

# Country Report: Indonesia

## Indonesian Public Policies on Inclusive Education

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### A. Introduction

Indonesia's national education system is complex due to, at least, three factors. They constitute sparse distribution of population, ethnicity, and social structures. These become challenges to the effort of the improvement of quality of education as well as the expansion of education, if both equality and equity measures are to be taken into consideration.

As the challenges move along with the dynamics of social concerns such as children with HIV AIDS, children with special needs, socially deprived children, as well as immigrant children., Indonesia's education system gears up its potencies for keeping up with them. In fact, all of these can not just simply be left out, in order to meet the millennium goals, the goals of which Indonesia also ratified and committed and to be in concordance with other countries targets. Likewise, the internal issues and concerns are as equally as important bases for setting up education policy agendas.

Despite all these complexities, the Ministry of National Education of the Republic of Indonesia strives to achieve better quality of education for all citizens regardless of their skin color, religions, impairment, and religions, and social classes. In fact this has been a commitment that the government of Indonesia renders itself to it since it's independence in 1945.

Given the fact that education policies in Indonesia are conventionally divided into three areas i.e. the expansion of education, the improvement of quality and relevance; and the improvement of efficiency and effectiveness; it shifts according to the dynamics of their policy environments. As macro public polices shift toward decentralization and democratization, education policy adjusts themselves to them accordingly. Having considered these shifts, current education policy, though still adopts conventional pattern of policy, is organized into three mainstreams consisting of (1) the expansion of access to education, (2) the improvement of quality and relevance, (3) good governance and accountability.

This report describes the progress of the education program over the period of 2004 – 2007 that during the term of united cabinet under President Susilo Bambang Yudoyono Terms. The report will be organized according to the three policy mainstreams.

To give some pictures about the magnitude of Indonesia's Education System the feature of it will be presented prior to the report of the progress. As the Indonesia's Education System is just underway reform, this reform will also be presented right after the presentation of the feature of Indonesia' Education system.

## B. Indonesia's Education System

The features of Indonesia's education system have two dimensions that are track and level. From the track point of view, it has three consisting of formal, non-formal, and informal tracks. While based on level, it consists of basic education, secondary education, higher education. Basic education level constitutes a 6-year primary school and 3-year junior secondary school. While secondary level has two types of school namely Senior Secondary School and Vocational Secondary School. The previous offers more academic oriented programs and later more vocational skills to its graduates. Furthermore, graduates of the previous are directed to continue to higher education, and the latter to enter the labor markets.

Table 1 show that within formal education tracts there are "general" schools and Islamic schools. The "general" schools are managed by the Ministry of National Education on the hand the Islamic, since their curriculum put more emphasis on Islamic teaching, are managed by The Ministry of Religious Affairs. Each school level there is pairing between "general" and Islamic schools. At primary level, the general one is called *Sekolah Dasar (SD)*, while that at junior secondary level the general one is called *Sekolah Menengah Pertama (SMP)* and Islamic one is called *Madrasah Tsanawiyah (MTs)*, and finally, the general school at senior secondary level is called *Sekolah Menengah Atas*, and that of Islamic is called *Madrasah Aliyah (MA)*.

Despite their differences in the emphasis of curriculum, for academic matters such as Sciences, Mathematic, and English they use the same curriculum and method of teaching. Likewise, even if non-formal education and formal education are in different track, they comparable, since both of these two use the same curriculum. As results students of non-formal are allowed to move formal on the same level. The other way also applies for students of formal education.

Higher education in Indonesia's education system consists of university and institute. The difference of both lay on programs it offers. The university offers different disciplines, institute only offer one type of discipline such as technology or education. Each discipline, however, may branch out into difference specialties. For example, education as a discipline may be branched out into special education, sport education, counseling. Similarly for technology, it may be branched out into processing technology, information technology.

Yet either university or institute offers both degree program and non-degree programs. The degree programs start from Strata 1 which equals to bachelor degree, and strata II equals to master degree, and finally strata III equals to doctorate. Non-degree program ranges from diploma I until IV. The diploma IV tends to be equals to strata I, since the duration of both is the same that is four years. The detail features are presented in Table 1 below.

