


Indonesia



Executive Summary

Civil Society Spotlight Report on the SDG 4 Implementation Status in Indonesia

COUNTRY FACTS AND FIGURES	
TOTAL POPULATION:	263.991 million (UNESCO, 2017)
POPULATION AGED 14 YEARS AND YOUNGER:	72.219 million (27%) (UNESCO, 2017)
GNI PER CAPITA:	US\$ 3,540 (World Bank, 2017)
INCOME GROUP:	Lower Middle Income Status (World Bank, 2018)
HDI VALUE AND RANK:	0.694, 116 out of 189 (UNDP, 2017)
POVERTY HEADCOUNT RATIO AT NATIONAL POVERTY LINES (% OF POPULATION):	10.6% (World Bank, 2017)
OUT OF SCHOOL:	2,061,360 children- 1,371,539 female and 689,821 male (UNESCO, 2017)
LITERACY RATE (15-24 YEARS):	99.67%: Female 99.68%: Male 99.65% (UNESCO, 2016)
LITERACY RATE (15 YEARS AND OLDER):	95.38%: Female 93.59%: Male 97.17% (UNESCO, 2016)
EDUCATION EXPENDITURE:	3.6% of the GDP and 20.5% of the total government expenditure (UNESCO, 2015)

Country and Education Context

As the world's largest archipelago made up of 17,504 islands, Indonesia is home to one of the biggest populations, with more than 263 million people from over 300 distinct ethnic and linguistic groups in 34 provinces. Having a large population of youth prompted the government to allocate 20 per cent of the total national budget to the education sector with the aim of providing better education.

Education in Indonesia is free and compulsory for primary education (1-9 years), which is managed by the district government or the Ministry of Education on the district level, while secondary education (10-12 years) is managed by the provincial government or the Ministry of Education on the provincial level. Faith-based (Islamic) school or madrasah/pesantren (1-12 years education) is managed by the Ministry of Religious Affairs.

Government's Rollout and Implementation of the SDGs and SDG 4

The Indonesian government integrated the 169 targets of the Sustainable Development Goals (SDGs) into the Indonesia's National Medium-Term Development Plan 2015-2019. The Presidential Regulation No. 59/2017 on the implementation of the Sustainable Development Goals (SDGs) published on 4 July 2017 shows the commitment of the Indonesian Government to institutionalise the SDG agenda into a national development programme. The presidential regulation emphasises the involvement of all of the stakeholders into four participation platforms, specifically the government and parliament; business and philanthropist; civil society organisations; and the academe and experts. Doing so will ensure the successful implementation of the SDGs in the country. To date, 94 out of the 169 SDGs targets are being aligned with Indonesia's National Medium-Term Development Plan 2015-2019.

Apart from the ten targets on education and lifelong learning, the government has integrated education into the other SDGs. In its implementation, SDG 4 is correlated with SDGs 1 to 5, where education and lifelong learning have been

included in key national priority programmes that include poverty eradication, welfare improvement for the society, improvement of food security, acceleration of education access, and the implementation of Indonesia Pintar (Smart Indonesia), and also to protect the children, women, and marginalised communities.

These SGD 4 programmes are coordinated closely between the central government and the regional government. Indonesia's National Long-Term Development Plan (RPJPN) or Regional Long-Term Development Plan (RPJPD) has been translated into the President or the Regional Head's vision and mission, and again into a National Medium-Term Development Plan or Regional Medium-Term Development Plan. From the result of these development plans, the ministry/institution's and the regional working unit's strategic plans are made out to become a Government Annual Work Plan (RKP) or Regional Government Annual Work Plan (RKPD).

CSOs' Role in the SDGs Implementation and Review Process

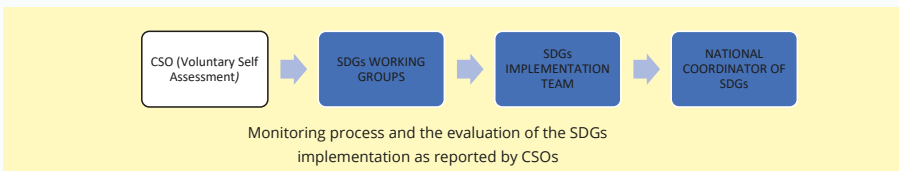
Civil society organisations (CSOs) have a pivotal role in the SDGs implementation. This role is expressed in Article 10 Subsection 2 of the Presidential Regulation no.59/2017. The participation of civil society is within the multi-stakeholder framework of the SDGs where implementation is done by the government ministries and institutions collectively with philanthropist institutions, business actors, the academe, and CSOs. Being involved in the SDGs agenda setting during the post-2015 process is a huge win for the CSOs. The CSOs had been active in pushing for the Presidential Regulation and they have in fact submitted a draft proposal for the formation of the law on the SDGs to the government. The regulation institutionalised the participation of CSOs and will encourage other CSOs to lobby and/or collaborate with the government on the SDGs implementation. They will continue to coordinate on the SDGs implementation and monitoring, ensuring that the SDG programmes will benefit and make a change in the lives of the marginalised people.

