECCE)

Indonesian Government's commitment in relation to early childhood education is reflected in the target set for Gross Enrollment Rate (GER) of ECE, which is 75 percent in 2015.

In order to achieve this national target, i.e 75 percent of young children accessing early childhood education, the strategies to be applied are "integrating education services with care program for young children" through:

a. Increasing Community Participation in the Implementation of Early Childhood Education

To support the success of early childhood education program, national and provincial governments in cooperation with Federation of Indonesian Kindergarten Teacher (IGTKI) and Federation of Kindergarten (GOPTKI) delivered socializations and advocacy on the importance of early childhood education (ECE) to the community. The community is urged to establish ECE institutions in their respective neighborhood. This cooperation was very effective to increase the Gross Enrollment Rate (GER) of early ECE.

b. Creating Innovative Models of Early Childhood Education

Several innovative models of ECE have been implemented to increase the Gross Enrollment Rate (GER) of ECE. Some of the models are One Roof Kindergarten and Primary School, alternative service models such as nature Kindergarten, Mobile Kindergarten, Beach Kindergarten, Kindergarten at Workplace, Stage Kindergarten, University Students Field Lecture Kindergarten, and *Al-Qur'an* Kindergarten. These models are proven to be effective to support the expansion of ECE.

c. Expanding Early Childhood Professional Development

A program to improve the quality of early childhood education teachers needs to be implemented. The government carries out the early childhood teacher qualification program through Diploma Program (DII-PGTK), performance improvement of kindergarten/elementary school supervisors through specialized training, and certification program for teachers and supervisors. These programs show a positive impact on the continuation of early childhood education in the field.

d. Increasing the Mobilization of Community-Based Early Childhood Education Learning Group (KB-PAUD)

Ministry of Education and Culture and Ministry of Social Affairs in cooperation with the private sector and NGOs' enhance the mobilization of several Community-Based Early Childhood Education Learning Groups (KB-PAUD) in different areas. This program becomes an effective strategy to increase Gross Enrollment Rate (GER) of ECE.

e. Establishing Children Day Care Center (TPA)

Various efforts have been undertaken to establish ECE institutions by: (1) providing child care and health services, (2) providing consultation service for parents, (3) providing community service in the forms of social counseling on the importance of child care and education, socialization of children, the role of Children Day Care Center, etc. This program has been able to support the continuation of ECE.

f. Developing Infant's Family Development (BKB) Program

The government continues to establish BKB to support the parents to properly nurture their children, especially the children under the age of 7 years old. This program has significant contribution to the empowerment of ECE.

2. Basic Education

In order to achieve the national target of basic education in 2015, the following strategies have been applied:

a. The Expansion of School Infrastructure Program

To increase Gross and Net Enrollment Rates (GER/NER) of primary and junior secondary schools, the Indonesian Government stimulate the building of new schools, new classrooms, and rehabilitation of damaged/broken classrooms. New schools and classrooms are highly prioritized to be built at areas in which the participation rate is low. In addition, the infrastructure development is carried out by sharing the responsibilities between national and regional government. This program is very effective to increase the participation rates (GER/NER).

b. Reducing Barriers to Access Basic Education

To reduce the cost of schooling, the Indonesian government has provided tuition assistance to all students through the School

Operational Assistance (BOS). This program has reduced the number of drop out students and improved the participation rates (GER/NER) of basic education.

c. Expanding Innovative Non-Formal Education Programs

In order to improve the participation rates (GER/NER) of basic education, some non-formal education innovative programs have been implemented. Some of the activities include equivalency programs and Islamic boarding schools (*Madrasah Diniyah* and *Madrasah Salafiyah*).

d. Strengthening the Regional Planning System

To reduce the gap between policies and implementation, the planning system that could strengthen the provincial capacity has been made to facilitate and oversee the implementation of basic education program in cities/districts through performance-based financing system. The program is capable to support the success of basic education program.

3. Life Skills Education

Life Skills Education program is implemented to provide services for: (1) community members, especially those at the productive age who are not working/unemployed, the poor, and other disadvantaged people, both living in urban and rural areas, (2) citizens who need to improve their skills to work or develop their career.

In order to achieve the national target of life skill education program in 2015, the Indonesian Government has carried out the following strategies.

a. Mapping Life Skills Education and Strategy Development

In implementing life skills education program, the government has no role as an organizer. Rather the government serves as an advanced program organizer that is more responsive to the market demands and functions as a training system developer. This happens since most of the organizers of life skills education programs are private. This policy supports the success of many life skills programs.

b. Expanding Lifelong Learning Opportunities

The government ensures the equal development of secondary and higher education institutions, particularly in districts that are still lack of schools or higher education institutions.

c. Responding to the Needs of Skilled Manpower

The government has introduced professional development courses. It has made employees acquire relevant skills and sufficient entrepreneurship training.

d. Expanding and Developing Apprenticeship System

Life skills education program participants are given the opportunity to participate in an internship program at companies in accordance with the skills being learned.

e. Providing Further Education and Training

Further education and training activities are implemented holistically and systematically, and will be continuously developed and expanded by referring to the pathway of clear career development which is standardized and accredited.

4. Literacy Education

In line with the Belém Framework for Action, Indonesia attempts to serve adults and empower them through non-formal education to provide functional skills and knowledge, and develop professional attitude and personality. Literacy Initiative for Empowerment (LIFE) which is declared by UNESCO – as a global strategic framework or as a key mechanism of increasing world population literacy competencies on the international scale – is also implemented in Indonesia to empower adults in the community. In order to improve adult literacy competencies, a program coined as *AKRAB!* (*AksaRA agar Berdaya*-Literacy Creates Power) has accordingly been set up for the purpose of supporting adult literacy education. The program means asking the illiterates to familiarize (*AKRAB*) themselves with letters (*aksara*) in order to achieve empowerment (*berdaya*), hence the slogan is *"AksaRA agar Berdaya"* which translates into 'literacy creates power'. This slogan is turned into the the acronym "AKRAB!", meaning that it is through familiarity with letters that the empowerment promised in LIFE can be achieved. To increase availability, affordability, and quality of literacy education services, Akrab programs are integrated with entrepreneurship education, life skills education, and gender equity.

Entrepreneurship AKRAB! **Literacy**

"We are able to read and to earn money. In the neighbourhood, we live in confident and peace because our works are useful for our family and others' families. There are no disputes anymore about daily expenses."
Authorities and Languages Learning Group, Maluku, Seram

AKRAB! programs encompass the followings:

a. Functional Literacy

Functional Literacy is intended to make people functionally literate. In other words, they can engage in all those activities in which literacy is required for effective function of their group and community and also for enabling them to continue to use reading, writing and calculation for their own and the community's development.

b. Entrepreneurship Literacy

Entrepreneurship Literacy is a literacy improvement program shaped in the form of entrepreneurship that can improve a person or group who have joined or achieved basic literacy competence.

c. Family Literacy

Family Literacy is designed for family empowerment through teaching the family members (by one of the literate family member), communication skills, in text and non text, and numeracy in Indonesian languange, so they can get, search and utilize the information for solving family problems and can participate in the country development.

d. Literacy for Special Community based on Folk Tales

Literacy for Special Community based on Folk Tales aims to use folk tales as a teaching approach and media to make people in certain community master and maintain their literacy skill.

e. Local Culture Literacy

Local Culture Literacyis a literacy strengthening attempt by using local culture as its media of teaching and empoworment for the students and their surroundings.

f. Mother Tongue Literacy

Considering the fact that there are still many tribes/ etnic groups in Indonesia that do not speak Indonesian languange in daily communication, the use of mother tongue in the literacy learning process becomes very effective, and it is gradually interspersed with national languange (*bahasa Indonesia*).