**Table 1. The feature of Indonesia's Education System**

Level	Track	School	Age of schooling
Basic Education	Formal	1. Primary School 2. Islamic Primary School ( <i>Madrasah Ibtidaiyah</i> )	7 - 12 years old
		1. Junior Secondary School 2. Islamic Junior Secondary School ( <i>Madrasah Ibtidaiyah</i> )	13 - 15 years old
	Non-Formal	Package A	7 - 12 years old
		Package B	13 - 15 years old
Secondary Education	Formal	1. Senior Secondary School 2. Vocational Secondary School 3. Islamic Senior Secondary School ( <i>Madrasah Aliyah</i> )	16 – 18years old
	Non-Formal	Package C	
Higher Education		Universities/Institute offers the following programs:  1. Non-degree program: Diploma I Diploma II Diploma III Diploma IV  2. Degree Program: Strata I (Bachelor) Strata II (Master) Strata III (Doctorate)  3. Profesional programs equals to Master and Doctorate	19-29 years old

In addition, both university and institute also offer professional program. It is a non-degree program but it is most likely that these programs only accept those who are with either Strata I or Strata II certificate holders. Such program include program for lawyer and medical doctor who wish to take a specialization.

## **C. Reforms in Education**

Education reform in Indonesia's education system is not independently taking place. It came about in response to the down-fall of New-Order regimes under President Suharto in 1998. As the New-Order regime was toppled by popular forces led by group of students of universities in Jakarta and followed sporadically by their peers from all over universities in Indonesia, reformation became the most demanding aspirations. It covered practically in any government domains. Education is not unexceptional.

There were two sequence reforms that took place in education sectors. First is the promulgation of education law in 2003. This law serves as pivotal stepping stones for education policies and management. It clearly and articulately spells out three major areas. First, it mandates that basic education shall be free from any charges. This also implies that children at basic education age-bracket shall have the right to basic education regardless of their backgrounds. This also reflect democratization in education since schools in collaboration with community set their own education plans and at the same time the community ensure that the plans are implemented more accountably. Second, schools are given discretion in managing their own programs. Third, it encourages community participations. Education shall no longer solely be responsibility of the government. Fourth, education finance shall be based on number of students rather than of number of schools. Wherever students are enrolled, they are eligible for subsidy.

Furthermore, the reformation also requires that the portion of education budget should be at least 20% out of the National and Local Government Budgets. Since it severely affects other public sectors budget. It, therefore, goes through a long and winding political roads to make it happens. As a result, although the initiative had been taken since 2003, the central government successfully realizes it in 2009 as the Parliament pushed it to the limit.

## **D. The Nine-breakthrough**

Minister Bambang Sudibyo is so keen toward achieving the target set forth in the three mainstream policies. They include:

### **1. Mass Education Finance**

Criticism over the education finances policy is that the distribution of funds in proportional distribution between private and public schools. The government tends to be in favor to public schools than private ones. This result in problems of inequity especially when more children from low income families are more likely enrolled in private schools than public one.

Diverting the bases for the distribution of subsidy was the option. Number of students enrolled in a schools determine of the amount of subsidy it receives.

The students based subsidy becomes meaningfully prominent when the government launches the compulsory 9-year basic education. The program is

aimed at enrolling all children 7-15 age bracket at the basic education institutions. The term of which includes formal and non-formal education tracks.

Even though the subsidy is only given to children enrolled in formal education, it compensates the direct cost of children education borne by parents. Although, it does not cover all the direct costs borne by parents, it however encourages children to go to school and prevents those who have been in school from dropping out.

## **2. The introducing teacher occupation as professional**

The introduction of teacher occupation as professional is based on the fact teachers' competencies has been so perennial problems. The pendulum arguments have been swinging from improving their competencies then increasing their salaries. The opposite argument proposes, increasing their salaries first, and then improving their competencies. Both are well taken arguments.

Yet both have its' own strength and weaknesses. By considering both ways, the government's consideration is based on the maximum utilization of adopting either argument. It suggests that teachers' occupation should be uplifted as professional similar to doctors, accountants, and therefore it entails both high salaries and competencies.

There will be two phases of implementation consisting of (1) improving teacher education qualification up to Strata 1 or Diploma IV (equals to bachelors), and (2) having had strata I and Diploma 4, teachers have to have professional certification.

## **3. Mass application of information technology**

Keeping up with the information technology advancement, the government takes a prompt action to make maximum use of it to facilitate student learning process in school. This is done by installing multi-media to schools which adequate electricity supports and access to webs. While schools which only electricity, computer labs will be the option.

Application of information technology will not only be for schools only, it also used to support the program management in the Ministry. This is especially to support e-administration which aimed at advancing accountability.

## **4. Mass provision of education facilities**

Education facilities are among critical problems in Indonesia. By 2004, majority of district are still lacking of education facilities. They include lacking of school building for basic education level and lacking of school laboratories.