Within the CSOs, there are women and youth movements that are working together to ensure gender mainstreaming in the SDGs implementation. The network DIVERSITY of Indonesia, a multi-actor movement for the SDGs' achievement, particularly for the elimination of child marriage, has been formed. Its partner network is CAPABLE, which aims to develop gender-responsive, inclusive, and transformative women movements' leadership for the SDGs' achievement. It also pushes for network action. These networks are developing the piloting of the SDGs implementation from the district, provincial, and national levels.

CSOs monitor the implementation of the SDGs once every six months, while the evaluation is done once a year. The voluntary self-assessment model is the mechanism used. The government provides a monitoring and evaluation form, which the CSOs then fill out and report to the Secretariat of the SDGs Working Group.

The VNR Report and the Role Played by CSOs in its Development

Indonesian CSOs are involved in the drafting process of the Voluntary National Review (VNR) 2019. The preparatory process takes several stages. The first step marking the start of the preparation for VNR 2019 is a meeting, followed by a series of meetings in which each indicator of SDG 4 is discussed. Then, a consolidation meeting will be held to discuss the achievements on the SDG 4 indicators. The fourth step is the translation process and editing, while the fifth is the discussion of the main



message of the VNR 2019 messages that must be conveyed during the 2019 High-Level Political Forum (HLPF). Finally, the contents and messages of VNR 2019 will be disseminated to the ministry or state institution and non-government organisations.

Unfortunately, not all involved parties strictly follow the stages of the drafting mechanism of the VNR 2019. CSOs are only involved in certain stages. so they cannot watch over the important issues and the main message they proposed, whether they are accepted and integrated into the VNR 2019. Moreover, not all CSOs are involved as only well-known groups were invited. Nonetheless, many CSOs are creative and proactive in involving themselves and in lobbying the government. Through these initiatives, they were able to participate and put forward their analysis and recommendations. The government has been quite cooperative with CSOs, and has integrated many of the CSOs' aspirations and ideas into the VNR 2019.

Reviewing the Progress Made on SDG 4 and Challenges

The SDG progress in Indonesia is still far from the set targets and expected results. Education in the country still focuses on providing access to formal education and gives less attention to lifelong learning. In fact, the indicators set by the government are more focused on achieving participation figures instead of improving the quality of learning and strengthening the perspective of human rights, environment, and gender. Even so, the target set on school access has not been achieved. From 2010 to 2018, the data shows a stagnating and declining trend.

Based on the data from the Ministry of Education, all targets in Gross Enrolment Ratio (GER) have not been achieved. In fact, there is a reduction in GER in primary school and early childhood education. The stagnation in the performance of GER occurs at the level of junior secondary school and good progress is seen in senior secondary.

Target and realisation GER on Education

STUDY LEVEL	IMPLEMENTATION TARGET (GER) 2019	REALIZATION (GER) 2018
Early childhood	77,2 %	39,38 %
Primary	114,09 %	103,54 %
Junior secondary	106,94 %	100,86 %
Senior secondary	91,63 %	88,55 %

Source: Presidential regulation 59/2017 and the Ministry of Education data

There remains a big gap between the target and the actual progress, especially in the Early Childhood Care and Development (ECCD). The realisation of the targets within one year, from 2018 to 2019, will certainly not be enough to catch up and cover the gap. This demonstrates the government's inability to formulate targets and make strategic steps to implement them.

Progress on providing quality education has also been slow. Based on the findings of the Global Talent Competitiveness Index (GTCI), the education quality in Indonesia received a score of 38.61. Indonesia is in sixth place among ASEAN countries. Singapore ranks first with a score of 77.27, followed by Malaysia (58.62), then Brunei Darussalam (49.91), and the Philippines (40.94). Moreover, the literacy interest among Indonesian children is also troubling. According to the study on the World's Most Literate Nations (WMLN) that was conducted by Central Connecticut State University in March 2016, Indonesia's reading interest ranked 60th out of 61 countries surveyed.

On the teaching staff quality, the teacher's average value is 68 based on the Teacher Competency Test (UKG) in 2017. This is still below the 75 standard value that was set by the Ministry of Education and Culture. Ironically, the UNESCO data in the 2016 Global Education Monitoring (GEM) Report shows that education quality in Indonesia is in 10th place out of 14 developing countries. While an important component in education is teacher competency, Indonesia is ranked last out of 14 developing countries in the world.

