



Analysis of Extent and Commitments of Education for All Goals implementation in Indonesia

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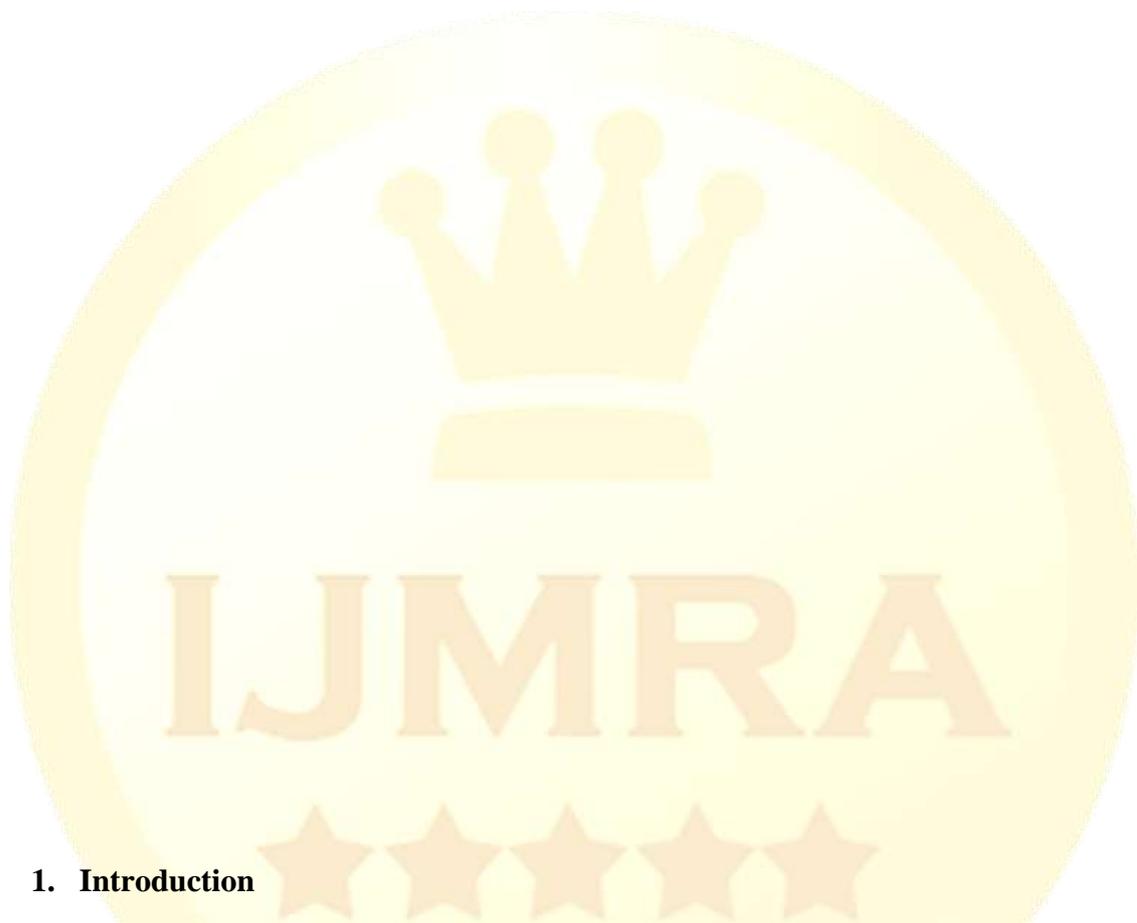
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Abstract

The present article aimed at critically explore and examine to what extent national education policies of Indonesia have gone far in the realization of the six goals of education for all as drawn from Dakar Framework for Action. The analysis specifically focused on two policies of Indonesia as secondary data and these were namely Early Childhood Education in Indonesia and Education for Life, Work and further Learning in Indonesia. The study explored the achievements and the commitments in place for the betterment of the education system in Indonesia. The study framework was based on the six goals for education for all as stipulated in the Dakar Framework for Action. Indonesia has been selected for the analysis due to its records as the fourth world country with higher population (250 million), a big percentage of the population under 25 years (43%), as well as for its records as one of the major economies in Southeast Asia (OECD, 2015). Indonesia has made commendable, massive, tremendous, ambitious and impressive progress as regard to early childhood development via systems, structures, initiatives, and innovations in the particular sector of education and human integral development. Generally, the Government of Indonesia has decided to devote 20% of the total expenditures to education. In line with setting education as a key priority, the Ministry of Education from Indonesia, in its Education Strategic Plan (2010-2014), has put in place main mechanisms summarized into five key areas namely availability, affordability, quality and relevance, equality, assurance and guarantee of education services across all levels of education and countrywide. Though life skills programs and curricula in both formal and non-formal sectors have been integrated, however, relevance and effectiveness are key factors that need to be re-examined for greater outcomes of the program. Again, Life skills programs should also be accessible to all target groups, including the most vulnerable and those living in rural areas as well as consideration of linguistic barriers. Over 50% of Indonesian of 15-year-old do not perform very well in basic skills in Reading or Mathematics. PISA demonstrates that Indonesian pupils' works are behind compared to OECD average. Raising performance in Indonesian education is very important to meeting

the challenge of attaining a high-income status. As a country with higher number of populations, and an emerging economy which has tremendous progress, the country has done a lot in education sector. However, to reach and hit the goals, there is another extra mile to go to ensure EFA goals are met at satisfactory level not only in southeast countries but also worldwide.