From all of the achievements in reducing illiteracy rate in Indonesia, and several strategies developed for literacy education, the success of Indonesia has received recognition from the International community; UNESCO King Sejong Literacy Prize.The award was given to Directorate of Community Education Development, Directorate General Early Childhood, Non-Formal and Informal Education,
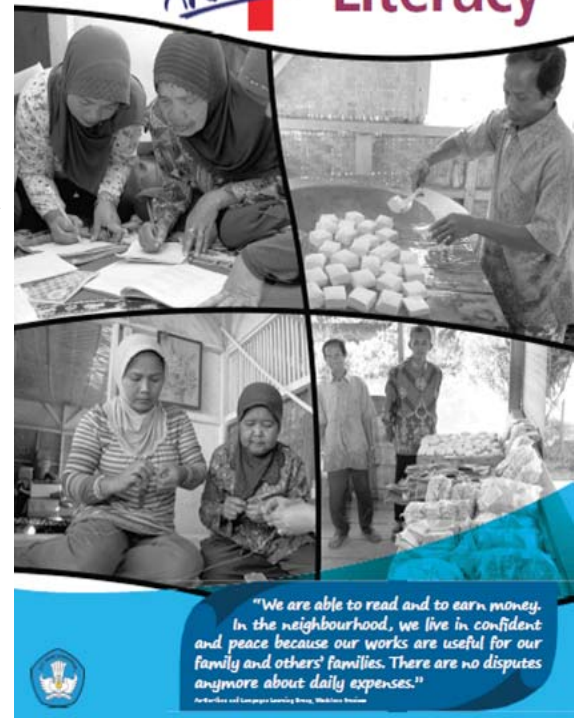
Ministry of Education and Culture on September 6, 2012. Indonesian goverment has received one of the two UNESCO King Sejong Literacy Prizes. The program on *'Improving quality of literacy education through entrepreneurship literacy, reading culture and tutor training'* involves almost three million people, and places special emphasis on illiterate women, as well as combines life skills and basic literacy training.

5. Gender Mainstreaming in Education

Gender mainstreaming in education program is implemented for policy makers, education managers, organizers of education units, educators and education personnel, learners, parents, and all other stakeholders to provide equal opportunities for boys and girls in obtaining education.

To realize this EFA target, the policies taken are as follows: (1) expand access to quality education with gender perspective to all girls and boys, (2) improve the quality and relevance of education by reducing adult illiteracy rate, mainly that of female population, through equivalency education and functional literacy programs, and (3) build good governance and accountability by developing the capacity of education institutions in management and promotion with a gender perspective.

Gender Equality Ratio of Primary/Primary Special School is targeted to reach 50.0 in 2015. Meanwhile, the achievement in 2011 was 23.0. The same condition also happens for Gender Equality Ratio of Junior Secondary/Junior Secondary Special School.

A detailed strategic objective set out for 2013-2015 is as follows:

a. Efforts to accelerate the implementation of gender mainstreaming are carried out by implementing gender responsive budgeting

For the first time, gender mainstreaming policies are integrated into the planning and budgeting process, which include gender disaggregated policies, indicators and targets from various ministries and agencies (Medium Term National Development Plan 2010-2014). This was followed by the issuance of Minister of Finance Regulation No. 119/*PMK*.02/2009 on Guidelines for the Preparation and Review of Ministry/Agency Work Plan and Budget and the Preparation, Review, Approval and Implementation of Budget Implementation for the Fiscal Year of 2010, and then followed by Minister of Finance Regulation No. 104/*PMK*.02/2010 on the same subject for the Fiscal Year of 2011, which helps accelerate the implementation of gender responsive budgeting.

b. Gender mainstreaming has been implemented by some local governments

Since 2010, gender responsive budgeting was tested in seven state ministries and agencies, including Ministry of Education and Culture. Each ministry and executing agency prepared the Terms of Reference (TOR) and gender budget statements, which are gender-specific to find out

whether or not an activity is gender responsive. In 2012, the application of gender responsive budgeting was extended to various development priorities.

c. Since 2009, Ministry Education and Culture has initiated various gender mainstreaming programs and activities in the field of education

The followings are several gender mainstreaming programs and activities initiated by Ministry of Education and Culture:

1) The preparation of the Regional Action Plan (RAD) of Gender Mainstreaming in Education for 2009-2015.
2) The completion of Modules and Supplementary Modules which function as learning and understanding media for facilitators.
3) The implementation of Gender Responsive Family Education associated with life skills in six sub-districts from three districts/cities.
4) The establishment of the Facilitator/Focal Point Forum in the education sector in 2008.
5) The implementation of gender mainstreaming programs and activities in the education sector at cities/districts financed and supported by the provincial government.

d. *Parahita Ekapraya* Award

In 2012, Ministry of Education and Culture received the Associate Level of *Parahita Ekapraya* Award for the third time in a row since 2010. The Ministry was considered to have strong commitment and have implemented gender mainstreaming strategy in education. This is proven by the increasing number of Districts/Cities that have implemented the gender mainstreaming strategy in education by 32 percent in 2012.

6. Quality of Education Improvement

Quality of education improvement programs in education include: (1) teachers' teaching skills remediation programs, (2) application of professional teaching performance evaluation system, (3) certification of all vocational schools with ISO 9001-2008 by 2015, (4) students/teacher ratio in each primary school (SD/MI) by 1:32, and junior secondary school (SMP/MTs) by 1:40, and (5) the achievement of National Education Standards for Religion and Religious Education in 2013 at the latest.

The percentage of non-formal and informal educators with Bachelor qualification is targeted to reach 98.3 percent in 2015. In 2011, the percentage achieved was 87.1 percent. In line with it, the percentage of Senior Secondary School and Vocational School teachers with Bachelor qualification is targeted to be 98.0 in 2015; the percentage was 93.9 percent in 2011. However, the biggest challenge is in the percentage of certified primary school teachers which should reach 80 percent in 2015, yet it was only 40 percent in 2011.

A detailed strategic objective set out in the Strategic Plan 2013-2015 of Ministry of Education and Culture is as follows:

- Enabling the implementation of Teachers' Law and Regulation.
- Establishing National Education Standards Agency (BNSP).
- Establishing National Accreditation Council (BAN) for formal education ranging from primary level up to higher education, as well as non-formal education.
- Assuring effective implementation of Textbook Operational Program.
- Strengthening quality oriented governance and accountability mechanism.

C. Future Education Development in Indonesia

Indonesian Government is committed to fulfill children's rights to receive fair education. The achievements of EFA goals are part of the overall national development. Since the Independence Day, there are many aspects in relation to the education development that needs to be achieved. However, on the other hand, the Indonesian government faces major challenges in human resources development.

Education development in Indonesia is one of the strategic factors in achieving overall development in various sectors. Therefore, EFA is implemented by various means and strategies that aim to develop the overall Indonesian people. EFA is directed to the achievement of all development sectors dynamically and continuously.

The basic principle of education development in Indonesia refers to the mandate of Law No. 20/2003 on National Education System. It is stipulated that the National and Regional Government have the right to direct, guide, assist, and supervise the implementation of education in accordance with the legislation based on the following principles: (1) democratically, equally and non-discriminatorily based on human rights, religious values, cultural values, and national pluralism, (2) conducted as a systemic unit with an open system and multi-meanings, (3) based on the principles of modeling, motivation and creativity in the process of learning, (4) conducted by developing culture for reading and writing and, arithmetic, for all members of the community, and (5) conducted by empowering all components of the community through their participation in the implementation and quality control of the education services.