As the government declare the compulsory of 9-year basic education as the main program at the basic education level, provision of adequate school building becomes indispensable. This is especially true since formal education is most demanding basic education services among parents regardless of their social economic status. Parents want that children receive appropriate education although

some of them, in some cases, want their children to drop out the school when it come to paddy harvest seasons or whenever they need their children to work for money.

The need for school building especially are in rural areas and new housing which due to the compulsory of 9-year basic education policy have to have schoolings in their neighboring areas.

## **5. Mass School Rehabilitations**

This is a part of quality assurance. It is intended to assure that school building is in good conditions. By the year of 2004 about 60% of school building especially of primary schools is in bad conditions. Given the fact that a large number of schools need to be rehabilitated, local government are requires to allot for at least 20% of total budget.

## **6. Reforms on textbooks**

In addition to lacking of school facilities, lacking of text books also contribute to low quality education low quality of education practically in both basic and secondary educations. High price of text books seems to be main reason for parents to afford to buy textbook for their children, in addition to its distribution.

The reform on textbooks is initiated through the imitative of the central government to buy copy right of textbooks of main subject matters in from primary until senior secondary schools. With this reform, it reduces the price of textbooks, on the average, up to 60%. Furthermore, it also facilitates the distribution of it since practically anybody can reproduce all the already bought textbook copy right without being afraid of being caught as plagiarism.

To further facilitate the provision of textbooks, especially at basic education level, the government also provides subsidy for textbooks. The subsidy of which is counted by number of student enrolled in both private and public schools.

## **7. Comprehensive approaches on the improvement of quality and relevance**

As the education is believed as means of providing good quality of human resources for economic growth of the country, thus it also heightens the country's competitiveness; the improvement of education is a pre-requisite to achieve that.

The improvement may be achieved by the improvement of teachers' competencies and the provision of adequate education facilities. Yet so speed up of achieving it, the government of Indonesia braves new strategy by establishing excellent schools. There are two types of it, first, National Standard School and International Standard Schools.

The Education Law stipulates that each district should have at least, one international standard school of each type. Achieving the international standard schools requires major adjustments which are not merely provision facilities, but it also requires shifting in management strategies in school level as well as mind-set

of teachers, school principals, as well students. It's imperative that each school should go through from a sequential step starting from Minimum Standard School, the lowest level of school based on the quality criteria, move up to national standard school, and eventually to international standard schools.

## **8. The intensification of non-formal and informal education programs**

Indonesia's education system recognizes non-formal education as means of ensuring education provision for citizens. This tract is especially to eradicate literacy as well as to provide education children for children due to geographic isolation and social exclusion are left out from education provision.

Having been a part of education system, non-formal education has been making significant distribution to both the expansion and the improvement of education. The package A and B are the non-formal programs which have making significant distribution to the achievement of target of the compulsory of 9-year basic education.

## **9. The implementation of Good Governance and Accountability**

As the democracy becomes more and more appealing in the implementation of public policy, accountability becomes next to sole criteria of success. People demand that implementation of education programs are both transparency and accountable. They are also more aware that taxes are their share to public allocation in order to make their life better-off.

Being aware to such demand, the Ministry of National Education commit itself to make education programs are more transparent and accountable. At school level school committees are involved in both planning program and monitoring. The similar mechanism is also applied to the planning and monitoring at district and provinces. Education Councils are established to support transparencies and accountability of the planning and monitoring of education program.

## **E. Targets of the mainstream policies**

To ensure that the mainstream policies are effectively implemented, the Ministry of National Education establishes targets which should be achieved over the period of 2004 – 2009. Key Performance Indicators (KPI) is used to measure the achievement of the target for each mainstream policy. The detail indicators are presented in the following Table 1.

### **1. The expansion of access to education**

Among the targets under the expansion of access to education the compulsory of 9-year basic education is the most eminent. The target of this program includes 95% of net participation rate at primary schools, and 95% of gross participation rates at junior secondary schools by the end of 2009.

In addition to such categorization, there is also categorization between formal and non-formal. Both Islamic and general schools is grounded to formal education,

while Package A and Package B fall under non-formal education track. The previous is equal valence to the primary school and the later to the junior secondary school.

The number of enrollments in general and Islamic schools as well as non-formal equally counts for the success achievement of the compulsory of 9-year basic education.

Despite the compulsory of 9-year basic education being the eminent program in the expansion of access to education, the same strategy also applies to secondary and higher education. Considering that graduates from basic education level are expected to continue their education, they are to be accommodated in secondary education level. Subsequently those from secondary schools also accommodated at higher education.

