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SDG 4 Mid Term Review Report Indonesia

2023

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Ministry of Education, Culture, Research & Technology (Kemendikbudristek)
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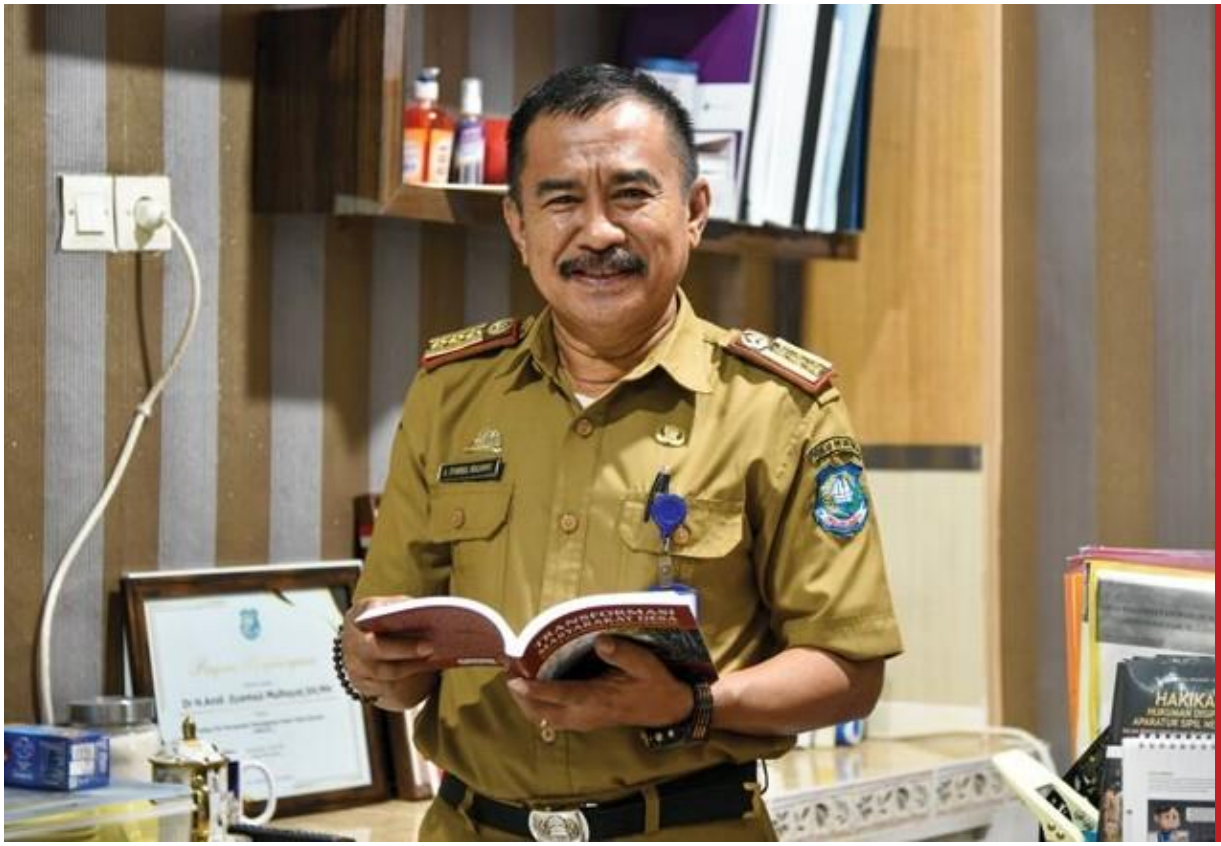

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Foreword

The global commitment to achieving Sustainable Development Goal 4 (SDG 4) is exemplified by the adoption of the Incheon Declaration and the Education 2030 Framework for Action in 2015. These agreements underscore dedication of governments and international communities to providing quality education and lifelong learning opportunities worldwide by 2030. The implementation of SDG 4 in Indonesia is in line with the government priorities, that is to provide equitable access to quality education services for all Indonesian people. The strategies for achieving SDG 4 have been translated into policies, programmes, and activities laid out in the 2021-2024 SDGs National Action Plan, implemented by both government and non-government development actors. Efforts toward achieving SDG 4 in Indonesia have been collectively carried out in an inclusive manner to ensure involvement of all relevant stakeholders.

As part of the global initiative for assessing SDG4 targets achievement at country level, the Government of Indonesia through coordination of the Ministry of Education, Research, and Technology (MoECRT) has developed Indonesia SDG4 Mid-Term Review Report (*Laporan Tinjauan Paruh Waktu SDG4 Indonesia*). The report provides a comprehensive look at the state of education of children, youth and adults in Indonesia in the midterm implementation of SDG 4. Through the vantage points of a range of indicators, the report offers insights on how many children are participating in education, how well children are learning, and how adequate and equitable educational provisions are. The focus on featuring disaggregated data is to push towards targeted interventions to reduce gaps where disparities still exist. It also gauges children's experience in learning and how existing programmes and policies have contributed to their growth.

The report is a key contribution to Indonesia's efforts to monitor the operationalization and implementation of SDG 4 targets. The report is a collaborative work of various stakeholders under coordination of the Ministry of Education, Culture, Research, and Technology. The report development strongly involved the Ministry of National Planning and Development, the Central Bureau of Statistics, and the National SDGs Secretariat, and supported by UNICEF and UNESCO. More than half of Indonesia's population is under the age of 30. Therefore, its potential is tied to how well children, youth, and adults are able to gain and use the necessary knowledge, skills, and competencies. Investment in education and training of Indonesian citizens is key toward realizing a vibrant and thriving society, and a sustained and more equitable economic growth.

Suharti, Ph.D.

Secretary General
Ministry of Education, Culture, Research, and Technology

Executive Summary

Indonesia manages the 4th largest education sector in the world with more than 50 million students served by 3.3 million teachers across 17 thousand islands. The nation's educational landscape is marked by high socio-cultural, economic, and geographical diversity. To address this complexity, the Indonesian government has been continuously transforming the education sector through policy changes and interventions, which aim to optimize improvements in expanding equitable access to quality education and increase student learning outcomes. This includes addressing the impacts of the COVID-19 pandemic toward developing a quality and competitive human resource pool.

The government's Emancipated Learning *(Merdeka Belajar)* policy has led to various interventions, including the transformation of education financing across all levels of education, from early childhood education (ECE) to higher education. They are focused on expanding equitable access to quality education to economically disadvantaged populations, those with special needs, and communities in outermost, disadvantaged, and border *(tertinggal, terdepan, dan terluar - 3T)* areas. These interventions include financial assistance in the form of Operational Assistance programs targeting Early Childhood Education institutions (BOP-PAUD) and institutions providing Equivalency Education *(BOP Kesetaraan)* serving learners in the non-formal education system. Additionally, the government has implemented programs like the Indonesian Smart Card *(Kartu Indonesia Pintar - KIP)* for students in primary and secondary education, and the Indonesia Smart Card for College *(KIP Kuliah Merdeka)* for post-secondary students. The government has also provided various scholarships for high-achieving students and those from 3T regions, while empowering local governments in disadvantaged areas through special education allocation funding *(DAK Pendidikan)* for educational infrastructure development.

In addition to expanding access, education transformations and reforms have focused on improving learning outcomes across education levels. For example, the government has sought to facilitate a seamless transition from pre-primary to primary school, developed a more flexible and adaptable curriculum, implemented a national assessment system emphasizing improving learning outcomes, and strengthened teacher training through programs designed to cultivate instructional leaders adept at implementing child-centered teaching methods.

Furthermore, quality learning materials have been developed and widely disseminated through digital platforms as part of reform initiatives. Vocational education has been enhanced through Vocational School Centers of Excellence, teaching factories, school-industry linkages and partnerships, and competency-based certification for vocational students.

At the higher education level, the Emancipated Campus *(Kampus Merdeka)* policy has led to a series of promising transformations. Reforms aimed to streamline academic programs and higher education institutions accreditation processes. They have also provided opportunities for students to complete up to three semester's worth of academic work in programs outside of their majors or minors and in institutions external to their universities. Furthermore, the government have provided financial support to students to study at a different university in Indonesia and abroad for one full semester. Reforms have also significantly widened professional development opportunities for university lecturers with programs and experiences offered domestically and by institutional partners abroad. They have introduced pathways and opportunities for professionals and practitioners to lend their expertise and teach courses at universities through the Teaching Practitioner Program, and for university students to teach in primary and secondary schools through the Campus Teaching Program. The government has boosted programs aimed at linking universities with industries and has provided incentives to optimize research and enhance research quality and outcomes. The reforms have additionally aligned the university entrance exam to emphasize assessing literacy and numeracy skills developed in primary and secondary education. This shift entails moving away from the subject-based test system to an aptitude-based approach.

In alignment with the national education development agenda, the enacted reforms and policies are expected to create transformations that contribute positively to Indonesia's achievement of the Sustainable Development Goals 4 (SDG 4) targets by 2030. Despite remaining and persistent challenges, some of which are rooted in the geographical span of the Archipelago and the size of its population, the nation continues to work tirelessly to address rampant educational issues. These include inequitable access to quality education particularly in remote areas, disparities in teacher quality, and less-than-optimal education financing.

National policies for educational development and transformation have been integrated into the nation's 2025-2045 Long-Term Development Plan (RPJP) and are being implemented to address these issues. They focus on improving teaching and learning quality, enhancing teacher capacity, improving educational administration, and strengthening technology-enhanced digital-based learning through capacity-building for teachers, students, and parents. Further, the education development policies aim to accelerate universal access to early childhood, primary, and secondary education (1 year of ECE and 12 years of primary and secondary education). The goal is to increase equitable access to quality higher education, and increase the number of high-quality Science, Technology, Engineering, Arts, and Mathematics (STEAM) graduates, including through the implementation of national research endowment funds. The policies also seek to revitalize vocational and non-formal education and improve the efficiency of education financing through budget alignment at the national and regional (province and regency/municipality) levels.

Chapter I

Indonesia's Socio-Economic Contexts

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1.1. Socio-economic backgrounds

The COVID-19 pandemic which persisted for two years between 2020 – 2022 induced significant economic instability in Indonesia. This instability was reflected in the rise of the poverty rate to 10.19% and an open unemployment rate of 7.07% in 2020. However, accommodative policies managed to reduce the poverty rate to a single digit figure, reaching 9.57% and decreased the open unemployment rate to 5.86% by 2022. Efforts continue to expand and strengthen inclusive social security programs which target persons with disabilities, the elderly, children, and other vulnerable groups. The objective is to ensure that all citizens have their basic needs met, are able to access social services, and are safeguarded against vulnerabilities while being empowered throughout their lives. Key programs working towar this objective include the Family Hope Program *(Program Keluarga Harapan - PKH)*, food assistance program *(kartu sembako)*, and the Smart Indonesia Program *(Program Indonesia Pintar - PIP)*.

However, Indonesia's demographic shifts pose significant challenges to its development, potentially undermining all post-COVID economic recovery efforts. Indonesia's population will continue to grow, albeit at a slower rate. In 2022, Indonesia remained the fourth most populous country in the world with a population of 277 million people. The population growth rate, currently estimated at around 2%, is anticipated to decline to an average of less than 1% between 2025 and 2045. Consequently, Indonesia's population is projected to reach 324.05 million by 2045. With both aging and younger populations on the rise, shifts in demographic

proportions will present a series of challenges in meeting human resource development needs and ensuring the creation of ample job opportunities.

A substantial population holds the potential to drive national development, provided that human resources are effectively trained and productive, and labor potentials are harnessed for economically promising sectors like agriculture and tourism. With its significant population and policies geared towards unlocking the nation's economic potentials, Indonesia has ascended to become the 16th largest economy in the world and the largest in ASEAN, boasting a Gross Domestic Product (GDP) of $1.3 trillion in 2022. Furthermore, a growing middle class plays a crucial role in fostering global economic and social development. A larger and more prosperous middle class will wield greater influence over the economy and politics, thereby more significantly shaping trends and lifestyles.

Indonesia's per-worker labor productivity, at US $7,274.9 per worker, still lags behind the average per-worker labor productivity among ASEAN member states, standing at US $8,449.0 per worker. Several challenges contribute to this disparity: a shortage of quality human resources as evidenced by over half (56.33%) of Indonesia's labor force having completed only junior secondary education or lower; limited science, technology, and innovation capacities; mismatches between graduates competencies and skills and the demands of the labor market; and a labor market ill-prepared to adapt to rapid global changes in jobs types, skill requirements, population structure, and work culture. This low productivity has hampered Indonesia's economic growth, which averaged only 4% between 2015 and 2022. Furthermore, geopolitical shifts have had a significant impact on the global economy and politics, underscoring the need for international cooperation and sustainable solutions.

Human capital, above and beyond physical capital, plays a vital role in economic development. Relative to physical capital, growth in human capital creates cumulative and long-term effects. Human capital stands as a fundamental pillar of sustainable development. It determines several key components of development: social capital, economic capital, education capital, and health capital. Economic, educational, and health capital are the main components of the Human Development Index (HDI). Based on data from the Central Bureau of Statistics (Badan Pusat Statistik – BPS), Indonesia's HDI has increased annually by an average of 0.77% between 2010 and 2022. This represents improvements in the dimensions of education, health, and standard of living. As of 2022, Indonesia's

education has accomplished significant development, evident in the rise of the average length of schooling for individuals aged 15 years and above, which increased from 7.30 years in 2005 to 9.08 years in 2022, and the rise in the expected length of schooling, which increased from 11.29 years in 2010 to 13.10 years in 2022.

Nevertheless, challenges persist that hinder Indonesia's ability to optimize educational development efforts and spur progress across various sectors. One of the most enduring challenges is inequitable educational services, resulting in significant disparities in education participation among children across regions and socioeconomic backgrounds. For example, there are still 302 sub-districts lacking junior secondary schools (SMP/MTs), and 727 sub-districts without senior secondary schools (SMA/SMK/MA). Moreover, education quality as measured by learning outcomes, remains low, as evidenced by Indonesia's average PISA score of 382.00 across all domains of reading, mathematics, and science literacy. This figure falls considerably below the OECD countries' average score of 488.33. Low education quality, among other factors, can be attributed to inadequate facilities and limited learning resources, an inadequate number of qualified teachers (with less than 50% of teachers being certified), and an uneven distribution of quality teachers among regions.

Indonesia also still lacks higher education institutions that are productive and competitive globally. Only five Indonesian universities rank among the top 500 in the world. Inadequate scientific, technological, and innovation (STI) capacities persist. Scientific publications while increasing in quantity, suffer from poor quality and relevance, and per-publication citation rates remain relatively low, at 0.39, in 2021. In the areas of social and cultural development and resilience, Indonesia faces external forces of global cultural influences—some of which poses a threat yielding negative societal impacts—to be complemented and at times countered by a reinforcement of an education rooted in the values of Pancasila (the Indonesian national ideology) expressed in daily norms and daily lives; a reinforcement of character building and the development of a national identity; and an expansion of a culture of literacy, creativity, and innovation. Indonesia's social capital and values such as friendliness and the tradition of mutual cooperation speak to the potential of various social and community groups—including volunteers, NGOs, families, and social activists—to mobilize and play their respective roles in national development.

Indonesia faces further unavoidable and persistent challenges related to climate change, environmental degradation, and loss of biodiversity, coined in the term of "Triple Planetary Crisis". These crises negatively impact all aspects of life, including the environment, health, education, and overall development. They affect development globally, and therefore, it is increasingly urgent to transition to more sustainable practices. Extreme climate change leads to higher incidence of disasters. For example, 95% of 3,207 total disasters which occurred in 2022 were hydro-meteorological disasters. Since Indonesia still lacks effective early warning systems and disaster mitigation plans to prepare for, respond to, and recover from educational disruptions due to environmental and climate-related disasters and threats, the government in collaboration with schools needs to develop models for education in emergencies by developing and expanding a comprehensive Safe School program.

Amidst rapid technological advancement with potentials to accelerate national development, Indonesia still grapples with various challenges. These include limited availability of ICT infrastructure, resulting in gaps in electricity, internet, and connectivity network coverages, along with constraints in data center capacities and ineffective implementation of ICT-related policies. Efforts to develop ICT infrastructure, such as expanding optical fiber networks, encounter regional geographical and topographical challenges, particularly in rural and eastern parts of the country. In these areas, access to quality internet networks with adequate speeds remains limited. As of 2021, only 62.1% of the Indonesian population uses the internet, significantly lower than in Malaysia (96.8%) and Thailand (85.3%). Presently, internet usage in Indonesia is primarily confined to sectors like media and entertainment. A comprehensive array of policies and interventions is necessary to unleash the potential of Indonesia's demographic dividend and develop a competitive pool of digital talent capable of thriving in the global market and making substantial contribution to the national economy.

The COVID-19 pandemic has accelerated the adoption of disruptive technology across various sectors, including education. School closures and large-scale social distancing restrictions prompted the rapid expansion of digital learning, extending its reach to remote and outermost or border areas. Furthermore, there is growing need for innovations in artificial intelligence (AI)-based teaching and learning to facilitate continuous knowledge transfer and skill development without the constraints of physical space and time. The use of AI in education promises

more efficient, effective, transparent, and cost-effective teaching and learning processes. The swift evolution of information and communication technologies has not only given rise to new technology-driven occupations but has also enabled remote working models, profoundly influencing and reshaping the economy.

1.2. Mid-year review objectives

The SDG 4 mid-term review report aims to assess progress in achieving the SDG 4 targets and other education-related SDG targets since 2015. The indicators analyzed in this mid-term review report were selected based on a comprehensive review of relevant global, thematic, and national indicator mappings in Indonesia. Additionally, this report also analyzes remaining challenges, identifies existing opportunities, and discusses follow-up efforts taken for each indicator toward designing and implementing effective post-pandemic learning recovery efforts, strengthening the education system and services as a whole, and achieving the targets by 2030. This report also reviews best practices and identifies key elements that can be adopted to enhance educational innovation in the future and to strengthen Indonesia's commitment to SDG 4. Thus, this mid-term review is anticipated to serve as a tool for monitoring the annual progress of achieving SDG 4 target. It will also serve as a benchmark for assessing the impacts and success of education policies and development programs in Indonesia.

1.3. Methodology

The SDG 4 mid-term review report was developed in a participatory and inclusive approach, involving the engagement of stakeholders from various sectors, including the Ministry of Education, Culture, Research, and Technology (MoECRT), the Ministry of Religious Affairs (MoRA), the Ministry of National Development Planning/National Development Planning Agency *(Bappenas)*, the Central Bureau of Statistics *(BPS)*, UNICEF, and UNESCO, through ongoing consultation and collaboration forums. This report is based on data obtained from ministry-managed administrative databases, such as the main education database *(Data Pokok Pendidikan - Dapodik)* managed by MoECRT, the Education Management Information System (EMIS) managed by MoRa, and national survey data such as the National Social and Economic Survey *(Survei Sosial Ekonomi*

Nasional - Susenas) and the National Labor Force Survey *(Survei Angkatan Kerja Nasional - Sakernas)* administered by BPS.

Furthermore, the discussion on current and future challenges presented in this report corresponds with the evaluation results of the 2020-2024 National Medium-Term Development Plan *(RPJMN)*, and the preliminary draft of the 2025-2045 National Long-Term Development Plan *(RPJPN)*. Both serve as the policy basis to strengthen the national education system. The report presents analyses of data derived from various methodological approaches, including document reviews, policy analyses, interviews, surveys, case studies, and benchmarking. Data analysis for each SDG 4 indicator is conducted at the national level and disaggregated by age, gender, socio-economic status, and disability status. The analysis encompasses progress and achievements over time, achievement gaps and disparities, benchmarking against other countries, factors influencing improvements or declines in achievements rates, and follow-up plans toward achieving the SDG 4 by 2030.

Chapter II

SDG 4 Implementation and Adaptation in Indonesia

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2.1. SDG 4 Adaptation in Indonesia

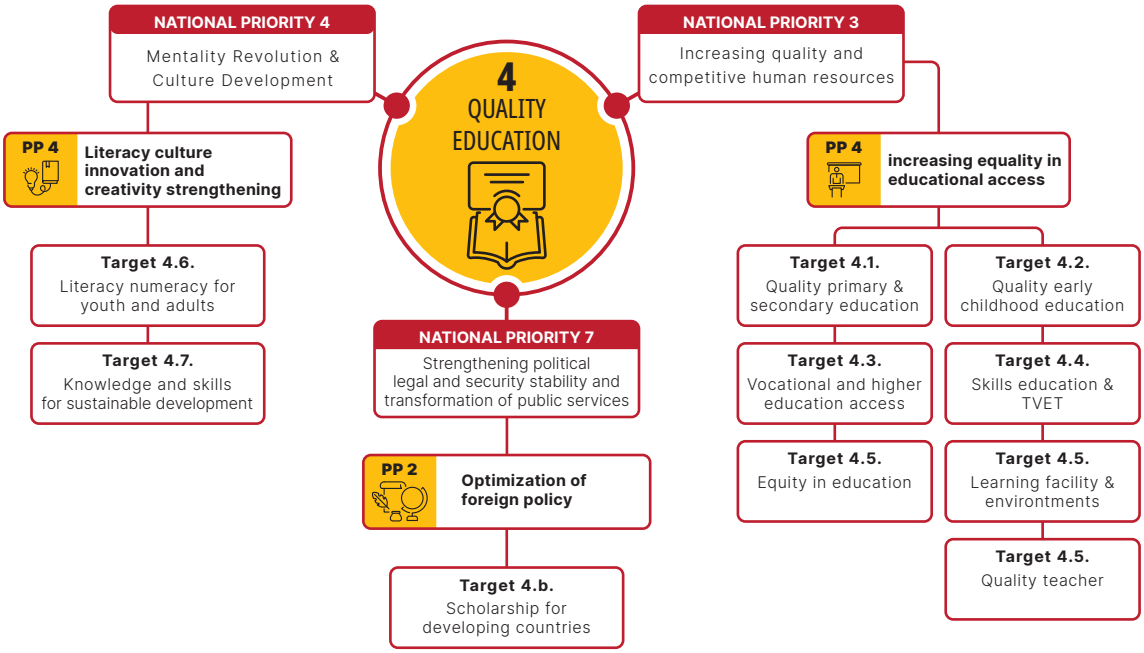
Indonesia has been steadfast in its commitment to achieving the Sustainable Development Goals (SDGs) by 2030 since its ratification on September 25, 2015, at the United Nations (UN) General Assembly attended by 193 member states. Presidential Regulation No. 59/2017 on the Implementation of SDGs Achievement, and its subsequent amendment, No. 111/2022, demonstrate this commitment. These regulations formalize and institutionalize SDGs implementation in Indonesia by integrating the Goals into three key documents, the National Action Plan *(Rencana Aksi Nasional - RAN)*, Regional Action Plans *(Rencana Aksi Daerah - RAD)*, and the 2030 SDGs Roadmap. The 2022 Presidential Regulation serves as the foundation and legal framework for all stakeholders for SDGs implementation.

SDGs implementation in Indonesia is carried out in conjunction with national development planning. A key and strategic step taken by the Indonesian government is in mainstreaming SDGs targets into both national and regional development planning documents. Ninety-four SDGs targets were integrated into the 2015–2019 National Medium-Term Development Plan (RPJMN). The number of priority targets increased to 124 in the 2020-2024 RPJMN, which then are included in the annual Government Work Plan (RKP) and are further broken down into increments of progress targets for each annual work periods. Local governments also mainstream the SDGs into their Regional Medium-Term Development Plans *(RPJMD)*. This localization and mainstreaming of the Goals serve as the basis for the development of SDGs achievement action plans at the national (RAN) and regional (RAD) levels.

As articulated in the Preamble of the 1945 Constitution, education is a process through which the visions of the nation's founding fathers may be realized, toward the development of the life of the nation and the welfare of the people. The main purpose of development in education is to ensure equitable access to quality education, and to develop quality and competitive human resources with a sound character and a deep sense of morality. The SDG 4 of Quality Education aligns with the direction of educational development in Indonesia. The fulfillment of all citizens' right to education through adequate and quality provision of education services means a larger proportion of the population completes education at higher levels, and educational gaps and disparities among various societal groups and regions are significantly narrowed. Educational development provides a solid foundation toward achieving comprehensive national development.

One pillar of development as articulated in the Indonesia's *Vision 2045* is "Human Development and Mastery of Science and Technology" through equitable advancement of the education of all Indonesians. Increased levels of education are envisioned to contribute to the creation of higher quality human resources. The educational agenda of Vision 2045 aligns with SDG 4, which aims to ensure quality education and promote lifelong learning opportunities for all. SDG 4 targets also align with Indonesia's aspirations to achieve quality education for all, as outlined in the 2020-2024 RPJMN.

Figure 1. National Medium-Term Development Plan (RPJMN 2020-2024) and SDG Target 4 Mapping



Source: National Action Plan (RAN) SDGs Year 2021-2024

The government has laid out policy directions for education development with the goal of achieving the SDGs in the 2021-2024 SDGs National Action Plan, which are in alignment with the 2020-2024 RPJMN 2020-2024. The main emphasis is on developing a hard-working, dynamic, productive, skilled, and knowledgeable human resources with mastery of science and technology, with the support of industry and a global talent pool. One of the strategies for human resource development is through the expansion of equitable access to quality education services.

Priority policies to improve equitable access to quality education services are: (1) Enhancing the quality of teaching and learning; (2) Expanding equitable access to education services at all levels and accelerating the implementation of 12-Year Compulsory Education; (3) Enhancing the professionalism, quality, management, and equitable placement of teachers and educational personnel; (4) Strengthening education quality assurance to improve equity in provision of quality education service and narrow gaps among schools and regions; and (5) Enhancing education governance and education financing, and improving efficiencies in education budget implementation.

The policies and strategies for achieving SDG 4 have been translated into programs and activities laid out in the 2021-2024 SDGs National Action Plan, implemented by both government and non-government development actors. These programs include:

Quality Teaching and Learning Program

Vocational Education and Training Program

Early Childhood Education and 12-Year Compulsory Education Program

Higher Education Program

Housing and Settlement Program

Gender Equality, Women and Child Protection Program

Public Health Program

Non-government actors have also contributed to achieving SDG 4 through programs such as the School Participation Program in early childhood, elementary, junior secondary, and senior secondary school levels; Education Assistance Programs addressing the impacts of the COVID-19 pandemic; the Edutabmu Program, a digital learning platform and application; Mental Health Movement; and a range of other programs. These programs have improved education participation at the primary and secondary levels, and increased quality of teachers.

2.2. Stakeholders Involved

Efforts toward achieving SDG 4 in Indonesia have been collective and carried out in an inclusive manner by ensuring the involvement of multiple stakeholders. Under coordination of Ministry of National Planning and Development, government-level development actors included in the 2021-2024 SDGs National Action Plan that are committed to achieving SDG 4 targets extend beyond the Ministry of Education, Culture, Research, and Technology and relevant education institutions but also include the following technical ministries:

- **Ministry of Religious Affairs**
- **Ministry of Public Works and Public Housing**
- **Ministry of Women's Empowerment and Child Protection**
- **Ministry of Health**
- **Ministry of Home Affairs**
- **Ministry of Villages, Development of Disadvantaged Regions, and Transmigration**
- **Ministry of Industry**
- **Ministry of Labor**

As also outlined in the 2021-2024 SDGs National Action Plan, beyond government entities, non-governmental development partners have also made a commitment to achieving SDG 4 targets. These actors include international development partners, philanthropic and business sectors, civil society organizations, including faith-based or religious organizations, as well as academics, universities, and research institutions.

2.3. SDG 4 Data sources

Data for SDG 4 indicators are taken from various sources. Data collection mechanisms are benchmarked and aligned with global metadata for SDG 4 indicators. The goal is to analyze data and produce results that are comparable with data and analyses from other countries.
The ministries and institutions authorized and responsible to collect SDG 4 data are as follows:

Ministry of Education, Culture, Research, and Technology (MoECRT):

- Main education database (Dapodik): This is nationwide school-based data which is integrated with other educational data. Dapodik is the primary data source for various Indonesian education planning and programs.
- Minimum Competence Assessment: This assessment measures students' reading and mathematical literacy.
- Learning Environment Surveys: This survey measures the quality of various educational input and aspects of the teaching-learning process at the classroom and school levels.
- Directorate of Institutional Reports, Directorate General of Higher Education, Research, and Technology: Provides official government data on educational assistance to foreign students (Official Development Assistance - ODA)

Ministry of Religious Affairs (MoRA):

Education Management Information System (EMIS Madrasah) Platform

Central Bureau of Statistics:

- National Social and Economic Survey (Susenas): This is a household-based survey with extensive socio-demographic data, including education-related data.
- National Labor Force Survey (Sakernas): This is a household-based survey with employment-related data.

Organization for Economic Co-operation and Development (OECD):

Programme for International Student Assessment (PISA). OECD publishes PISA results which are a sample-based assessment capturing levels of reading literacy, mathematical literacy, and science literacy in multiple countries, including Indonesia.

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Chapter III

SDG 4 Assessment Based on Targets

Chapter III

SDG 4 Assessment Based on Targets

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The Indonesian government continues to reform the education system to improve education quality and make it more accessible to all Indonesian citizens. Various policies and interventions have been undertaken emphasizing the priority to focus on learners. The efforts are supported by the government's commitment through the allocation of 20% of the national budget *(APBN)* for education financing. Within the Emancipated Learning policy, schools are envisioned as learning environments which can nurture competent, lifelong learners who grow strong characters guided by the values of Pancasila. The Emancipated Learning policy aligns with Indonesia's Vision for Education. The vision aims to create an Indonesia that is progressive, sovereign, self-reliant, as well as develop individuals who embody the "Pancasila Learner's Profile" *(Profil Pelajar Pancasila)* – learners who are faithful, devoted to the One and Only God, possess a noble and sound character, are independent, are equipped with critical thinking, creative, and collaborative skills, and globally-minded with regard to global diversity.

Indonesia has almost achieved the target of compulsory 9-year education. Indonesia's inclusive and equitable education policy provides equal opportunities for its population to access quality education. Policies toward increasing equitable access to quality education are supported, among other things, by the disbursement of School Operational Assistance *(Bantuan Operasional Sekolah - BOS)* which is needs-based by region. BOS is disbursed directly to schools. Education funding programs like BOS, Smart Indonesia Program, Single Tuition Fee *(Uang Kuliah Tunggal - UKT)*, and school infrastructure assistance support

education at all levels, from early childhood education to higher education, including students with special needs, and students in outermost, disadvantaged, and border (3T) areas.

The Emancipated Learning policy has initiated education transformations that focus on learners and seek to expand equitable access to quality education at all educational levels. Reforms target improvements of the BOS and BOP programs. BOP serves early childhood and equivalency education programs. For example, BOS is now directly allocated to schools and is calculated based on the needs of the region. Previously, BOS was distributed through local governments, and all regions received equal funding. During the COVID-19 pandemic, UKT was provided to vulnerable students at risk of discontinuing their education, enabling them to continue their studies. Additionally, through the Smart Indonesia Program, the Indonesian government provides education assistance to students from primary to higher education levels in disadvantaged communities to ensure that all segments of the population have the opportunity to attend school up to tertiary level.

The Emancipated Learning policy also focuses on improving educational outcomes. At the primary and secondary education levels, the government introduced a national assessment reading and mathematical literacies and character building, replacing the stress-inducing national exams. The national assessments results are not meant to gauge individual student's abilities but are used to make improvements at the level of the education institution. Furthermore, MoECRT has introduced several curriculum options, including more adaptable curricula that cater to learners' needs, such as the Emancipated or Merdeka curriculum and Emergency curriculum (for special circumstances). These curricula do not replace the K-13 curriculum but offer schools options to choose the curriculum that best suits their learners' needs.