The planning and implementation of national education in Indonesia are formulated by referring to the 1945 Constitution, the 4th amendment of article 31 on education; People's Consultative Assembly of the Republic of Indonesia Decree No. VII/MPR/2001 on Indonesia's Future Vision; Law No. 20/2003 on National Education System; Law No. 17/2003 on State Finance; Law No. 25/2004 on National Development Planning System; Law No. 32/2004 on Regional Government; Law No. 33/2004 on the Financial Balance between National and Regional Government; and Government Regulation No.19/2005 on National Education Standards.

The Indonesian Government also believes that one of the foundations of education development in Indonesia is its commitment to pay attention to international agreements, such as the international commitment on Education for All (EFA), the Convention on the Right of the Child, Millennium Development Goals (MDGs), World Summit on Sustainable Development, and CEDAW international Convention, which put emphasis on preventing discrimination and encouraging the fulfillment of equal rights for boys and girls.

The future education development in Indonesia is based on the vision and mission of the national development 2005-2025 which has been imprinted in the Law of the Republic of Indonesia No. 17/2007 on National Long Term Development Plan 2005-2025, and the Indonesian Government commitment to all international conventions on education, such as Dakar Convention on Education for All, the Convention on the Right of the Child, Millennium Development Goals (MDGs) and World Summit on Sustainable Development.

Indonesia's national development vision for 2005-2025 is "**Independent, Developed, Fair and Prosperous Indonesia**". This vision leads to the achievement of national objective, as set out in the Preamble to the 1945 Constitution, which is to protect all the people of Indonesia, improve public welfare, educate the life of the people and participate toward the establishment of a world order based on freedom, perpetual peace and social justice.

As a measure of achieving Independent, Developed, Fair and Prosperous Indonesia, the Indonesia's future national development on education is directed to:

1. The realization of noble, moral, ethical, cultured, and civilized Indonesian people characterized by the followings:
   a. The realization of tough, competitive, and moral characters based on the philosophy of the Five Principles (*Pancasila*) which is characterized by the Indonesian people's nature and behavior that are diverse, faithful and devoted to God Almighty, virtuous, tolerant, worked together, patriotic, dynamic, and science and technology oriented;
   b. The well-being of national culture reflected in the development of Indonesian people's civilization and dignity as well as the nation's identity and personality.

2. The realization of the nation's competitiveness in order to achieve a more prosperous society shown by the improvement of human resources quality, including the role of women in development, and

3. The realization of Indonesia's rising role in the international world which is characterized by the realization of national independence in the global constellation.

Meanwhile, the Education for All (EFA) agenda to be carried in the future is as follows:

1. Improving Children Schooling Readiness and Increase the Completion of Primary Education

Some of our children age 3-6 years are not yet able to attend in early childhood education program.

2. Increasing Professionalism and Equitable Distribution of Teachers

Approximately 57.4 percent of the 2.6 million teachers did not yet fulfill the minimum academic qualification of Bachelor degree. The distribution of teachers is still not evenly distributed in both urban and rural areas. This resulted in the teaching learning process that is not carried out according to the standards.

3. Providing Educational Facilities and Adequate Infrastructure, Including Books and Teaching Learning Equipment

There are still many damaged primary schools classrooms, especially in remote, isolated, archipelagic, and border areas. In addition, until now, there are some schools which are not able to provide the required textbooks for students. In 2011, the estimated proportion of primary and junior secondary schools that have a library only reached 32 percent and 63 percent respectively.

4. Increasing the Coverage of Non-Formal Education for Children who are Out of School and Cannot Afford to Access Basic Education

The implementation of non-formal education programs, such as Package A and Package B, especially for children from poor families, is an important element to accelerate the achievement of MDGs' goals in education in Indonesia. However, the implementation of the program still faces a couple of issues in terms of quality and scope.

5. Developing Better System for Financing and Transferring Mechanism

In line with the government and the wider community's increasing commitment on the importance of education development, education budget has increased significantly from 11.4 percent in 2001 to 20 percent in 2009. The increase has given impacts not only to the National Budget and Expenditure (APBN), but also to the regional National Budget and Expenditure (APBD).

6. Improving Accountability and Efficiency of Education Management in the Era of Decentralization

In a decentralization system, primary responsibility, authority, and management of educational resources are delegated to local government. However, the management and governance of education have not been effective and optimal. Both national and local governments are still experiencing problems, especially in terms of capacity, to carry out new tasks and roles along with education decentralization policies.

CHAPTER V
CONCLUSIONS AND RECOMMENDATIONS

This chapter is the final part of this report. It describes the overall conclusions of EFA implementation and achievements in Indonesia. It also gives some possible and feasible future recommendations for EFA implementation, especially in relation to post 2015 agenda.

A. Conclusions

Overall, Indonesia is most likely able to achieve the EFA Goals by 2015. The new paradigm of "Education for Sustainable Development" has been incorporated in the Education Strategic Plan 2010-2014; the Minister of Education and Culture has appointed the National Coordinator of Education for Sustainable Development (ESD). The long term national development plan 2005-2025 stated that the government of Indonesia is strongly committed to promote education in enhancing the quality of human resources, developing science and technology as the foundation of knowledge based economy.

Indonesia has gradually achieved the goals agreed in Dakar Convention. It can be seen from the Gross Enrolment Rates (GER) of Early Childhood Education (ECE) and Junior Secondary School that have been achieved by the end of 2012. Similarly, the Net Enrollment Rate (NER) of Primary School has also been achieved. In 2005, Indonesia has successfully halved 50% the illiterate population since 2004. This achievement has exceeded the target set in Dakar Convention. This success has been recognized by the world; on September 6, 2012, the UNESCO King *Sejong* Literacy Prize was awarded to the Indonesian government. Similarly, life skills education, gender mainstreaming in education, and quality of education improvement will also be gradually achieved. It is expected that by 2015 the six goals of Education for All (EFA) will be achieved optimally.

Apart from the success that has been achieved, Indonesia still faces many challenges and obstacles in the education development. The challenges and barriers are related to quality of education in isolated, remote, outer-front, and disaster-prone areas which include the issues of educators, infrastructure and facilities, as well as transportation and communication.

Future education development in Indonesia will be carried by referring to National Long-Term Development Plan 2005-2025 that has been encapsulated in Law No. 17/2007.

B. Recommendations

The progress of education development in Indonesia has shown significant increase. One of the enabling factors is Indonesia's participation in the Dakar Convention and other international conventions related to education. The progress can be seen from the increasing participation rate of early childhood, primary, and secondary education. Other successes are shown by gender equality and equity in education as well as quality of education improvement in every stream and level of education. In the context of international cooperation,

the Indonesian Government recommends UNESCO to continue its innovative education programs, such as post 2000-2015 Education for All (EFA).

Post 2015 Education for All (EFA) should be focused on the following aspects:

7. **Increasing Equitable Education**

    a. In accordance with the mandate of the Constitution, every citizen has an equal right to obtain education services. The government is obliged to provide equitable access to all school-age children to have quality education.

    b. The expansion of educational equity targets should be increased to secondary level.

    c. The expansion of educational equity up to secondary level is important as secondary education has been recognized as the cornerstone of the education system, which becomes one of the pillars of development.

    d. Quality of secondary education is vital to create a brilliant future for young children as well as productivity and progress of the nation. In addition, secondary education is the gateway to great benefits in the economic and social development.

8. **Decreasing in Enrollment Gaps**

    a. Efforts to decrease enrollment gap between regions and groups, especially socio-economic development, should become a priority in education.

    b. Enrollment gap at the secondary level has to be seen in the context of both regional and socio-economic status groups.

    c. The Gross Enrollment Rate (GER) of secondary level varies in the range of 119 percent (the highest: Jakarta) and 59 percent (the lowest: Lampung Province) (MoEC, 2011).

    d. When viewed from socio-economic status, school enrollment rate for the age group 16-18 years (secondary level) in quintile 1 (20 percent of the poorest people) has amounted to 36.5 percent, while the fifth quintile (20 percent of most affluent communities) has reached 72.9 percent (National Socio-economic Survey, 2011).

    e. It must be ensured that the education services reach all levels of society so that the gap could be reduced. The efforts to reduce the education gap should be an important agenda in the development of education in the future.