The target of expansion at secondary education and higher education are set 68.20% and 18% respectively by the end of 2009. Similar to those at primary and junior secondary schools, at senior secondary schools also has Islamic school called *Madrasah Aliyah* and non-formal education called Package C.

As the education policy is also intended to provide education to all citizens, those above 15 year olds are among the target. Through the literacy program it is targeted that by the end of 2009 only 5% those citizens are still illiterate. They are either living in very isolated areas or having low motivation to learn.

## **2. The Improvement of quality, relevance, and competitiveness**

The improvement of quality is focused on Senior Secondary Schools, while that of relevance is focused on Senior Vocational schools. Shows in table 2, the improvement of education is derived toward achieving high national exams. By the end of 2009, targets for the average national scores for primary school, junior secondary, and senior secondary graduates are 5, 7, and 7 respectively.



**Tabel 2**  
**Target I: The expansion of access to education period of 2005-2009**

Key Performance Indicators	Initial status 2004	Targets				
		2005	2006	2007	2008	2009
• Gross participation rates in early child education	39,09 %	42,3 4%	45,19 %	48,0 7%	50,4 7%	53,9 0%
• Net participation rates in primary school both through formal and non formal education	94.12 %	94.3 0%	94.48 %	94.6 6%	94.8 1%	95.0 0%
• Gross participation rates in junior secondary school both through formal and non formal education	81.22 %	85.2 2%	88.50 %	91.7 5%	95.0 0%	98.0 0%
• Gross participation rates in secondary school both through formal and non formal education	48.25 %	52.2 0%	56.20 %	60.2 0%	64.2 0%	68.2 0%
• Gross participation rates in higher education including through Open University	14.62 %	15.0 0%	15.57 %	16.3 8%	17.1 9%	18.0 0%
• Literacy rates for > 15 year old citizens	10.21 %	9.55 %	8.44 %	7.33 %	6.22 %	5.00 %

Until nowadays, national exams are still relatively reliable indicators for the quality of output. Based on these indicators teacher quality teaching methods are improved accordingly. In the case of the improvement of teacher quality, it has been targeted 40% of teachers would have attained at least strata 1 or Diplomat IV (equals to bachelor) by the end of 2009. This percentage might still be considered low. It's especially true if the high academic achievement is the target. Yet by taking into consideration demographic and other personal characteristics factors, 40% is sensible and feasible to be achieved until the end of 2009. In fact, this is quiet achievement considering that in the year of 2007 the target is only 5%.

There are still two indicators of quality which are worth-mentioned here. First is to target of 155 schools achieve international standard, and second is to target 20 gold medals from the international competition of subject matters such as Mathematics, Science, Biology and Physics by the end by the end of 2009 respectively.

**Table 3.**  
**Target II : The Improvement of quality, relevance, and competitiveness**  
**period of 2005-2009**

Key Performance Indicators	Initial status 2004	Targets				
		2005	2006	2007	2008	2009
• The average of national exam scores for primary school graduates	-	-	-	-	5.00	5.50
• The average of national exam scores for junior secondary school graduates	5.26	6.28	6.54	6.72	7.00	7.00
• The average of national exam scores for senior secondary school graduates	5.31	6.52	6.68	6.84	7.00	7.00
• Percentage of Teachers attaining Strata 1/ Diploma IV	30%	30%	32%	34%	37.5 %	40%
• Percentage of lecturers attaining master and doctorate degrees	50%	50%	55%	60%	65%	70%
• Percentage teachers attaining professional certificates	-	-	-	5%	20%	40%
• Number of Study programs of universities gaining big 100 rank in Asia and big 500 rank in the world	-	1	3	4	5	10
• Number of school achieving international standard	-	-	50	85	120	155

The improvement of quality of higher education will be achieved by establishing world-class universities. It starts with setting out some study programs to become among big 100 in Asia level and big 500 in the world by the end of 2009.

Among modalities of the improvement of quality of higher educations are to encourage lectures of universities to make international publication through internationally accredited journal and to create copy-righted interventions. The targets of both modalities have been set out 40% for the international publications and 50 copy-righted interventions by the end of 2009.

The improvement of education relevance is specifically targeted to Vocational Secondary Schools by the diverting the ratio between the number of student of Senior Secondary School and those of Vocational Secondary School which traditionally the number of the previous outnumber the later and by the end of 2009 it becomes other way around with the exact proportion 60% of students in secondary education level are enrolled in Vocational Schools and the rest 40% are enrolled Senior Secondary Schools.