There are three critical gaps and challenges for Indonesia in reaching many of the SDG 4 targets. Firstly, there are problems in the communication and dissemination. As the world's largest archipelago, Indonesia is concerned with issues of disseminating the SDGs to the state civil apparatus and to the community. Among the regional governments, those who are aware of and understand the SDGs are only the bureaucracy working in the area of SDGs. Because the expectation is that not all parties need to be involved to achieve the SDGs, the dissemination of the SDGs to the communities also proves to be a challenge for the central and regional governments.

Secondly, there are financing issues that have adverse impacts on the implementation of SDG 4. The education budget at the regional level has yet to reach the mandated 20 per cent of the total budget. The implementation of the SDG 4 is highly dependent on the local budget allocations because education is devolved and carried out and managed by the provincial and district governments. In addition, the education budget is still widely used for teacher salaries, so there is only a small allocation for improving the overall quality of inclusive education.

Thirdly, a big challenge is ensuring the application of the principles of inclusiveness and "No One Left Behind." This is strongly related to the paradigm, perspective, and alignments in policy to the unreached and excluded groups. The policy alignment of excluded groups in the context of education will have an impact on the realisation of access to and quality of education.

The Most Critical Education Issues on Equity, Inclusion, Quality, and Financing

In 2014, the government launched the Smart Indonesia Programme through the Indonesia Smart Card (KIP) with the aim of increasing access to education of marginalised groups, particularly the underprivileged children. However, this policy has not been able to reach all the target groups. For this reason, the government must prioritise and actualise the principle of "No One Left Behind" in every programme by paying attention to the group's goals and needs as well as affirming available opportunities that can be provided. It is equally important to identify the groups that are still left behind, such as women, children, persons with disabilities, and minorities based on religion, race, ethnicity, geography, and gender identity among others.

Crucial to the achievement of SDG 4 and its targets is the increase in funding. Unfortunately, the budget allocation of 20 per cent only occurs at the central level, while some regions, especially at the provincial level, are allocating less than the 20 per cent benchmark. The insufficient budget allocation will certainly make it difficult for children and youth to access schools and to obtain quality education. Allocating adequate budget to education is thus paramount. It should also be noted, however, that the increase in the

budget allocation may be accompanied by the emergence of several risks, such as issues of efficiency, effectiveness, and even corruption. These are serious concerns, not only in the matter of increasing the budget allocations, but also in guaranteeing the effective use and monitoring the utilisation of the education budget, and determining whether the financing is improving the quality of education and what priorities are being funded.

Concluding Statement and Key Recommendations

Education in Indonesia still focuses on access to formal education and gives less attention to lifelong learning and ensuring that no one is left behind. The education budget is still widely allocated to support access to formal education and teacher salaries, while the government should be putting increasing emphasis on improving the quality of inclusive education and achieving lifelong learning for all.

The government and other relevant departments and agencies can take action in three fundamental ways. Firstly, the government has to ensure that education policies, programmes, and actions are aligned with the specific needs of vulnerable and excluded groups who are considered the furthest behind. These include persons with disabilities, indigenous groups, women, urban poor groups, poor families, orphans, students who are prisoners, and child refugees and migrants due to natural disasters or conflicts.

Secondly, the access and quality of inclusive education must be significantly improved. The provincial government must allocate 20 per cent of the local budget (APBD) to the education sector, as well as strengthen public participation in the education enforcement through alternative education. The proper utilisation of a 20 per cent education budget must be reinforced and fully oriented to the compliance of infrastructure, accessibility, and quality control, and not limited only to recurring expenses, such as teachers' salaries.

Finally, the priorities of the government and non-government programmes should be aligned with SDG 4 planning and implementation. To date, the coordination between the government and CSOs in the programme planning has not been done optimally and strategically. The government of Indonesia should provide ample space for meaningful partnership with civil society that can provide valuable support in developing, monitoring, and sustaining lifelong learning programmes with a human rights approach, and ensure that the state fulfils its role in protecting, respecting, and fulfilling human rights for all. •



YOUTH ISSUES AND PROBLEMS RELATED TO SDG 4 YOUTH CONSULTATION IN INDONESIA

Jakarta, 11 December 2018

The National Education Watch Network (NEW Indonesia) held consultations with different civil society stakeholders in late 2018 to come out with a collective analysis of the status of SDG 4 in Indonesia. On December 11, 2018, the youth from communities and schools gathered and discussed what they think are the important education and development issues that need urgent attention from the government. If addressed, the youth participants believe the recommendations will bring forth significant changes in education and the lives of the youth in Indonesia.