9. **Improving the Quality of Education**

    a. In accordance with the expansion of educational equity, quality of education needs to be improved.

    b. Efforts to build quality education depends heavily on the availability of qualified teachers because they play an important and central role in the whole process of learning at schools.

c. As educators, teachers with high competence determine the quality and effectiveness of teaching and learning in each education unit. Teachers are the heart of the quality of education because they are the actual media in the process of knowledge transfer to students.

d. The government needs to continue its efforts to improve the quality of education through the provision of qualified teachers by organizing programs to increase qualification and certification.

e. The improvement of qualification and certification program aims to improve the teachers' competence, so the process of teaching and learning will enhance qualitatively, and in time, have a direct impact on the performance of national education.

C. Future Agenda on International Cooperation

Thanks to the support and cooperation of the international community, education development in Indonesia has realized the community's expectations. The future education development in Indonesia will remain refer to the international commitments agreed, such as the Dakar Convention on Education For All, the Convention on the Right of the Child, Millennium Development Goals (MDGs), World Summit on Sustainable Development, and the CEDAW international Convention in December 1979, that stress the commitment to prevent discrimination and encourage the fulfillment of equal rights for boys and girls as holistic pillars of education development.

Indonesia will support and participate actively in any international convention on education as long as it is in line with the law under regulation in Indonesia, which refers the noble mandate of the Indonesian people mentioned in the fourth paragraph of the Preamble to the 1945 Constitution: to protect all the people of Indonesia, improve public welfare, educate the life of the people and participate toward the establishment of a world order based on freedom, perpetual peace and social justice.

MoEC Works with the Army to Open ECE Institutions at Remote Areas

TEMPO Interaktif, Jakarta – *Ministry of Education and Culture, Republic of Indonesia in cooperation with the Indonesian National Army (TNI) stimulates the provision of early childhood education institutions at remote areas located especially in eastern part of Indonesia. The Minister of Education and Culture mentions that the involvement of Indonesian Army in the program is essential.*

"This is not simply an education program, but it is an effort to build character and nationalism since early age," the Minister, M. Nuh, said to the journalist at the MoEC Office, Friday, 29 April 2011.

This access expansion, Nuh continued, will be prioritized at border and remote areas. The areas to be targeted are Kalimantan, Nusa Tenggara Timur and Papua. The program will be carried out under the program Indonesian Army Build Village (TMMD).

The TMMD program that has been initiated since 1980 will also be carried out in 61 districts/cities, 71 sub-districts and 112 villages throughout Indonesia. This year, the program has entered its 31st year of implementation. The activities of the program will be accomplished in 21 days starting from 21 June by deploying 61 Army units. Each unit consists of 150 people.

Nuh stated that "The Army has extraordinary human resources. Meanwhile, we have villages to be given special attention."

The Chief the Army, Gen. George Toisutta as the operational responsible person of TMMD mentions that remote areas are vulnerable in terms of their human resources. In addition, the number of schools and teaching staffs is limited.

Toisutta said that, "This program will be administered by involving the local community to accelerate the development in each village."

Source: *Tempo, 29 April 2011*

Thank You, "Bidik Misi"!!!

By: Farida (A Student, Economic Education, 2010, Makassar State University)

My name is Farida. Currently, I am majoring Economic Education at Makassar State University. Never did I imagine to get into one of the state universities in Makassar. Going to a university was even like a dream that would never come true. Why so?

I come from a poor family. That is why after graduated from the senior high, I never thought I could go to college. It was just impossible for me.

Finally, I heard something from a friend of mine that there was a scholarship program called Bidik Misi. My friend said that the scholarship is intended for students who have good academic performance but they are unable to continue their study due to financial reason.

Hearing the news, my mother was so happy. She helped me prepare the necessary documents to apply for the scholarship. While waiting for the selection process, I joined the national exam and passed it with high scores. However, I was really worried. I kept thinking whether or not I passed the selection to receive the scholarship. I wondered, "Will I be able go to college? Will I be able to reach my dreams?" Day by day, I kept on waiting for the announcement.

After waiting for some heart-beating time, the result was finally announced. Thank God, I got the scholarship. The next morning, my mother and I brought all of the documents and went to Makassar State University for registration. Everything went smooth that day and I was so happy that I was never bothered with the extremely hot day.

A few weeks after, I went to the Economic Education as a university student. I was really proud as well as motivated to fully enjoy every moment at the university.

I am now entering the 7th semester and soon I will be holding a Bachelor Degree in Economic Education. I really never thought that I could reach this far. Thanks to my mom and my friends for convincing me to not give in. Finally, thank you so much, Bidik Misi.

Source: http://ikbim-unm.blogspot.com/2014/01/thanks-bidikmisi.html

UN honours literacy programmes in Bhutan, Colombia, Indonesia and Rwanda

22 August 2012 – Literacy programmes in Bhutan, Colombia, Indonesia and Rwanda won the 2012 International Literacy Prizes of the United Nations Educational, Scientific and Cultural Organization (UNESCO).

The awards, worth $20,000 each, will be distributed on 6 September in a ceremony at UNESCO Headquarters in Paris, France, as part of the celebrations for International Literacy Day, observed annually on 8 September, the agency announced in a news release on Tuesday.

Two programmes were awarded the UNESCO King Sejong Literacy Prize, which was created in 1989 by the Republic of Korea, and two received the UNESCO Confucius Prize for Literacy, created in 2005 by the Chinese Government.

The Directorate of Community Education Development in Indonesia received one of the two UNESCO King Sejong Literacy Prizes for its work to improve the "quality of literacy education through entrepreneurship literacy, reading culture and tutor training." The programme, a Government initiative, involves almost three million people and puts special emphasis on women so they can receive basic literacy training.

The second UNESCO King Sejong Literacy Prize was won by the National Adult Literacy Programme of the Pentecostal Church in Rwanda. The agency said that the programme was selected for its focus on women and out-of-school youth. The programme, which has reached over 100,000 people, also aims to ensure that individuals learn about human rights, reconciliation and peacebuilding through literacy.

The Non-formal and Continuing Education programme from Bhutan will receive one of the UNESCO Confucius Prizes for Literacy for its work teaching basic literacy skills through its 950 centres in rural communities.

The Interactive System Programme, operated by the Fundación Transformemos in Colombia, will receive the second UNESCO Confucius Prize for Literacy for its peacebuilding and income-generating activities in areas affected by conflict and violence. The programme seeks to improve literacy through an intercultural approach and has reached some 300,000 persons since it began in 2006.

Source: http://www.un.org/apps/news/story.asp?NewsID=42720#.U5sIENySzAw

Literacy and Peace Education: Persuasive and Non-Confrontational Approach of Literacy for Baduy Ethnic

By Ella Yulaelawati

Community of Baduy or Badui, who call themselves Kanekes, are traditional community living in Banten province. Their population of 11,700 is centred in the Kendeng mountain at an elevation of 300–500 meters (975'-1,625') above sea level. The Baduy are divided into two sub-groups – Inner Baduy, and Outer Baduy. No foreigners are allowed to meet the Inner Baduy without permission from the Outer Baduy, although the Outer Baduy do foster some limited contacts with the outside world.