The government has also provided high-quality teaching resources digitally through the Emancipated Learning platform, which allows teachers to learn from and share materials with fellow teachers. The Teacher Motivator *(Guru Penggerak)* Program, an educational leadership program for teachers which focuses on building child-centered pedagogical competencies, has transformed teacher development and training with teachers engaging in mutual learning and influencing others. Through this program, teachers undergo competitive selection

processes and intensive on-the-job training, focusing on student-centered teaching philosophies, building school cultures, and a range of instructional methods and leadership skills such as differentiated learning, coaching, school program management, and decision-making. Further, various reforms in vocational education programs have worked toward enhancing the skills and competencies of graduates before they enter the workforce. Programs implemented include internships in the professional world, competency testing leading to competency-based certificates, implementation of the teaching factory model, and the Vocational Education Center of Excellence program *(SMK Pusat Keunggulan)* program to improve the quality of vocational schools.

To increase participation in early childhood education (ECE), the government rolls out Operational Assistance for ECE institutions (BOP-PAUD) with the goal of ensuring that every village in Indonesia has at least one ECE institution. To ensure ECE quality, the government also provides ECE institutions with learning equipment, optimizes Holistic Integrative ECE, and implements a transitional program to help students transition smoothly from early childhood education to primary school. This transition program eliminates literacy tests from new student admission processes commonly conducted by primary schools. It also focuses on helping children in ECE and primary school build six foundational values and skills: knowledge of religious values and morality; social and language skills; emotional maturity; cognitive maturity; motor skills and self-care, and positive learning experiences.

At the higher education level, the Emancipated Campus *(Kampus Merdeka)* policy enacted various reforms, such as simplification of the accreditation process for study programs and higher education institutions; expansion of opportunities for students to pursue studies outside of their formal academic (major) programs and of their campus for up to three semesters; allocation of financial assistance to students to study away domestically and abroad for one semester; professional and capacity development of lecturers in programs conducted in-country and abroad; welcoming practitioners/professionals to teach in universities through the Teaching Practitioner Program; expansion of opportunities for students to teach in K-12 schools through the Campus Teaching Program; university partnership-building with industry; and incentivizing higher education institutions to optimize research quality and outcomes. Additionally, university entrance exams have now done away with subject-based tests to implement aptitude-based tests. The tests better align with primary and secondary levels reform policies which focus on reading and mathematical literacies.

Despite numerous educational improvements and transformations, challenges in expanding equitable access to quality education and improving learning outcomes persist. In the context of the archipelagic nation's geographical span across 17,000 islands and of the size of its population—which include more than 50 million students and approximately 3.3 million teachers within the education system—remaining challenges include the following:

1. Several regions in Indonesia, especially the 3T (frontier, outermost and least developed) regions still experience difficulties in accessing quality education due to the lack of facilities and infrastructure to develop a digital ecosystem;
2. The national government's Emancipated Learning policy has not yet been fully implemented due to constraints on several policies at the regional level;
3. Not all vocational education institutions have the necessary tools and infrastructure to produce competent graduates according to the world's work needs;
4. Not all teachers have the competence to teach students according to the growth of industrial needs and the implementation of learning has not always involved industry-based educators in schools;
5. The number of Educational Personnel Education Institutions (LPTK) in Indonesia is still limited;
6. The platform provided and developed by the MoECRT has not been fully utilized by education actors due to a lack of digital literacy

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Target 4.1

Primary and Secondary Education

Indicator 4.1.1

Proportion of Children and Adolescents (a) in Grade 4; and (b) at the End of Junior Secondary Education Achieving at Least a Minimum Proficiency Level in (i) Reading and (ii) Mathematics

The quality of teaching and learning is demonstrated through students' learning outcomes, including the development of literacy and numeracy skills. Indonesia has participated in various international surveys, including *Trends in International Mathematics and Science Study* (TIMSS), *Progress in International Reading Literacy Study* (PIRLS), and *Programme for International Student Assessment* (PISA). PIRLS defines reading literacy as "the ability to understand and use a range of formal written language forms required by society, to construct meaning from texts in a variety of forms and read to learn, to participate in communities of readers in school and everyday life, and for enjoyment."[1]

PISA complements existing national and international assessment systems and instruments by measuring the reading, mathematics, and science literacies of 15-year-old Indonesian students who are in school. PISA defines reading literacy as the ability to "understand, use, evaluate, reflect on, and engage with texts to achieve one's goals, to develop one's knowledge and potential, and to participate fully in society."[2] Mathematical literacy is defined as "an individual's capacity to formulate, employ, and interpret mathematics in a variety of contexts."[3]

Meanwhile, scientific literacy is the ability to be interested in scientific topics and ideas, to provide explanations for scientific phenomena by formulating questions,

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[1] Mullis, I. V. S., & Martin, M. O. (Eds.). (2019). *PIRLS 2021 Assessment Frameworks*. Retrieved from Boston College, TIMSS & PIRLS International Study Center website: https://timssandpirls.bc.edu/pirls2021/frameworks/

[2] Mo, J. (2019), "How does PISA define and measure reading literacy?", PISA in Focus, No. 101, OECD Publishing, Paris, https://doi.org/10.1787/efc4d0fe-en.

[3] OECD (2019), "PISA 2018 Mathematics Framework", in PISA 2018 Assessment and Analytical Framework, OECD Publishing, Paris.

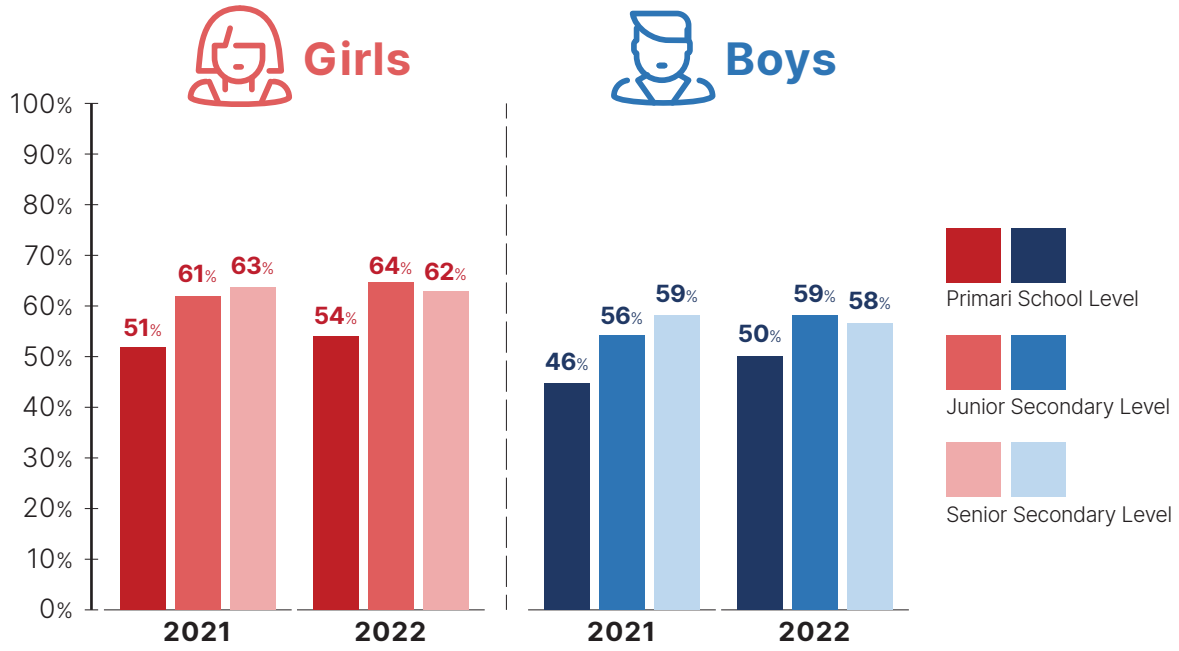
conducting and designing scientific investigations, interpreting and evaluating data, and drawing conclusions based on empirical evidence.[4]

The TIMSS and PIRLS surveys evaluates how the curriculum teaches reading, mathematics, and science to 4th-grade students. The PISA survey, on the other hand, focuses more on the level of reading, mathematics, and science literacy among the population of 15-year-old students in participating countries and compares their competencies.

The Ministry of Education, Culture, Research, and Technology (MoECRT) measures the quality of teaching and learning through the Minimum Competency Assessment *(Asesmen Kompetensi Minimum - AKM)*. AKM was administered in both 2021 and 2022. AKM measures literacy and numeracy skills of students in Grades 5, 8, and 11 or equivalent respectively to primary school level, junior secondary level, and senior secondary level.

[4] Ibid

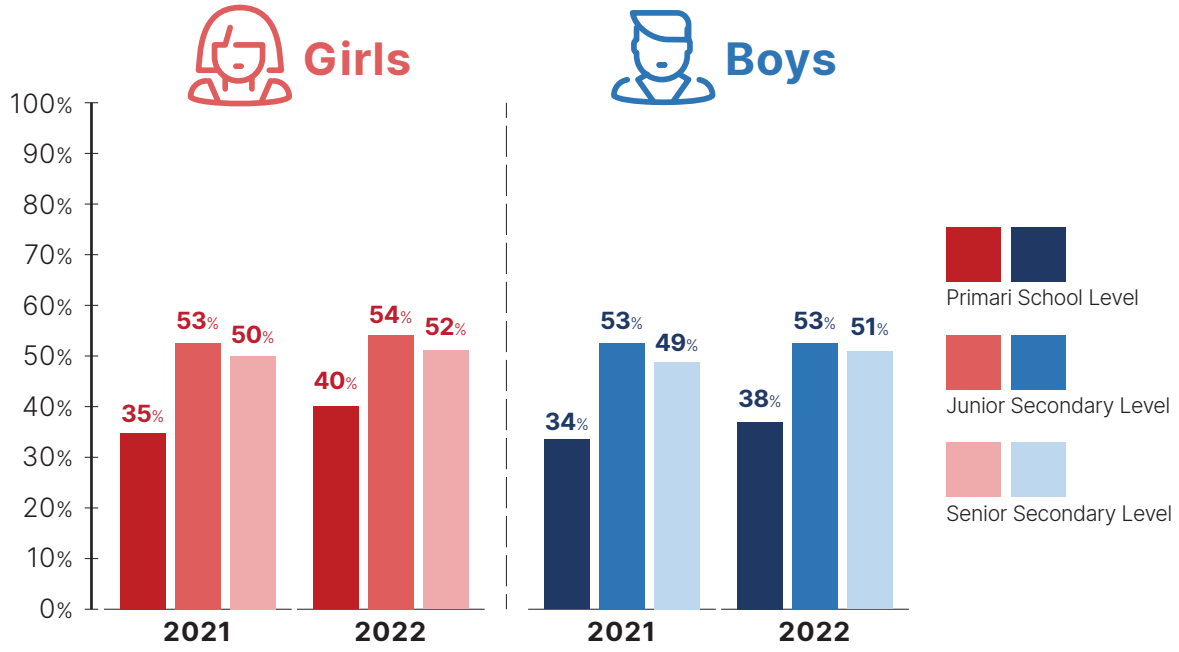
Figure 2. Literacy Achievement at all education levels (2021 and 2022), by sex, based on National Assessment



Source: National Assessment 2021 dan 2022, MoECRT

Reading literacy is the ability to understand, use, evaluate, reflect on, and engage with texts to solve problems, develop one's potential capacities as an Indonesian citizen and a global citizen, and contribute productively to society. Figure 2 illustrates literacy achievements at all educational levels in 2021 and 2022, disaggregated by sex. At all educational levels, girls consistently achieve higher literacy levels than boys. At the elementary school level (Grade 5) and junior secondary school level (Grade 8), literacy achievements increased from 2021 to 2022 for both boys and girls. However, the data show a decrease at the senior secondary education level (Grade 11) for both boys and girls.

Figure 3. Numeracy Achievement at all education levels (2021 and 2022), by sex, based on National Assessment



Source: National Assessment 2021 dan 2022, MoECRT

Numeracy skill is the ability of students to think using mathematical concepts, procedures, and facts as tools to solve everyday problems in a variety of contexts in their role as Indonesian citizens and global citizens. Figure 3 illustrates numeracy achievements at all educational levels in 2021 and 2022, disaggregated by sex. As displayed in the data, girls consistently have higher numeracy achievements than boys at all education levels. Furthermore, the data show improvements between 2021 and 2022 at all educational levels.

The government has implemented a range of policies, programs, and activities to boost students' literacy and numeracy skills, including through the administration of a national assessment whose results serve as the basis for school improvement plans in order to increase the quality of teaching and learning while doing away with high-stakes National Examinations. Further, the newly implemented Emancipated Curriculum *(Kurikulum Merdeka)* provides schools with the freedom to adopt one of three curriculum models according to their needs: the 2013 Curriculum, the Emergency Curriculum (under special circumstances), or the Emancipated Curriculum. Additionally, the government has rolled out the Mover

Schools *(Sekolah Penggerak)* program, which focuses on the holistic development of students towards improving various learning outcomes, including literacy and numeracy skills, and sound character. The program's interventions target first and foremost school principals, teachers, and the overall educational ecosystem. The government implemented the Mover Schools program while engaging various education stakeholders, including development partners and civil society organizations.

However, there are remaining challenges. For example, not all educational institutions have been able to conduct the national assessment due to various technical (infrastructure and connectivity-related) constraints as well as challenges posed by natural disasters. Furthermore, many local governments and schools have not been able to fully incorporate the national assessment results into plans to improve school quality.

Indicator 4.1.2

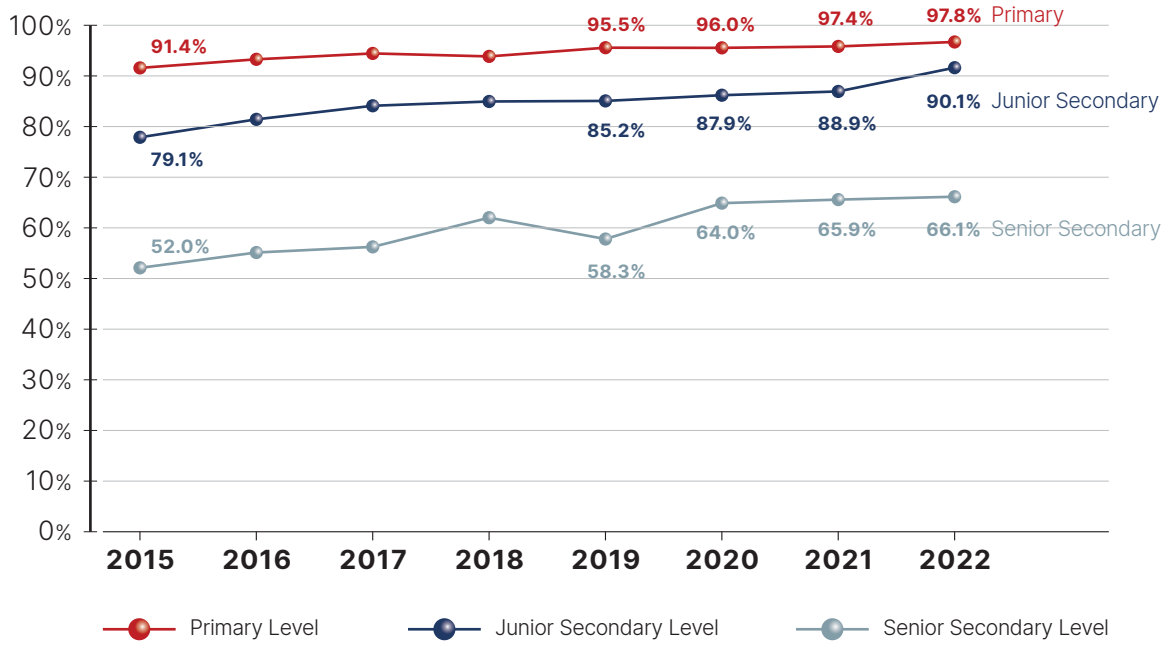
Completion Rate for (a) Primary; (b) Junior Secondary; and (c) Senior Secondary Education

The completion rate indicates the proportion of children or young individuals who enter and successfully advance through each level the education system without excessive delays. It is determined by assessing the proportion of the cohort aged 1-3 years above the intended age for the final grade of each educational level who have completed that grade or level. For example, in Indonesia, children typically start primary school (SD/MI and its equivalent) at the age of 7, and primary education span 6 years. Assuming students graduate on schedule, the expected age for completing primary education is 12. Therefore, the age range used to calculate the completion rate for primary education range from 13 years (12 + 1 year) to 15 years (12 + 3 years). To determine the completion rates for each education levels, the target population includes individuals aged 13-15 years (for primary), 16-18 years (for junior secondary), and 19-21 years (for senior secondary). The age considered in the completion rate calculation is the age at the beginning of the school year (school age).

The age range of 1-3 years utilized in calculating this indicator corresponds to the policies established by the Indonesian government concerning the minimum and

maximum age criteria for incoming students at each education level, as stipulated in the Minister of Education and Culture Regulation Number 1 of 2021.

Figure 4. Completion rate by education level 2015-2022



Source: BPS, Susenas 2015-2022

Figure 4 displays a consistent relative increase in completion rates for all three levels of education over the past 8 years. In 2022, the completion rate for primary school was 97.82%, meaning that out of 100 people aged 13-15 years, 97 had completed primary school or its equivalent. The presence of the remaining 2.18% of the population aged 13-15 years who had not completed primary school (or its equivalent) is a cause for concern, considering that the government had implemented 6-year compulsory education since 1984. The predominant factor behind this condition is the persistence of educational barriers faced by families who are extremely poor, individuals with disabilities, and communities in remote areas all of whom still face difficulties accessing primary school education facilities.

Even though the government has implemented various policy programs such as the School Operational Assistance (BOS) program, the Indonesia Smart Program (PIP), and scholarships from governmental and private sector sources to prevent children from dropping out of school, educational expenses for transportation, pocket money, and school uniform still account for a significant percentage of the overall educational cost. This existing financial burden is suspected to be one of the reasons that children leave primary education.

As age and educational levels increase, the obstacles and challenges in completing education also increase, leading to lower completion rates. Underlying factors include increasing cost of education and other social and socioeconomic factors, such as pressures to marry and to find employment. Figure 4 shows that the completion rate for junior secondary (or its equivalent) is only 90.13%, and the completion rate for senior secondary school (or its equivalent) is even lower, at 66.13%.

The data reveals that 2.18% of individuals aged 13-15 years have not completed primary education, 9.87% of those aged 16-18 years have not completed junior secondary education, and 33.87% of those aged 19-21 years have not completed senior secondary education. This highlights that the 12-year compulsory education policy, also referred to as universal secondary education program, still has significant ground to cover in achieving its objectives, despite it being initiated by the Indonesian government in 2013 as an extension of the 9-year compulsory education program.

These issues must be promptly addressed given their impact on the Human Development Index and on the ability for Indonesia to achieve the 2045 Golden Vision, as well as to develop a competitive human resource for the future. One viable alternative to boost educational completion rates is to revitalize non-formal education programs, including Package A (equivalent to primary school/SD/MI), Package B (equivalent to junior secondary school/SMP/MTs), and Package C (equivalent to senior secondary school/SMA/MA) programs. Efforts to improve completion rates requires not only the steadfast role of the government but also the support and contribution of the community and the private sector.

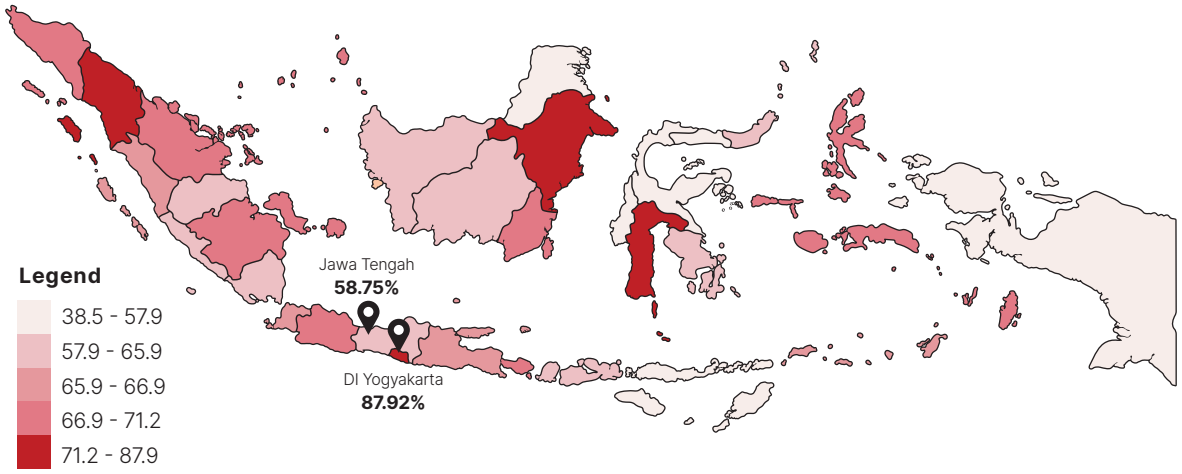
Table 2. Completion rate by education level, sex, location, wealth, and without disability status, 2022

Characteristics	Completion Rate		
	Primary	Junior Secondary	Senior Secondary
Total - INDONESIA	97.82	90.13	66.13
LOCATION			
Rural	96.85	86.60	55.48
SEX			
Male	97.44	88.64	64.09
Female	98.21	91.71	68.31
WEALTH QUINTILE			
Poorest 20%	96.42	65.76	51.71
Second 20%	97.68	88.69	59.85
Middle 20%	98.14	90.61	65.58
Fourth 20%	98.34	91.88	71.13
Richest 20%	98.76	94.18	80.24
DISABILITY STATUS			
Without disability	98.01	90.39	66.36
With disability	65.51	48.35	36.40

Source: BPS, Susenas 2022

Within the context of development, a focus on equity is as important as a focus on growth. Development should ideally not lead to disparities, a sentiment captured by the SDGs mandate to "Leave No One Behind." The 2022 data suggests that, based on primary education completion rates, there are no significant disparities between urban and rural populations, between males and females, or among different socioeconomic groups. However, there is still significant inequality between children without disability (98.01%) and children with disability (65.51%) on primary completion rates. As we move to the junior secondary level, disparities in completion rates among population groups become evident. These disparities become even more pronounced at the senior secondary school level. Completion rates for urban populations are generally higher than those for rural populations. Lastly, there is still a significant disparity in completion rates between people with disability and without disability population groups.

Figure 5. Completion rate for senior secondary education, by province, 2022



Source: BPS, Susenas 2022

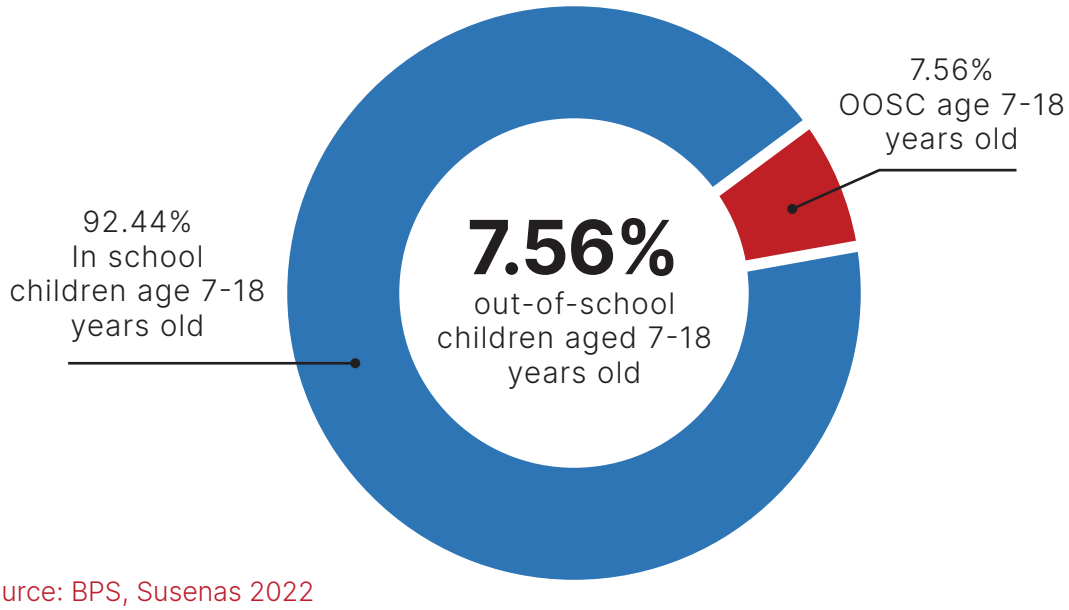
When disaggregated by province, the data show that disparities among regions are prevalent, even between neighboring provinces. For example, there is a significant disparity in completion rates for senior secondary education in the provinces of DI Yogyakarta and Central Java, even though both are adjacent to one another and are located within Java island which is the economic center of Indonesia. The senior secondary education completion rate in DI Yogyakarta is 87.92%, while in Central Java, it is only 58.75%. Significant disparities among provinces, particularly between DI Yogyakarta and Central Java, suggest that at present different locales do not experience the same rate or degree of development. One contributing factor is variability in access to education (and educational facilities) between regions. This observation is supported by the 2022 Village Development Index *(Indeks Desa Membangun or IDM)* published by the Ministry of Villages, Disadvantaged Regions, and Transmigration. The IDM indicates that 50% of districts in the DIY Province have achieved self-sufficiency status, while none of the districts in Central Java has attained that status yet. Furthermore, closer examination reveals that disparities in completion rates between provinces in the Western and Eastern parts of Indonesia are very significant. This should remain a concern for various stakeholders.

Indicator 4.1.4

Out-of-School Children Rates For (a) Primary (7-12 Years); (b) Junior Secondary (13-15 Year); and (C) Senior Secondary (16-18 years)

One of the obstacles to sustainable development and the achievement of comprehensive access to primary and secondary education is the issue of out-of-school children (OOSC). In 2022, 7.56%[5] of the estimated 54 million[6] school-age children (7 - 18 years old) were neither attending school nor being served by the educational services.

Figure 6. Out-of-School Children (OOSC) proportions to children aged 7-18 years old population, 2022.



Source: BPS, Susenas 2022

These children fall into various categories, including those who have never enrolled or entered either levels of education, those who dropped out without completing 12 years of education, or those who completed a certain level of education but did not continue to the next level of education. Although the percentage may seem small, in absolute terms, it represents a significant number of children. This indicator indirectly affects and inversely correlates with the completion rates of education at the corresponding levels.

In 2022, 0.71% of children aged 7-12 years were not in school. Sustained monitoring for this particular indicator subgroup of the population is necessary, as

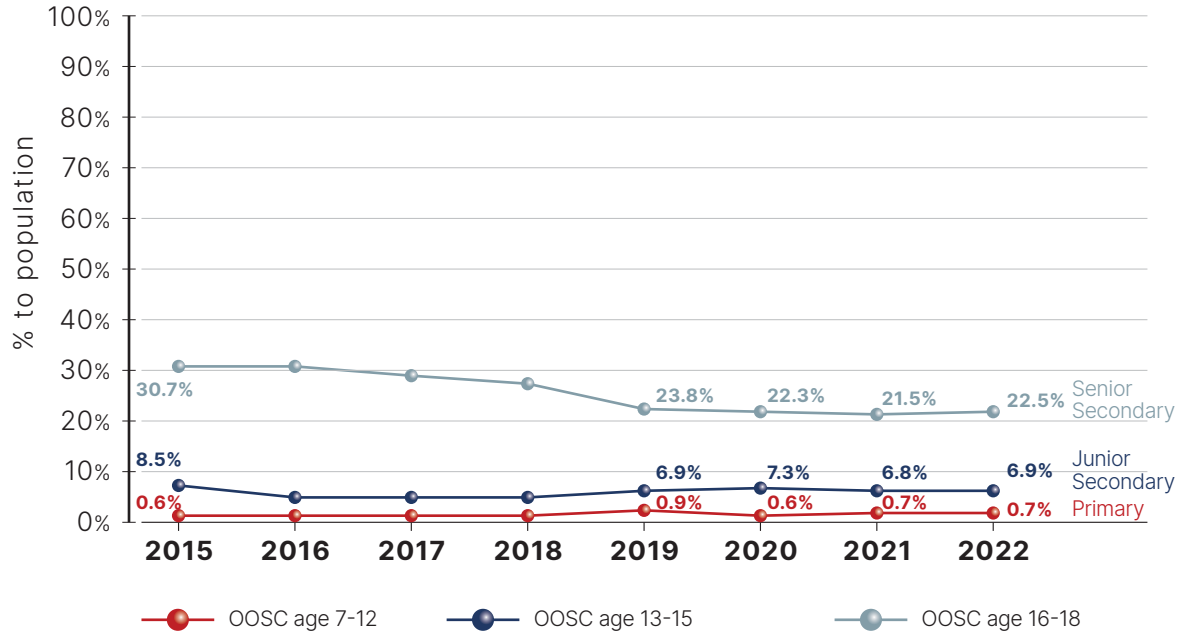
[5] Susenas. 2022

[6] UNICEF estimation based on Susenas 2022.

it can lead to structural poverty. Figure 7 shows that the out-of-school rate increases with higher education levels. Among children aged 13-15 years, 6.94% are not in school. The rate increased to 22.52% among individuals in the age group of 16-18 years. The phenomenon of relatively higher rates of out-of-school children in secondary education levels is related to underlying issues related to economic, social, and health factors. The most predominant economic factor is poverty, where high education costs drive children out of the education system and into the labor market. Additionally, social factors such as the practice of child marriage add to existing barriers to education participation.

The downward trend in the out-of-school ratio particularly among the age groups of 13-15 years and 16-18 years from 2015 to 2022 underscores the Indonesian government's commitment to addressing the issue of out-of-school children. This progress reflects the implementation of various policies and programs that are part of the government's investment in educational development. Initiatives such as the Smart Indonesia Program, the School Operational Assistance, the Family Hope Program *(Program Keluarga Harapan - PKH)*, and numerous scholarship programs from governmental and non-governmental entities contribute significantly to this endeavor.

Figure 7. Out-of-school children rates by school-age group, 2015-2022



Source: BPS, Susenas 2015-2022

However, there are still significant challenges toward fully achieving the goal of indicator 4.1.4 under SDG 4 by 2030, which aims to ensure that all school-age populations have access to education. In the remaining time between when this report is developed (2023) and the year 2030, the out-of-school rate for primary (children aged 7-12 years), junior secondary (individuals aged 13-15 years), and senior secondary (individuals aged 16-18 years) need to be reduced annually by 0.09 percentage points, 0.87 percentage points, and 2.82 percentage points respectively. This is the progress needed to ensure that there are zero out-of-school children cases left, and the education system truly leaves no one behind.