EARLY MARRIAGE AND DIVORCE LEAD TO OUT-OF-SCHOOL YOUTH

The marriage rate of underage girls is increasing in Indonesia. In some areas, many young women under the age of 20 have become widows who have not have acquired life skills nor completed their education because they dropped out of school once they got married. According to the report of the Central Statistics Agency (BPS) and the United Nations Children's Fund (UNICEF) in 2017, one of the provinces with the highest child marriage rate is South Sulawesi. The highest rates of early marriage were also found in West Sulawesi, South Kalimantan, Central Kalimantan, West Kalimantan, and Central Kalimantan (BPS, 2015).¹

Young, divorced women under the age of 18 usually choose to migrate to another city. As a result, their children have been entrusted to the care of grandparents in the village. Divorce has varying impacts on young women - some claim to be happy and free after the divorce while others are stigmatised, and feel ashamed and do not want to leave the house.

SCHOOL IS NOT A SAFE PLACE FOR THE YOUTH

Data from the Ministry of Women's Empowerment and Child Protection found a high prevalence of violence against teachers and students in education.² In fact, a whopping 84 per cent of students have experienced violence in school, with 45 per cent of male students saying that teachers or school officers are the perpetrators of violence and 75 per cent admitting to having committed violence. There is also a new trend of sexual abuse that saw girls as the majority of victims in the past, whereas now the data show that boys are more commonly the victims. As a major cause of student dropout, physical and psychological violence is detrimental not only

¹ See the BPS National Social and Economic Survey (Susenas) in 2015

² See the Executive Summary of the National Strategy for the Elimination of Violence Against Children 2016-2020 by the Ministry of Women's Empowerment and Child Protection

to a child's education but also to his or her development.

Despite the existence of numerous laws and regulations that protect children from acts of violence, cases of bullying, physical violence, and also sexual violence are still frequently reported as headlines in the media. These include teacher-student abuse and vice versa, abuse of teachers by parents/guardians, bullying among students, sexual abuse, and even brawls between schools. The ignorance of the community, the lack of commitment of the local government, as well as the poor reinforcement of these legal instruments contribute to the weak child protection in the country.

RADICALISM AND INTOLERANCE IN SCHOOLS

In recent years, manifestations of radicalism and intolerance have increased among young people. The Surabaya bombing event in 2018, for instance, involved one family, including children ages 8 to 18 years, in acts of terrorism, such as suicide bombings. The emerging intolerance and the seeds of radicalism in schools are equally alarming. Research by the State Islamic University (UIN-PPIIM) in 2017 found that 34.3 per cent of students and teachers from 34 provinces are intolerant towards religious groups other than Islam. Many of these students (48.95%) felt that religious education influenced them not to interact or associate with followers of other religions, and a majority (58.6%) have religious views with radical opinions.

HIGH YOUTH UNEMPLOYMENT

One of the problems faced by the youth today is the difficulty in finding decent work. The limited number of jobs in the village and the challenges in getting a job in the city are the realities confronted by the youth. In fact, the youth unemployment rate is 14.9 per cent, which is significantly higher than the national unemployment rate of 5.61 per cent. BPS noted an increase in the open unemployment rate (TPT) in rural areas from 2017 to 2018. Director of Research at the Center of Reform on Economics (Core) Indonesia Pieter Abdullah Redjalum attributes this increase to the undesirability of farming. Villagers, especially young people, are increasingly not interested in agricultural work and in developing the natural resources in the village.

PARTICIPANTS OF CONSULTATION MEETING:

NEW-Indonesia, Paramuda Foundation, YAPARI, AULIA, ASPPUK, International Youth Forum, Wahid Institute, P3M, Darus Shalihin, Lakpesdam, FISIP UMJ, IHCS, and LP3ES. •



NEW INDONESIA

Jl.K.H. Ramli Selatan 21 Menteng Dalam, Tebet, Jakarta Selatan 12870
Contact Number: 62-21-28543205
Email: newindonesia12@gmail.com
Website: <https://new-indonesia.org>

NEW Indonesia is a coalition of several civil society institutions that have a concern to strengthen access and quality of education for all Indonesian citizens. Established in 2010, the coalition was under the name Civil Society Organization Initiative for Education for All (CSOiEFA). To reinforce the position and focus of coalition work, then on November 2, 2012 the coalition has been officially renamed the Network for Education Watch Indonesia (NEW Indonesia) or the Indonesian Education Monitoring Network (JPPI). NEW Indonesia is currently a member of ASPBAE and the Global Campaign for Education (GCE) by UNESCO. In addition, at the national level, it also entered the Civil Society Coalition for Educational Transformation (KMSTP) network.



Asia South Pacific Association
for Basic and Adult Education

Learning Beyond Boundaries

ASIA SOUTH PACIFIC ASSOCIATION FOR BASIC AND ADULT EDUCATION (ASPBAE) is a regional association of more than 200 organisations and individuals working towards promoting quality education for all and transformative and liberating, lifelong adult education and learning.

Unit 106 Sterten Place Condominium
116 Maginhawa Street, Teachers Village East, Diliman
Quezon City 1101, Philippines

Tel/Fax: 63 2 441 4594
Email: aspbae@gmail.com | Website: www.aspbae.org

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