**Table 3 (continued)**

**Target II: The Improvement of quality, relevance, and competitiveness period of 2005 - 2009**

Key Performance Indicators	Initial status 2004	Targets				
		2005	2006	2007	2008	2009
• Attainment of gold medals from subject matters Olympiads	13	15	17	19	20	20
• Numbers of copy righted interventions by lectures of universities	5	10	20	30	40	50
• Numbers of international publication by lecturers	5.0%	7.5%	10%	20%	30%	40%
• The ratio between the number of students of Senior Secondary School and Vocational Secondary School	30:70	32:68	34:66	36:64	38:62	40:60

While the ratio between the two are diverting, the improvement of education relevance in Vocational Secondary School, the provision of workshops will intensified to provide better opportunities for the students to have practical experiences. Besides, the vocational competence test will be conducted by the

professional association. This is intended to assure that every Vocational Secondary School graduate will have skills required by job markets.

### 3. Good Governance and accountability

Even as the two mainstream policies the above are both effectively and efficiently achieved, they are still required to meet other two criteria namely good governance and accountability. These last two criteria come into surfaces of public administration as the demand transparency and the awareness of people that every penny spent by the government should have any worth to the people become more and more appealing.

Over the period of 2004 up to 2009 there are four key performance indicators benchmarking the implementation of good governance and accountability. .5% of disclaimer opinion should have been achieved by the end of 2009 while by the same year, 100% of e-administration should have been installed in all organization within the Ministry of National Education and 80% of the same organizations should have been attained ISO 9001:2000 (see the detail information in Tabel 4 below).

**Table 4**  
**Target II: Good governance and accountability**  
**period of 2005-2009**

Key Performance Indicators	Initial status 2004	Targets				
		2005	2006	2007	2008	2009
• Percentage of disclaimer opinion by external auditor	1~ .5%	1~ 5%	1~.5%	< .5%	< .5%	< .5%
• Percentage of disclaimer opinion by internal auditor	1~ .5%	1~ 5%	1~.5%	< .5%	< .5%	< .5%
• Application of e-administration	-	-	50%	100%	-	-
• The number of organization within the Ministry of National Education attaining ISO 9001:2000 certificate	-	-	-	-	-	80%

## F. Progress of the mainstream policies

Over the period of 2004 – 2009 programs have been thoughtfully and systematically planned to support the implementation of mainstream policies. Education budget takes the biggest share out of the national budget, yet the magnitude of target either measured the number of institution and students is taken into consideration, it does not really mean much given the target established the above. The overall progresses of the implementation of mainstream policies are presented in table 5 below.

**Table 5**  
**Overall Progress of Mainstream Policies**

Mainstream policies	Key Performance Indicators	Initial status 2004	Achievement in 2005	Achievement in 2006	2007	
					Target	Achievement
The expansion of access to education	Gross participation rates in early child education	39.09%	42.34%	45.63%	48.07%	48.32%
	Net participation rates in primary school both through formal and non formal education	94.12%	94.30%	94.48%	94.66%	94.90%
	Gross participation rates in junior secondary school both through formal and non formal education	81.22%	85.22%	88.68%	91.75%	92.52%
	Gross participation rates in secondary school both through formal and non formal education	49.01%	52.20%	56.22%	60.20%	60.51%
	Gross participation rates in higher education including through Open University	14.62%	15.00%	16.70%	16.38%	17.25%
	Literacy rates for > 15 year old citizens	10.21%	9.55%	8.07%	7.33%	7.20%
The Improvement of quality, relevance, and competitiveness	The average of national exam scores for junior secondary school graduates	5.26	6.28	7.05	6.72	7.02
	The average of national exam scores for senior secondary school graduates	5.31	6.52	7.33	6.84	7.14

	Percentage of Teachers attaining Strata 1/ Diploma IV	30%	30%	35.6%	34%	41.7%
	Percentage of lectures attaining master and doctorate degrees	50%	50%	54.02%	60%	50.64%
	Percentage teachers attaining professional certificates	-	-	-	5%	5.88%
	Number of Study programs of universities gaining big 100 rank in Asia and big 500 in world-class (accumulation)	-	1 Study Program becomes big 100 in Asia	3 study program become 100 world class and 682 study programs become big 500 world class. These universities enroll about 13% of the total students in Indonesia	4 study programs	858 Study programs of universities in Indonesia become big 500 world class. These universities enroll about 14% of the total students
	Number of school achieving international standard (accumulation)	-	-	22 primary schools, 34 Junior secondary, 100 Senior Secondary, and 140 Vocational School are being pilot projected to become International Standard Schools	85	141 primary Schools, 170 Junior Secondary Schools, 259 Senior Secondary Schools, 179 Vocational Schools are either become or being pilot projected to become International Standard Schools
	Attainment of gold medals from subject matters Olympiads	13	15	51	19	51
	Numbers of copy righted interventions by	5	4	11	30	32