Disparities in out-of-school children rates are evident at all education levels and across social groups. The proportions of out-of-school children are generally higher among boys, children from rural areas, children from lower-income groups (or the poorest 20%), and children with disabilities. The most significant difference is seen among disaggregated groups based on disability status. For instance, the out-of-school children rate among children with disability aged 13-15 years is five times higher than the rate among children of the same age group who are without disability. Further, it is noted that more than half (56.17%) of children with disabilities aged

Table 3. Out-of-school children rate, by location, sex, wealth quintile, and disability status, 2022

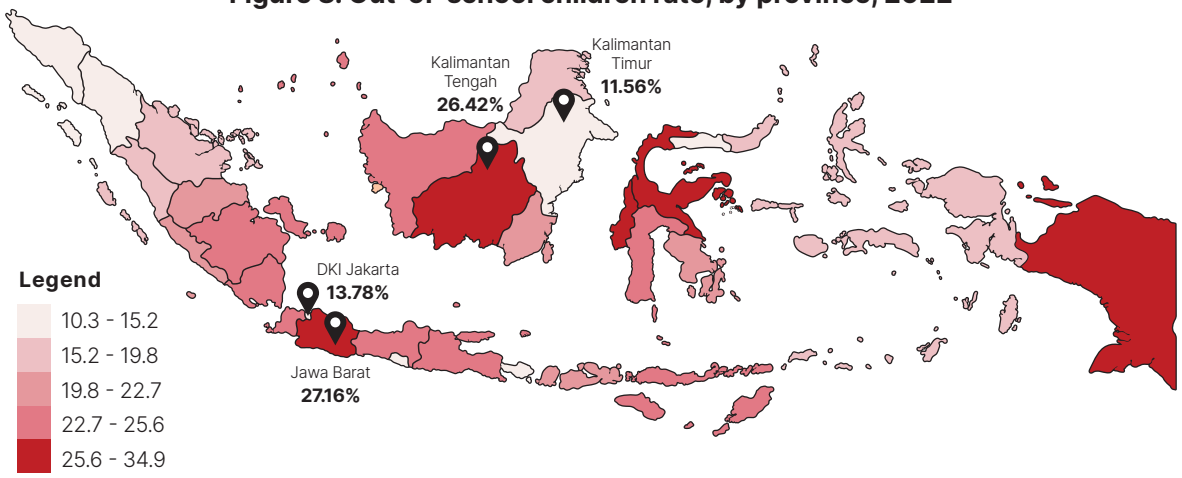
Characteristics	Out-of-school ratio		
	7-12 Years	13-15 Years	16-18 Years
Total - INDONESIA	0.71	6.94	22.52
LOCATION			
Urban	0.45	5.60	18.75
Rural	1.06	8.68	27.60
SEX			
Male	0.80	7.77	24.56
Female	0.62	6.06	20.35
WEALTH QUINTILE			
Poorest 20%	1.19	11.50	33.38
Second 20%	0.65	7.30	25.09
Middle 20%	0.54	6.16	21.47
Fourth 20%	0.54	5.05	18.46
Richest 20%	0.51	3.86	13.08
DISABILITY STATUS			
Non-disabled	0.67	6.75	22.31
With disability	9.65	39.15	56.17

Source: BPS, Susenas 2022

16-18 years were not in school or did not have access to educational services in 2022. The gap between the poorest 20% and the richest 20% is also significant and deserves special attention, as the out-of-school children rate among the poorest 20% is twice as high as the rate among the richest 20%.

Disparities in out-of-school children rates are also evident across geographical locations. For example, the percentage of out-of-school children aged 16-18 years in Central Kalimantan is 26.42%. This figure is more than double the percentage in East Kalimantan, which is 11.56%. Similar disparities are observed in nearly all regions of Indonesia and for other age groups as well. To achieve the overall goal of no out-of-school children by 2030, special interventions are needed to increase the reduction rate in provinces with high proportions of out-of-school children.

Figure 8. Out-of-school children rate, by province, 2022



Source: BPS, Susenas 2022

Even though Java is the political, economic, governmental, and state-administration center of Indonesia, the phenomenon of out-of-school children on the island is concerning, as evidenced by the high percentage of out-of-school children aged 16-18 years in West Java (27.16%). This ranks as the third highest in the nation, after the provinces of Papua and Gorontalo on Sulawesi island. Despite its proximity to the national capital, the out-of-school children rate in West Java among individuals aged 16-18 years nearly doubles the rate in DKI Jakarta (13.78%). This may be linked to significantly higher rates of child marriages in West Java compared to other provinces on the island.

The government has addressed the prevalence of child marriages in Indonesia by changing the policy concerning the minimum age at which a person can marry for both males and females through Law Number 16 of 2019 which amends Law Number 1 of 1984 on Marriage. However, the number of marriage dispensation requests received by the government remains relatively high in several provinces in Java, especially West Java, Central Java, and East Java.

Empowered by Football:

Olifa Kameripi's Journey to Return to School

A Tale of Resiliance from Asmat

It was 2011. Olifa was only eleven by then. It was the year when Olifa's father died. She remembers she was sitting in grade 6 of a primary school in Asmat, South Papua, when the tragedy took place. As a consequence, Olifa's family lost the only breadwinner and this pushed her to drop out of school. Olifa was then living idly, wasting most of her time at home doing mostly nothing.

One day, Olifa 's friend brought her to play at a local community learning center known as *Pusat Kegiatan Belajar Masyarakat (PKBM)*. The center was facilitated jointly by the District Education Office, the District Social Affairs Office, and military personnel whom are deployed in Asmat. The center is called *Pos Mandala*. In *Pos Mandala*, adolescents who used to be out-of-school like Olifa were trained and selected to be amateur athletes by coach Adrian. Olifa passed the test to be the goalkeeper for the team. Olifa was keen to be a professional female footballer. This encouraged her to enroll in the community learning center so that she may get regular training on football.

With the support of coach Adrian and the District Education Office, Olifa is finally now enrolled as a student at the community learning center. At the center, Olifa realized that learning other things while pursuing her dream is equally important.

Olifa is just the tip of the iceberg of the out-of-school-children (OOSC) story in Asmat. Based on UNICEF analysis of the 2022 national socio-economic survey *(Susenas)* data, it is estimated that 24 per cent of school-age children in Asmat are not in school (3 times higher than the national average), with 48 per cent of them being girls. The situation might be worse, especially if we look at the actual condition at the community level. Considering this, UNICEF supported the district government of Asmat to map out the out-of-school children situation in their area. A follow-up outreach effort was then launched to facilitate their return to learning. As a result, in Agats alone, which is the capital of Asmat, it was found that more than 200 school age children (7-18 years old) are not in school. UNICEF with the support of district planning body and relevant district stakeholders, including Pos Mandala team, has developed a district action plan, to ensure that the identified out-of-school children are supported to return to learning. Response efforts included allocation of village funds and other resources.

Olifa practices to be professional goalkeeper

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Target 4.2

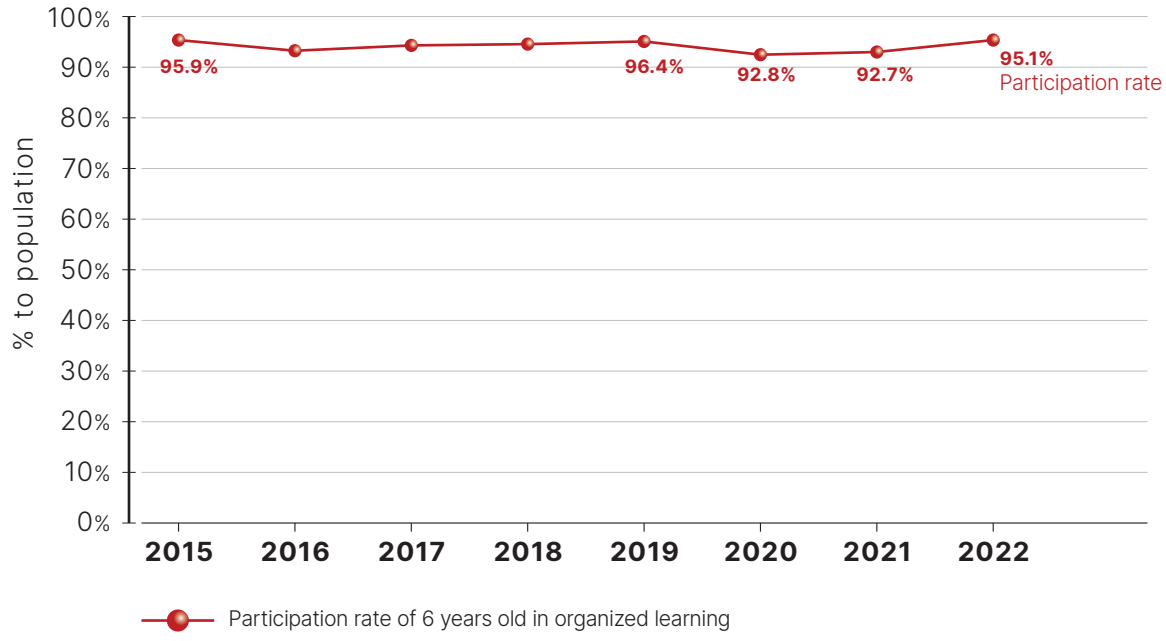
Early Childhood Education

Indicator 4.2.2

Participation Rate of Six-Year-Olds (One Year Before the Official Primary Entry Age) in Organised Learning

Indicator 4.2.2 focuses on the cohort of children who are in the age group one year before the official primary entry age (6-year old children in the case of Indonesia.) It measures their participation in organized learning. A high indicator value shows a high degree of participation in organized learning. Based on the Ministerial Regulation Number 1 of 2021 issued by the Ministry of Education and Culture, pre-primary school entry ages range between 4-6 years old. According to this policy, 6-years-olds are commonly in pre-primary education. This indicator contributes to developing school readiness.

Figure 9. Participation rate of six-year-olds in organised learning, 2015-2022



Source: BPS, Susenas 2015-2022

According to Susenas data, the participation rate of 6-year-old children in organized learning is relatively high. Nationally, this indicator reached its peak in 2019, at 96.37%. However, this achievement dropped during the COVID-19 pandemic, to 92% in 2020 and 2021. The pandemic hindered opportunities for children in early childhood's involvement in activities outside the home, including organized education.

During the pandemic, even though the government made various adaptive efforts and offered online early childhood education, many parents still chose not to enroll their children in early childhood education. In 2022, the participation rate reached 95.10%. While it represented an increase from the previous year, this achievement has not surpassed pre-pandemic levels and is still slightly lower than the 2015 figure (which was 95.85%).

Further examination reveals that there are two subgroups of 6-year-olds captured by this indicator. The first group consist of 6-year-old children who are enrolled in primary education and the second group consist of 6-year-old children who are in pre-primary education. Based on the Education Statistics publication (2022), the percentage of 6-year-olds attending primary school or equivalent during that year was 39.17%. Since the total participation rate captured by indicator 4.2.2 for 2022 is 95.10%, this means 55.93% of 6-year-old children are participating in early childhood education. This suggests that among all 6-year-old children, a significant majority are participating in organized learning through early childhood education, which is in line with the Ministerial Regulation concerning the age restrictions for each level of education.

Table 4. Participation rate of six-year-olds in organised learning, by location, sex, wealth quantile, and disability status, 2022

Characteristics	Participation Rate in Organized Learning
Total - INDONESIA	95.10
LOCATION	
Urban	95.31
Rural	94.82
SEX	
Male	94.58
Female	95.64
WEALTH QUINTILE	
Poorest 20%	93.13
Second 20%	95.48
Middle 20%	96.48
Fourth 20%	95.44
Richest 20%	95.23
DISABILITY STATUS	
Without disability	95.16
With disability	80.64

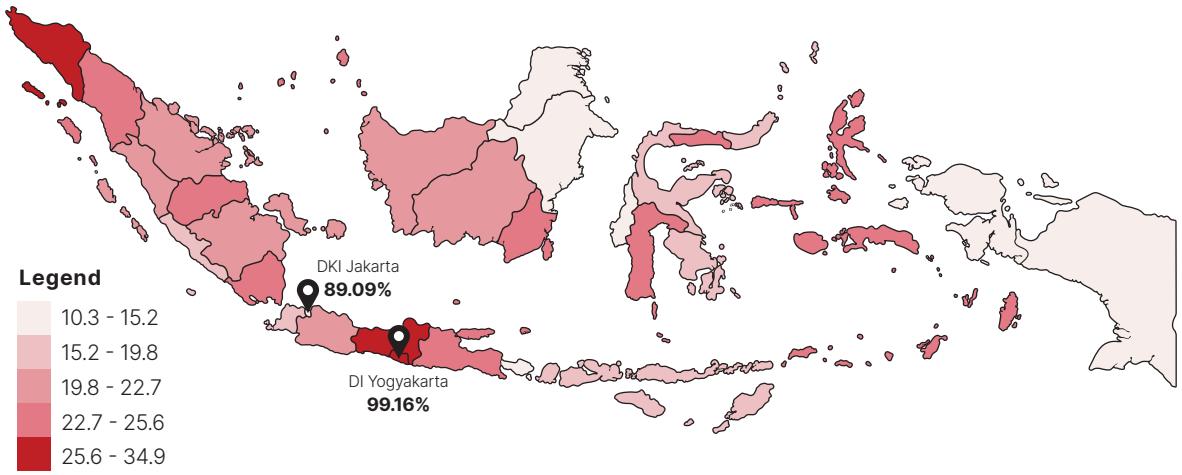
Source: BPS, Susenas 2022

Despite high achievement at the national level, when the data for this indicator is disaggregated based on disability status, it becomes apparent that disparities still exist. Only about 8 out of 10 children with disabilities aged 6 years participate in any form of organized learning. Lower participation rates among the disabled population may lead to low school readiness, higher rates of grade repetition, and may increase the risk faced by children with disabilities of dropping out of school, inevitably contributing to structural poverty.

There remain persistent social misconceptions and a prevalence of discriminatory attitudes against children with disabilities among family and community members, which can be expressed either verbally or non-verbally. For example, parents of children with disability themselves may often be ashamed of their child's disability and want to hide their disabled child away from the public. Many become reluctant to enroll their children in early childhood education.

In response to this situation, through Law Number 35 of 2014 which amends Law Number 23 of 2002 concerning Child Protection, the Indonesian government protects the right of all children, including those with disabilities. In practice, to truly protect the rights of children with disabilities, including their right to education, it requires a range of stakeholders such as families, communities, and the government to together bring various cultural and structural resources to bear.

Figure 10. Participation rate of six-year-olds in organised learning, by province, 2022



Source: BPS, Susenas 2022

The achievement gap in indicator 4.2.2 is evident across various regions in Indonesia, including Java Island, which serves as the epicenter of socio-economic activities and growth. This phenomenon is illustrated in Graph 10, where DKI Jakarta (89.09 percent) exhibits relatively lower achievement compared to other provinces in Java, particularly when compared to DI Yogyakarta (99.16 percent). One contributing factor could be related to preference among parents in a province like DKI Jakarta to enroll their children in private tutoring services *(bimbel)* or informal courses and programs *(les)* that focus on one domain of ECE, for example on literacy (reading, writing, and arithmetic). While these agencies and programs provide educational experiences, they lack the comprehensive approach essential to preschool or early childhood education, which encompasses physical (motor skills), language, and socio-emotional development, aimed at holistic child development. There has been a more extensive proliferation of commercial courses and tutoring services in big cities of Indonesia. Enrollment in these informal courses or tutoring may not contribute to the participation rate of 6-year olds in organized learning.

Some programs and activities carried out by the government include the provision of Operational Assistance (BOP) for Early Childhood Education Institutions to support the operation of ECE institutions and provision of assistance to local governments to promote the establishment of one pre-school in every village. Additionally, the Ministry of Villages, Disadvantaged Regions, and Transmigration also supports the delivery of ECE education by deploying village funds. The government also provides infrastructure support and affirmative assistance for ECE institutions with financial need based on data from the main education database. All of these initiatives are anticipated to accelerate incremental increase in ECE participation rate, particularly for children from disadvantaged backgrounds.

The government has provided support and assistance to increase children's participation in ECE. However, the quality of ECE institutions across Indonesia remain uneven, with a prevalence of lower quality ECE programs among those managed by communities. There are approximately 180,000 ECE institutions in 2022, and more than 95 percent are managed by communities. To enhance quality of private/community-owned ECE institutions, the government facilitates the implementation of Holistic Integrative Early Childhood Education. This includes integrating health, nutrition, care, parenting, protection, and well-being

services in ECE programs. This effort requires cooperation from all stakeholders, including relevant government agencies, community organizations, professional organizations, community leaders, and parents.

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Target 4.3

Technical, Vocational, Tertiary and Adult Education

Indicator 4.3.1

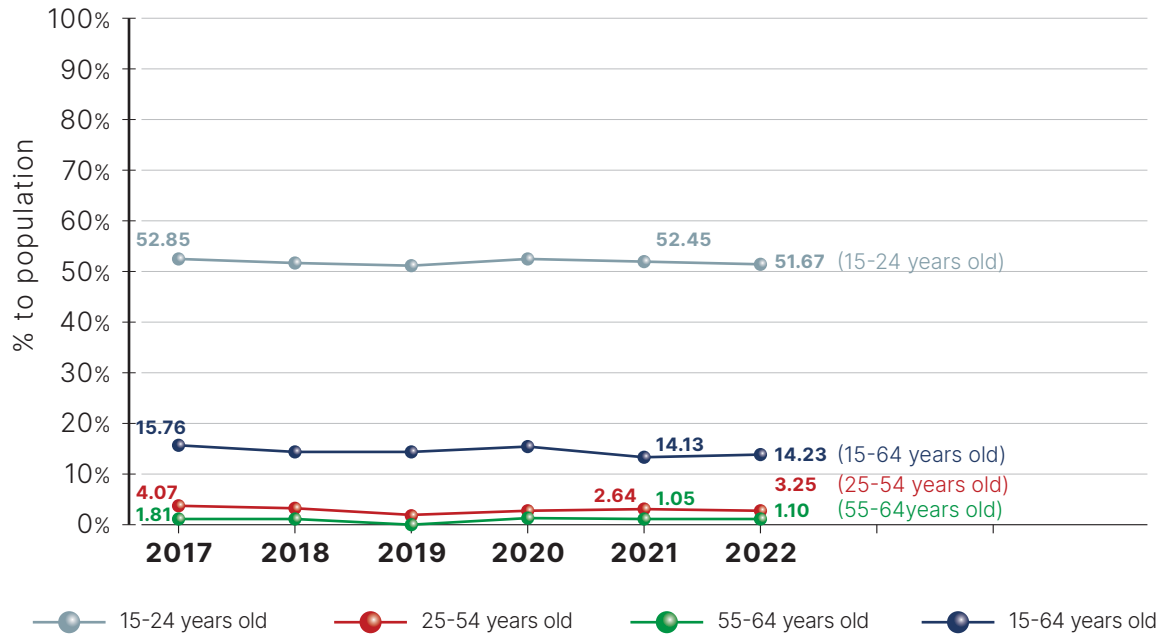
Participation Rate of Youth and Adults 15 Years and Above in Formal and Non-Formal Education, and Training Programs in the Last 12 Months, by sex

Courses and training programs are an alternative to formal schooling for individuals who desire to further their education and develop their skills. The government ensures citizens' right to self-development, professional advancement, work, entrepreneurship, and higher education by providing essential courses and training, emphasizing the development of knowledge, skills, including life skills, and attitudes. Indicator 4.3.1 under Goal 4.3 aims to capture the participation rate of youth and adults in formal and non-formal education and all types of training. A high value under this indicator refers to a high participation rate in formal and non-formal education and training among the population (within the relevant age group).

Figure 11 illustrates a fluctuating and declining trend in the participation rate of individuals aged 15-24 years in education and training over the past six years, with similar patterns in three other age groups. As of 2022, less than half of the population in this age range is enrolled in education or undergoing training in the 12 months prior to the survey. The 2022 participation rate for youth (15-24 years) is 51.67%, lower than the 2017 rate of 52.85%. Considering that education and training is a form of investment to enhance the quality of human resources, the data suggest that over 50% of the youth population aged 15-24 possesses skills ready for the job market. This condition will undoubtedly impact Indonesia's economic growth.

This also highlights that 48.33% of the youth population aged 15-24 is not participating in any educational or training programs, and some in this group may not be engaging in workforce-related, education, or training activities.

Figure 11. Participate rate in formal and non-formal education and training among youth and adults in the last 12 months, by age group, 2017-2022



Source: BPS, Susenas 2017-2022

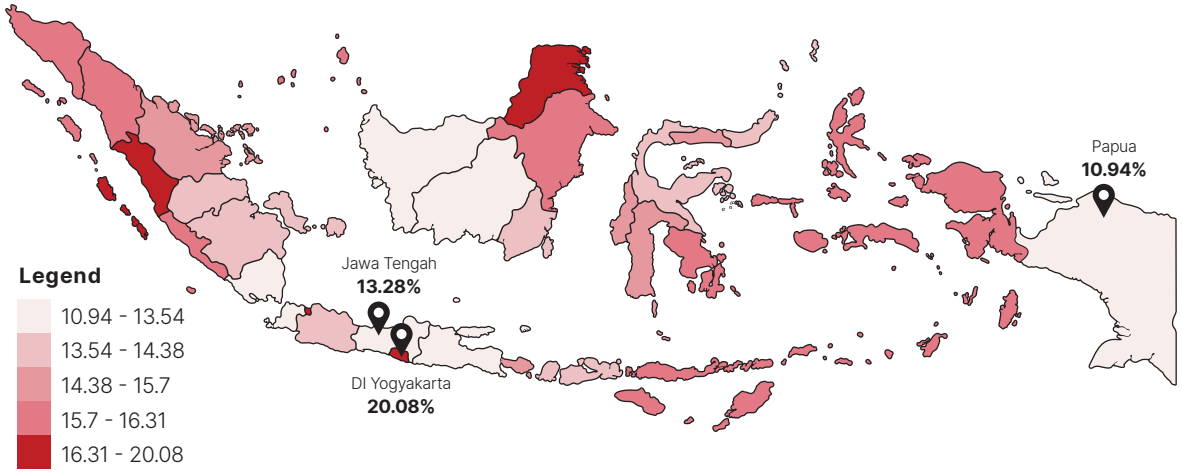
In labor market terms, this phenomenon is termed NEET (Not in Education, Employment, or Training). According to Sakernas 2022 data, the NEET rate among youth population aged 15-24 year is 23.22%. A high NEET rate highlights a sub-population of vulnerable and at-risk youth, and issues of unemployment, school dropout, and the disappointment faced by those aged 15-24 years in their job market participation (ILO, 2015). This can lead to various obstacles in their transition to adulthood (Chen, 2009).

Table 5. Participate rate in formal and non-formal education and training among youth and adults in the last 12 months, by age group, location, sex, and disability status, 2022

Characteristics	15-24 Years	25-54 Years	55-64 Years	15-64 Years
Total - INDONESIA	51.67	3.25	1.01	14.23
LOCATION				
Urban	55.71	3.97	1.36	15.88
Rural	45.74	2.22	0.77	11.92
SEX				
Male	49.93	3.31	1.17	13.93
Female	53.45	3.18	1.04	14.54
DISABILITY STATUS				
Without disability	51.88	3.26	1.12	14.35
With disability	15.28	1.36	0.49	2.88

Taking gender into consideration, within the 15-24 age group, females exhibit a higher participation rate in education and training than males. However, the comparative differences are not significant for other age groups. In terms of location, participation rates across all age groups are consistently higher in urban areas than rural areas, reflecting limited access and availability of education and training facilities and services in rural settings. The largest disparities are observed among groups based on disability status, with the participation rate in education and training for people with disability are significantly lower than that of the people without disability population across all age groups.

Figure 12. Participation rate in formal and non-formal education and training among youth and adults in the last 12 months, by province, 2022



Source: BPS, Susenas 2022

Disaggregating the participation rate by province reveals disparities, even between adjacent provinces (see Figure 12), such as the contrast between DI Yogyakarta (20.08%) and Central Java (13.28%). High disparities among provinces in Java, the economic center of Indonesia, particularly between DI Yogyakarta and Central Java reflects underscore uneven development unfolding across various locales.

The Indonesian government has implemented various interventions to improve the quality of vocational education in the country. The transformation of vocational education is a national priority, with extensive efforts focused on enhancing the quality and competitiveness of human resources. Presidential Regulation Number 68 of 2022 on the Revitalization of Vocational Education exemplifies this commitment. The revitalization aims to improve access, quality, and relevance of vocational education and training toward ensuring alignment

with labor market needs. It seeks to leverage unique advantages and strengths of each institution based on regional potential and labor market needs, and to foster synergetic collaboration between the central and local government, businesses, industry, and various other stakeholders. The goal is to encourage active partnerships between businesses, industry, or employers and TVET institutions in providing vocational education and training.

Implementing the Presidential Regulation, efforts to improve TVET institutions' quality include programs providing assistance to Job Training Institutions *(Lembaga Pelatihan Kerja – LPK)*. Further, the government also target assistance to school-age children who have dropped out of school through Work Skills Education *(Pendidikan Kecakapan Kerja – PKK)* and Entrepreneurship Skills Education *(Pendidikan Kecakapan Wirausaha – PKW)*. Amid the COVID-19 pandemic, the government introduced Pre-Employment Card Program, aiming to elevate workforce competency and competitiveness, boost productivity, and promote entrepreneurship. The program provides intensive education and training assistance to laid-off workers, micro- and small business owners affected by the pandemic, and job seekers and workers seeking skills improvements. Since its 2020 launch, over 16 million Indonesian have benefited from the Pre-Employment Card Program.

The various programs mentioned above need ongoing improvement, but limitations in infrastructure managed by the MoECRT regional government pose a serious challenge. Furthermore, cross-sectoral cooperation, including between Courses and Training Institutes (LKP), and businesses and industry, is limited. LKPs are perceived as falling behind in their ability to prepare the younger generation for the Industry 4.0 revolution.

Increased government efforts to improve vocational (secondary) education have thus far positively impacted the participation of youth and adults in education and training. However, this may negatively affect higher education enrolment, especially for the middle-income demographic, which may prefer entering the workforce over enrolling in tertiary education.

Indicator 4.3.2

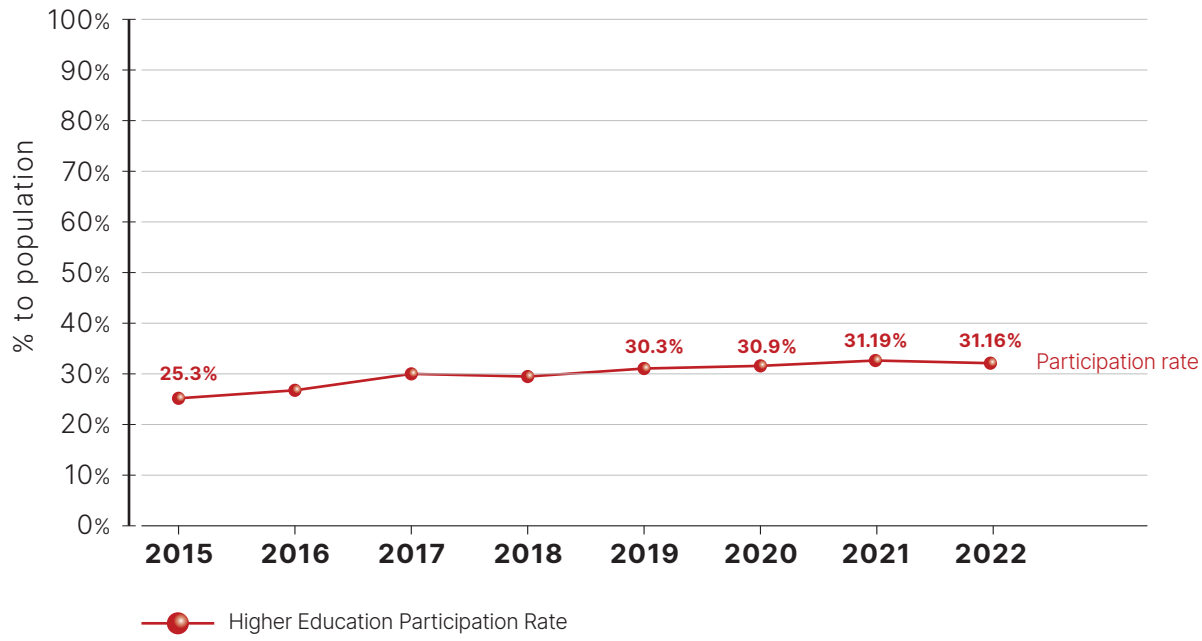
Gross Enrolment Ratio (GER) for Tertiary Education

Outlined in the Ministry of Education and Culture's 2020-2024 Strategic Plan (Renstra), the Emancipated Learning (Merdeka Belajar) policy guide educational

development. The aims to ensure that Indonesian citizens have access to high-quality education characterized by high participation rates at all levels of education, quality learning outcomes, and equitable education quality across geographical regions and students from various socioeconomic backgrounds (Ministry of Education and Culture, 2020).

The Gross Enrollment Ratio (GER) for Tertiary Education serves as one of the indicators to measure the participation rate in higher education for youth and adults. A higher GER reflects increased participation in higher or tertiary education among individuals within the appropriate age range for tertiary education and older. Over the past 8 years, there has been a relative increase in GER for tertiary education (by 5.9 percentage points). Despite the improvement, the national GER for tertiary education remains relatively low at 31.16% in 2022. To meet the 2020-2024 RPJMN target of 37.63% by 2024, an average annual increase of 6.47% is required over the next two years. Additionally, Indonesia needs an average annual increase of at least 1.59 percentage points per year to achieve the SDGs by 2030.

Figure 13. Gross Enrolment Ratio (GER) for tertiary education from 2015 to 2022



Source: BPS, Susenas 2015-2022

Gross Enrollment Ratio (GER) for tertiary education in rural areas is lower than in urban areas (Table 6). There is also a gender disparity, with females showing a higher GER than males (Table 6). Additionally, there is a notable difference in GER for tertiary education between people with disability and without disability

populations. The GER for tertiary education among people with disability is only about half of that among the people without disability.

Variations in household economic background contribute to differences in GER for tertiary education, with higher rates among individuals from more economically affluent families (Table 6). Exemplifying this, the GER value for the richest 20% of the population is approximately 2.6 times higher than that for the poorest 20%, indicating a significant gap. Moreover, the ratio of GER for tertiary education between the poorest 20% and the richest 20% is 0.38, surpassing the 2024 RPJMN target of 0.23. Despite exceeding the target, the disparity between household expenditure groups underscores the relatively high cost of tertiary education in Indonesia.

To address this significant disparity, the Indonesian government enacted Law Number 12 of 2012 concerning Higher Education, implementating various funding policies and programs, such as the Indonesia Smart Card for College *(KIP Kuliah)* program. This program targets financially disadvantaged students and aims to break the cycle of poverty. Launched in 2021, the Indonesia Smart Card for College is the successor to the Bidikmisi program initiated in 2010. Despite these efforts, the program has yet to substantially benefit all individuals within the poorest 20% group.