The Baduy believe in local **adat** (local legitimating practices for customary laws, marriages, art expression, ceremonial activities, etiquette, deferential status and power relation). They are forbidden to kill, steal, lie, commit adultery, get drunk, use transportation, and other modern life styles. They protect their land to preserve their environment i.e. they do not use fertilizers, modern tools, or keep large domestic animals. Baduy people hold strong belief and commitment to their traditional values. Formal education for the children of Baduy is against their **adat** or traditional customs. Education for children up to 10 years of age is the responsibility of their parents. However, the **adat** headman **(puun**) is responsible for the education of other Baduy community aging 10 years and above. They are not allowed to have educational facilities in the villages. They forbid all Baduy people to have formal schooling for the **adat**'s reasons. As a result, very few Baduy are able to read or write.

Despite of Baduy's local wisdom to preserve their culture and environment, the high prevalence of illiteracy has definite implication for the peace building within Baduy themselves (Inner and Outer) and between Baduy and other communities. Fortunately, the Baduy accept non-formal teaching especially for literacy education. There is a Baduy man called Sarpin who perceives that education is important for the future of Baduy children. He had completed Package A equivalency program and continued to Package B. In 2006 he started teaching literacy to his children and neighbourhood of the Outer Baduy. Now he becomes a tutor of literacy program. He has managed to build a Community Learning Centre (CLC) because he always wanted to teach how to read to as many Baduy as possible since he has been able to read. According to Sarpin:

"I used to believe in the adat totally. But now I just realize that reading ability is a power. It opens up something new that I never knew before. Most importantly, it lessens miscommunication and bad thoughts about people outside Baduy. I do hope all Baduy people can read someday to bring change and peace in living together."

Persuasive and non-confrontational Approaches of Literacy for Baduy Community
Literacy program for Baduy people is developed through the understanding of Baduy's **adat.** The key to improve Baduy's literacy achievement is professional development that

places Baduy tutor (teacher) in non-confrontational situations where he/she is able to use his/her own approach and method in an on-going supportive and totally localized manners and strategies. Persuasive means that teaching is not provide in formal classroom situation because classical classroom interactions where a tutor teaches several children in a typical classroom setting. Instead, the teaching is carried out in a friendly manner by visiting family from one to another. In this familial relationship and interaction patterns, Baduy people on learning engagement increases and their achievement progresses.

Non-confrontational situations means that teaching reading is not conducted against **adat** rules. Inner Baduy people including children are prohibited to learn reading openly, although if a Baduy person learns reading secretly and individually he/she does not get a punishment. Therefore literacy programme starts from outer Baduy in a subtle manner. A visiting tutor system is created by selected a nucleus community learning centre (CLC) to facilitate local Baduy tutors who work as mobile satellites visiting one family to another.

In addition, community reading centre (CRC) is established in the place of the head of outer Baduy Village. This CRC is equipped by learning and teaching materials and other reading books about crops, agriculture, health and other necessities content. Non-confrontational learning approach is extended from accommodation Baduy tradition to wider knowledge about modern lifestyle and technology such as the use of mobile phones and computers. Further development of the non-confrontational learning approach provides better achievement of literacy skills and can be considered as literate cultural capital. Although this literate cultural capital is not imposed to change traditional culture radically, it is open for gradual and natural changes depend on the readiness of Baduy community.

Strategies

Teaching strategies consists of five phases:

1. Phase 1: the identification of participants at various ages including parents and children and other family member and mapping them.
2. Phase 2: the development of professional satellite tutors to teach reading.
3. Phase 3: the provision of schedule and assignment of satellite tutors.
4. Phase 4: the construction of Baduy narratives teaching-learning experiences.
5. Phase 5: the measurement of changes in learners' achievement.

Visiting Tutor Method

The **Pikukuh Adat** is the Baduy's unwritten Customary Laws that govern 'no change' for the ancestor's tradition lifestyles and beliefs upheld by the Baduy in everyday activities. Modern buildings, houses, lifestyles, transportation, fertilizers, and conveniences of modern apparatus are prohibited. There is no school for Baduy children, because building school and formal education are prohibited in Baduy villages. This brings about the illiterate community of Baduy. However, unstructured and covert informal learning do occur both in the Inner and Outer Baduy.

Adat rule is the most powerful guide to Baduy life. As explained earlier that parents are responsible for young children education and Head of **Adat** is responsible for 10 years

above of Baduy community. The traditional education system can be said as a cultural heritage of the Baduy, and this has proved us for the millennia of living in harmony, healthy environment, and self-dependent, well guarded and protected. Never on the Baduy history, happens thing of crimes, this area has a zero crime rate.

Baduy leaders perceive children education in Baduy law and customary is very important. They protect their next generation seriously for not losing their own precious cultural heritage and identity. They manage outer Baduy wisely to adapt updated modern information and modern civilization surrounding the Baduy Villages as well as to protect the **adat** *by filtering them.*

Literacy program mainly focuses in the outer Baduy. The program uses Baduy **adat** *for teaching strategy. Facilitators from the nucleus CLC are repositioned from the discursive teaching strategy occupied by facilitators into Baduy sense-making contexts in their narratives teaching-learning experiences. In this way, learners' narratives are an extensive teaching and learning local content.*

This method applies **singgah sono** *or nostalgia visit for face to face learning activities. In this visit each other method, learning activities occur hidden in daily conversation, familial way and very informal setting with volunteer's engagement of all members in the family and all ages.*

Stages of Teaching Learning Process in Singgah Sono Method

The "singgah sono" activity is carried out consistently and constantly as scheduled. Stages of teaching and learning processes are:

- *Internalizing the values of reading, writing, and doing arithmetic in casual and familial daily conversation using verbal folklores and personal interests.*

- *Introducing alphabet and numbers through mother tongue in a subtle way and careful manner to avoid culture shock. Vocabularies are derived from the* **adat** *norms, values and social organization.*

- *Providing thematic learning activities that include themes of natural resource protection, agriculture, health, etc in a cycle activities as follows:*

  ◊ *First is rebuilding of Baduy identity in which reading, writing and arithmetic are integrated to identity and local culture. For example reading and writing skills can be managed to ensure that the* **adat** *values of* "**Lojor teu meunang dipotong, pondok teu meunang disambung**" (**what is Long should not be shortened and what is Short should not be lengthened**). *This will avoid the interpretation that reading and writing will mark down or mark up valuable local cultures.*

  ◊ *Second is reflection. Here the teaching reading, writing and arithmetic are problem solving based on daily phenomena. For example, the river dried up and the forests unproductive.*

  ◊ *Third is Application. Here the teaching reading, writing and arithmetic is integrated with life skill activities including "weaving and farming ' and how to market the products.*

  ◊ *Fourth is Review. In review, remedial teaching and evaluation of learning outcomes activities are carried out.*

Learners will be able to articulate and conceptualise their **adat** experiences and explain in verbal and writing languages. The voice of the learners are being heard and use in literacy activities. In this case, there is a share learning authorities because both tutor and learners engage in different type of learning. A tutor learns about learners' narrative experiences and the learners comprehend reading and writing skills.

The tutor will always learn how to create a conducive learning opportunity for the learners to talk to each other in non-threatening way. The tutor should also understand how to manage family literacy.

Competency for tutor/facilitators includes:

- *Understand and able to use mother tongue.*
- *Manage a dynamic mutual tutor – learners interactions.*
- *Identify a potential leaner to become a peer tutor in every house/family.*
- *Establish positive and non-confrontational attitudes, trust, like, believe and understanding Baduy identity.*
- *Create caring relationships and make an effort for connected relationships.*
- *Create structured positive and co-operative learning environments.*
- *Use, recognise and build on prior learning and experiences which promotes literacy skills.*
- *Use feedback.*
- *Encourage self-assessment.*

Source: *Minitry of Education and Culture, 2012 (Submitted to UNESCO Paris)*

A Teacher Who Is Great at Farming

All morning, afternoon, endlessly, tirelessly, every day is filled with work.