	lecturers of universities (accumulation)					
	Numbers of international publication by lecturers	5.0%	7.5%	(65%)	20%	43%
	The ratio between the number of students of Senior Secondary School and Vocational Secondary School	30:70	32:68	35:65	36:64	44:56
Good governance and accountability	Percentage of disclaimer opinion by external auditor	0.7%	0.49%	0.36%	< 0.50%	0.03%
	Percentage of disclaimer opinion by internal auditor	0.30%	0.10%	0.30%	< 0.50%	0.17%
	Application of e-administration	-	-	50%	100%	--
	The number of organization within the Ministry of National Education attain ISO 9001:2000 certificate	-	-	--	80%	57.14 %

The following descriptions illuminate the magnitude of target as well as the progress has been made up to the year of 2007.

### 1. The expansion of access to education

Until the year of 2007, the expansion of access to education, especially that of the compulsory of 9-year basic education, is nearly achieved. It even slightly does better than the target. That has been achieved through the program which facilitates children of basic education age-bracket to go to schools. Such programs include building new schools and classrooms, as well as rehabilitating of both slightly and heavily damaged schools and classrooms. Over the periods 2004 up to 2007, there had been 1,356 new schools and 30,341 new classrooms of Junior Secondary have been provided. Building new schools and classrooms were not undertaken for Primary Schools since the number of schools building of these schools is deemed enough. On the contrarily, the problems of primary schools is rehabilitation since the data of 2004 shows that about 49% of primary schools

building are damaged. During the periods of 2004 – 2007 there were 498,600 classrooms were rehabilitated which cover about more than 65% of damaged classrooms.

The similar strategy was also made to ensure the expansion of access to early child education and secondary education. There were 212 and 251 new Senior Secondary Schools and Vocational Secondary Schools built respectively over the period of 2004-2007. Furthermore, 6,035 and 2,267 new classrooms were also built for both Senior Secondary Schools and Vocational Secondary Schools respectively over the same period. This is to enroll significant increase in certain catchment areas.

While to support the access to early child education, 231 Kindergartens were built, and 3,320 new non-formal institutions of early child education were established. And since the expansion of access to education does not discriminate any students, children with special needs also receive equal attentions from the government. This has been done through building 2,230 new special education schools for them.

To reach the unreached, non-formal play important roles. In addition to establish Package A and B to reach those who live in isolated areas, Community Library and Mobile Library are also set established. During the period of 2004 – 2007, there had been about 300 districts had been provided with Community Library and 127 Mobile Libraries had been sent out to all provinces.

To speed up the achievement of the expansion of access to basic education level, new subsidy schemes were also introduced. This is known as School Subsidy, which intended to cover operational cost in each school to replace such cost borne by students' parents. The amount each school receives depends on the number it enrolls. There were about, on the average, 27.2 millions and 9.5 millions of Primary School and Junior secondary School students respectively receive this subsidy over the period of 2004 – 2005.

## **2. The Improvement of quality and relevance**

There are three major programs which are especially directed towards supporting the improvement of quality and relevance. The first is the provision of school libraries, the second, provision of laboratories, and the third, the improvement of teacher and lecturer competencies.

During the period of 2004, there were 464; 2,230; 1,530; 157; and 32 libraries were built respectively for Primary Schools, Junior Secondary schools, Senior Secondary Schools, and Vocational Secondary Schools; and Special Education Schools. Laboratories were also built over the same periods which include 5,260 Science Laboratories, 1,001 language laboratories, and 2,320 computer laboratories.

As the Minister of National Education issued regulation on cut-off the price of textbooks for students in basic and secondary level This will significantly support the provision of textbook for students and school libraries.



Up to 2007 there have been 37 textbooks for Primary School and Junior Secondary School students had been available. The Minister Bambang Sudibyo therefore strongly urges that some of School Subsidy should be allocated to these textbooks at least for two subject matters for each Primary School and Junior Secondary School.

The improvement of teachers competence was conducted through the collaboration with universities which offering teacher degree programs. While for lecturers were conducted by sending them to study abroad as well as taking the program from domestic universities. In order to have professional certificates teachers have to take some training programs and go to through port-folio assessment.