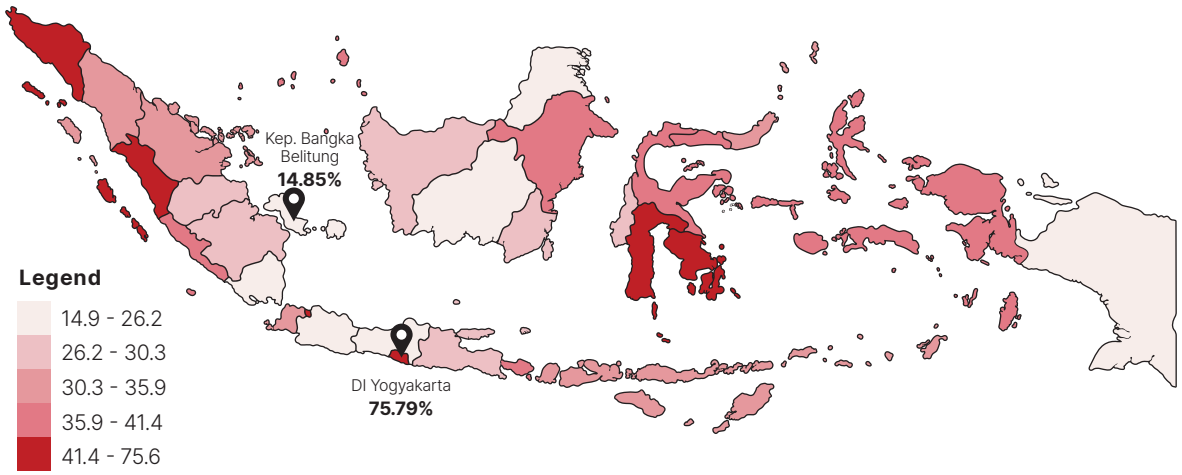
Table 6. GER for tertiary education, by location, sex, wealth quantile, and disability status, 2022

Characteristics	GER for tertiary education
Total - INDONESIA	31.16
LOCATION	
Urban	37.13
Rural	23.05
SEX	
Male	28.91
Female	33.55
WEALTH QUINTILE	
Poorest 20%	19.46
Second 20%	23.17
Middle 20%	27.18
Fourth 20%	32.68
Richest 20%	51.33
DISABILITY STATUS	
Without disability	31.27
With disability	17.00

Source: BPS, Susenas 2022

Figure 14 illustrates significant variability in GER for tertiary education across provinces, with darker shades indicating higher GER values. The highest GER at 75.79% is found in DI Yogyakarta, while Bangka Belitung Islands yields the lowest GER at 14.85%. Even within the same island, there are differences in GER for tertiary education as observed in Papua and Papua Barat. Despite being neighboring provinces with populations with similar characteristics, participation rate in tertiary education in Papua is lower than in Papua Barat. The current rates fall far below the ideal target. Furthermore, regional disparities in GER for tertiary education remain significant. This warrants much attention from policymakers.

Figure 14. Gross Enrollment Ratio (GER) for tertiary education, by province, 2022



Source: BPS, Susenas 2022

The government has implemented various programs to increase participation rate for tertiary education, including the Indonesia Smart Card for College *(KIP Kuliah)* program, which provides full financial assistance to individuals from low-income backgrounds (the poorest 20%). The aid covers tuition, living expenses, and operational costs. Additionally, the government continues to support higher education institutions through facilities and infrastructure development to maximize capacity. Moreover, the government offers various scholarship programs to support students to transition from junior secondary to senior secondary education, and from senior secondary to tertiary education, such as the Indonesia Education Scholarship *(Beasiswa Pendidikan Indonesia)*, Indonesia Advance Scholarship *(Beasiswa Indonesia Maju)*, merit-based scholarship *(Beasiswa Unggulan)*, senior secondary education affirmative scholarship *(Beasiswa Afirmasi Pendidikan Menengah – AdeM)*, and higher education affirmative scholarship *(Beasiswa Afirmasi Pendidikan Tinggi – AdiK)* programs. These scholarships specifically targets residents in outermost, disadvantaged, and border (3T) regions, facilitating their pursuit of both secondary and tertiary education.

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Target 4.4

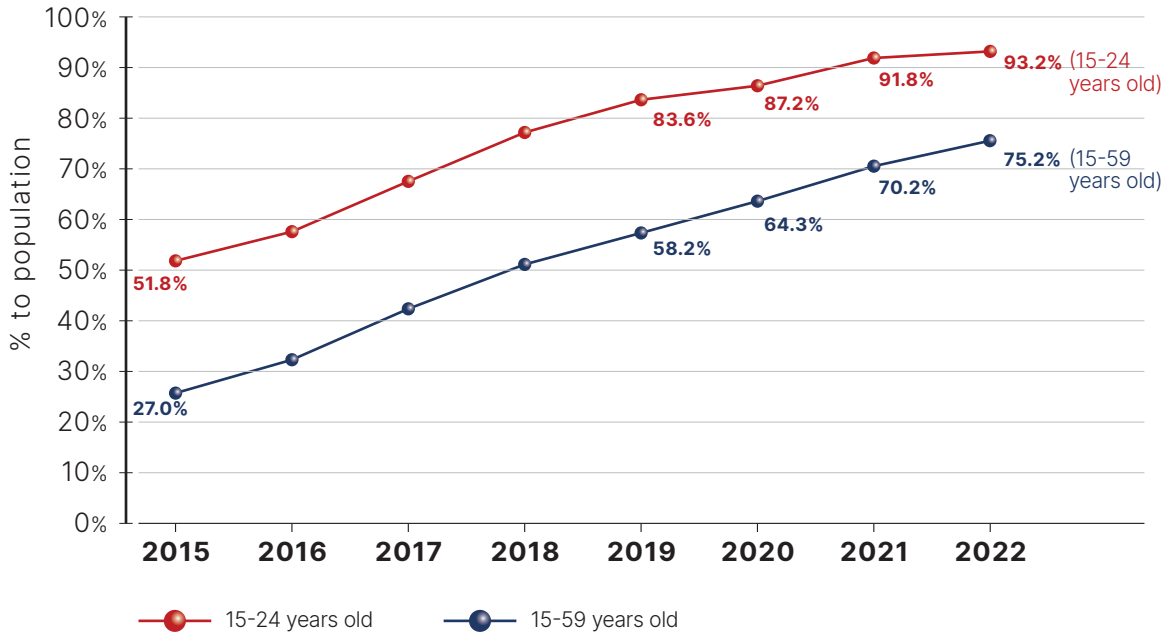
Skills for Work

Indicator 4.4.1

Proportion of Children, Adolescents, Youth, and Adults (a) 10-19 Years Old, (b) 15-24 Years; and (c) 15 Years and Above, Who Have Accessed the Internet in the Last Three Months

SDG 4 Target 4.4 aims to increase the number of youth and adults with relevant skills for decent work and entrepreneurship. Proposed indicators under this target monitor proficiency in information and communication technology (ICT) and digital literacy, crucial for workforce entry and overcoming unemployment barriers. However, to date, data to address and measure these indicators for Indonesia are not available. Thus, this mid-term report employs proxy indicators related to internet access among youth and adults (aged 15-24 years and 15-59 years) in the 3 months preceding the Susenas survey.

Figure 15. Proportion of youth and adults who have accessed the internet in the last 3 months, 2015-2022



Source: BPS, Susenas 2015-2022

In general, internet usage among youth and adults has significantly increased. Over the past 8 years, both age groups have seen a more than 40 percentage-points increase in internet usage. As of 2022, about three-quarters of individuals aged 15-59 have accessed the internet.

In an increasingly digitally interconnected world, data indicates that 6.79% of youth lack internet access. This may stem from low digital literacy or barriers such as economic constraints and infrastructure limitations (such as, lack of devices, low signal availability, high internet costs, etc.). This issue is particularly concerning as education is undergoing transformations towards digitalization. Adequate digital competencies and skills are essential for individuals to navigate technological advancements and engage in the digital economy and society.

Table 7. Proportion of youth and adults who have accessed the internet in the last 3 months, by location, sex, wealth quantile, and disability status, 2022

Characteristics	15-24 Years	15-59 Years
Total - INDONESIA	93.21	75.16
LOCATION		
Urban	96.39	82.76
Rural	88.94	64.70
SEX		
Male	93.22	78.41
Female	93.20	71.84
WEALTH QUINTILE		
Poorest 20%	85.21	60.70
Second 20%	91.80	68.97
Middle 20%	94.63	74.17
Fourth 20%	96.34	80.12
Richest 20%	97.72	89.07
DISABILITY STATUS		
Without disability	93.49	75.71
With disability	53.92	34.07

Source: BPS, Susenas 2022

Internet access rate among youth aged 15-24 years shows minimal gender gap, suggesting progress towards closing the gender gap in internet access. However, disparities emerge when examining internet access by location, wealth quintile, and disability status. Rural areas exhibit lower internet usage compared to urban areas.

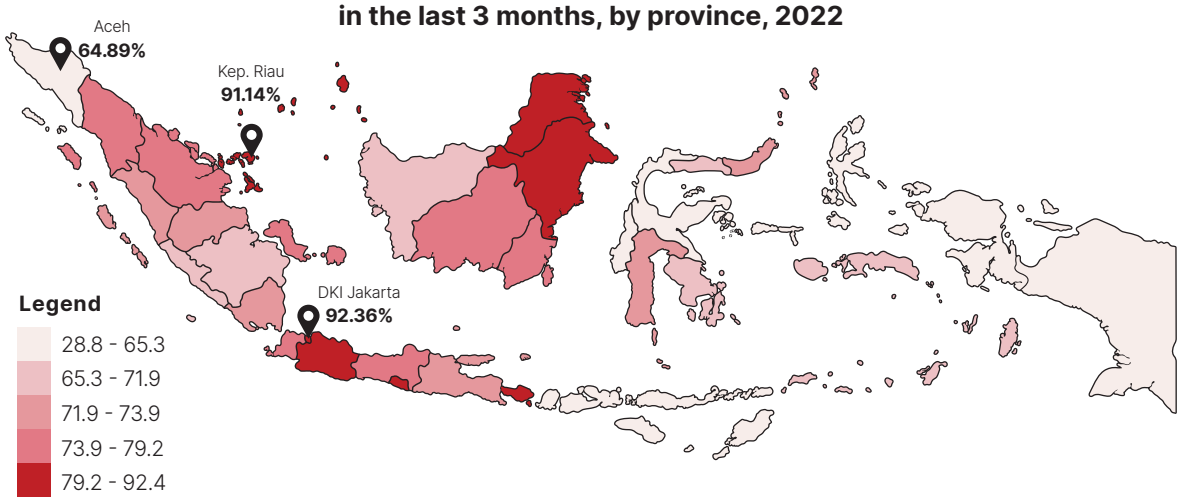
The Indonesian government and internet service providers encounter distinct challenges due to the country's vast geographical spread across thousands of islands. These challenges include addressing internet service penetration issues, reducing operational costs for expansion, and bridging the gap in ICT access and services. High internet costs in remote areas exacerbate the gap, restricting

connectivity primarily to households with medium to high incomes. Table 7 underscores that higher economic status corresponds to higher internet access rate. In the lowest wealth quintile, 6 out of 10 people aged 15-59 access the internet, while in the highest quintile, 9 out of 10 people do so.

Disparities in internet access are stark between people with disability and people without disability populations. Accessibility including access to internet are still an issue for people with disabilities, resulting in significantly lower internet access rates among this group. Among youth aged 15-24 years, the percentage of youth accessing the internet is 1.7 times higher than the percentage for youth aged 15-24 years old with disabilities. Among youth and adult populations, the percentage is 2.2. times higher than the percentage for people with disabilities.

In reality, ICT plays a crucial role in assisting individuals including those with disabilities in daily activities and accessing a range of essential information. Various applications to facilitate internet accessibility are now available, for example, Action Blocks for individuals with cognitive disabilities, instant transcription and voice amplifiers for those with hearing impairments, and *web i-Chat*, developed by Telkom Indonesia, for those with visual or speech disabilities. The Indonesian government has reaffirmed its commitment to the rights of people with disabilities, implementing policies to expand their access to public information and technology. These include a national policy that lays out the mandate (Government Regulation No. 70 of 2019 concerning Planning, Implementation, and Evaluation of the Respect, Protection, and Fulfillment of the Rights of Persons with Disabilities) and one that guides implementation (Minister of National Development Planning/Head of the National Development Planning Agency of the Republic of Indonesia Regulation No. 3 of 2021 concerning the Implementation of Government Regulation No. 70 of 2019).

Figure 16. Proportion of youth and adults (15-59 years) who have accessed the internet in the last 3 months, by province, 2022



Source: BPS, Susenas 2022

Regional disparities in internet access are evident, as displayed by varying color shades across the provinces indicating differing internet access rates (Figure 16). Internet access in the western part of Indonesia is generally higher than in the eastern part. In Papua, only about 33% of individuals aged 15-59 have internet access, whereas in DKI Jakarta, the access rate is at 92.36%. Intra-island differences are observable, such as in Sumatra. For example, the percentage of individuals aged 15-59 with internet access in Aceh is only 64.89% compared to 91.14% in the Riau Islands.

Access to the internet and information technology in human capital development is significant. The degree of access impacts the degree of individual and community well-being. As such, the digital divide leads to and exacerbates social inequality. This necessitates a comprehensive government response. Various interventions have been implemented, including providing ICT equipment to educational institutions using special education allocation funds distributed directly to local governments. Additionally, the Ministry of Communication and Information Technology continues efforts to expand internet access, including through the deployment of fiber optic networks, satellites, Base Transceiver Stations (BTS), even in remote and underdeveloped 3T regions.

Unlocking Potentials and Empowering Indonesian Adolescents: **Skills Development and Co-Creation of Social Innovation**

Indonesia is home to 80 million children, comprising the world's fourth largest child population with adolescents representing 55% of this demographic[7]. Despite these numbers, Indonesian adolescents, especially young girls and other vulnerable groups, continue to face daunting challenges. Data reveals that a staggering 95% of the 4.1 million out-of-school children are adolescents aged 13 to 18 years old[8]. Furthermore, approximately 10.6 million young people aged 15-24 years old in Indonesia are not in education, employment, or training (NEET), with adolescent girls particularly affected[9]. These statistics underscore the challenges adolescents face in transitioning into adulthood and securing decent work.

To tackle these challenges, UNICEF introduced Innovation Challenge: *Generasi Terampil* program, a model for quality learning targeting marginalized adolescents (especially girls and out-of-school children) aged 12-18 years old. Through this program, adolescents from formal and non-formal education were brought together to co-develop innovative solutions addressing issues relevant to them. Using a project-based learning approach, they received intensive training

[7]UNICEF estimation based on Susenas [Dataset]. 2022

[8]UNICEF estimation based on Susenas [Dataset]. 2022

[9]UNICEF estimation based on Sakernas [Dataset]. 2022. [2] Sakernas [Dataset]. 2022.

and mentoring in 21st-century skills, digital proficiency, entrepreneurship, and career readiness. Private sector mentors provided guidance to facilitate their transition from education to employment. At the conclusion of the program, adolescents presented their innovative solutions to governments, private sectors, development partners, and their communities, reflecting the ideas they developed throughout the program.

This flagship UNICEF initiative operated in partnership with the MoECRT, local governments, and selected CSOs. It is currently being implemented in three provinces in Indonesia: DKI Jakarta, Central Java, and East Java. The program engaged with schools, teachers, and industry expert mentors to foster an enabling environment for learning among adolescents.

To date, the program has involved approximately 12,693 adolescents (63% among whom are girls), more than 1,200 teachers from around 800 schools, and approximately 300 mentors who supported adolescents in developing around 3,500 solution ideas from 2019 to 2023.

Rahmadani Lestari *and her team created WeLaundry application during a BootCamp in Surabaya, East Java, Indonesia.*

The program implementation highlighted several key lessons. Firstly, ensuring access to smartphones and reliable connectivity is crucial for adolescents' full participation in the program. Partnerships with communities and schools are indispensable for providing these resources. Secondly, customizing learning approaches based on adolescents' characteristics, including their school status, out-of-school status and gender, is essential. Thirdly, involving private sectors to provide internships, industry expertise, and eventually certifications can enhance adolescent learning. Lastly, to enhance program sustainability, there are opportunities to integrate the program and its learning modules into the MoECRT's Emancipated Learning platform.

Below are some examples of solution ideas developed by adolescents during their participation in the Innovation Challenge program:

X-Emotal

(Disability): An app to learn emotions and expression of children and adolescents with

Beyond Edu

(Reproductive Health): An app to learn about issues related to reproductive health

Codewatt

(Environment): A customize-designed pipe to filter detergent and soap waste from households

Friendship Games

(Mental Health): An interactive game as ice breaking when meeting with friends when school reopened after Covid19 pandemic.

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Target 4.5

Equity in Education

Indicator 4.5.1

Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status) for Completion Rate

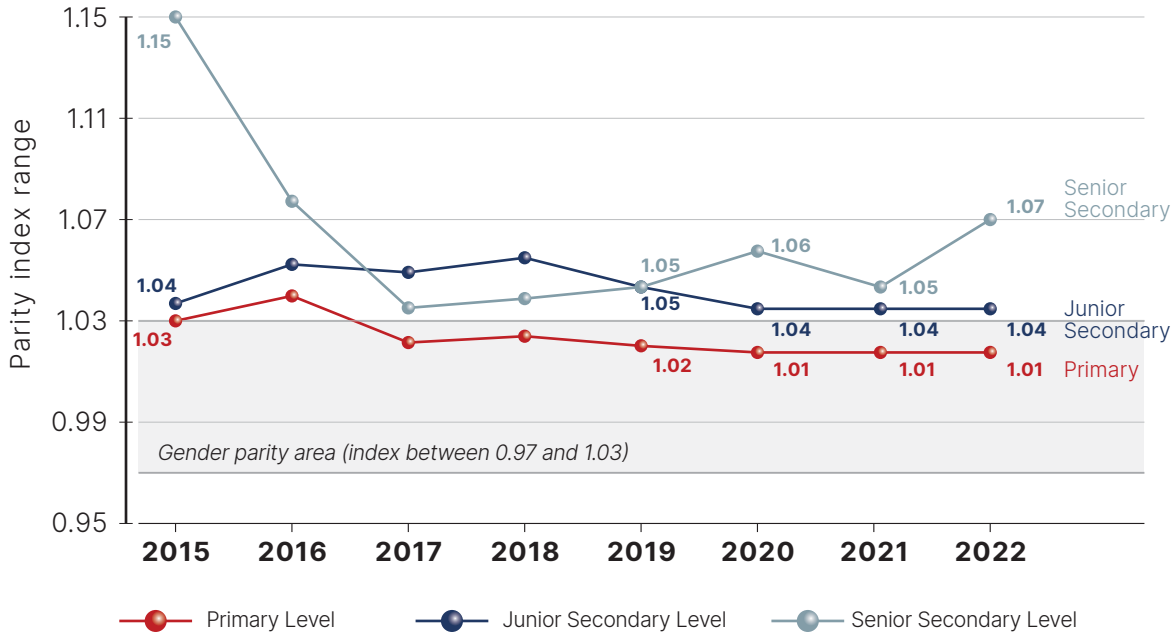
The RPJMN underscores the imperative of enhancing the quality of life for individuals and communities while ensuring that efforts to boost well-being, prosperity, and productivity do not exacerbate inequalities that could hinder sustainable development. The commitment to gender equality in development articulated in the RPJMN is the implementation of the 2005-2025 National Long-Term Development Plan (RPJPN) mandated by Law No. 17 of 2007.

The *Vision and Direction for 2005-2025 Long-Term Development (PJP)* document outlines Indonesia's development objectives, including realizing equality and justice in development by enhancing regional development, reducing social disparities, implementing affirmative policies targeting disadvantaged communities, groups, and regions/areas, drastically reducing poverty and unemployment, providing equitable access to social services and economic opportunities, and eliminating discrimination including gender bias.

These objectives align with Target 4.5 under the SDGs, which aims to eliminate disparities in education. Indicator 4.5.1 assesses progress under this target by measuring parity indices between vulnerable and non-vulnerable groups across all levels of education. The indices consider education completion rates for females compared to males, rural compared to urban areas, the poorest 20% compared to the richest 20%, and disabled compared to non-disabled individuals. Ideal parity indices should range from 0.97 to 1.03, indicating that education is not biased towards either group or is equal between the two groups (UNESCO, 2023). A parity index below 0.97 suggests that education favors the non-vulnerable group more. Conversely, a parity index above 1.03 indicates a bias toward the vulnerable group.

The Indonesian government has made commendable strides in gender mainstreaming over nearly a decade. Figure 17 illustrates that completion rates for junior secondary (SMP/MTs and its equivalent) and primary education (SD/MI and its equivalent) for females and males in 2022 are approximately equal. This underscores Indonesia's longstanding commitment to promoting gender equality and mainstreaming, epitomized by the Presidential Instruction No. 9 of 2000 on the Implementation of Gender Mainstreaming (PUG) in Development, which remains integral to the 2020-2024 RPJMN and Indonesia's future development agenda.

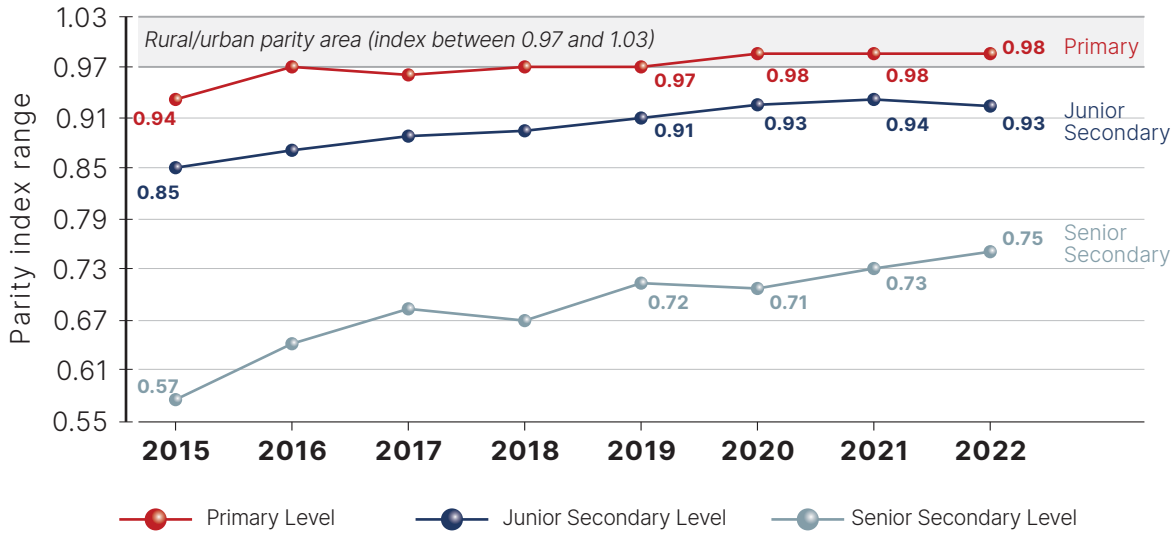
Figure 17. Gender parity index for completion rates, by education levels, 2015-2022



Source: BPS, Susenas 2015-2022

A noteworthy trend emerges in gender parity regarding the completion rate for senior secondary education (SMA/MA and its equivalent) showing a significant decline reaching an all-time low in 2017 (Figure 17). However, despite progress, there is still room for improvement. In 2022, the gender parity index for completion rate at this level of education slightly increased, indicating a bias toward female students. Building on the substantial strides made in previous years, the government remains optimistic about achieving gender equality in completion rates for senior secondary education by the conclusion of the 2020-2024 National Medium-Term Development Plan (RPJMN).

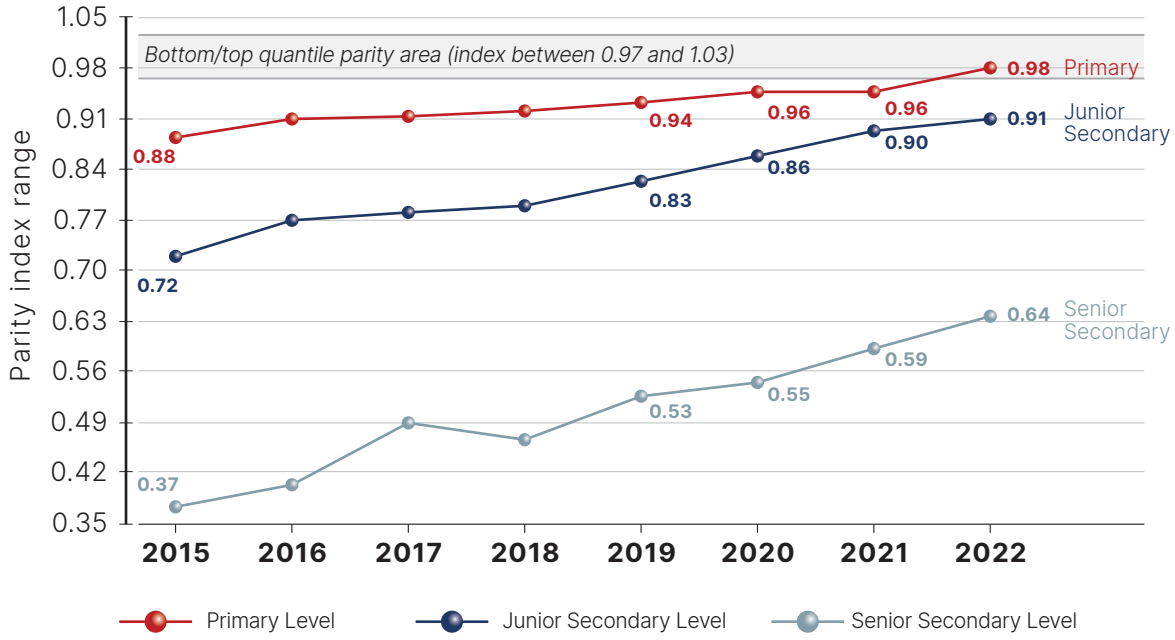
Figure 18. Rural/urban parity index for completion rates, by education levels, 2015-2022



Source: BPS, Susenas 2015-2022

Rural/urban comparison of completion rates for primary education (SD/MI and its equivalent) reveals achievement of parity, with a parity index of 0.98 (Figure 18). However, comparisons based on rates for junior secondary (SMP/MTs and its equivalent) shows a bias favoring urban populations, although the gap has been narrowing over the years. In contrast, the rural/urban disparity is significant at the senior secondary (SMA/MA and its equivalent) level, with a completion rate strongly favoring urban over rural populations. Disparity in educational infrastructure especially at the senior secondary school level contributes to this issue. There are significantly fewer schools in rural areas compared to urban areas, implying that rural students must travel considerably longer distances to access senior secondary education comparison to their urban peers.

Figure 19. Bottom/top wealth quintile parity index for completion rates, by education levels, 2015-2022



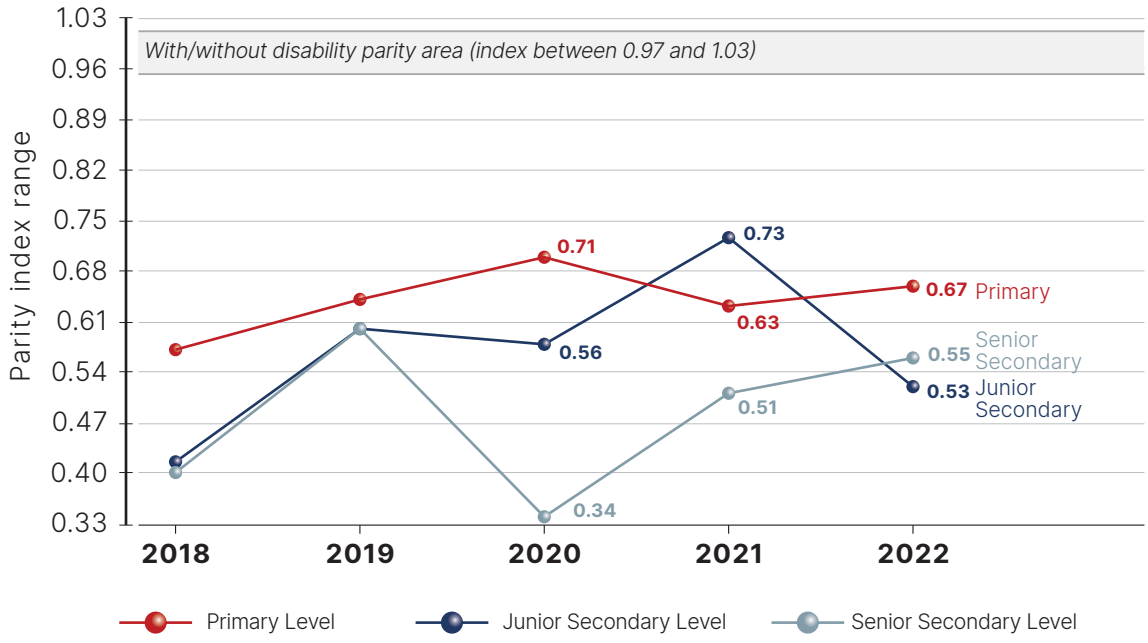
Source: BPS, Susenas 2015-2022

Figure 19 illustrates that as each level of education progresses, the parity index further deviates further from the ideal range of parity (0.97 - 1.03). The most significant disparity between the bottom and top wealth quintiles in completion rate is observed at the senior secondary (SMA/MA and its equivalent) level at 0.64 in 2022, despite gradual improvements over the years. This figure remains well outside the range indicative of parity. Several factors contribute to this disparity, including the higher cost associated with higher levels of education. The annual cost attending senior secondary school and its equivalent is approximately IDR 7.8 million (based on Susenas MSBP 2021). This poses a considerable financial

burden for individuals within the poorest 20%, often leading them to opt out of senior secondary education.

The Indonesian government has earmarked 20 percent of the national budget (APBN) for education, which includes allocations for programs aimed at providing financial aid and scholarships for disadvantaged students. Additional support for vulnerable students in the lowest 20% quintile encompasses programs such as the Indonesia Smart Card Program *(Program Indonesia Pintar – PIP)*, Cash Transfer program *(Bantuan Langsung Tunai - BLT)*, Family Hope Program *(Program Keluarga Harapan - PKH)*, School Operational Assistance *(Bantuan Operasional Sekolah - BOS)*, and Wage Subsidy Assistance *(Bantuan Subsidi Upah - BSU)* program.

Figure 20. Disability status parity index for completion rates, by education levels, 2015-2022



Source: BPS, Susenas 2015-2022

The needs of children with disabilities have not been adequately met, often due to the specific accommodations required to address their vulnerable circumstances. Disparities in educational outcomes between children with disabilities and those without are evident, as reflected in differences in completion rates across all levels of education. Figure 20 illustrates disability status parity indices for all levels of education that fall far outside the range of 0.97 - 1.03, indicating completion rates heavily skewed favoring children without disability population. This is a significant concern for the government. To uphold a core SDGs principle of “leaving no one behind”, the Indonesian government will

need to enhance efforts to ensure that people with disabilities receive and complete education, irrespective of their disabilities status.

To address the aforementioned inequities, the government implements program and initiatives guided by Law No. 20 of 2003 on the National Education System, which aims to fulfill every citizen's right to quality education, including those with varying physical, emotional, mental, intellectual, and/or social abilities.

Furthermore, specific policies are in place with a mandate to ensure "Respect, Protection, and Fulfillment of the Rights of Persons with Disabilities," notably Government Regulation No. 70 of 2019. The government also interprets and

implements the Regulation through the recently issued Regulation of the Minister of National Development Planning/Head of the National Development Planning Agency No. 3 of 2021 on the Implementation of Government Regulation No. 70 of 2019. This Regulation includes education-specific strategic targets such as "education and skills for people with disabilities," supported by two policy directions: strengthening the capacity of educational institutions and educators to implement inclusive education practices and services for people with disabilities, and expanding efforts to narrow the education access gap between disabled and non-disabled populations.

