The Promise of Education in Indonesia

November 18, 2020
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01
Introduction
While Indonesian students attend school for 12.4 years on average, they only learn the equivalent of 7.8 years.
The flagship report brings together evidence, best practices, and lessons learned from development partners, researchers, and government.
# Recommendations

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Start Early
Low Investment in ECED

Investment in ECED is low, at roughly 2% of the total education budget, and uneven across provinces.

62% of 5-6 year olds were enrolled in preprimary education in 2018

37% of 3-6 year olds were enrolled in preprimary education in 2018

Source: UIS.Stat1

Source: SUSENAS 2018

District-level poverty rate and percent of villages without ECED facility

Rec #2: Make quality early childhood education accessible to all

Make 2 years of pre-primary education compulsory, and create a roadmap to achieve this by 2030

Prioritize and target funding to ensure children most excluded from ECED services can complete the 2 year requirement

Increase public funding to ECED and seek alternative, innovative approaches to funding

“Socialization” campaign to stimulate registration of ECED services and higher enrollment
Provide Learning for All & Serve Everyone
Learning Inequality

Despite increasing education access, learning inequality remains a major challenge

29% of children ages 16-18 are excluded from school due to poverty, early marriage, disability, and remoteness

Source: World Bank based on SUSENAS 2017

Net enrollment rates drop more for disabled students than for non-disabled students

Source: Calculated from SUSENAS 2019.
Rec #3: Act to guarantee equitable access to learning by children most excluded from the system

Adapt education management systems to include a special focus on inequity and exclusion to help identify excluded populations and children.

Update school-management tools to include indicators of exclusion such as non-enrollment, repetition, dropout, and completion rates.
Rec #4: Act to improve learning outcomes of the lowest performers

- National assessments in primary to identify learning inequities
- Use student learning data to identify lowest 40% of schools and students
- Use assessments to improve teacher’s capacity to support students
- Give capacity support to consistently low-performing schools and districts
Rec #5: Ensure that all students, including those with disabilities, succeed

- Identify early and provide needed support to students at high risk of exclusion
- Adapt learning environments to remove barriers to schooling
- Train teachers to identify and work with disabled students
04
Increase Learning for Employment
Industry 4.0 Challenges

Industry 4.0 has resulted in dramatic changes, requiring provision of opportunities to upskill and reskill segments of the workforce.

Unemployment rates by education type and level

Share of firms who report offering formal training opportunities for their employees

Source: 2019 data, Badan Pusat Statistik, Survei Angketan Kerja Nasional (SAKERNAS).

Rec #10: Expand access and improve quality of TVET and Tertiary

Establish a Skills Development Council with strong participation of the private sector

Labor market information system guides policy-makers and job seekers on TVET decisions

MoM
- Lead development of competency frameworks that reflect private sector needs

MoF
- Finance accreditation agencies to assure independence and capacity

MoEC
- Consolidate small, low-quality private university
- Improve quality of tertiary institutions
- Increase independence and financing of tertiary accreditation board
05

Raise the Performance of Tertiary Education
High Expectations, Average Performance

Gaps in standards and enrollment in tertiary education has led to industry shortages

Indonesian companies will struggle to fill 50% of their entry-level positions by 2020, according to The Boston Consulting Group (2018)

Gross enrollment rate in tertiary education

Rec #11: Improve the quality, relevance, and reach of the higher education sector

- Encourage innovations in curriculum and pedagogy and develop university-industry linkages to improve quality and relevance
- Finance scholarships for PhD training overseas, postdocs, and capacity building to strengthen research and technology transfer
- Modernize Governance Management: (1) articulate a vision of future TE (2) clarify state responsibilities and rights-obligations of TEIs (3) strengthen MIS
- Diversify financing strategy through donations, contract research, consultancies, and continuing education
- Improve access and equity for underrepresented group students through Continuing Education and Open University

Note: Industrial ownership and autonomy of vocational education promoted; Education is funded through private sector contributions or CSR
06
Increase education system resilience to external shocks
Internet access and speeds vary significantly across provinces

44% of all schools do not have internet

Source: DAPODIK, MoEC (2019), and MoRA EMIS (2019)

Internet speed of schools by province, 2018/2019

Source: World Bank staff, based on 2019 nPerf data
Rec #12: As a part of the COVID-19 response and recovery, prepare the system for future shocks and stresses

- Improve distance-learning hardware and software
- Improve teacher, student and institutional capacity to utilize distance-learning technology and blended learning
- Invest in secure data and communication capabilities
- Ensure new infrastructure investments maximize energy efficiency and hazard-resistance
Thank You!
The full report is available at:
https://www.worldbank.org/indonesia/promiseofeducation