### **3. Good Governance and accountability**

Good governance mechanism is conducted through systematic coordination among the organization within the Ministry of National Education. Gradual and regular reviews of the program implementation were conducted. The reviews start from the lower level of organization up to the Ministry. The review in the ministry is led by the Minister himself.

Prior to the implementation of programs, intensive coordinating meetings are also held with program implementers from provincial and district government. The coordinating meeting plays important role to ensure that provincial and district government comply with the central government policies. This is required since, in the decentralization local government, especially districts, are given full mandates to establish their own policies. There is not any mechanism of holding them accountable to the central government. The only way is through the coordinating meeting on regularly bases.

Enforcing the standard accounting system, since 2005, has been helping decreasing disclaimer opinion from both internal and external auditor. In addition to audit annually, the internal auditor Office also holds mentoring programs.

## **G. Towards realizing inclusive education**

In concordance with international trends, the government of Indonesia also commits to promote inclusive education. It, in fact, has been put forward in its education policy under the compulsory of 9-year basic education program. As the target of this program is 95% of net participation rates for primary school, and 95% gross participation rates for junior secondary school, it is virtually inclusive in nature.

Regional Preparatory International Conference in Bali, Indonesia, held on May 29 – 31, 2009 recognized that some children are still discriminated by their physical disabilities, mental retarded ness, and being having HIV-AIDS and gender. Having recognized them, the conference recommended that education shall not discriminate children by any reason. It, in fact, recommended that inclusive education is a means to incorporate and facilitate all children, despite their differences, for having adequate education. In doing so, it removes all barriers to

learning and of promoting the engagement, empowerment and participation of communities, schools, principals, and teachers.

In response to these recommendations and in line with Salamanca statement and Bandung Declaration, the government of Indonesia articulates them into several programs which by design intended to provide adequate education. The following programs reflect the commitment of the government of Indonesia in facilitating non-discriminative education to all children and wish to establish inclusive education system which has short, medium, and long term missions.

## **1. Inclusive Schools**

This is a program which enrolls regular students together with their peer having special needs. The atmosphere in schools is so friendly, non-discriminative that makes every student are able to develop their best potential.

This type of schools was first initiated through pilot project in 1998. The pilot project took place in seven sub-districts. During the pilot project, one Special School was selected as a centre school whose function to provide technical assistance to schools under its supervisions.

Having considered the success of these pilot projects, The Directorate for the Management of Special Education disseminated the program. Up to the year of 2007, there had been 796 Inclusive School consisting of 17 Inclusive Kindergartens, 648 Primary Schools (SD), 75 Junior Secondary Schools (SMP), and 56 Senior Secondary Schools (SMA). All these schools enroll 15,181 students with special needs.

## **2. Open Junior Secondary School (SMP)**

The fact that Indonesia consist of about 12,000 islands laid out from east to west and with different level of development serve both as opportunities and challenges. It's opportunity because education is investment in human which, in the future, will be of resources for the economic growth of the country. It's challenges because it requires allocation of resources and applies different strategies.

One of the challenges is that there are some children, due economic reasons, can not attend to schools on regular bases. They have to work helping their families to earn some money. The education system should be sensitive as well as responsive to such problems. Open-SMP is the answer to respond to such problems.

This system is deliberately designed to provide education to children who live isolated areas and come from low-income families. Helping their parents working is necessity.

How the system work is by scheduling learning process as flexible as possible which is suitable of students' time availability. The learning process takes place in their neighborhood. Thus Learning Places are established around their neighborhoods. Tutors are appointed to facilitate the learning process. The term "facilitating" is more appropriate than teaching since tutors, in practice, do not teach

them. They study using modules which are distributed to them. They go to Learning Place to discuss what they have learned with tutors.

To ensure the quality of learning one school called Guide-Schools is assigned. This school is responsible for several Learning Place and provides both management and pedagogical assistances to tutors. In order to do so, the school assigned two up to five of its teachers serve as guide-teachers to tutors. They either visit the learning place, or otherwise, tutors and students come to the school every now and then.

Data show that up to the year of 2007 there have been 9,999 Learning Places located in 33 provinces all over Indonesia managed by 2,574 schools. These learning places enroll 327,326 students. Since these systems are for students coming from low-income families, they are not charged with any tuition fee. And although, they have to take the same curriculum as their peers of regular Junior Secondary School, they are also taught life-skills. This is based on the fact that their probability to continue to secondary education is less than 30 %. With these skills they are able directly go to works in most likely, non-formal sectors.