However, a significant challenge related to the already complex issues faced by children from disadvantaged groups has become a major barrier to implementing existing policies and programs. This underscores the need to improve and refine the policies and programs to accelerate education completion for these children at all levels. There is a substantial disparity disadvantaging children with disabilities, as well as those from the poorest households. Many children with disabilities still face stigma, leading parents to discontinue their children's education. For children from poor families, hidden education costs remain a stumbling block to their continued education. Regarding gender disparity, while more girls complete education at all levels compared to boys, girls often face fewer opportunities for decent employment later in life, further contributing to their lower participation in the labor market compared to boys.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Target 4.6

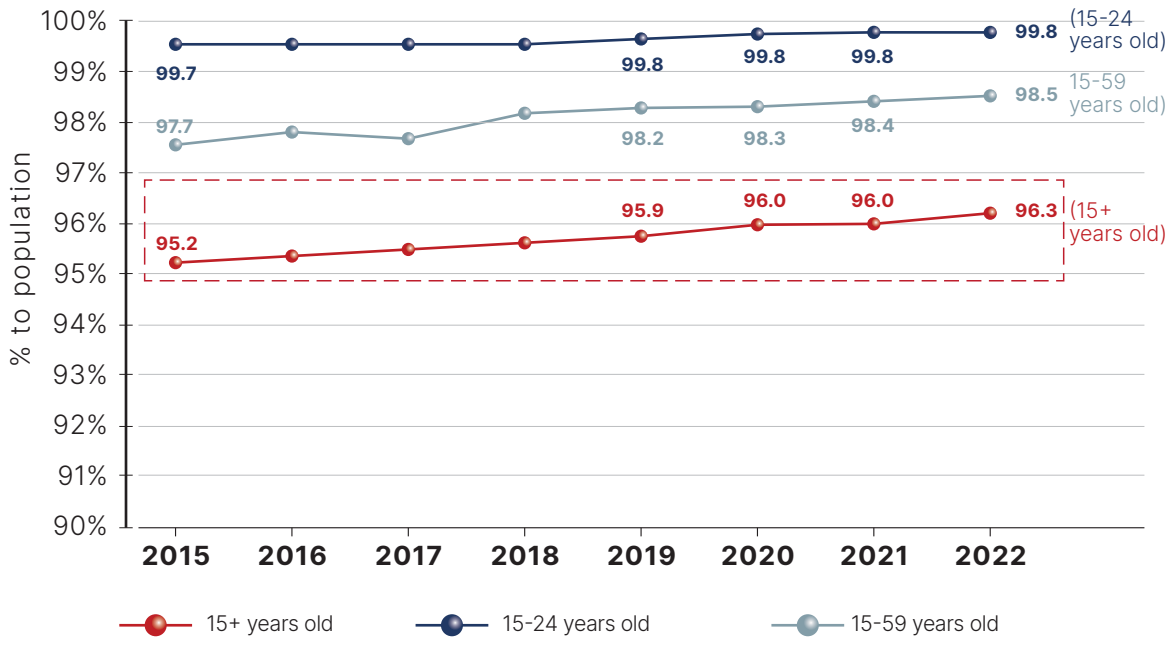
Literacy

Indicator 4.6.2

Youth and Adult Literacy Rate, by Age Group of (a) 10-19 Years; (b) 15-24 Years; (c) 15-59 Years; and (d) 15 Years and Older

One of the SDG 4 targets aims to improve literacy and numeracy among youth and adults. The 2030 target seeks to achieve universal literacy and numeracy for individuals in specific age groups. In Indonesia, progress toward this target is measured using proxy indicators based on the proportion of the population capable of reading and writing in Latin or other scripts (self-reported literacy). The indicator, literacy rate (Angka Melek Huruf - AMH), relies on self-reported data from individuals aged 15 and above. It serves as a measure to measure the outcomes and effectiveness of Indonesia's basic education system and literacy programs. As of 2022, the literacy rate among individuals aged 15 and above stood at 96.3%. However, this implies that approximately 4 out of every 100 people in this age group still lack basic literacy skills, even though literacy skills are fundamental for individuals to access and comprehend information necessary for their personal development. They play a crucial role in various aspects of life, and the absence of literacy skills can contribute to poverty, ignorance, and community disfranchisement.

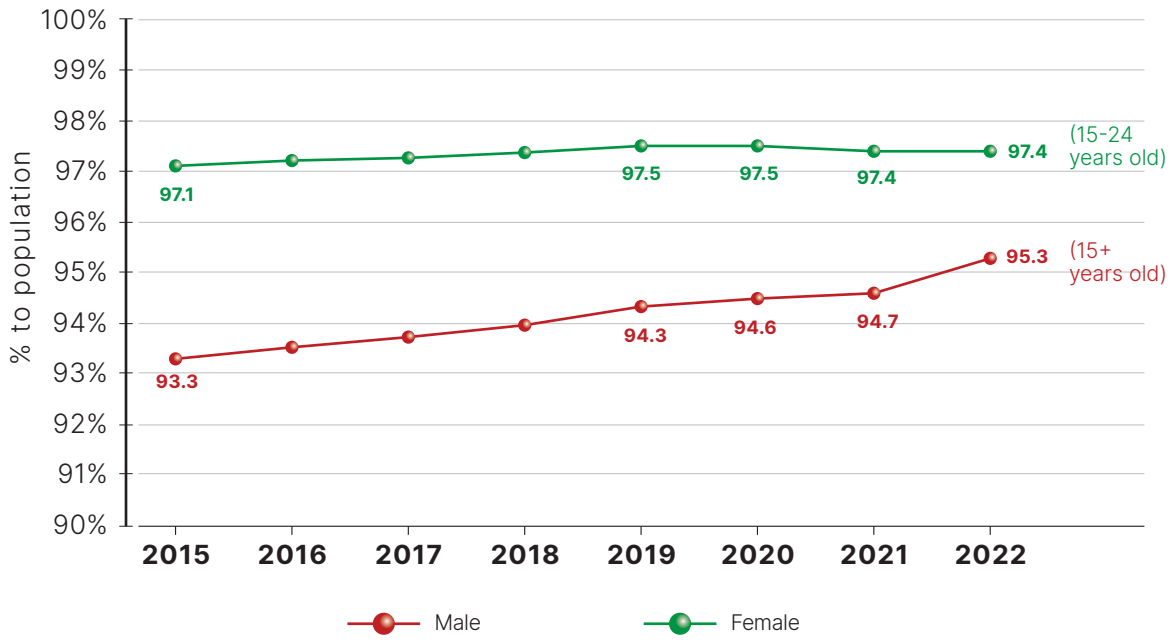
Figure 21. Literacy rates by age group, 2015-2022



Source: BPS, Susenas 2015-2022

Literacy rates have steadily increased over time (Figure 21), reflecting both the broader and more extensive implementation of non-formal education and the impact of the government's functional literacy program initiated in 2006. This program was part of the implementation of Presidential Instruction No. 5 of 2006 on the National Acceleration Movement for the Completion of Nine-Year Basic Education and the Eradication of Illiteracy (Gerakan Nasional Percepatan Penuntasan Wajib Belajar Pendidikan Dasar Sembilan Tahun dan Pemberantasan Buta Aksara or GNPPWB/PBA). However, disaggregated data reveals variations in literacy rates across different age groupings (15-24 years, 15-59 years, and 15 year and above), with the highest rates observed among individuals aged 15-24, followed by those aged 15-59. Conversely, the elderly population (aged 60 and above) exhibits lower literacy rates, contributing to the overall lower rate among individuals aged 15 and above. Nevertheless, advancement in educationa attainment among the pre-elderly population are expected to positively impact literacy rates among individuals aged 15 and above in the long term.

Figure 22. Literacy rates of youth and adults aged 15 years and above, by sex, 2015-2022



Source: BPS, Susenas 2015-2022

Based on 2022 data, the literacy rate for females aged 15 years and above is lower compared to males (95.26% compared to 97.42%), indicating the prevalence of gender gap. Nevertheless, this gap has been gradually narrowing due to significant annual increases in female literacy rates. The government's gender mainstreaming efforts, guided by Presidential Instruction No. 9 of 2000 on the

Implementation of Gender Mainstreaming (Pengarusutamaan Gender - PUG) in Development, have notably contributed to this progress, as reflected in rising female literacy rate. These efforts align with the government's gender mainstreaming policy as outlined in the 2020-2024 RPJMN.

Table 8 illustrates remaining literacy gaps across demographic groups. The literacy rate among rural population aged 15 and above is lower compared to their urban counterparts (94.21% compared to 97.91%). Additionally, socioeconomic background influences literacy rates. The data suggests that higher economic status correlates with higher literacy rates. Furthermore, a significant literacy gap exist between people with disability and without disability populations, with literacy rate for people without disability are at 96.82% compared to only 79.97% for people with disabilities.

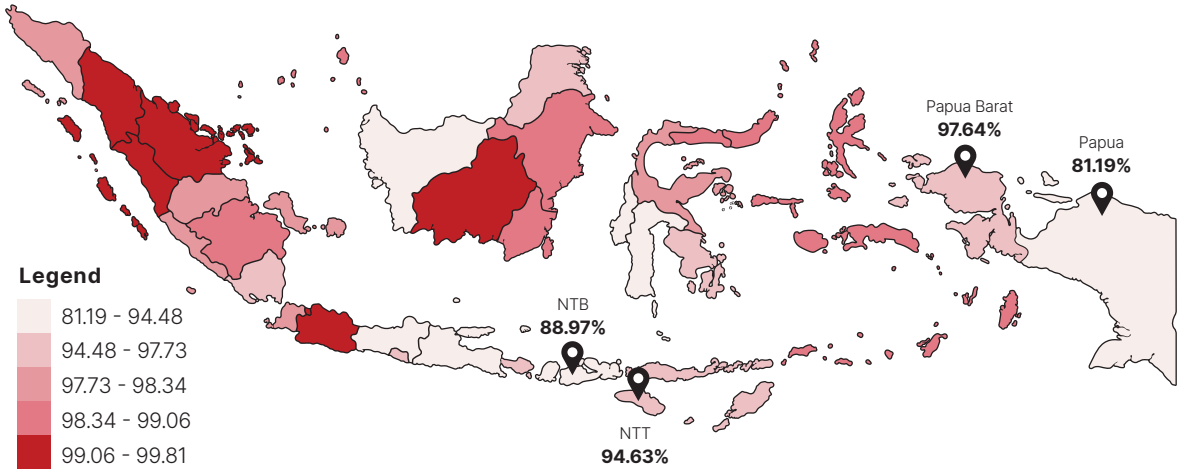
Table 8. Literacy rates of youth and adults aged 15 years and above, by location, sex, wealth quintile, and disability status, 2022

Characteristics	Litercy Rate
Total - INDONESIA	96.35
LOCATION	
Urban	97.91
Rural	94.21
SEX	
Male	97.42
Female	95.26
WEALTH QUINTILE	
Poorest 20%	93.04
Second 20%	95.71
Middle 20%	96.75
Fourth 20%	97.49
Richest 20%	98.33
DISABILITY STATUS	
Without disability	96.82
With disability	79.97

Source: BPS, Susenas 2022

Regional disparities in literacy rates are also evident across Indonesia, with notably lower rates observed in Papua. In Papua, only 81 out of 100 people aged 15 and above are capable of reading and writing. In contrast, in West Papua the literacy rate among the same age group is 97.64%. Disparities in literacy rate are also notable in West Nusa Tenggara (NTB) and East Nusa Tenggara (NTT), neighboring provinces (Figure 23). Addressing this gap is crucial to improving literacy rates and upholding the SDGs principle of "leaving no one behind." Enhanced literacy skills among the population can catalyze development, empowering individuals and communities and fostering increased workforce participation, poverty reduction, and broader societal benefits.

Figure 23. Literacy rates of youth and adults aged 15 years and above, by province, 2022



Source: BPS, Susenas 2022

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Target 4.7

Education for Sustainable Development and Global Citizenship

Indicator 4.7.1

Extent to Which (a) Global Citizenship Education and (b) Education For Sustainable Development Are Mainstreamed in (i) National Education Policies and (ii) Curricula For all Levels of Education

This target aligns with the implementation of the Emancipated Learning (Merdeka Belajar) policy in the Indonesian education system which began in 2019. In 2022, the Ministry of Education, Culture, Research and Technology (Kemendikbudristek) in collaboration with UNICEF, the National Development Planning Agency (Bappenas), and the National SDGs Secretariat undertook an analysis of Indicator 4.7.1. This analysis assessed the extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment. The aim was to measure progress in mainstreaming global citizenship education and education for sustainable development, including values such as gender equality and human rights across national education policies, curricula, teacher education, and student assessment. The calculations and analytical results are intended to serve as foundational data to support this indicator and offer insights into education for sustainable development (ESD) and global citizenship education (GCED) in the Indonesian education system, particularly at the primary and secondary levels. The achievements for Indicator 4.7.1 are represented in Table 9.

Table 9. Achievement of Indicator 4.7.1
Extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment

Component	Score	Max Score
National education Policies	1	1
Curricula	0,974	1
Teacher Education	0,8	1
Student Assesment	1	1

Source: UNESCO Indicator 4.7.1 Assessment Questionnaire

Component 1: National Education Policies

GCED and ESD themes have been mainstreamed both explicitly and implicitly into laws, regulations, national or sub-national legal frameworks, policies, work frameworks, and strategic objectives pertaining to education at the primary and secondary education levels, both at the national and provincial levels.

The review results show that GCED and ESD is extensively mainstreamed into national education policies in Indonesia, as indicated by a score of 1 (the maximum score). For instance, GCED and ESD themes are featured in the following list of key policies:

- Law Number 20 of 2003 concerning the National Education System
- Government Regulation Number 57 of 2021 concerning National Education Standards
- MoECRT Regulation Number 5 of 2022 on Graduate Competency Standards in Early Childhood Education, Primary Education, and Secondary Education
- MoECRT Regulation Number 7 of 2022 on Content Standards in Early Childhood Education, Primary Education, and Secondary Education
- MoECRT Regulation Number 22 of 2022 on the MoECRT Strategic Plan

For example, Article 3 of Law Number 20 of 2003 on the National Education System states that the goal of the national education is to develop the nation's capabilities and build the noble character and civilization of the nation in order to cultivate the intellectual life of the nation. Its purpose is to unlock the potential of all learners to become faithful and devout individuals to the One and Only God, to be noble in character, healthy, knowledgeable, competent, creative, independent, and responsible citizens. Additionally, outlining the principles of educational administration, paragraph (1) of Article 4 stipulates that education is conducted democratically and justly, devoid of discrimination, while upholding human rights, religious values, cultural values, and the nation's diversity.

The stated purpose of national education and the principles of its administration lay the groundwork for establishing national education standards, stipulated in Government Regulation Number 57 of 2021 on the National Education Standards. The Regulation delineates the National Education Standards into eight sets encompassing content standards, process standards, and standards for graduate

competencies, standards for educational personnel, standard for facilities and infrastructure, standards for educational management, standards for education financing, and standards for educational assessment.

Of particular note are two educational standards: Graduate Competency Standards and Content Standards, which embody the mainstreaming of global citizenship education and education for sustainable development. The Graduate Competency Standards delineate the minimum criteria of essential knowledge, skills, attitudes, and values that learners should possess and demonstrate upon completing a specific level of education. Meanwhile, the Content Standards are the minimum criteria outlining the breadth of content that should be covered in educational curricula to ensure learners achieve graduate competencies at various educational pathways, levels, and types.

MoECRT Regulation Number 5 of 2022 on Graduate Competency Standards specifies the minimum competencies for learners upon completing early childhood, primary, and secondary education. The policy document delineates competencies students should develop consistent with the principles of global citizenship and sustainable development. Articulated in an integrated manner, the Graduate Competency Standards for primary education (Article 6) encompass:

1. Knowing the One and Only God and understanding His attributes and fundamental teachings of religion/belief, engaging in guided worship, upholding honesty, maintaining a healthy and hygienic lifestyle, demonstrating self-love, empathy toward fellow humans, and reverence for nature as the creation of the One and Only God, and adhering to rules;
2. Acknowledging and expressing one's identity and cultural heritage, recognizing and respecting cultural diversity within one's environment, engaging in intercultural exchanges, examining and challenging one’s prejudices and stereotypes, and contributing to preserving the unity of the Republic of Indonesia.
3. Demonstrating care and sharing behavior and, with guidance, collaborating with others in their immediate environment.

Component 2: Education Curricula

The questionnaire utilized to monitor indicator 4.7.1 for the education curricula component comprises four inquiries aimed at assessing the incorporation of the eight GCED and ESD themes into the curriculum.

These eight GCED and ESD themes encompass cultural diversity and tolerance, gender equality, human rights, peace and non-violence, climate change, environmental sustainability, human survival and well-being, and sustainable consumption and production. GCED and ESD themes are explicitly mainstreamed into the Emancipated Curriculum (Kurikulum Merdeka) and the 2013 Curriculum. They are imparted through various curricular and pedagogical methods, including dedicated subjects, cross-circular theme-based teaching, integrated approaches, and whole-class approaches. The review underscores a robust mainstreaming of GCED and ESD into the curriculum, indicated by a score of 0.974. Nonetheless, certain subject matters or fields of study still lack the inclusion of several crucial GCED and ESD themes. The review results state the following:

1. The theme of *climate change* is not yet included in subjects such as "Civics, civil education, or citizenship education"; "Mathematics"; and "Religious Education."
2. The theme of *sustainable consumption and production* is not yet included in "Religious Education."

Moreover, the dimensions of the Pancasila Learner's Profile as delineated in the Merdeka Curriculum closely align with the GCED and ESD themes, encompassing:

1. Faithful, devotion to the One and Only God, and cultivation of virtuous and honorable character which includes the following 5 key elements: (1) religious virtue; (2) personal virtue; (3) respect for humanity and ethical treatment of the environment; and (5) civic virtue.
2. Respect for global diversity which includes the following key elements: (1) understanding and appreciation of diverse cultures; (2) proficiency in intercultural communication; (3) capacity for self-reflection and a sense of responsibility in diverse settings; and (4) commitment to principles of social justice.
3. Mutual cooperation, involving the following key elements: (1) collaboration; (3) caring; and (c) sharing.

4. Independence or self-reliance, encompassing: (1) self-awareness and awareness of one's surrounding and circumstances; and (2) self-regulation.
5. Critical thinking, entailing: (1) acquisition and processing of information and ideas; (2) analysis and evaluation of one's reasoning; and (3) reflection and evaluation of one's own thinking.
6. Creativity, involving: (1) generation of original ideas; (2) production of original works and actions; and (3) flexibility in thinking to find alternative solutions to problems.

The government has developed and disseminated theme-based modules for implementation in schools and classrooms, aimed at fortifying the development of the Pancasila Learner's Profile. These modules encompass themes such as, "Sustainable Lifestyles," "Local Wisdom," "Unity in Diversity," "Cultivating the Body and Soul," "Engineering and Technology," "Entrepreneurship," and "Employment."

Component 3: Teacher Education

GCED and ESD mainstreaming in teacher education is facilitated through the Teacher Motivator Education (Pendidikan Guru Penggerak - PGP) program, designed as an instructional leadership initiative for educators. Within this framework, MoECRT operationalizes global citizenship education and education for sustainable development by mainstreaming all eight GCED and ESD themes into the PGP curriculum. The Teacher Motivator initiative aims to empower in-service teachers to acts as agents of educational change within their communities, creating opportunities and inspiring positive discourse and collaboration among teachers and educational stakeholders within and outside the school to enhance learning quality. Participation in the PGP program is open to teachers, and coaches or trainers across all educational levels following a rigorous selection process. However, since the PGP program is intended for in-service teachers, MoECRT lacks comprehensive data on the mainstreaming of GCED and ESD in pre-service teacher education.

However, teachers, coaches, and educators at the primary and secondary education levels receive training to effectively impart the learning dimensions of GCED and ESD, encompassing knowledge, skills, values, attitudes, and behaviors. They are also equipped with strategies to implement cross-curricular and

whole-school teaching approaches for integrating GCED and ESD themes and learning dimensions into the curriculum. The review indicates a high level of mainstreaming of GCED and ESD within the education system, reflected in a score of 0.8.

Component 4: Student Assessment

The indicator 4.7.1 questionnaire for monitoring GCED and ESD implementation includes three questions aimed at identifying the presence and application of the 8 themes and learning dimensions in student assessments or examinations at the national and provincial levels. All GECD and ESD themes are integrated into the National Assessment Policy, particularly within the Minimum Competencies Assessment (Asesmen Kompetensi Minimum - AKM) instrument, which assesses students' learning outcomes and includes a Character Survey. The learning dimensions encompassing knowledge, skills, values, attitudes, and behaviors are components of student assessment and school examinations at both primary and secondary levels within the formal education system. The review reveals that GCED and ESD are highly mainstreamed in student assessments in Indonesia, scoring 1 on the scale (maximum score).

AKM's reading literacy assessment utilizes various types of texts, including fiction and informational texts. Meanwhile, the numeracy assessment tests contents related to numbers, geometry and measurement, data and uncertainty, and algebra. The cognitive assessment for reading literacy evaluates students' abilities to find information, interpret and extrapolate content from textual sources, and evaluate and reflect on the content in contexts beyond the text. AKM's cognitive assessment for numeracy assesses student's ability to develop conceptual understanding, apply concepts to routine problems, and employ reasoning to solve non-routine problems. AKM integrates personal, socio-cultural, and scientific contexts assessing reading literacy and numeracy.

The Character Survey aims to depict students' traits at each educational institution. Survey results can be used as feedback to develop a holistic character education program. The survey assesses the 6 characteristics outlined in the Pancasila learner's profile, including faithfulness and devotion to the One and Only God, displaying a virtuous and honorable character, respect for global diversity,

ability and willingness to engage in mutual cooperation, independence or self-reliance, possessing critical thinking and creativity.

One of the existing programs that has significantly contributed to Indonesia's progress in this indicator is the *Adiwiyata Green School* program, initiated in 2006 in collaboration with the UNESCO Associated Schools Projects Network (ASPnet). The Ministry of Education, Culture, Research, and Technology also collaborates with the Ministry of Environment and local governments to administer this program, with approximately 4,305 schools receiving the Adiwiyata Green School Award.

However, despite significant progress, Indonesia faces enduring challenges, including limited understanding of the principles and concepts within global citizenship education and education for sustainable development among educators. Additionally, there are constraints in terms of support from local governments and involvement of various stakeholders, particularly from the industry and private sectors. Addressing these challenges is crucial for advancing GCED and ESD mainstreaming nationwide.

SDGs Pesantren:
Inspiring Role Models, Driving SDGs Achievement

In Indonesia, a notable transformation is unfolding within Islamic boarding schools, known as pesantren. The positive changes are propelled by the *SDGs Pesantren* initiative led by the SDGs Village Development Center *(Pusat Pengembangan Kampung SDGs Indonesia - PPKSI)* of *Nahdlatul Ulama*, one of the largest Islamic organizations in Indonesia. This initiative aims to empower pesantren to become pioneers in achieving SDGs targets and is currently being implemented in several Islamic boarding schools across Java Island.

With over 4 million students (santri) and approximately 200,000 teachers (ustadz & ustadzah) enrolled in 28,000 registered pesantren, as recognized by the Ministry of Religious Affairs, pesantrens hold significant importance in national strategic plans. Hence, the SDGs Pesantren Role Model Program in Indonesia was introduced. The program's goal is to educate the pesantren community about SDGs and evaluate SDGs achievements within these institutions.

Illustrative examples highlight the remarkable efforts of various Islamic boarding schools in Indonesia towards achieving the SDGs targets. For instance, Pondok Pesantren KHAS Kempek in Cirebon district showcases its commitment to environmental sustainability by planting trees in their school and its vicinity (SDG 13) and fostering interfaith dialogues to address issues related to pluralism (SDG 16). Similarly, Pondok Pesantren Pendidikan Uluwiyah at Mojokerto district promotes gender equality (SDG 5) by appointing a female leader.

Teachers of Pondok Pesantren Ihya'us Sunnah in Jember working together with communities to launch their partnership in coffee plantation with a focus on producing a coffee brand known as "*Kopi Rempah*" (spice coffee) .

In their commitment to uplift their local community from extreme poverty, Pondok Pesantren Ihya'us Sunnah in Jember district collaborates with the local community to produce a renowned coffee brand while emphasizing environmental conservation. Another institution, Pesantren Nurul Qarnain, also in Jember district, expands agriculture and healthcare access (SDG 2 and SDG 3) and ensures adequate sanitation facilities for students (SDG 6). Moreover, Pondok Pesantren Al Hikmah II utilizes solar panels for its daily operation, clean energy, and sustainable farming (SDG 2 and SDG 7), while Pondok Pesantren An-Nur II adopts a "go green" initiative by managing waste effectively and promoting educational tourism with a focus on eco-friendly practices.

These initiatives collectively exemplify the commitment of Islamic boarding schools in Indonesia to advance the SDGs and pave the way for a more sustainable future. They serve as reference points for establishing and developing SDGs Pesantren across all regions of Indonesia that have yet to embrace the SDGs agenda.

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Target 4.a

Learning Environments

Indicator 4.a.1

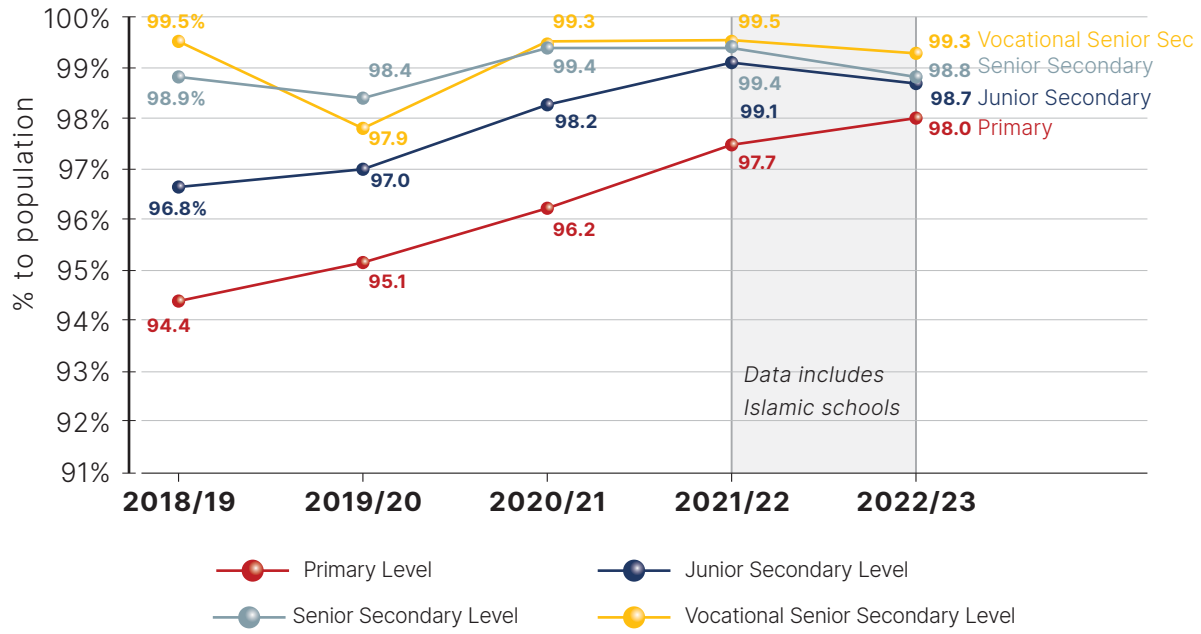
Proportion of (a) Primary; (b) Junior Secondary; (c) Senior Secondary; (d) and Vocational Secondary Schools With Access to Electricity

Target 4.a encourages governments to build and upgrade educational facilities to foster inclusivity and provide safe learning environments, particularly to increase access to essential basic services, facilities, and infrastructure. In Indonesia, the availability of electricity, computers, and internet access in schools plays a crucial role in supporting learning and significantly influence advancement of educational equity. The necessity for these resources became apparent during the COVID-19 pandemic when schools had to pivot and remote learning became the predominant mode for education. Many learning activities are currently still conducted through e-learning, highlighting the critical role of internet access, electricity, and computers. Therefore, these three components—internet, electricity, and computer—are interconnected.

Furthermore, ensuring access to safe, clean, and healthy learning environments entails providing clean drinking water sources and basic sanitation and handwashing facilities in schools. Access to these amenities is fundamental for enhancing the learning environment and educational outcomes. Increasing access to sanitation in schools can positively and significantly impact student health and well-being, thereby indirectly increasing school participation rates. Priority indicators under this target include access to drinking water facilities, proper basic sanitation facilities which are gender-segregated, and basic handwashing facilities.

The availability of school facilities supporting teaching and learning activities mentioned above is relatively widespread across various levels of education. This is evident in the relatively high proportions of schools with access to electricity, internet, safe drinking water, and water, sanitation, and hygiene (WASH) facilities. However, the provision of other essential facilities such as computers and single-sex basic sanitation facilities remain insufficient in schools at different educational levels. Hence there is a need for government intervention to enhance the availability of these supporting facilities in educational institutions.

Figure 22. Proportion of school with electricity, by education level, by academic year 2018/19 – 2022/23



Source: MoECRT, 2023 (note: 2021/22-2022/23 data includes Islamic schools).

In the 2022/2023 academic year, vocational high schools (SMK) exhibit the highest proportion of schools equipped with electricity, and primary schools show the lowest. Nonetheless, a significant majority of schools across all education levels in Indonesia, exceeding 90%, have consistently had access to electricity since the 2018/19 academic year.

The government plays a pivotal role in this achievement by allocating educational funds which are directly disbursed to local governments. Furthermore, MoECRT collaborates closely with the Ministry of Public Works and Public Housing to ensure that infrastructure development and related procurements adhere to established standards for educational infrastructure.

The main challenges in bridging the electricity gap and ensuring access to electricity for schools stem from Indonesia's geographical conditions, particularly in remote and hard-to-reach areas. Despite these obstacles, the government has made significant strides, and as of the development of this report in 2023, the attainment rate is approaching 100%.

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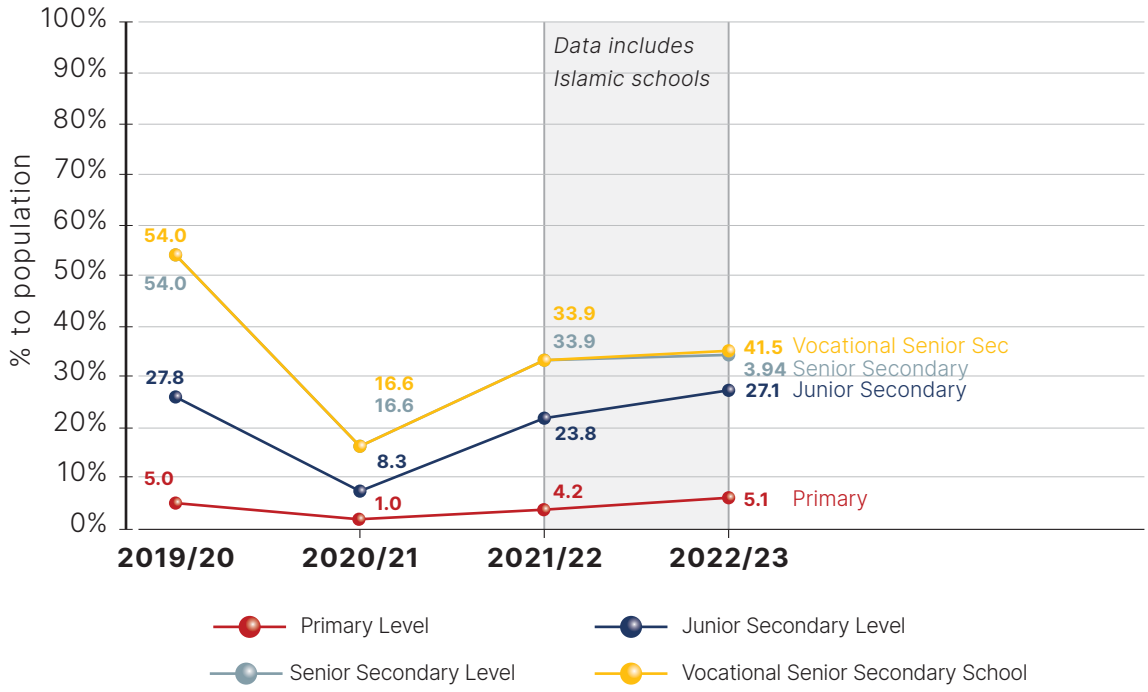
Indicator 4.a.1

Proportion of (a) Primary; (b) Junior Secondary; (c) Senior Secondary; and (d) Vocational Secondary Schools With Access to Computers For Pedagogical Purposes

Figure 23. Proportion of school with access to computers for pedagogical purposes, by education level, by academic year, 2019/20 – 2022/23



Source: MoECRT, 2023 (note: 2021/22-2022/23 data includes Islamic schools).