Muhammad Hilmi is a teacher with high discipline. After graduating from the Department of Economics, University of Mataram, he tried to practice with the knowledge that he had to teach at Madrasah Aliyah Birrul Walidain.

Besides working as a teacher, Mr. Hilmi has an extraordinary ability in the field of agriculture. He is really good at planting peppers, tomatoes, cauliflower, broccoli and many more, especially organic crops. This year he managed to plant cauliflower with a value of about 4.5 quintals. The advantage is always in favor of him because he is very familiar with the market at any given time. The harvested crops can always be sold and then consumed by each buyer.

Supriya Hasbi, his classmate at the University of Mataram, said that if we want to learn to learn agriculture, we have learn from Pak Hilmi. Although, he accomplished his major in economics, he is good at agriculture because of self-learning from experiences.

People have to be inspired by Pak Hilmi's success; do not simply expect to work as a civil servant. Finally, Mr. Adi added that we need to have skills in everything so that we do not need rely on others.

Source: http://krens1024. wordpress.com/2011/10/15/ kisah-sukses-guru-sang-petani/

Indonesia Offers Language Class
By Bernard Lane

INDONESIAN students already here could be retrained as language instructors to help Australia overcome its crisis in Indonesian language teaching, under an offer from Jakarta.

"We can give some brief training to our students here -- those taking masters and doctoral programs (at Australian universities) -- and they can be deployed as language instructors on a temporary basis," said Indonesia's ambassador to Australia, Nadjib Riphat Kesoema.

At any one time, about 15,000 students from Indonesia are on Australian campuses, where enrolments in Indonesian language courses have fallen 37 per cent from 2001 to 2010. Indonesian in schools had a 99 per cent drop-out rate by Year 12, according to a 2010 report.

Asked about Australia's Asian Century white paper and its wish to encourage Indonesian studies, the ambassador told the Indonesian Viva News site he had informed Australia's government that Indonesia was ready to help.

The idea was welcomed by Melbourne University's John Hajek from the Languages and Cultures Network for Australian Universities.

"It's a positive thing because (Australian) students get to interact with native speakers who tend to be around their age, enthusiastic and connected with their culture back home," Professor Hajek said yesterday.

The trick would be to select the right Indonesian students, and have them work alongside professional language teachers, not as substitutes, he said.

The offer brought a more muted response from Canberra.

"The idea of using Indonesian post-grad students in Australia to teach Indonesian in Australian schools is one of several ideas canvassed," a spokesman for the Department of Foreign Affairs and Trade said. The spokesman cited university trials this year of the BRIDGE project, which has used the internet to link schools in Indonesia and Australia.

In the same way, "e-twinning" was starting to connect university students in both countries.

The ambassador stressed his offer represented only a short-term measure. "In the long term, our suggestion is: please come to study in Indonesia," he said.

And he said he was hearing some good news from Indonesian language teachers who worked in Australian government agencies.

"They tell me that enthusiasm to study Indonesian is starting to rise again," he told Viva News.

Some universities have noticed better student numbers since 2010, and there are anecdotal reports of some renewed interest in school, but there have been no updates of the 2010 reports on the state of Indonesian in Australia.

Women make their way to the House of Representatives

The Jakarta Post

On April 9, 2014, Indonesians will vote for new House of Representatives (DPR) members. Later on July 9, they will elect a new president.

Female lawmakers only make up 18.57 percent of the national legislature. In Timor Leste, independent since May 2002, the portion of female politicians is 38.46 percent, according to a June seminar on women parliamentarians in Southeast Asia held by the Partnership for Governance Reform and the US Agency for International Development (USAID).

By law, underscoring affirmative action, women must account for a minimum 30 percent of a political party's list of candidates for the House and local legislatures (DPRD) and the Regional Representatives Council (DPD).

This is spelled out in the 2012 Elections Law.

On June 13, the General Election Commission (KPU) announced its provisional candidate list for the House. They number 6,637 candidates in 77 electoral districts spread in Indonesia's 34 provinces.

What does it take for Indonesian women to run for public office? A lot and then some. For one thing, can political parties field enough candidates to meet that 30 percent quota?

If a party cannot draw up a candidate list with 30 percent being women, the KPU can penalize the party concerned and it has done so. It disqualified 77 candidates from five parties in seven electoral districts because they did not attain the 30 percent threshold.

The parties — the Great Indonesia Movement (Gerindra) Party, the National Awakening Party (PKB), the National Mandate Party (PAN), the United Development Party (PPP) and the Indonesian Justice and Unity Party (PKPI) —have appealed to the Election Supervisory Committee (Bawaslu).

Even if political parties comply with the legal provisions, the litmus test will be how female candidates can overcome the social barriers and stigma on women in public life. Further, as individuals the test is how well they can sell their vision and become elected.

Yogyakarta Sultana Gusti Kanjeng Ratu Hemas declared at a women's political empowerment seminar, on May 23 in Jakarta organized by The Asia Foundation and the Norwegian Embassy, that the issues of justice and gender equity have not reached the level of common awareness, knowledge and commitment in government.

Hemas is the DPD deputy speaker. The DPD has a focal brief on local autonomy. It can review and comment on draft laws but does not have the same power of the House to legislate. Democracy would be more meaningful if it is able to contain equity values and gender justice, Hemas stated.

House lawmaker Eva Kusuma Sundari of the Indonesian Democratic Party of Struggle (PDI-P) offered common-sense advice to the scores of House seat-seeking politically-inclined women on the floor.

"Comparative advantage is a must. What skills do you have?" Eva exhorted and challenged the forum. Eva is a member of Commission III overseeing legal affairs, human rights, security and sits in the influential House Public Accounts Committee by virtue of her proficiency in budget affairs.

She acknowledged she got her place in the 560-seat House by the quota rule and admitted she holds herself accountable for her activities. Eva further related her competence in budget matters comes from her training from The Asia Foundation on gender budgeting. This is the ability to learn if women are able to benefit or not from a state-funded project in their community and how best to allocate such funding to achieve gender justice.

"You talk about performance-based budgeting and people will no longer judge you by your sex. In politics the measure is what impact your talk will have. If you can't talk, you can't sell," Eva declared. Set your agenda. You sell an issue, not your gender, she continued.

Meanwhile, Yenny Zannuba Wahid, director of the Wahid Institute that works for plural and peaceful Islam, shared the lessons she learnt in the political arena.

"Don't be a 'know-all' and be hyper-emotional and bang on tables," exclaimed Yenny, a Harvard graduate and the fourth-generation scion of a high profile Islamic political family.

Her great-grandfather was Hasyim Asy'ari, founder of the Nahdlatul Ulama (NU) organization in 1926. Her grandfather was Wahid Hasyim, past NU chair and religious affairs minister during Indonesia's early years of independence. Her father was Abdurrahman Wahid, a reform-minded past NU chair and Indonesia's fourth president 1999-2001.

The NU, Indonesia's largest Muslim organization with a reported 30 million members, was at the beginning perceived as a bastion of orthodox Islam. Its conservative elements do not welcome women in their ranks.

To get around this constraint, Yenny relates she engages gender neutral thinking kyai (Muslim clergy). The challenge is to forge alliances with men and women, she stated of her approach in party politics.

One fault of women, however, is they want to become the prima donna. This puts women in competition against one another. In politics this is a disorder, laments Yenny who chairs the New Indonesia Nation's Sovereignty Party (PKBIB).