### **3. One-Roof school**

This school is an integration of primary and junior schools under one-roof and thus is also under one management. This school is established in areas where population of basic education age bracket (7-15) are both scarce and scatter, and it will not be efficient if each primary and junior secondary schools are set up separately. The areas may not necessarily isolate, but are most typically rural.

As a consequence, teachers who teach students of primary school have also teach students of junior secondary school. There have been about 900 such schools distributed in 33 provinces.

### **4. Package A and B**

Package A and B programs are non-formal education programs which are initially intended as means of Literacy Eradication for adults. Considering its pervasiveness, it is then expanded to play their roles as an option to provide education to children of basic education age bracket who live either in urban or rural areas, but who can not afford going to schools.

Flexibility is among eminent characteristic of these programs and free and life-skills oriented are others. Unlike, Open Junior Secondary School; tutors are main facilitators of the learning process. These programs are allied to regular schools. But teachers may serve as tutors on voluntary bases. There are many professional who also register themselves to become tutors due their concerns on education.

There are more than two millions children are enrolled in both Package A and B programs, and in 2009 there will be 860 thousands children targeted to enroll in Package A and 3.2 millions children in Package B.

## **5. Education for Street Children**

This program is aimed at enrolling children of homeless families and working at street either as beggar or scavenger. Both the children and their parents tend to be resistant to education, since they cannot bear opportunity cost. They survive based on what they get for the day. This means that attending learning process means forgoing substantial portion of their families' income.

Like any other non-conventional system, the system adopted for education for street children should be flexible in terms of learning time and teaching method. As for the system is concerned, this system adopts the Package A and B system i.e. using modular system and utilizes tutors as the facilitators.

## **6. Education for immigrant children**

Problems of immigrant children are relatively current. The biggest number of immigrant children lives in Malaysia, a neighboring country of Indonesia. Their parents typically work in plantation areas.

There are about 23,400 children found not having proper education yet. Some of them have been served by international non-government organizations. Starting 2008, the government of Indonesia is taking a prompt solution. It will build schools in towns close to the plantation areas. This school will play a dual role. First, it functions as a school like other schools, and secondly, it serves as a learning center which facilitates non-formal programs. Being as a learning center, it will also provide a place for children of non-formal education to learn and to manage the program which is scattered around the areas.

## **7. School Subsidy Scheme**

Since the government of Indonesia has been committing itself to the compulsory of 9-year basic education, it has to ensure that every child has equal opportunity. Providing school facilities will seemingly not solve the problem. It is then decided to compensate some direct costs borne by parents.

This subsidy may compensate them especially for the children whose parents have relatively low income. It empowers parents in supporting their children's education.

Although the subsidy is given to the school, but the amount each school receives depends on the number of students it enrolls. The more number of students it enrolls, the bigger amount of subsidy it receives.

In some schools, especially those located in rural areas, they can free students of any charges since the subsidy can fully cover the operational cost the subsidy is intended to. For some other schools, especially those in rich communities, they still charge their students. Even so, the charge would be less as compared when there were not such a subsidy.

## **H. Looking brighter way ahead**

Education, as we realize and understand it, is a window of opportunity virtually to any body. It provides skills ranging from thinking, social, religious, up to economical skills. All of these are *sine qua non* for every body who wishes to live his/her life decently. Giving opportunity to education to every body is the first step towards realizing this condition; providing good quality of education even paves the way to achieve better life.

Investing in humans by providing adequate education to them is of economically and socially profitable both for individual and country. It's, therefore, unjustifiable to discriminate any individual from having education by any reason not even because he/she is having HIV-AIDS and or living in isolated areas, or being poor. When education becomes essential and the right for every body, it's obligatory for the government to facilitate his/her dream to achieve his/her best potential. And it's also urging for community especially who are the haves to support the government.

Having considered such pivotal roles of education, the government of Indonesia has been putting so much resources and taking strategic polices to ensure that no citizen is left out. For those in isolated areas, there are either Open Junior Secondary School or Package A and B. For those who are having special needs there is either Special Education School or Inclusive School. Likewise, for those who have good academic performance and want to continue to higher education, they can enroll in Senior Secondary Education, while for those who want to enter the job market, soon after they graduate, Vocational Secondary School is the place.

In sum, if any one is dreaming for better future, education is the path. By the same token it can also be said if any one is wishing to brave progressive world, the dawn of brighter future is yet to come.

**Jakarta, November 2008**