The decline in rates from the 2019/2020 and 2020/2021 academic years can be attributed to variations in the calculation methods used during the compilation of statistical publications. However, subsequent academic years have shown an upward trajectory in the proportion of schools with computer access. Among them, vocational high schools (SMK) exhibit the highest proportion of schools with computer access, while primary schools (SD) demonstrate the lowest.

The government endeavors to achieve this target by providing ICT equipment and allocating education funds directly to regional governments.

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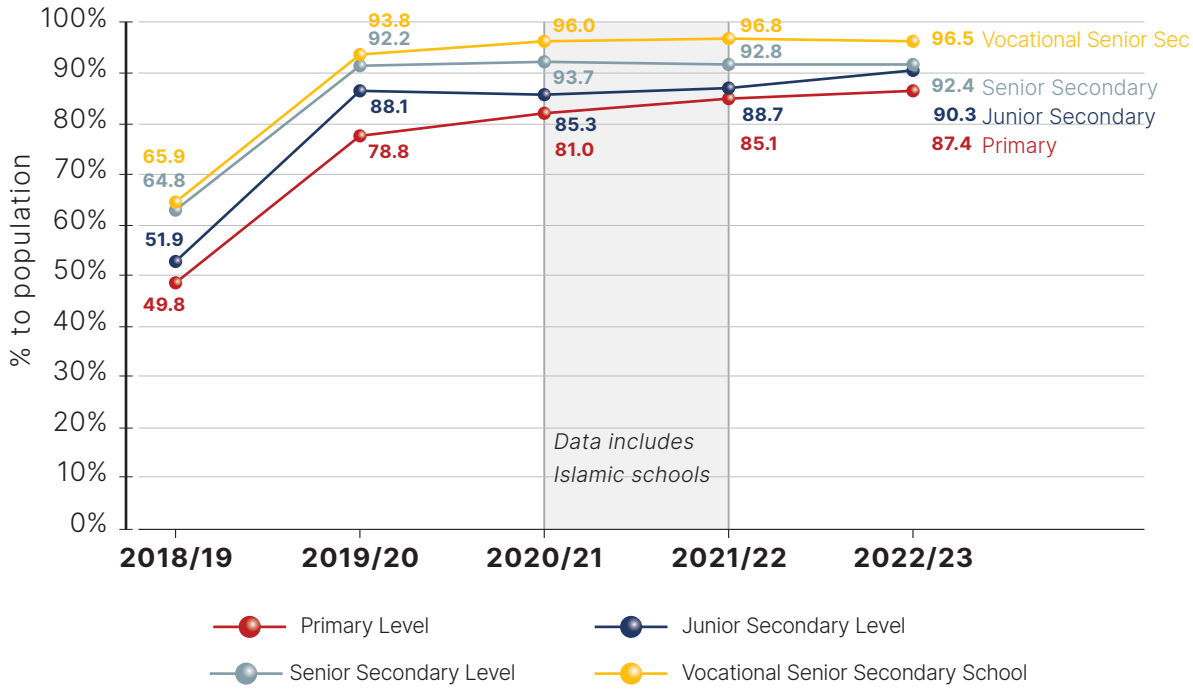
Indicator 4.a.1

Proportion of (a) Primary, (b) Junior Secondary, (c) Senior Secondary, and (d) Vocational Secondary Schools With Access to Internet For Pedagogical Purposes

Figure 24. Proportion of school with access to the internet for pedagogical purposes, by education level, by academic year, 2018/19 – 2022/23



Source: MoECRT, 2023 (note: 2021/22-2022/23 data includes Islamic schools).

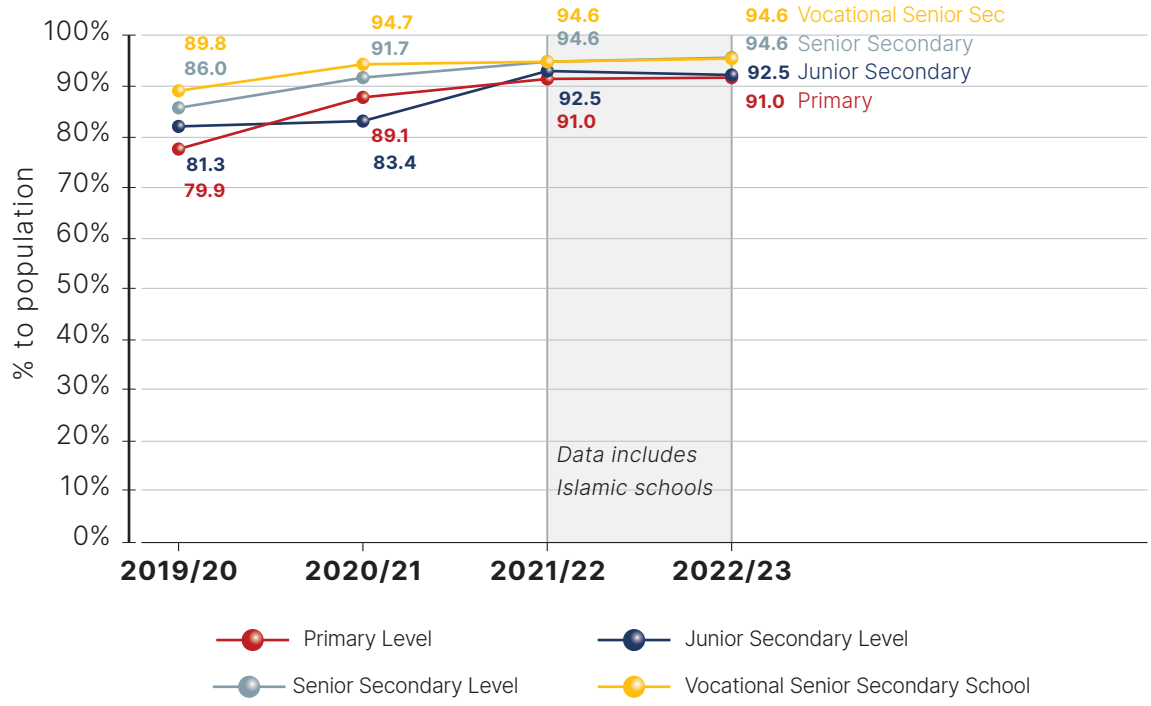
Consistent to past trends, the highest proportion of schools equipped with internet access is among vocational high schools (SMK), while the lowest proportion is among primary schools (SD). Notably, a significant majority of schools across all levels of education, exceeding 80%, have had access to the internet for pedagogical purposes consistently since the 2020/21 academic year.

The government's support for expanding internet access for pedagogical purposes comes primarily through the School Operational Assistance (BOS). Moreover, the Ministry of Communication and Information Technology is actively engaged in extending internet connectivity by developing infrastructure and constructing Base Transceiver Stations (BTS) enhance coverage in remote and underdeveloped 3T areas.

Indicator 4.a.1

Proportion of (a) Primary; (b) Junior Secondary; (c) Senior Secondary; and (d) Vocational Secondary Schools With Access to Basic Drinking Water

Figure 25. Proportion of school with access to basic drinking water, by education level, 2019/20 – 2022/23



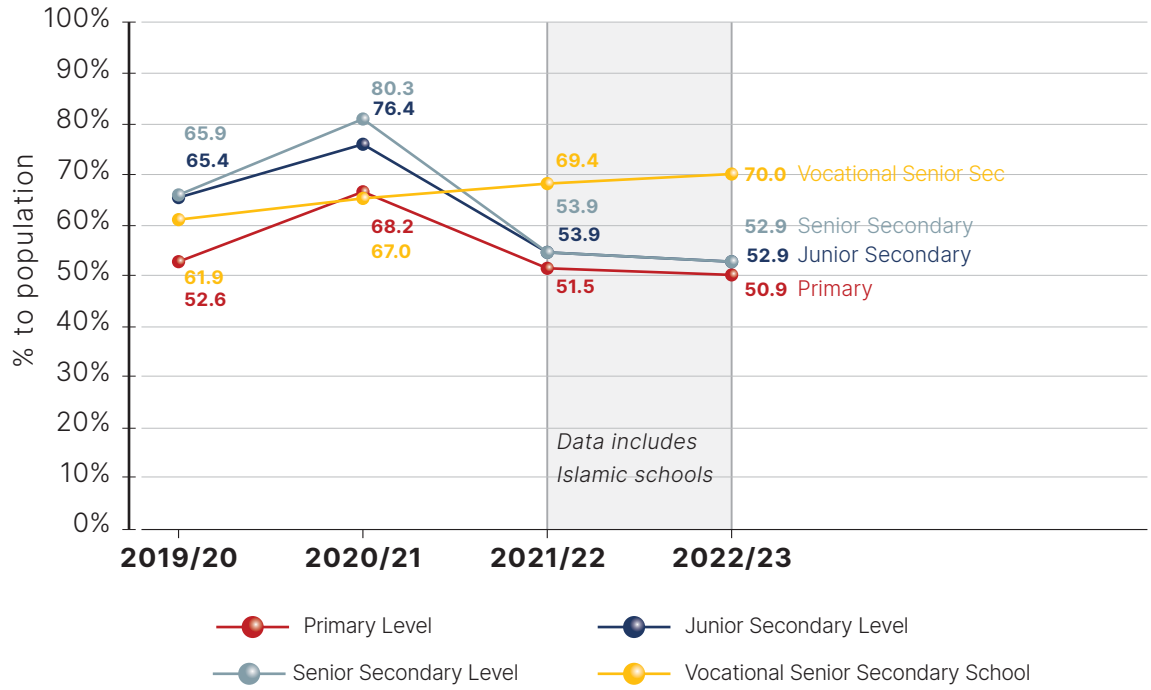
Source: MoECRT, 2023 (note: 2021/22-2022/23 data includes Islamic schools).

Figure 25 illustrates the percentage of schools with access to safe drinking water relative to the population. Data on access to safe drinking water has been available in school statistical publications since the 2019/2020 academic year. A noticeable upward trend is evident across all educational levels from the 2019/2020 academic year to the 2022/2023 academic year, with vocational high schools (SMK) displaying the highest proportion.

Indicator 4.a.1

Proportion of (a) Primary; (b) Junior Secondary; (c) Senior Secondary; and (d) Vocational Secondary Schools With Access to Single-Sex Basic Sanitation Facilities

Figure 26. Proportion of school with access to single-sex basic sanitation facilities, by education level, 2019/20 – 2022/23



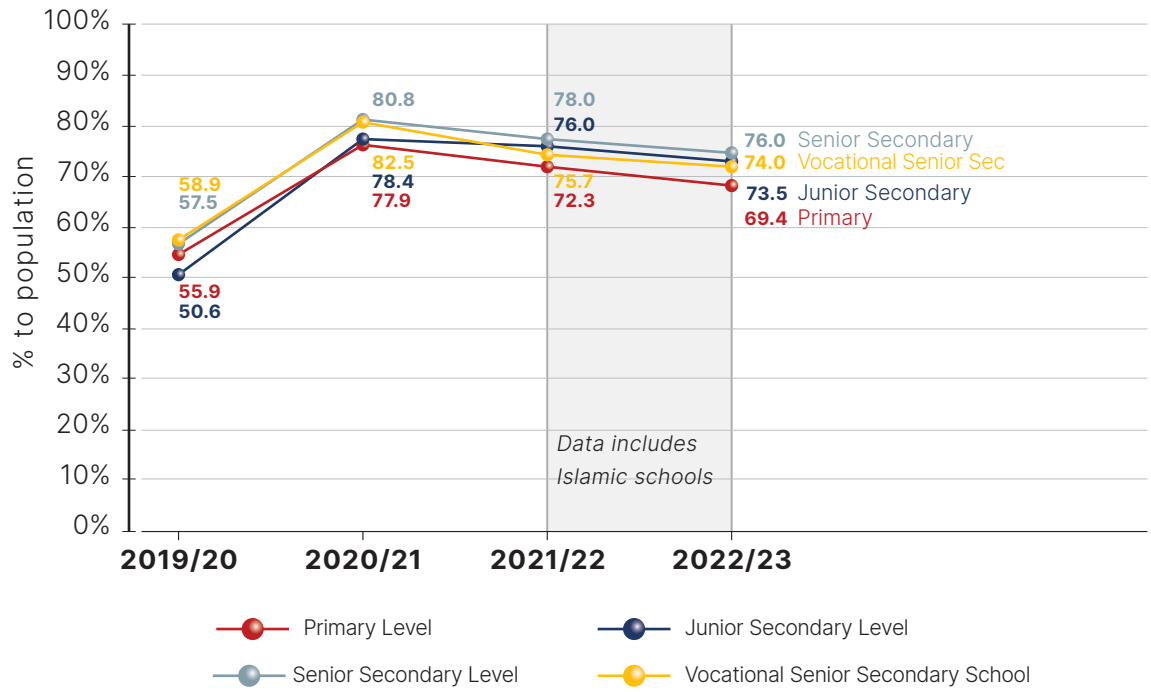
Source: MoECRT, 2023 (note: 2021/22-2022/23 data includes Islamic schools).

There was a significant increase in the proportions of schools at all levels with access to single-sex basic sanitation facilities between the 2019/20 to 2020/21 academic years, possibly attributed to the COVID-19 pandemic prompting school improvements in sanitation facilities. However, this increase was followed by a notable decline in proportions during the subsequent academic year of 2021/22 among primary schools (SD), junior secondary schools (SMP), and senior secondary schools (SMA) respectively.

Indicator 4.a.1

Proportion of (a) Primary; (b) Junior Secondary; (c) Senior Secondary; and (d) Vocational Secondary Schools With Access to Basic Handwashing Facilities

Figure 27. Proportion of school with access to basic handwashing facilities, by education level, 2019/20 – 2022/23



Source: MoECRT, 2023 (note: 2021/22-2022/23 data includes Islamic schools).

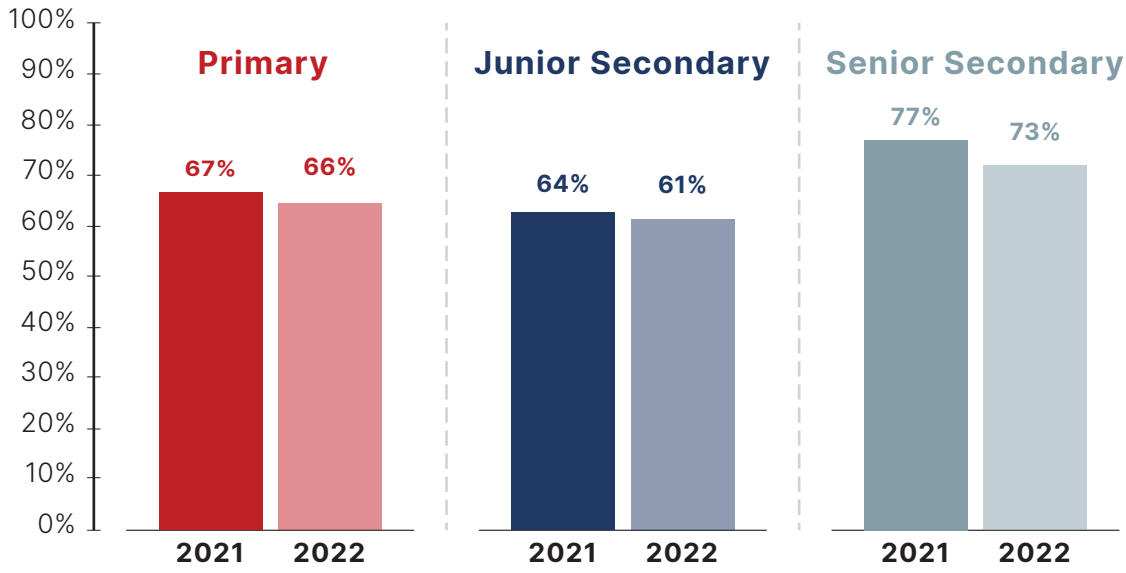
In line with the trends observed in data concerning single-sex basic sanitation facilities in schools, there was a noteworthy increase in the proportion of schools at all levels with access to basic handwashing facilities between the 2019/20 to 2020/21 academic year. The COVID-19 pandemic prompted heightened attention to hygiene practices and standards in schools, leading to improvements in handwashing facilities. However, despite these efforts, many schools installed non-permanent handwashing stations. Consequently, in the subsequent years, the proportion declined once again.

Indicator 4.a.2

Percentage of Students Aged 13-15 Experiencing Harassment and Violence in Schools

Ensuring a safe and secure environment where all members of the school community enjoy a sense of both physical and psychological security is paramount for fostering a conducive learning atmosphere. It is therefore important for schools to develop a profound understanding of and implement policies and programs to address issues such as bullying, physical punishment, sexual harassment, and drug abuse. School safety climate refers to the perceived level of safety and well-being students feel regarding these aspects within the school environment. MoECRT assesses school safety climate annually through the Learning Environment Survey which is part of the National Assessment. The survey includes indicators related to bullying. Bullying encompasses a range of negative behaviors, including verbal, physical, or social actions, both in-person and online, that cause discomfort, harm, or pressure to an individual.

Figure 28. Percentage of students who experience bullying in school, by education level, 2021 - 2022



Source: MoECRT. 2023.

Figure 28 presents data derived from the Learning Environment Survey component of the National Assessment. This survey employs a scale of 0-100 to depict student perceptions of safety in their school environment. A score of 0 indicates that students feel unsafe from bullying, while a score of 100 signifies a high sense of safety from bullying. Based on the data, across all levels of education, the safety climate index falls within the "Good" category, ranging from 57.07 to 100.00. This indicates a generally high level of perceived safety from bullying in schools. However, despite this achievement, the implementation of bullying prevention programs in schools remains crucial and necessary.

Source: Build Your Intellectual Pathway with KNB Scholarship (2nd Edition), MoECRT, 2022.

Target 4.b

Scholarships for Developing Countries

Indicator 4.b.1

Volume of Net Official Development Assistance Flows For Scholarships

Indicator 4.b.2

Number of Scholarships For Foreign Students For Post-Secondary Education in Indonesian Universities

The government of Indonesia provides scholarships to developing countries for higher education studies at various universities across the country through the Developing Countries Partnership (Kemitraan Negara Berkembang - KNB) program. Since its inception in 2006 to the time this report is developed in 2023, the KNB scholarship program has granted scholarships to 1,608 recipients from 101 countries to pursue studies in 24 different Indonesian universities. KNB scholarships are available for Bachelor's, Master's, and Doctoral degree programs in 279 different academic programs. As a priority program of the Indonesian government in higher education, the KNB Scholarship Program aims to foster cultural diplomacy, enhance Indonesia's global image and reputation, and offer international communities insights into Indonesian culture and its education system, particularly at the tertiary level. For Indonesia universities, the KNB program contributes to their global standing by increasing the number of foreign students, enriching their internationalization efforts, and boosting scientific publications in international outlets on research by scholarship recipients.

Table 10. Number of foreign student recipients of KNB scholarships, by education level, 2015-2022

Academic Degree	Year							
	2015	2016	2017	2018	2019	2020	2021	2022
Bachelor's	10	13	17	31	26	29	49	48
Master's	324	344	435	508	470	379	456	323
Doctoral	0	0	0	0	0	0	25	25
Total	334	357	425	539	496	408	530	396
Funding Allocation (IDR, billion) *≈ (USD, million)*	16.94 ≈1.25	17.96 ≈1.35	23.88 ≈1.79	29.63 ≈2.08	28.22 ≈2.00	27.00 ≈1.85	25.40 ≈1.77	38.68 ≈2.61

Source: MoECRT. 2023.

Amid the COVID-19 pandemic, there was a decline in the number of scholarship recipients due to mobility restrictions and budget reallocation for COVID-19 mitigation efforts in Indonesia. Consequently, there was a significant decrease in the number of KNB scholarships awarded between 2019 and 2020. However, MoECRT remains committed to augmenting the quota allocation for KNB scholarships. Efforts include close collaborations with the Ministry of Finance (MoF) and the utilization of the National Education Endowment Fund managed by the Educational Endowment Management Agency *(Lembaga Pengelola Dana Pendidikan – LPDP)*.

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Target 4.c

Teachers and Educators

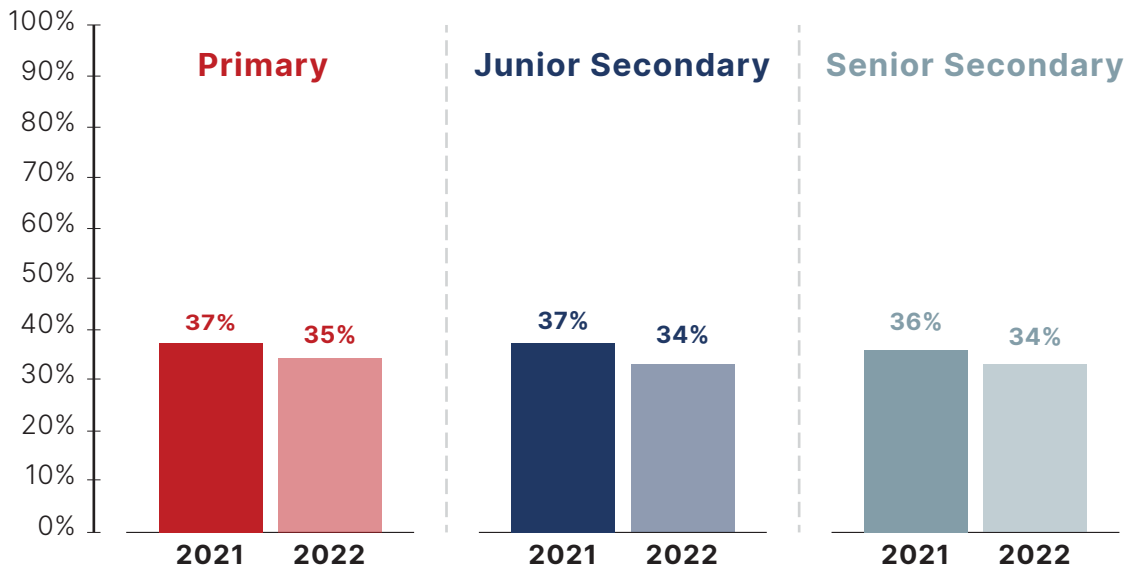
Indicator 4.c.1

Percentage of Teachers in (a) Primary Education (SD); (b) Junior Secondary Education (SMP), and (c) Senior Secondary Education (SMA) Certified to Teach

Teacher quality is paramount in determining the quality of education. Enhancing the quality of human resources within the education system is crucial for improving achievements of educational standards. For educators, certification and possessing appropriate academic qualifications, such as a Bachelor's degree, serves as indicators of professional quality. Certification of educators at the primary, secondary, and tertiary education level aims to elevate teaching quality, thereby enriching the learning experience and educational quality for students. As such, certification is not only meant to improve teacher welfare, but more importantly to enhance the quality of human resources within the education sector.

Teacher certification aims to increase not only teacher quality but also the overall quality of schools, as certification is intricately linked to institutional accreditation. Furthermore, raising the academic qualifications of educators to at least a Bachelor's degree is key for fostering teacher professionalism. Without elevating the minimum academic qualification of teachers, professionalizing the teaching workforce would be a formidable task. In Indonesia, teachers are expected to develop four core competencies: pedagogical, professional, social, and personal (moral). A professional teacher embodies proficiency across all these competencies to effectively fulfill educational and instructional responsibilities.

Figure 29. Percentage of teachers certified to teach, by education level, 2021 – 2022



Source: MoECRT. 2023.

Figure 29 illustrates a decline in the number of certified teachers across all education levels. This may be attributed to a significant number of teacher retirements during the period, resulting in a reduction in the proportion of senior, certified teachers within the teaching pool.

The Teacher Motivator program, designed to cultivate instructional leadership among teachers, has proven effective in enhancing teacher quality. Additionally, the government has revamped the Teacher Professional Education (Pendidikan Profesi Guru - PPG), implemented by government-appointed public and private higher education institutions with accredited teacher training programs. Successful completion of the PPG program is a prerequisite for teacher certification in Indonesia. Certified teachers can further their professional development through the Teacher Motivator program, aimed at optimizing the effectiveness of certified teachers.

Despite improvements, challenges persist. Some certified teachers may still lack sufficient pedagogical and professional competencies, while others face limitations in technological proficiency and access to the internet for instructional purposes. Addressing these challenges remains pivotal in improving teacher quality and overall educational outcomes.

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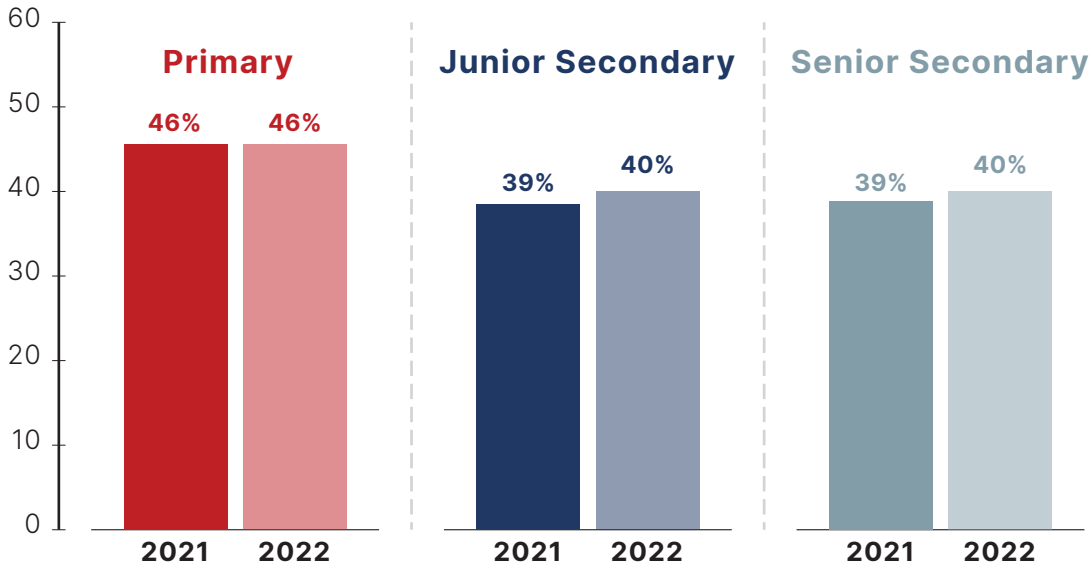
Indicator 4.c.2

Pupil-Certified Teacher Ratio in (a) Primary; (b) Junior Secondary; and (c) Senior Secondary Education

Figure 30. Pupil-certified teacher ratio, by education level, 2021 – 2022



Source: MoECRT. 2023.

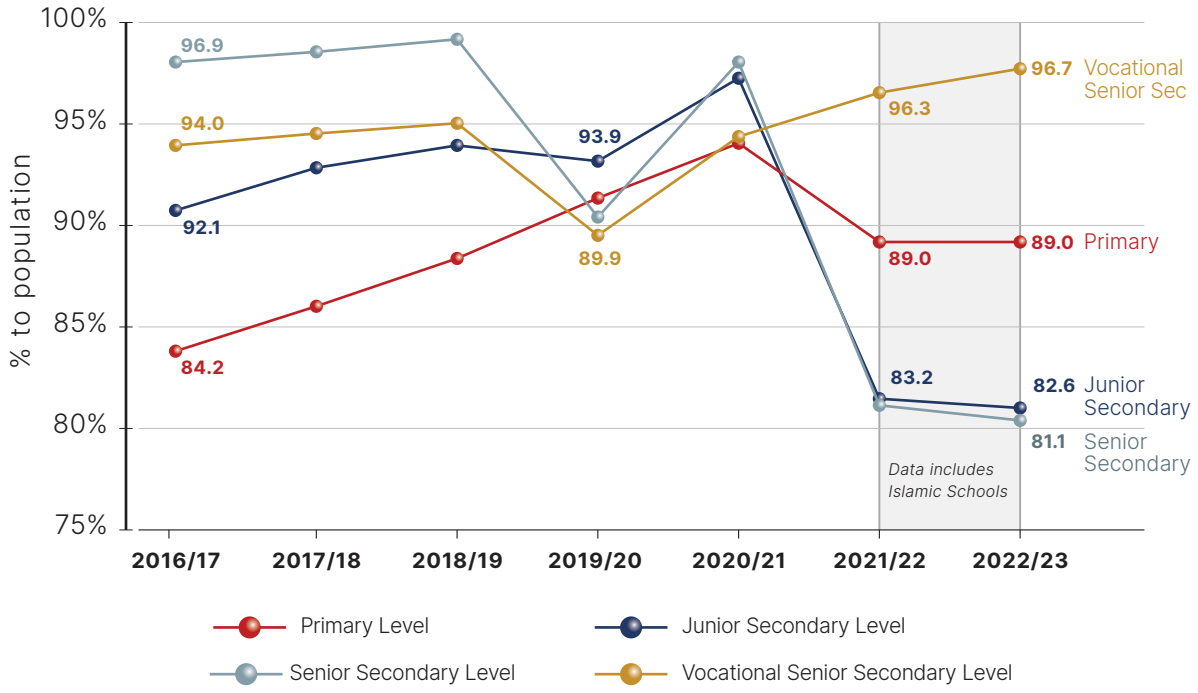
Note: Includes Madrasah data (Ministry of Religious Affairs)
Source: School Statistics (Dapodik) 2021 and 2022, MoECRT Data and Information Center

Figure 30 illustrates a general increase in the pupil-to-certified teachers ratio alongside a decrease in the proportion of certified teachers (Figure 28). The ratios are lowest for junior secondary and senior secondary schools, with 1 certified teacher for every 40 students.

Indicator 4.c.3

Percentage of Teachers Qualified According to National Standards (Minimum S1/Bachelor's Qualification) For (a) Pre-Primary; (b) Primary; (c) Junior Secondary; and (d) Senior Secondary Levels

Figure 31. Percentage of qualified teachers, by education level, 2016/17 – 2022/23



Source: MoECRT. 2023.