Yenny closed with some tongue-in-cheek guyon saru (indecent humor) that illustrated one characteristic the public can associate with politicians. The richer men grow, the more naughty they become. The more naughty women grow, the richer they become.

Source: *The Jakarta Post, 6 July 2013*

ANNEX 1

Early Chilhood Education

No.	Variable	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
1	ECE GER	-	28.00	33.32	37.12	39.82	42.32	44.82	48.32	50.62	53.70	31.03	34.54	63.01	-	-
2	% of continuing students to Primary School from Kindergarten	34.74	37.89	41.04	40.97	42.74	42.61	43.62	52.45	52.93	56.08	62.01	-	-	-	-
3	% of private ECE institutions" students	98.90	98.84	98.77	98.72	98.71	98.68	98.68	98.20	98.13	98.13	96.45	96.37	-	-	-
4	% of teachers	3.99	3.88	3.88	8.46	8.04	10.75	11.10	16.61	15.73	14.30	18.53	22.55	-	-	-
5	% of government expenditure for ECE compared to overall education expenditure	0.10	0.27	0.11	0.08	0.14	1.16	0.72	0.56	1.37	0.98	1.70	3.11	1.58	0.94	0.75
6	Ratio of ECE students/teachers	14	13	13	13	12	12	12	12	12	15	15	18	18	-	-

Source: Center of Statistics, MoEC, 2013

ANNEX 2

Basic Education

A. Primary School

No.	Variable	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
1	Gross Input Rate		51.22	52.68	53.81	55.28	57.15	58.21	56.15	58.02	58.40	55.75	60.21	
	- Male	-	50.70	52.57	54.44	56.31	58.18	58.97	58.61	58.80	58.11	55.04	59.36	-
	- Female	-	51.73	52.80	53.18	54.24	56.11	57.45	53.68	57.23	58.68	56.45	61.05	-
2	Primary School GER	10.53	12.13	13.32	14.24	13.83	114.06	114.27	15.53	16.56	116.77	15.33	115.43	115.88
	- Male	12.66	113.89	15.45	16.00	112.86	17.74	16.44	17.30	18.72	118.53	14.36	14.87	114.91
	- Female	08.40	10.37	111.19	12.48	14.80	10.35	12.04	13.67	114.33	14.94	116.33	16.02	16.85
3	Primary School NER	93.19	94.70	93.78	99.03	94.12	94.30	94.73	94.90	95.14	95.23	95.41	95.55	95.71
	- Male	93.69	91.10	94.28	95.27	95.60	95.60	93.86	96.37	96.95	96.91	95.10	95.44	
	- Female	92.69	98.30	94.09	93.85	94.35	92.73	95.11	93.39	93.27	93.49	95.74	95.67	
4	Primary School Repeating Rate	5.90	5.40	3.74	3.83	4.56	3.92	3.79	2.95	3.56	3.57	3.08	2.99	
	- Male	8.50	7.78	5.39	3.78	5.57	4.74	4.55	3.65	4.42	4.10	3.02	3.32	-
	- Female	3.30	3.02	2.09	3.87	3.55	3.09	3.03	2.25	2.70	3.03	3.13	2.66	-
5	Primary School Dropout Rate	2.62	2.66	2.96	2.94	3.00	3.16	2.37	2.17	1.93	1.64	1.61	0.90	
	- Male	2.98	3.36	3.37	3.71	2.82	3.66	2.50	2.67	1.95	2.22	1.35	0.96	-
	- Female	2.26	1.96	2.55	2.16	3.18	2.65	2.23	1.66	1.90	1.06	1.87	0.84	-
6	Primary School Staying Rate	87.15	90.93	93.71	93.25	94.16	83.67	92.79	96.61	96.84	97.87	95.77	97.35	
	- Male	89.19	91.94	91.06	95.43	95.20	81.54	92.58	95.36	97.25	97.94	96.00	98.72	-
	- Female	85.11	89.92	96.36	91.07	93.11	85.80	93.00	97.86	96.42	97.79	95.54	95.98	-

No.	Variable	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
7	Transition rate to Junior Secondary School	72.12	70.52	85.88	86.79	83.18	92.07	82.47	81.48	81.49	79.75	77.25	81.78	
	- Male	68.26	73.43	86.72	82.15	86.61	89.70	85.05	82.58	82.68	80.05	78.07	82.77	-
	- Female	75.98	67.61	85.04	91.43	79.75	94.44	79.88	80.38	80.29	79.44	76.43	80.78	-
8	% Primary School Teachers	7.11	7.92	8.36	9.01	15.24	15.30	18.61	22.15	25.66	26.83	32.83	52.91	-
	- Male	7.13	7.91	10.63	10.88	18.24	15.33	18.58	28.17	30.99	32.11	32.90	52.82	-
	- Female	7.09	7.93	6.09	7.14	12.24	15.27	18.64	17.99	20.21	21.59	32.79	52.92	-
9	Ratio of Primary School students/ teachers	23.00	22.00	21.00	21.00	19.00	19.00	19.00	18.00	17.00	17.00	18.00	20.00	-

Source: Center of Statistics, MoEC, 2013

B. Junior Secondary School

No.	Component	Year					
		2005/2006	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011
1	Junior secondary school students by sex	8,073,389	8,576,718	8,789,936	9,128,102	9,384,444	9,346,454
	a. Male	4,070,860	4,288,359	4,394,968	4,564,051	4,692,222	4,754,237
	b. Female	4,002,529	4,288,359	4,394,968	4,564,051	4,692,222	4,592,217
2	Junior secondary school graduates by sex	2,265,982	2,436,506	2,508,789	2,563,220	2,673,362	2,934,123
	a. Male	1,136,232	1,219,338	1,267,107	1,285,029	1,340,546	1,491,046
	b. Female	1,129,750	1,217,168	1,241,682	1,278,191	1,332,816	1,443,077
3	Junior secondary school repeating rate by status	35,613	42,532	35,830	34,154	31,875	25,159
	a. Public	26,843	30,645	23,652	22,735	24,102	18,752
	b. Private	8,770	11,887	12,178	11,419	7,773	6,407
4.	Junior secondary school drop out	148,890	232,834	332,824	214,775	209,263	166,328
5.	Population aged 13-15 years old by sex	13,110,200	12,971,116	12,890,334	13,036,554	12,942,400	13,408,650
	a. Male	6,668,613	6,598,215	6,557,122	6,625,989	6,575,500	6,871,643
	b. Female	6,441,587	6,372,901	6,333,212	6,410,565	6,366,900	6,537,007
6	Students ratio per school	338	342	328	312	310	309
7	Students ratio per class	36	37	37	36	36	34
8	Class ration per available class	1.05	0.97	0.95	0.97	1.01	0.99
9	Class ration per school	9.38	9.36	8.98	8.76	8.68	8.99
10	Gross Enrollment Rate (GER)	78.46	82.79	85.04	87.68	91.15	89.00
	a. Junior Secondary School	61.58	65.07	66.83	68.98	71.51	69.70
	b. Islamic Junior Secondary School	16.88	17.73	18.21	18.70	19.64	19.29
11	GER of junior secondary school by sex	61.58	66.12	68.19	70.02	72.51	69.70
	a. Male	61.05	64.99	67.03	68.88	71.36	69.19
	b. Female	62.14	67.29	69.40	71.20	73.70	70.25
12	Transition rate to senior secondary school by sex	89.77	89.17	95.42	98.80	97.04	100.35
	a. Male	93.26	93.60	99.16	103.35	101.14	104.71
	b. Female	86.27	84.73	91.61	94.22	92.91	95.85
13	Graduation rate		97.56	98.17	95.62	93.98	99.39
14	Repeating rate		0.53	0.42	0.40	0.35	0.27
15	Drop out rate		2.88	3.94	2.49	2.33	1.80