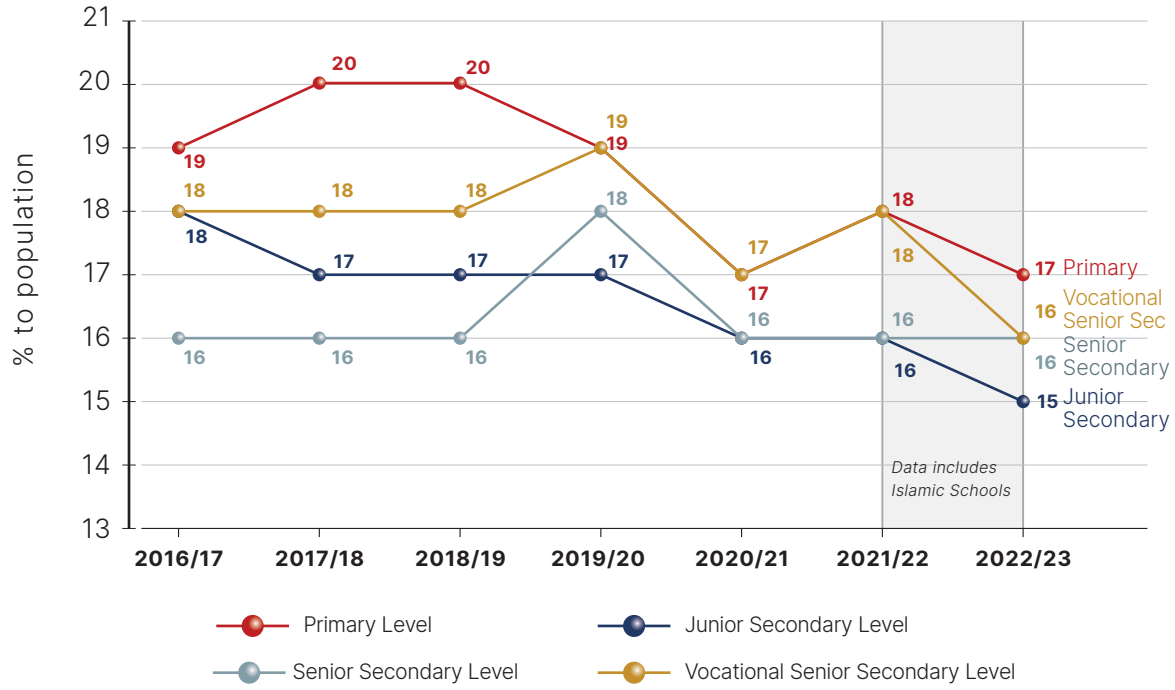
The minimum academic qualification for Indonesian teachers is the completion of at least a Bachelor's degree. The minimum academic qualification for Indonesian teachers is the completion of at least a Bachelor's degree. Until the 2018/19 academic year, there was a general upward trend in the percentage of qualified teachers. However, the percentages fluctuated in the subsequent years including a significant drop between the 2021/22 and the 2022/23 academic years, excluding the vocational senior secondary (SMK). This notable decrease can be attributed to the expansion of the data sets to include information managed by the Ministry of Religious Affairs, which encompasses data on madrasah (Islamic schools) teachers. This might be due to the ongoing issue of madrasah teachers possessing academic qualifications lower than the equivalent of a Bachelor's degree.

One of the government's efforts to tackle the issue of underqualified teachers is by providing scholarships to teachers, enabling them to pursue undergraduate studies. To improve the quality of data, MoECRT and MoRA, which oversees religious schools (madrasahs), collaborate to improve the accuracy of the Education Management Information System (EMIS) data. Together they work toward optimizing data updating process directly by educational institutions, ensuring real-time monitoring of conditions, particularly regarding teacher and educational staff qualifications.

Indicator 4.c.4

Pupil-Qualified Teacher Ratio For (a) Primary, (b) Junior Secondary, and (c) Senior Secondary

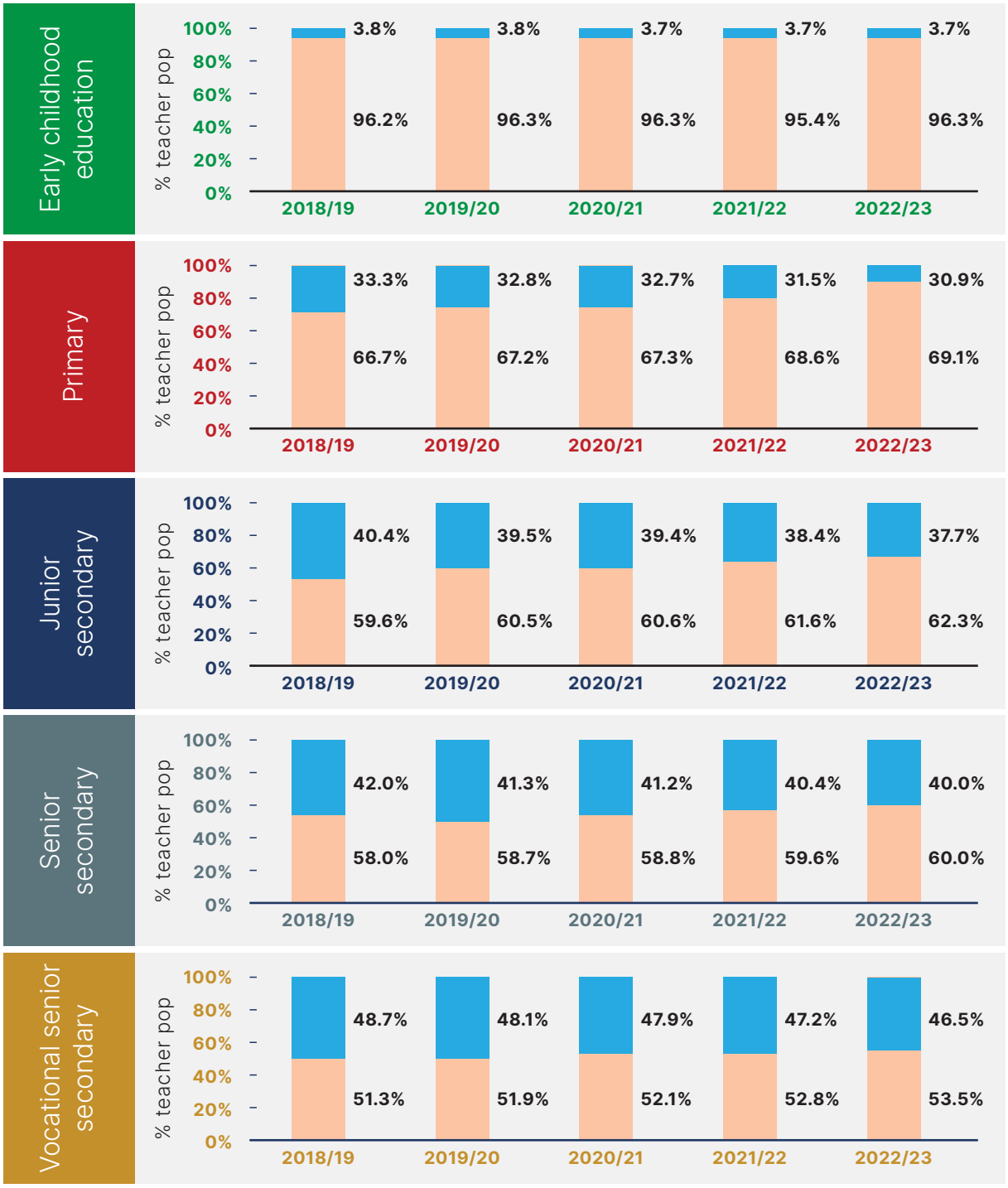
Figure 32. Pupil-qualified teacher ratio, by education level, 2016/17 – 2022/23



Source: MoECRT. 2023.

The figure illustrates the overall trend of pupil-qualified teacher ratio from 2016/17 to 2022/23. The overall trend shows a decrease in the pupil-qualified teacher ratio for all education levels from one academic year to the next. The data signifies a rise in the number of teachers meeting the minimum educational qualifications. Since the 2019/20 academic year to time the report is developed in 2023, junior secondary (SMP) has consistently exhibited the lowest ratio. As of the 2022/23 academic year, the ratio is one qualified teacher for every 15 students.

Figure 33. Proportion of teachers, by sex, 2018/19 – 2022/23



Source: MoECRT. 2023.

Figure 33 illustrates the extent of gender disparity in teacher composition across various levels of education. Based on data spanning five academic years from 2018/19 to 2022/23, a persistent trend of female overrepresentation among teachers is evident across all levels of education. The most substantial gender gap appears in kindergarten (TK), with a difference of 92.63 percentage points observed in the 2022/23 academic year. Conversely, the narrowest difference is noted in vocational high schools (SMK) at 6.92 percentage points. Despite this, the data indicates a widening gap and larger female overrepresentation among SMK teachers over time.

Empowering School Principals with Instructional Leadership Training to Elevate Elementary Education Quality in Literacy and Numeracy Competence

The Instructional Leadership *(Pelatihan Kepemimpinan Pembelajaran)* program is administered by the INSPIRASI Foundation, a non-profit organization dedicated to enhancing education quality through effective school leadership. INSPIRASI programs are implemented across 5 Indonesian provinces: DKI Jakarta, West Java, Central Java, East Nusa Tenggara, and West Nusa Tenggara, engaging over 600 school partners. Between 2019 and 2023, the program has impacted 313 ECE and primary school principals in West Java, East Nusa Tenggara and West Nusa Tenggara.

The program aims to enhance the instructional leadership skills of school principals, recognizing the lack of such initiatives for many principals in Indonesia. The program adopts an innovative, evidence-based approach, blending workshops and intensive coaching sessions over a period of one to one and a half years, fostering local school principal communities known as School Principals Working Group *(Kelompok Kerja Kepala Sekolah – K3S)*. The curriculum focuses on practical skills to improve teaching quality, including coaching techniques, classroom observations, cultivating a growth mindset, and providing feedback, in alignment with MoECRT's Emancipated Curriculum.

Picture 1: *School principals working group meeting where they discussed coaching plan for teachers in their respective schools*

Picture 2: *A school principal in one of the partner schools in Central Java is providing coaching to his teachers on how to develop effective lesson plans*

Positive outcomes include increased principals' involvement in ensuring learning quality, more frequent supervisory visits, and improved teaching practices, resulting in improved learning outcomes in partner schools. Notably, student literacy skills have risen from 34% to 67%, while basic numeracy competence has increased significantly from 30% to 61%. However, challenges persist in sustaining the program independently beyond the initial support from INSPIRASI. With Indonesia's adoption of decentralization of education budgeting, the capacity and commitment of local governments are now more critical than ever. As part of the program's sustainability strategies, INSPIRASI actively involves local education agencies and supervisors in the program design process to build local government's sense of ownership.

The program underscores the value of multi-stakeholder collaboration. Donors and research institutions have played a pivotal role in making the program effective and evidence based. The program holds promise for replication by Indonesian local governments, as evidenced by budget allocations of IDR 350 million in 2022 and IDR 705 million (2023) by Karawang and Southwest Sumba Education District Agencies, respectively, to implement it independently at the district level.

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Target 1.a

Government Expenditure on Education

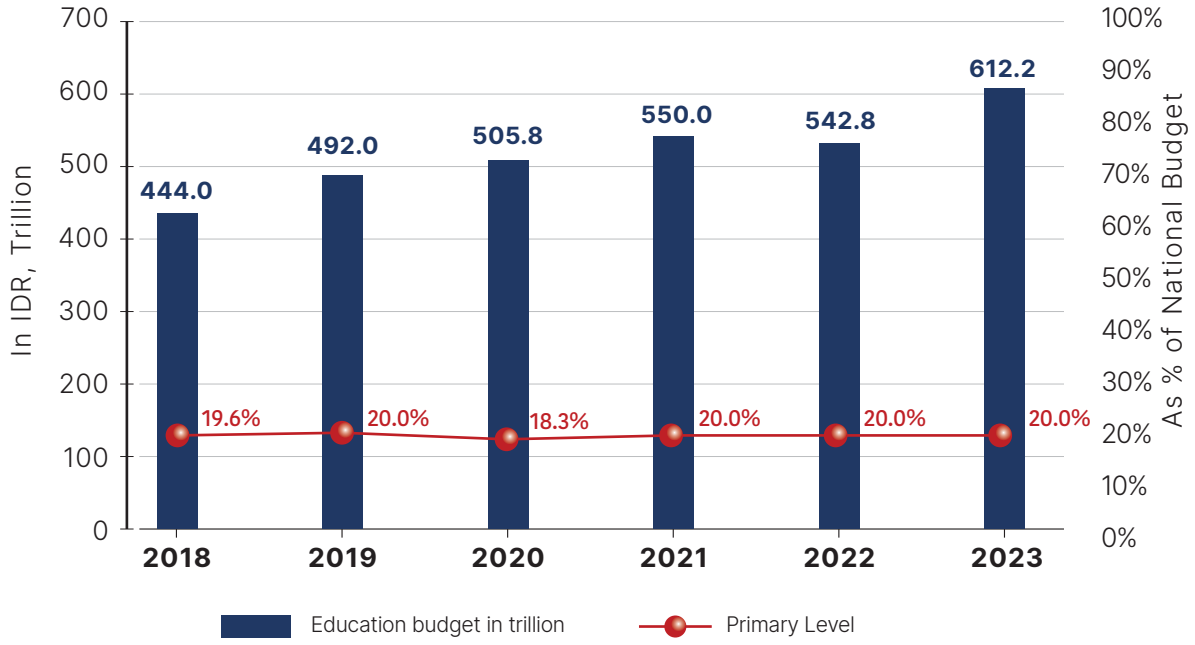
Indikator 1.a.2

Government Expenditure on Education as a Percentage of Total Government Spending.

In Indonesia, education spending is stipulated in the 1945 Constitution (Article 31 paragraph (4)) and Law No. 20 of 2003 on the National Education System (Article 49 paragraph (1)), with a mandatory budget allocation of 20% of the National Budget *(Anggaran Pendapatan dan Belanja Negara - APBN)* or Local Government Budget *(Anggaran Pendapatan dan Belanja Daerah - APBD)*. Over the period from 2015 to 2023, the government has consistently upheld this constitutional mandate, with 20% of the national budget allocated for education.

In absolute terms, the national budget for education has seen a year-on-year increase in line with the government's expanding fiscal capacity. However, there was a marginal decline in the education budget from IDR 550 trillion (~USD 38.43 billion) in 2021 to IDR 542.83 trillion (~USD 36.56 billion) in 2022. In 2023, it experienced a notable increase to IDR 612.2 trillion (~USD 40.48 billion).

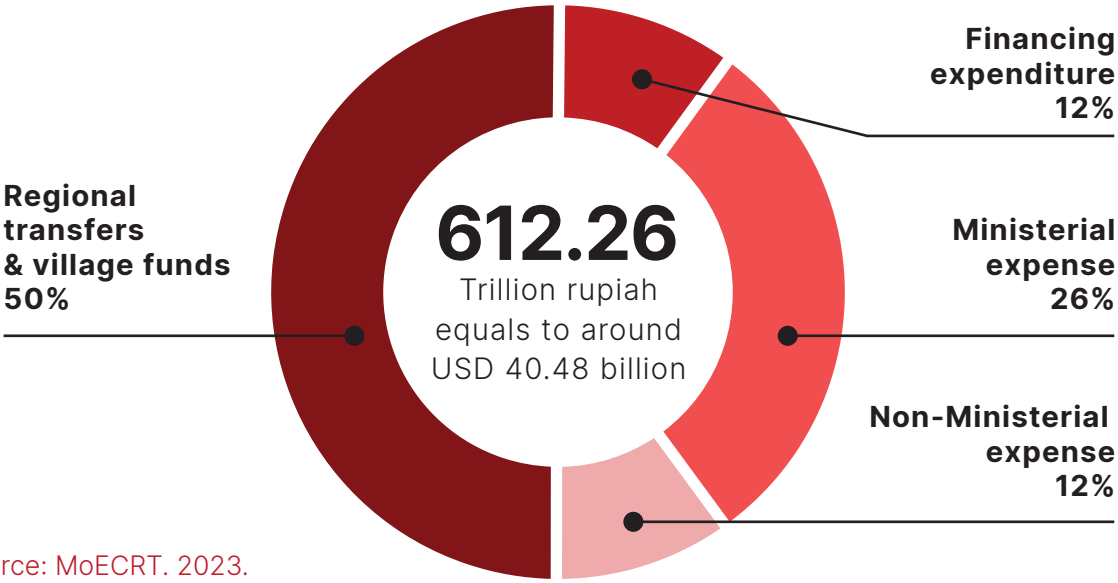
Figure 34. Education Budget (IDR, trillion), 2018-2023



Source: MoECRT. 2023.

The 2023 education budget (IDR 612.26 trillion, or ~USD 40.48 billion) is further apportioned as follows: 49.91% is designated for Transfers to Local Government *(Transfer ke Daerah dan Dana Desa - TKDD)*, totaling IDR 305.60 trillion (~USD 20.21 billion); 26.39% for central Ministries/government agencies, totaling IDR 161.56 trillion (~USD 10.68 billion); 12.34% for non-Ministry expenditures, totaling IDR 75.58 trillion (~USD 5 billion), and 11.45% or IDR 69.50 trillion is earmarked for education financing expenditures, which includes investments in endowment funds for education and research.

Figure 35. Education budget allocations, 2023



Source: MoECRT. 2023.

Transfers to Local Government, the largest spending category of the national education budget, consists of several components: General Transfer Funds (comprising General Allocation Funds and Revenue-Sharing Funds) for education; Special Transfer Funds (comprising Special Allocation Funds for infrastructure and Special Allocation Funds for non-infrastructure); Regional Incentive Funds for education; and Special Autonomy Funds for education. The School Operational Assistance (BOS) and local civil servant teacher allowance are components of the non-infrastructure Special Allocation Funds *(Dana Alokasi Khusus Non Fisik)*. Education financing expenditures are designated for the development or augmentation of endowment funds for education, such as education endowment fund, research endowment fund, cultural donation fund, and university endowment fund.

Given finite resources and fiscal constraints, the government has to prioritize initiatives and projects that yield the most significant impact. Nevertheless, the government continues to make efforts to advance the equitable expansion of quality education by fostering synergies among programs funded by central government ministries and agencies, and those funded by the budget transferred to local governments (TKDD).

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Chapter IV

Impact of COVID-19 Pandemic on Progress of SDG 4

Chapter IV

Impact of COVID-19 Pandemic on Progress of SDG 4

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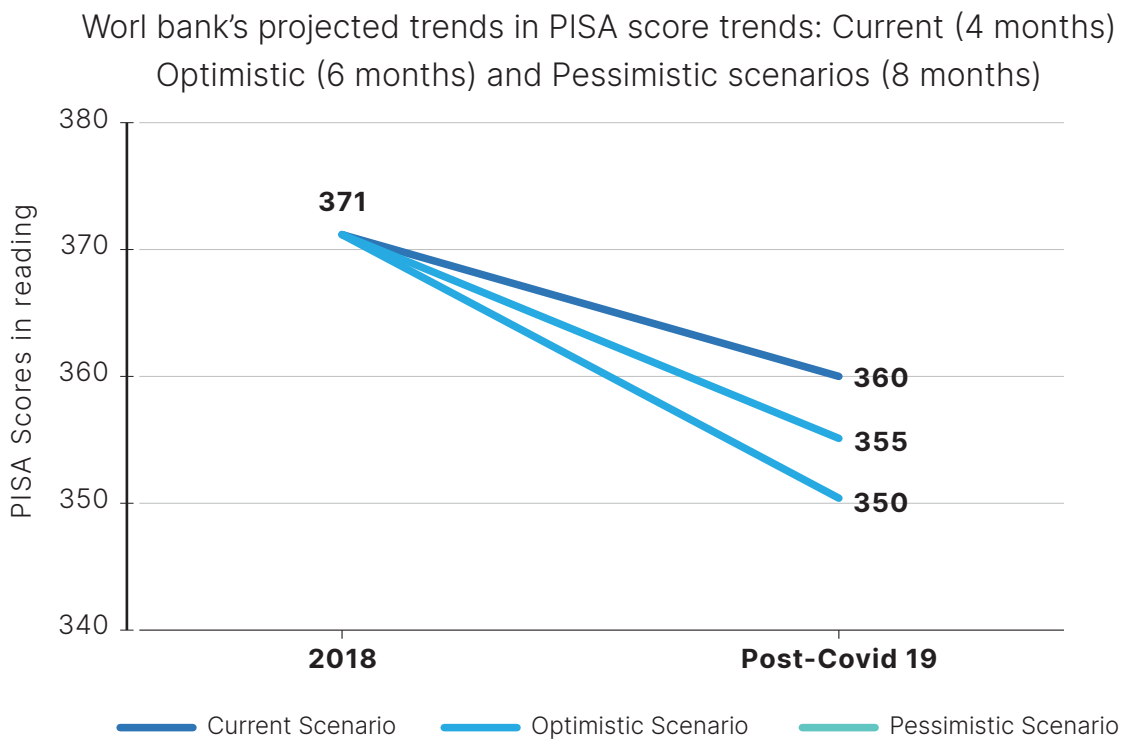
The COVID-19 pandemic has profoundly impacted education globally, including in Indonesia. As a preventive measure against the spread of COVID-19, more than 68 million Indonesian children stayed at home, discontinuing in-person schooling (World Bank, 2020). Teaching and learning continued remotely, despite disparities in access to remote learning tools and varying student capabilities to adapt to this mode of learning. School closures adversely impacted learning, since effective remote learning necessitated both teachers and students to gain and apply a new set of technological skills. Remote Learning (Pembelajaran Jarak Jauh - PJJ) is estimated to be only 30 percent as effective as traditional in-class instruction, leading to significant learning loss. Additionally, the level of community participation in schools in Indonesia is expected to decline due to economic repercussions of the pandemic.

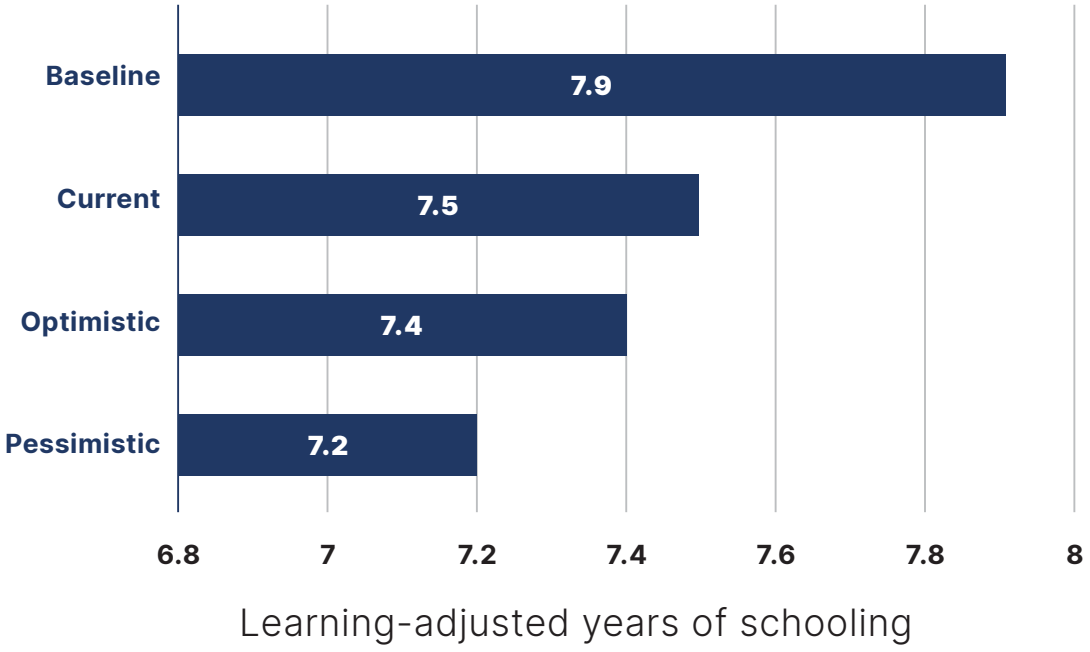
Figure 36. Projected trends in PISA scores: Current (4 months), Optimistic (6 months)



Source: Reuse with permission from World Bank, 2020

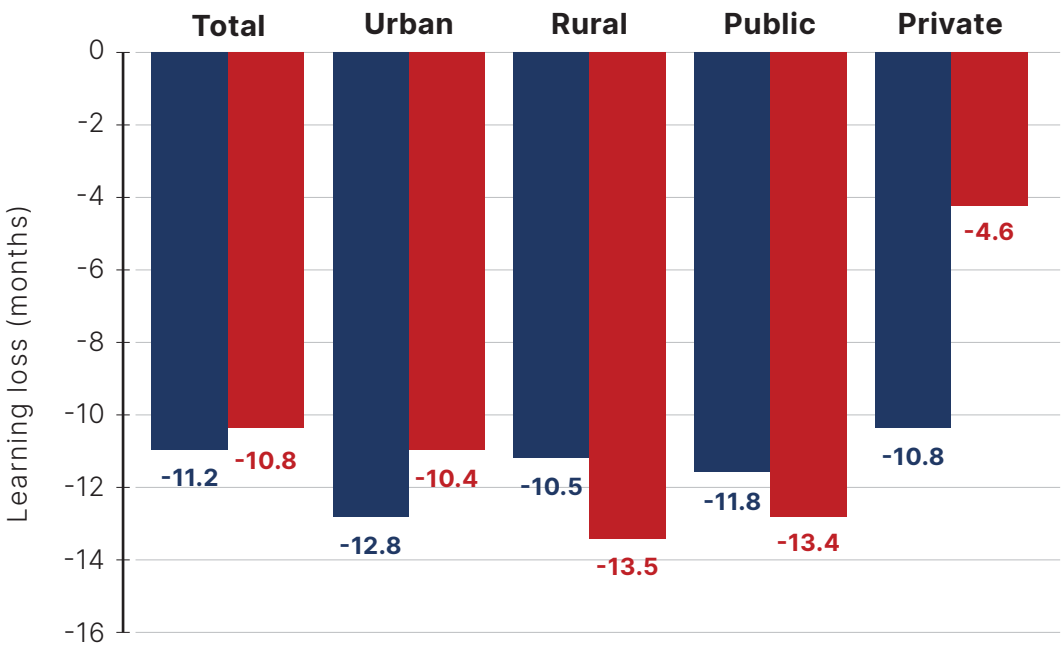
Projected estimates of PISA reading score employ three scenarios to assess the impacts of remote learning (Figure 36): "current", "optimistic", and "pessimistic". These scenarios delineate four, six, and eight months of school closures, respectively, starting from the PISA report's publication in August 2020. According to World Bank estimates (2020), the decline in learning outcomes accelerates with prolonged periods of remote learning. The report forecasts a potential decrease of up to 21 points in PISA reading scores for Indonesia due to remote learning (Figure 36), equating to a loss of 0.7 years' worth of schooling based on Learning-Adjusted Years of Schooling (LAYS) calculations. According to the Human Capital Index 2020, despite an expected length of schooling of 12.4 years in Indonesia, the knowledge acquired only approximates 7.8 years of learning. Primary school students are particularly susceptible to learning loss compared to secondary school students due to the stage of their cognitive development, hampering their ability to engage in independent learning (Patrinos and Donnelly, 2021).

Figure 37. Learning-Adjusted Years of Schooling (LAYS)



Source: Reuse with permission from World Bank, 2020

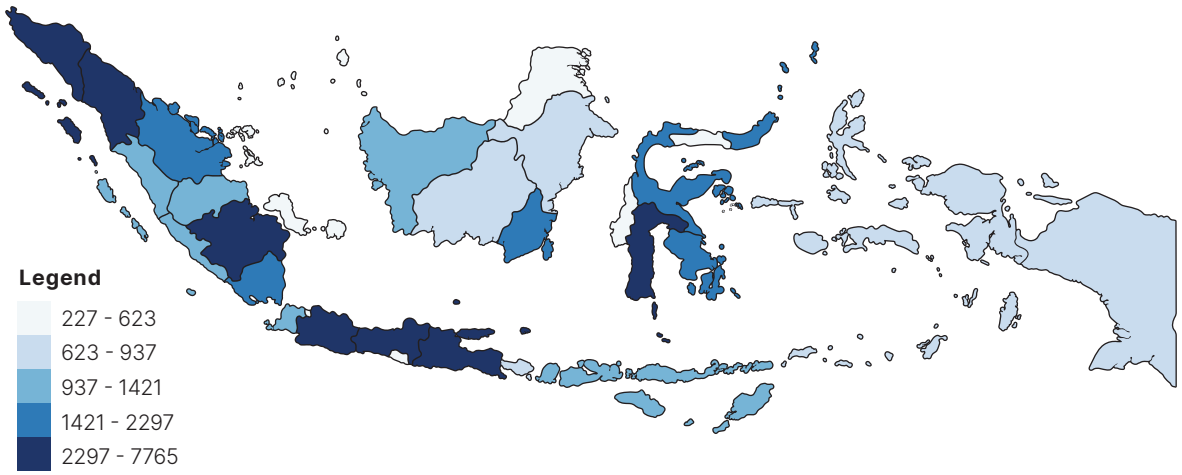
Figure 38. Size of learning losses in months, by subject, public-private



Source: Reprinted from World Bank, 2023

According to a World Bank report from 2023 analyzing learning loss based on data from 2019 and 2023, fourth-grade students in Indonesia experienced learning lost equivalent to 11.2 months in mathematical skills and 10.8 months in language skills (Figure 38) (p. 38). Both urban and rural students experienced learning loss in both domains. Urban students experienced a loss of 12.8 months in mathematical skills and 10.4 months in language learning (p. 38), while rural students faced a decline of 10.5 months in mathematical skills and 13.4 months in language learning (p. 38).

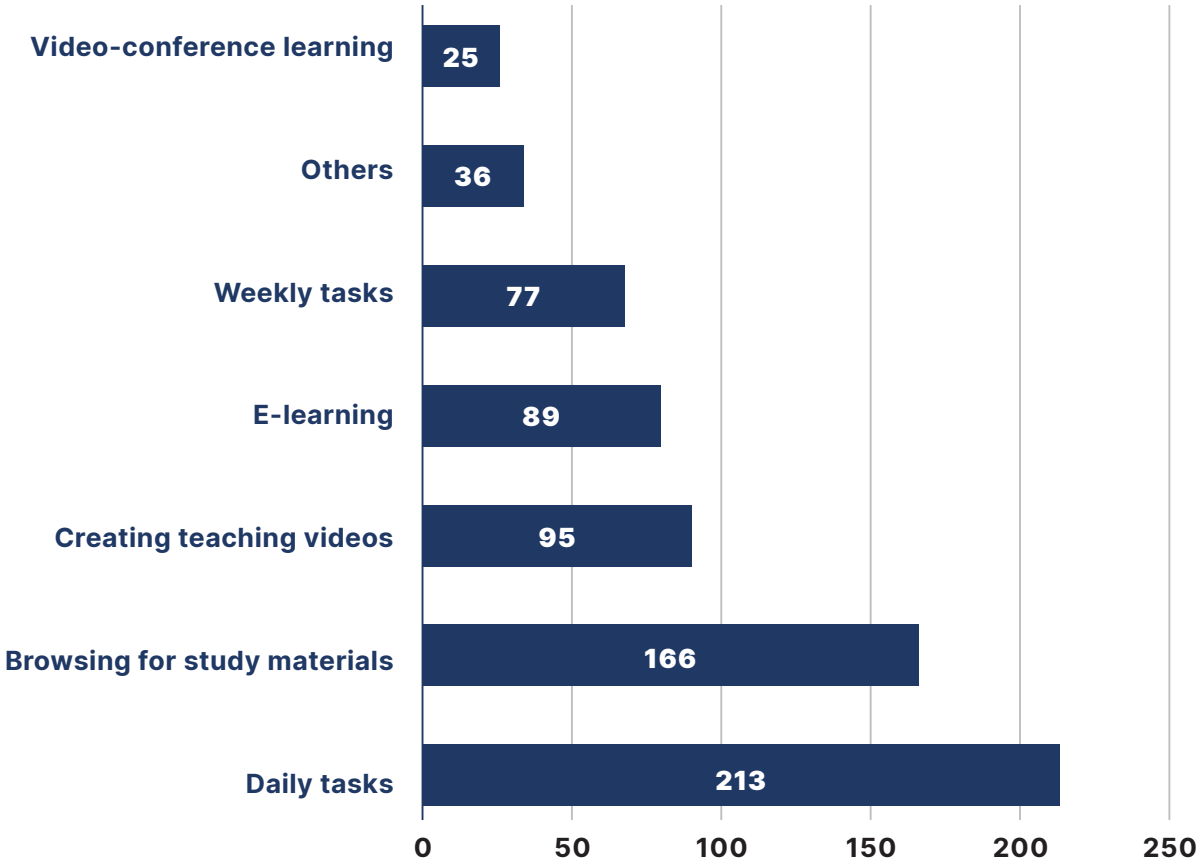
Figure 39. Number of villages with 4G/LTE mobile phone internet access, by province



Source: Central Bureau of Statistics, Indonesia Telecommunications Statistics, 2021

Remote learning (PJJ) is heavily dependent on access to electricity and the internet. As per the 2021 telecommunications data, 61,926 villages/cities benefit from 4G/LTE mobile internet coverage, leaving 3,045 villages/cities without coverage. Additionally, according to BPS (2021), a significant percentage of households in Indonesia have access to electricity. However, disparities persist, particularly in the Eastern part of Indonesia, where many still lack access to electricity. Addressing these gaps should remain a priority for the government.