Source: Center of Statistics, MoEC, 2013

ANNEX 3

Number and Percetage of Adult Illiterate Population (15-59 years old)

Year	Number of Illiterates (in million)	Percentage (%)			Gender Disparity
		M	F	M & F	
2004	15,41	6,5	13,8	10,2	7,3
2005	14,89	6,25	12,85	9,55	6,6
2006	12,88	5,4	10,73	8,07	5,33
2007	11,82	5,04	9,36	7,2	4,32
2008	9,76	4,27	7,51	5,97	3,24
2009	8,7	3,94	6,69	5,3	2,75
2010	7,5	1,84	3,18	5,02	1,34
2011	6,7	2,98	5,87	4,43	2,89
2013	6,4	2,7	4,87	4,21	2,89
2012	6,1	1,36	2,66	4,02	1,3

Source: National Bureau of Statistics, 2013

ANNEX 4

Gender Equality

No.	Variable	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
1	% female students													
	- ECE	50.06	51.06	51.21	51.14	49.9	49.92	50.11	49.98	49.98	49.67	49.8	49.31	-
	- Primary	48.47	48.58	48.52	48.88	48.26	48.26	48.23	48.38	48.24	49.65	49.54	48.48	-
	- Junior Secondary	48.3	49.37	49.36	49.07	49.59	49.58	49.19	48.98	49.25	49.3	49.13	49.13	-
	- Senior Secondary	48.3	46.74	46.77	46.67	47.62	47.72	47.78	47.58	47.6	47.92	47.7	47.91	-
2	% female teachers													
	- Primary	-	-	-	-	61.02	60.89	60.29	61.85	62.16	63.57	64.59	65.17	-
	- Junior Secondary	46.48	46.31	46.24	47.82	48.77	48.64	49.82	50.63	51.02	53.07	57.58	63.06	-
	- Senior Secondary	40.1	40.31	40.41	40.11	42.99	43.95	44.79	45.23	40.63	46.67	53.07	53.22	-
3	% female principals													
	- Primary	-	-	-	-	30.18	31.83	34.7	33.78	32.96	34.08	35.53	35.53	-
	- Junior Secondary	10.98	11.09	11.09	12.19	12.81	12.85	13.85	13.35	14.23	14.81	16.09	15.94	-
	- Senior Secondary	10.46	10.61	10.44	10.25	9.99	10.13	11.14	11.43	11.68	12.12	12.32	12.28	-
4	Gender Difference of Primary School Gross Transition Rate	-	-	-	-	2.07	2.07	1.52	4.93	1.57	-0.58	-1.41	-1.69	-
5	Gender Difference of Primary School GER	-	-	-	-	-	7.39	4.4	3.63	4.39	3.59	-1.97	-1.15	-
6	Gender Difference of Primary School NER	-	-	0.19	1.42	1.25	2.87	-1.25	2.98	3.68	3.42	-0.64	-0.23	-
7	Gender Difference of Surviving Rate until Grade VI	-	-	-5.3	4.36	2.09	-4.26	-0.42	-2.5	0.83	0.15	0.46	2.74	-

Source: Center of Statistics, MoEC, 2013

ANNEX 5

Quality of Education Improvement

No.	Variable	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
1	Senior Secondary/Vocational School GER													
	- Male	-	-	-	-	-	26,55	36,02	37,86	38,39	43,55	43,55	40,42	-
	- Female	-	-	-	-	-	28,93	39,06	40,73	42,55	47,16	47,16	48,86	-
2	Vocational School GER													
	- Male	-	-	-	-	-	20,24	21,42	21,59	27,64	29,09	29,09	36,41	-
	- Female	-	-	-	-	-	15,06	15,89	15,72	19,91	21,20	21,20	27,09	-
3	Transition rate to senior secondary	74,84	77,45	83,38	82,37	82,60	89,77	95,89	95,42	98,80	97,04	88,39	93,17	
4	Number and % of ECE teachers by education level													
	- Senior secondary and equivalent	92.469	118.428	124.140	104.887	90.849	130.424	132.679	303.704	342.302	431.208	104.095	146.726	-
	- Diploma (D-1,D-2, D-3)	5.945	7.213	7.605	32.100	27.501	54.441	65.035	131.014	137.940	180.839	235.980	229.446	-
	- D4/S1 (Bachelor)	4.089	5.064	5.318	12.560	10.083	21.575	24.172	84.063	87.218	100.244	76.800	108.673	-
	- S2 (Master)	-	6	6	98	271	694	525	2.503	2.433	1.880	555	845	-
		102.503	130.711	137.069	149.644	128.704	207.134	222.411	521.284	569.893	714.171	417.430	485.690	-
5	Number and % of primary school teachers by education level	80.240	92.289	103.213	113.199	203.406	206.010	257.825	320.163	402.630	436.813	583.698	820.307	-
	- Senior secondary and equivalent	575.404	561.368	577.012	525.390	417.374	421.897	415.669	377.476	364.084	327.065	-	-	-
	- Diploma (D-1,D-2, D-3)	472.831	511.151	554.702	617.657	714.306	718.939	712.141	747.493	802.612	864.106	1.061.227	729.969	-
	- D4/S1 (Bachelor)	79.849	91.710	102.539	112.310	201.863	204.441	255.394	317.355	398.664	431.018	583.698	820.307	-
	- S2 (Master)	391	579	674	889	1.543	1.569	2.431	2.808	3.966	5.795	-	-	-
		1.128.475	1.164.808	1.234.927	1.256.246	1.335.086	1.346.846	1.385.635	1.445.132	1.569.326	1.627.984	1.644.925	1.550.276	-
6	Number and % of junior secondary school teachers by education level													
	- Diploma (D-1,D-2, D-3)	267.983	275.545	269.141	221.302	213.775	244.473	227.129	176.190	160.325	151.315	108.793	79434	-
	- D4/S1 (Bachelor)	194.729	200.127	196.154	265.818	324.411	367.008	386.486	437.473	453.249	473.428	448.112	434397	-
	- S2 (Master)	1.152	1.155	1.453	3.187	4.405	4.883	11.111	8.215	15.462	12.205	-	-	-
		463.864	476.827	466.748	490.307	542.591	616.364	624.726	621.878	629.036	636.948	556.905	513.831	-
7	Number and % of senior secondary school teachers by education level													
	- Diploma (D-1,D-2, D-3)	109.075	110.135	114.359	125.231	95.293	95.906	99.780	99.183	98.452	92.341	35.741	35.741	-
	- D4/S1 (Bachelor)	244.527	252.191	262.077	279.389	336.030	367.469	383.578	425.727	448.376	488.633	404.427	404.427	-
	- S2 (Master)	1.046	1.182	1.237	1.445	4.143	5.985	11.551	11.090	13.579	16.590	-	-	-
		354.648	363.508	377.673	406.065	435.466	469.360	494.909	536.000	560.407	597.564	440.168	440.168	-
8	Students/teachers ratio													
	- ECE	14	13	13	13	12	12	12	12	12	15	15	18	-
	- Primary	23	22	21	21	19	19	19	18	17	17	18	20	-
	- Junior secondary	17	16	16	15	14	13	14	14	14	15	17	18	-
	- Senior secondary	14	14	14	13	13	12	12	11	12	12	18	19	-
9	Students/class ratio													-
	- ECE	20	20	20	20	20	20	20	20	25	20	19	20	-
	- Primary	26	26	26	26	26	26	30	27	27	27	26	26	-
	- Junior secondary	40	39	38	38	37	36	37	37	36	36	34	34	-
	- Senior secondary	39	38	37	37	37	36	37	37	37	36	37	34	-

Source: Center of Statistics, MoEC, 2013

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