Figure 40. Teachers' teaching methods during remote learning



Source: SMERU 2020

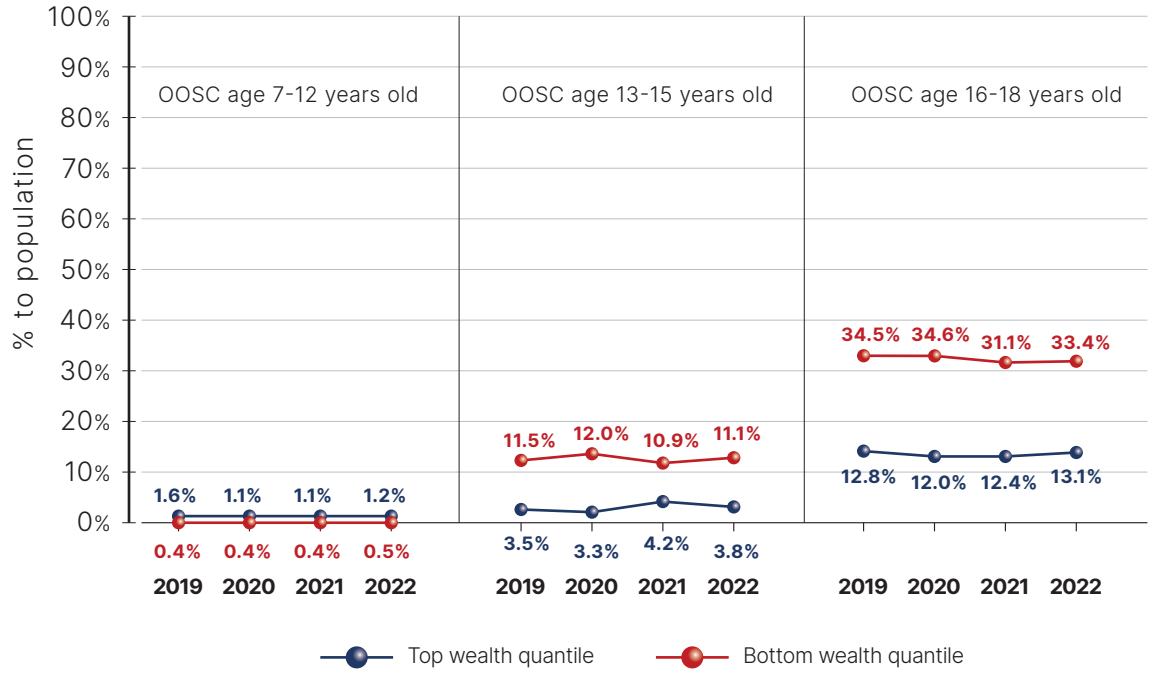
A survey conducted by SMERU Research Institute (2020) revealed that fewer than 70% of teachers engaged in daily teaching activities during remote learning, with up to 50% of teachers in rural areas outside of Java not teaching every day. Furthermore, students predominantly learned through daily assignments provided by their teachers. Adapting to the challenges posed by COVID-19, the government deprioritized curriculum coverage and offered three implementation options: (1) continuing with the national curriculum (2013 Curriculum), (2) implement an emergency curriculum for extraordinary circumstances, and (3) simplifying the curriculum as necessary.

A study conducted by the MoECRT Curriculum and Education Assessment Standards Agency *(Badan Standar Kurikulum dan Asesmen Pendidikan - BSKAP)* in 2021 revealed that the implementation of an emergency curriculum during the pandemic reduced learning loss, particularly in literacy (73%) and numeracy

(86%), based on data from students in grades 1-3 across 612 primary schools in 20 regency/cities in 8 provinces. However, another study found that many teachers still felt responsible for covering the entire curriculum (Federation of Indonesian Teachers' Unions, 2020). This is supported by SMERU findings (2020) that 27.59% of teachers continued to address content and learning standards in the curriculum. Additionally, 2023 SMERU report concluded that the implementation of a simplified curriculum could lead to significant learning loss among previously high-achieving students, as they no longer have access to materials that foster the development of higher cognitive skills.

In summary, school closures due to the pandemic have adversely affected students, resulting in reduced learning outcomes, declining abilities, widening knowledge disparities, disrupted emotional and psychological development, vulnerability to dropping out, and potential future income reduction (SMERU, 2020). Figure 41 illustrates that the prevalence of out-of-school children is higher at higher levels of education, particularly among students from lower socioeconomic background compared to those from higher socioeconomic background. This disparity becomes more pronounced at the senior secondary education level.

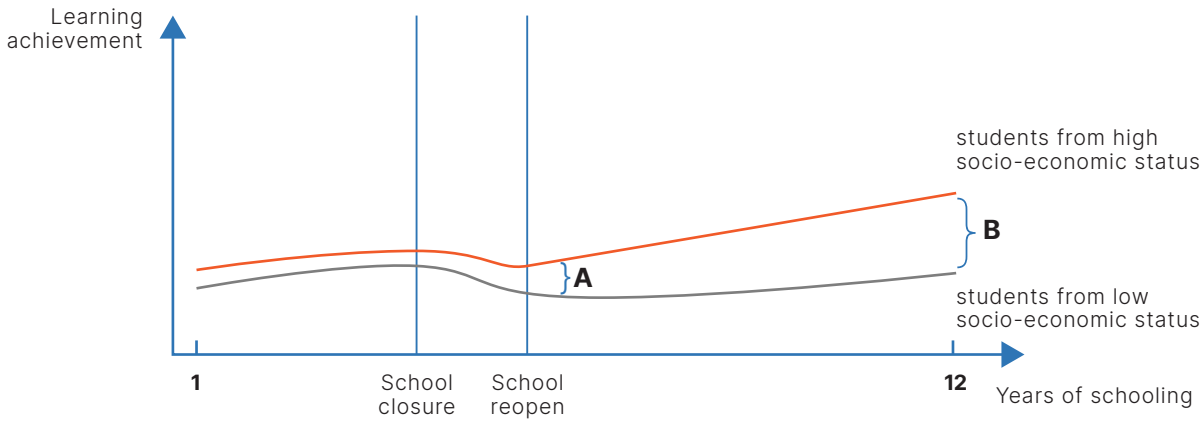
Figure 41. Percentage of out-of-school children by education level, 2019-2022



Source: BPS, Susenas 2015-2022

Due to limited internet access, minimal direct interaction between students and teachers, and limited teacher proficiency in adapting materials to individual student needs, a significant portion of Indonesian students face a heightened risk of experiencing learning loss (Arsendy et al., 2020). Figure 42 demonstrates the widening disparity in learning outcomes over time between students from high and low socioeconomic backgrounds, attributable to learning loss during school closures. Without targeted interventions for vulnerable student populations, this gap is likely to continue expanding.

Figure 42. Simple illustration of students' abilities due to remote learning and without special interventions after school reopening



Source: SMERU, 2020

The Indonesian Ministry of Education, Culture, Research, and Technology has underscored numerous adverse impacts of remote learning. It has been found to significantly impact the health, development, and mental well-being of school-age children, exacerbating their vulnerabilities from a mental health standpoint. Additionally, parents face challenges in managing work, childcare, and their children's education during remote schooling. Consequently, the government has made the decision to reopen schools and implement various acceleration strategies to mitigate learning loss. One such strategy is the adoption of the Emancipated Curriculum, which aims to address the learning crisis by improving the quality of education across Indonesia. The Emancipated Curriculum prioritizes the teaching of essential materials and emphasizes project-based learning methods to provide a distinct learning experience toward fostering soft skills and character development. Expected changes in teaching practices and the overall learning environment are anticipated to facilitate a comprehensive recovery in learning following the COVID-19 pandemic.

ASELA DIJAKETI Program
(Let's go back to school through inclusive and non-formal education)

The *ASELA DIJAKETI* Program is an initiative introduced by the local government of Tegal city to tackle the out-of-school children issue in the region. ASELA DIJAKETI is short for "*Ayo Sekolah Lagi yang Terintegrasi dengan Pendidikan Kejar Paket dan Inklusi*," or "let's go back to school through inclusive and non-formal education". The program operates in a coastal area where many school-age children opt to assist their parents in fishing activities, contributing to the number of out-of-school children (OOSC) in the region. Furthermore, within the OOSC population, there are Children with Special Needs *(ABK)*.

The program's implementation comprises several key components: it seeks to provide inclusive education services through Inclusive Learning Activity Centers *(SKB Inklusi)*, which cater not only to the general student population but also offer non-formal education packages A, B, and C for children with special needs in the slow learner category. Additionally, efforts are made to bring education services (non-formal education packages) closer to the community through Learning Revival Centers *(Si Abang Belajar)* located in local sub-district offices *(Kelurahan)*.

To further support the educational needs of children with special needs, out-of-school children, and children at-risk of dropping out, along with their parents, the program offers education assessment services. This involves the assistance of professional psychologists to identify inclusion categories for children with special needs and address learning obstacles faced by out-of-school children and children at-risk of dropping out.

The success of the program is significantly enhanced through multi-stakeholder collaboration. These collaborations involve partnerships with various entities, such as Pancasakti University Tegal, private sector organizations such as Bank Jateng, expert services from "Quantum" Psychological Services, BAZNAS which provided philanthropic support, community organizations like Muhammadiyah, and mass media outlets like Tribun Jateng, Radar Tegal, and Suara Merdeka. These partnerships encompass a range of activities, from student mentoring to the provision of learning resources and educational assessments, ultimately facilitating formal education services and the dissemination of best practices from the ASELA DIJAKETI program.

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Chapter V

Revision of National SDG 4 Frameworks Strategies and Indicators, and Anticipated Way Forward

Chapter V

Revision of National SDG 4 Frameworks Strategies and Indicators, and Anticipated Way Forward

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Expanding equitable access to educational services and improving education quality stand as primary goals in education development. The COVID-19 pandemic has posed a dual challenge in achieving these objectives. Since its emergence, the pandemic has caused unavoidable disruptions in education, and its impacts endure even after the declaration of the conclusion of COVID-19 as a global health emergency. In response, the government swiftly implemented policies, including large-scale social restrictions which resulted in temporary school closures, curriculum adjustments, shifts in teaching approaches, and eventually shifts in learning processes and expected learning outcomes.

In terms of access to education, the pandemic disproportionately affected the most vulnerable groups, including those from low socio-economic backgrounds, conflict areas, and remote and underdeveloped regions, referred to as 3T areas. Despite efforts, 4 million school-age children remained out of school in Indonesia in 2022. This group encompasses children facing economic barriers to education, those residing in 3T areas encountering geographical obstacles, children with disabilities facing a range of educational barriers, neglected (and street) children, children in conflict with the law, and other marginalized segments of society.

The COVID-19 pandemic has had an adverse impact on the quality of student learning outcomes. Several factors have contributed to learning loss experienced by Indonesian students, including school closures, curriculum adjustments with lowered expectations of learning outcomes, and the learning curve and unpreparedness associated with transitioning to remote learning. This learning loss is particularly severe among those with limited access to devices/computers and the internet.

Throughout Indonesia's decade-long participation in PISA tests, the country's average PISA scores have consistently remained below the OECD country average, showing a tendency to stagnate. It is anticipated that the Indonesia's 2022 PISA results will regress due to the disruptions caused by the COVID-19 pandemic.

The pandemic has profoundly impeded Indonesia's advancement toward attaining the Sustainable Development Goal (SDG) of "leaving no one behind" in education. The government has prioritized the safe return of students to schools and the establishment of supportive learning environment. These efforts align with the objectives outlined in the 2022 Bangkok Declaration, ratified by the Ministers of Education from countries within the Asia-Pacific region, which emphasize "effective learning recovery for all" and the transformation of education in the Asia-Pacific. This inclusive approach extends beyond the most vulnerable groups to encompass all children, emphasizing the development of high-order thinking skills among students. Remote schooling and ICT-based learning have have emerged as alternative methods to ensure the continuity of teaching and learning processes. Lessons gleaned from the pandemic suggest that education in the future may not necessarily rely on physical learning environments, with digital learning platforms facilitating and expediting cross-cultural learning and global exchange of knowledge involving students from various countries. Investments in vocational education, particularly in digital and ICT equipment, can accelerate vocational education improvements, and increase quality of vocational school graduates. However, to ensure equitable access to digital learning systems, schools must be equipped with adequate infrastructure, students must be equipped with ICT skills. Furthermore, robust security measures must be implemented to prevent cyberbullying and cybercrime, and alleviate negative impacts linked to exposure to the digital world.

To cultivate a cadre of competent and professional educators, Indonesia must increase the proportion of educators meeting qualification standards. Equally important are efforts to increase school quality including through accelerating school accreditation processes.

As Indonesia navigates its recovery and embarks on post-COVID-19 development acceleration, there is a pressing need to transform its education system. During the Transforming Education Summit (TES), participants issued a National Commitment statement highlighting three priority areas for transformation: revamping the learning system and environment, enhancing digital learning and providing funding support to develop quality human resources, and transforming teachers.

Transforming the learning system and environment is paramount to unlocking students' full potential. Emancipated Learning, characterized by educational liberation, empowers schools to tailor the curriculum based on students' contexts, interests, and learning styles, thereby maximizing student development and growth. Furthermore, while striving for inclusive education nationwide, the government strives to strengthen inclusive education for students with special needs. This entails not only providing adapted infrastructure, but also developing adaptive curriculum that is responsive to the diverse needs of individuals with disabilities.

The COVID-19 pandemic underscored the critical importance of ICT infrastructure preparedness, encompassing both device availability and usage proficiency. Remote learning emerged as a viable and innovative solution to expand equitable access to quality education. Despite geographical barriers, students can now receive consistent educational opportunities and instructional quality. Moreover, innovative funding mechanisms are essential to ensure access to basic, secondary, and higher education, and to foster innovation in higher education. Programs like Teacher Professional Education and Continuing Professional Development play pivotal roles in enhancing teacher professionalization and increasing teacher competence. Teachers must cultivate adaptive and transformative competencies, including digital skills to facilitate innovative teaching practices. Through lifelong learning and engagement in peer learning communities, teachers can continue to develop their competencies and professionalism, enabling them to assist all students in cultivating High Order Thinking Skills, among other essential outcomes.

In line with the collective goals of the 2022 Bangkok Declaration, the Transforming Education Summit National Commitment Statement, and Sustainable Development Goal 4 "Quality Education for All," the Indonesian government is undertaking significant efforts and breakthrough initiatives, as reinforced by the 2025-2045 National Long-Term Development Plan. Within the framework of the Social Transformation agenda, the Indonesian government over the next two decades aims to achieve equitable access to quality education through the following strategies:

1

Enhancing Teaching and Learning Quality

This involves strengthening adaptive curricula focusing on essential competencies, bolstering a comprehensive assessment system, increasing teacher competency and professionalizing educational administrators. Additionally, it includes enhancing learning for both students and teachers with special needs, integrating soft skills, social skills, and life skills into learning, enhancing early literacy, fostering a school climate conducive for character building, improving student and teacher well-being, and preventing instances of bullying, sexual violence, and intolerance.

2

2. Strengthening Digital-Based Learning

Efforts entail increasing the competencies of educators, students, and parents in digital literacy; implementing modern pedagogical methods by utilizing digital technology for innovative learning, while enhancing teacher's pedagogical-technological content knowledge, and improving the availability of digital learning resources and ICT infrastructure, along with expanding the electrical grid.

3

3. Equalizing Access to Education

This involves accelerating 13-years compulsory education comprising of one year of pre-primary and 12 years of primary and secondary education, while strengthening early childhood education, increasing the availability of educational facilities and infrastructure, diversifying education service policies, promoting civil society's participation in provision of education, ensuring equitable student admission mechanisms, and increasing the effectiveness of education subsidies.

4 Strengthening the Role of Higher Education in Education Development and Social Mobility

Measures include expanding universal access to quality higher education, increasing the quality of graduates in Science, Technology, Engineering, Art, and Mathematics fields facilitated by utilizing endowment funds for research, fostering outcome-based learning systems along with expanding multi- and inter-disciplinary education and research approaches, and accelerating the differentiation of university missions by focusing on issuing mandates, particularly for public universities (PTN), to align with diverse educational objectives.

5 Improving Teacher and Lecturer Quality and Distribution

This encompasses reforming teacher education, strengthening teacher training institutions (Lembaga Pendidikan Tenaga Kependidikan – LPTK), revitalizing Teacher Professional Education (PPG), tailoring LPTK programs to address students' educational needs, consistently enhancing teacher and lecturer competence and professionalism, increasing teachers and lecturers qualifications, expanding the pool of lecturers, instructors, and educational personnel in STEAM fields, strengthening affirmative policies to support teachers and lecturers in underserved areas, fortifying support for educators serving students with disabilities, and optimizing the management of lecturers as valuable human resources.

6 Improving Teacher Governance

This involves restructuring teacher governance systems and authority to facilitate teacher mobility across provinces or regions, by analyzing teacher needs, and recruiting, appointing, and placing civil servant teachers in educational units managed by either the central or local government through a centralized system.

7 Strengthening Religious Education and Religious Schools

(such as pesantren, theological schools, seminaries, pasraman, and pabbajja samanera): Strategies include strengthening inclusive and moderate curriculum policies, ensuring equal rights to transition to higher levels of education or employment, and upholding children's rights to religious education.

8 Revitalizing Non-Formal Education and Lifelong Learning

This encompasses strengthening community-based education and life skills education, building an ecosystem to increase access, learning quality, and graduate competencies in the non-formal education sector, and enhancing civil society participation in educational provision.

9 Strengthening the Quality Assurance System and Educational Governance

Measures involve strengthening educational administration and leadership, enhancing regional government capacity, and consolidating the education data information system.

10 Increasing Productivity, Competitiveness, and Employability

This includes strengthening the teaching of new skills and competencies, entrepreneurship education, and the ecosystem to encourage university partnership with business and industry, supporting strategic research and development cooperations. It also includes aligning study programs and learning outcomes with 21st century skills, expertise, and competencies required by business and industry, as well as advancements in science and technology aimed at fostering the creation of innovation-based startups. Furthermore, it involves strengthening learning systems to meet industry standards, enhancing the capacity of educators, instructors, and trainers, refining competency certification programs for students, and elevating the quality of sports talent development.

11 Improving the Quality and Efficiency of Education Financing

This entails aligning education budget implementation at both central and local levels, exploring innovative funding sources, and implementing equitable education financing strategies.

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Appendix

Matrix of Policies and Practices Implemented

No	Indicator	Policy(ies)/good practice(s)	Year	Short description
4.1.1	Proportion of children and adolescents (a) in grade 4; and (b) at the end of junior secondary education achieving at least a minimum proficiency level in (i) reading and (ii) mathematics	1. National Assessment 2. Guidance or mentoring provided to educational institutions.	2021-present	1. The National Assessment (Asesment Nasional - AN) is an assessment of quality administered in every school, madrasah, and equivalency education program at the primary and secondary levels. School quality is assessed based on the students' learning outcomes on fundamental competencies (literacy, numeracy, and character), as well as the quality of the teaching-learning process and the learning environment. This AN consists of three components: a Minimum Competency Assessment (Asesmen Kompetensi Minimum - AKM), a Character Survey, and a Survey of Learning Environment. 2. Providing guidance to institutions implementing equivalency education by curating teaching materials for the Emancipated Curriculum and utilizing the Emancipated Teaching platform.
4.1.2	Completion rate for (a) primary; (b) junior secondary; and (c) senior secondary education	1. Smart Indonesia Program 2. Affirmative Scholarship for Secondary Education 3. School Operational Assistance 4. Equivalency Education	1. 2014 - present 2. 2013 - present 3. 2005 - present 4. 1990 - present	1. The Smart Indonesia Program (Program Indonesia Pintar – PIP) is a financial aid program that includes cash assistance with the goal of expanding educational access and learning opportunities for students from poor or vulnerable families to finance their education. 2. The Affirmative Scholarship for Secondary Education (Beasiswa Afirmasi Pendidikan Menengah - ADEM) program is provides opportunities and support to students at the junior secondary school level (SMP/MTs and its equivalent), originating from Papua, 3T areas, and those who are children of Indonesian Migrant Workers (PMI) in Malaysia. 3. The School Operational Assistance (Bantuan Operasional Sekolah - BOS) is a non-infrastructure special allocation fund aimed at supporting non-personnel operational costs for schools. 4. Equivalency education is non-formal education consisting of Package A (primary school equivalent), Package B (junior secondary school equivalent), and Package C (senior secondary school equivalent) with an emphasis on mastery of knowledge, functional skills, and the development of attitudes and professional character of learners.
4.1.4	Out-of-school children rates for (a) primary (7-12 years); (b) junior secondary (13-15 year); and (c) senior secondary (16-18 years)	1. PIP 2. ADEM Scholarship 3. Equivalency Education	1. 2014 - present 2. 2013 - present 3. 1990 - present	1. PIP is a financial aid program that includes cash assistance with the goal of expanding educational access and learning opportunities for students from poor or vulnerable families to finance their education. 2. The ADEM program is provides opportunities and support to students at the junior secondary school level (SMP/MTs and its equivalent), originating from Papua, 3T areas, and those who are children of Indonesian Migrant Workers (PMI) in Malaysia. 3. Equivalency education is non-formal education consisting of Package A (primary school equivalent), Package B (junior secondary school equivalent), and Package C (senior secondary school equivalent) with an emphasis on mastery of knowledge, functional skills, and the development of attitudes and professional character of learners.

4.2.2	Participation rate of six-year-olds (one year before the official primary entry age) in organised learning	1. Operational Cost Assistance for ECE centers 2. Holistic and integrated early childhood development	1. 2002 - present 2. 2020 - present	1. Operational Cost Assistance *(Bantuan Operasional Penyelenggaraan - BOP)* is provided to Early Childhood Education centers to support operations and to provide personal expenses support for ECE students. 2. Holistic and integrated early childhood development services (PAUD-HI) is an early childhood development initiative with the aim of meeting the basic needs of children in a simultaneous, systematic, and integrated manner, recognizing the various aspects of a child's growth.
4.3.1	Participation rate of youth and adults 15 years and above in formal and non-formal education, and training in the last 12 months	Equivalency Education	1990 - present	Equivalency education is non-formal education consisting of Package A (primary school equivalent), Package B (junior secondary school equivalent), and Package C (senior secondary school equivalent) with an emphasis on mastery of knowledge, functional skills, and the development of attitudes and professional character of learners.
4.3.2	Gross enrolment ratio (ger) for tertiary education	1. Indonesia Smart Card-College 2. Affirmative Scholarship for Higher Education 3. Excellence Scholarship 4. IISMA	1. 2021 - present 2. 2012 - present 3. 2006 - present 4. 2021 - present	1. The Indonesia Smart Card-College *(KIP Kuliah)* is an initiative to assist economically disadvantaged students with a merit-based financial aid to continue their education at the tertiary level. 2. The Affirmative Scholarship for Higher Education *(Beasiswa Afirmasi Pendidikan Tinggi – ADIK)* is an affirmative educational policy intervention in the form of Government Assistance aimed at providing opportunities to students who face difficulties in overcoming access barriers to higher education. 3. The Excellence Scholarship *(Beasiswa Unggulan)* is a financial aid program with funding from the Indonesian government and external sources implemented as a cooperative agreement with the highest achieving Indonesian student recipients and selected foreign student recipients. 4. The Indonesian International Student Mobility Awards (IISMA) program is a scholarship program from MoECRT for Indonesian students to pursue study abroad for one semester in leading universities abroad.
4.3.1	Participation rate of youth and adults 15 years and above in formal and non-formal education, and training in the last 12 months, by sex	1. Vocational Education Center of Excellence program BOS 2. PIP 3. Work Skills Education Entrepreneurship Skills Education	1. 2020 - present 2. 2005 - present 3. 2014 - present 4. 2006 - present 5. 2006 - present	1. Vocational Education Center of Excellence program *(SMK Pusat Keunggulan)* is a vocational school development program aimed at improving institutional quality and performance by strengthening partnership and alignment with business, industry, and the job market, aimed at positioning the school as a model school to drive and serve as a resource center to improve the quality and performance of other vocational schools. 2. BOS is a non-infrastructure special allocation fund aimed at supporting non-personnel operational costs for schools. 3. PIP is a financial aid program that includes cash assistance with the goal of expanding educational access and learning opportunities for students from poor or vulnerable families to finance their education 4. The Work Skills Education *(Pendidikan Kecakapan Kerja – PKK)* program is intended for youth and adults aged 17-25 years old, aimed at preparing human resources that are skilled, of sound character, competitive, and job-ready. 5. The Entrepreneurship Skills Education *(Pendidikan Kecakapan Wirausaha – PKW)* program is intended for youth and adults aged 15-25 years old, aimed at preparing human resources that are skilled, of sound character, competitive, and prepared start a new business.
4.4.1	Proportion of children, adolescents, youth, and adults (a) 10-19 years old, (b) 15-24 years; and (c) 15 years and above, who have accessed the internet in the last three months	1. Special Allocation Funds for infrastructure ICT Assistance	1. 2017 - present 2. 2020 - present	1. Special Allocation Funds for infrastructure *(Dana Alokasi Khusus Fisik – DAK Fisik)* is a fund allocated within the National Budget to local government with the aim of helping finance specific infrastructure and facilities development that are the responsibility of the local government and that aligns with national priorities. 2. Assistance in Information and Communication Technology (ICT) to tens of thousands of schools throughout Indonesia. The assistance provided laptops, access points, connectors, projector screens, active speakers, and internet routers.

4.6.2	Youth and adult literacy rate, by age group of (a) 10-19 years; (b) 15-24 years; (c) 15-59 years; and (d) 15 years and older	*1.* School Literacy Movement *2.* Literacy Education	*1.* 2016 - present *2.* 2016 - present	1. The School Literacy Movement *(Gerakan Literasi Sekolah – GLS)* aims to encourage and motivate students to read and write in order to cultivate moral and ethical values *(budi pekerti)*. Expected long-term outcomes include students with high literacy skills. 2. Literacy Education program is one form of non-formal education for individuals who do not yet have and would like to build functional reading, writing, and arithmetic (literacy) skills for their daily lives.
4.7.1	Extent to which (a) global citizenship education and (b) education for sustainable development are mainstreamed in (i) national education policies and (ii) curricula for all levels of education	*1.* Emancipated Curriculum *2.* AN *3.* PGP	2022 - present	1. The Emancipated Curriculum seeks to drive learning recovery and educational transformation for a better Indonesia. Through the Emancipated Curriculum, teachers can better recognize students' potential in order to create relevant learning experiences. 2. AN is an assessment of quality administered to every school, madrasah, and equivalency education program at the primary and secondary levels. School quality is assessed based on the students' learning outcomes on fundamental competencies (literacy, numeracy, and character), as well as the quality of the teaching-learning process and the learning environment. This AN consists of three components: a Minimum Competency Assessment, a Character Survey, and a Survey of Learning Environment. 3. PGP is an educational leadership program for teachers to become instructional leaders.
4.b.2	Number of scholarships for foreign students for post-secondary education in indonesian universities	*Developing Countries Partnership*	2006 - present	*Developing Countries Partnership (Kemitraan Negara Berkembang - KNB) provides scholarships to developing countries to pursue higher education in various universities in Indonesia.*
4.a.1	Proportion of (a) primary; (b) junior secondary; (c) senior secondary; (d) and vocational secondary schools with access to electricity	*1.* DAK Fisik *2.* ICT Assistance *3.* BOS	*1.* 2017 - present *2.* 2020 - present *3.* 2005 - present	1. *DAK Fisik* is a fund allocated within the National Budget to local government with the aim of helping finance specific infrastructure and facilities development that are the responsibility of the local government and that aligns with national priorities. 2. Assistance in Information and Communication Technology (ICT) to tens of thousands of schools throughout Indonesia. The assistance provided laptops, access points, connectors, projector screens, active speakers, and internet routers. 3. BOS is a non-infrastructure special allocation fund aimed at supporting non-personnel operational costs for schools.
4.a.1	Proportion of (a) primary; (b) junior secondary; (c) senior secondary; and (d) vocational secondary schools with access to computers for pedagogical purposes			
4.a.1	Proportion of (a) primary, (b) junior secondary, (c) senior secondary, and (d) vocational secondary schools with access to internet for pedagogical purposes			
4.a.1	Proportion of (a) primary; (b) junior secondary; (c) senior secondary; and (d) vocational secondary schools with access to basic drinking water			
4.a.1	Proportion of (a) primary; (b) junior secondary; (c) senior secondary; and (d) vocational secondary schools with access to single-sex basic sanitation facilities			
4.a.1	Proportion of (a) primary; (b) junior secondary; (c) senior secondary; and (d) vocational secondary schools with access to basic handwashing facilities			

4.a.2	Percentage of students aged 13-15 experiencing harassment and violence in schools	*1.* Roots Program *2.* Extracurricular Program *3.* Character Development Program	2021 - present	1. The Bullying Prevention Program (Roots) was developed to prevent acts of violence from student to student by creating safe and comfortable school climates and activating students as agents of change. 2. Extracurricular Program is a character strengthening program for primary and secondary education 3. Character Development Program is a program to provide character education instructional materials and contents for use in schools, disseminated through MoEC's various digital platforms
4.c.1	Percentage of teachers in (a) primary education (sd); (b) junior secondary education (smp), and (c) senior secondary education (sma) certified to teach	Teacher Professional Education	2006 - present	Teacher Professional Education *(Pendidikan Profesi Guru - PPG)* provides opportunities for in-service and pre-service teachers at all educational levels (early childhood, primary, and secondary) to obtain teaching certificates. PPG is organized by teacher training institutions (LPTK).
4.c.3	Percentage of teachers qualified according to national standards (minimum s1/bachelor's qualification) for (a) pre-primary; (b) primary; (c) junior secondary; and (d) senior secondary levels	*1.* KIP Kuliah *2.* ADIK Scholarship *3.* PPG program *4.* Indonesian Education Scholarships	*1.* 2021 - present *2.* 2012 - present *3.* 2005 - present *4.* 2021 - present	1. *KIP Kuliah* is an initiative to assist economically disadvantaged students with a merit-based financial aid to continue their education at the tertiary level. 2. The *ADIK* Scholarship is an affirmative educational policy intervention in the form of Government Assistance aimed at providing opportunities to students who face difficulties in overcoming access barriers to higher education. 3. PPG provides opportunities for in-service and pre-service teachers at all educational levels (early childhood, primary, and secondary) to obtain teaching certificates. PPG is organized by teacher training institutions 4. Indonesian Education Scholarships *(Beasiswa Pendidikan Indonesia - BPI)* is a government scholarship program aimed at building the Indonesian human resources, and is a collaboration program between MoECRT Fund Management Agency (LPDP) within the Ministry of Finance.
4.a.2	Expenditure on education services as a percentage of GDP and total government spending	20% of national budget allocated for education	2009 - present	Budget allocation for education at the central government is used, among other things, for scholarship funding for financially disadvantaged students, for infrastructure and facilities maintenance and development (e.g., rehabilitate classrooms, construct new school units and classrooms, as well as other supporting infrastructure), and for teacher professional allowances.

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