Keywords: Education for all, Goals, Implementation, Commitments



1. Introduction

In 2000, researchers, analysts, political leaders, and education activists have gathered in Dakar for the World Education Forum to discuss, exchange and draw educational priorities and the agenda for education for all for the next 15 years (Newberry, 2010). Since then, massive progress and efforts have been realized by many countries through the coordination of UNESCO and other partners in the sector of education (Robertson et al., 2007). The present essay aims at critically explore and examine to what extent national education policies of Indonesia have gone far in the realization of the six goals of education for all as drawn from Dakar Framework for Action. The analysis will specifically focus on two policies of Indonesia namely Early Childhood Education in Indonesia and Education for Life, Work and further Learning in Indonesia, by exploring

the achievements and the commitments in place for the betterment of the education system in Indonesia. The framework will be based on the six goals for education for as stipulated in the Dakar Framework for Action.

Indonesia has been selected for the analysis due to its records as the fourth world country with higher population (250 million), a big percentage of the population under 25 years (43%), as well as for its records as one of the major economies in Southeast Asia (OECD, 2015).

2. Early Childhood and Education-Expansion and Improvement

A good start and beginning in life bring all the desired differences. Heckman et al. (2014), asserts that investment in early childhood education generates high benefits. Having taken human capital development as a priority, since 1997 Asian crisis, Indonesia has made commendable, massive, tremendous, ambitious and impressive progress as regard to early childhood development via systems, structures, initiatives, and innovations in the particular sector of education and human integral development (OECD, 2015). Generally, the Government of Indonesia has decided to devote 20% of the total expenditures to education. This shows a high level of will and commitment as education and skills have been considered as a driving agenda to the Indonesian economic growth, especially for the last decade. In this regard, Indonesia, has made impressive gains in ensuring that young people have access to education starting from early ages.

To work towards the achievements of the Millennium Development Goals (MDGs), Indonesia has, according to World Bank (2012), met and surpassed projected reductions in the statistics of underweight children under five years to below 18% and the country is on impressive track to meeting its targets for reducing the overall child mortality and the targets for achieving universal education. The Government of Indonesia (2003) confirms that the number of children participating in the playgroups, kindergartens and childcare services as well as institutional programming services have doubled in the period of 2000 to 2011.

Despite tremendous and commendable efforts, there are some areas that require further improvement and the Government has drawn promising commitments for addressing existing gaps and challenges towards early childhood care and education. First and foremost, as the allocation of the funding to early childhood and education is relatively low

to 1.2 % of the total education budget, according to UNESCO (2005), the Government has drawn interesting commitments to raise the proportion of these funds at least up to the international benchmark (4-5%).

In a similar vein, to come up with large-scale of early childhood education imperative activities, the Government has put in place transparent and effective working frameworks, and strategies which will raise the public-private partnership as well as the engagement of external stakeholders and donors' assistance specifically in the expansion and scale-up of early childhood programs (World Bank, 2013). UNESCO (2019) has advised and encouraged the Government to commit itself for large scale home-school optimum partnerships, in relationship to actions towards raising parents' mindsets and awareness on the importance of early childhood education and care so that they can, in turn, contribute to maximization of children enrolment at pre-primary schools at least at the age of 5-6 years with focus and consideration of vulnerable and disadvantaged families. But to what extent has Indonesia achieved as regard to access to and good quality primary education? The next topic will give more details on it.

3. Access to and good quality primary education

Access to basic education has known significant improvements over the last decade and Indonesia is now close to achieving universal primary education. The gross enrolment rate for primary education was over 100% in 2004 and there has been an interesting increase in the last decade. According the most recent national data from the Indonesian Bureau of Statistics (2019), the gross enrolment rate was 110.68% and the net enrolment rate was 93.30%.

According to the MOEC (2012), Indonesia has taken promising decision towards taking new direction in favor of more inclusive education. The main target is to develop an inclusive education system that provides quality education for all children especially children with disabilities, more focus on girls, and reduce the number of students in special needs schools. A remarkable and significant progress for Indonesia is that primary school enrollment is now near 100% for boys and girls of all economic earnings levels. It is very

clear that the imperative dynamics of equity, inclusion, and quality education have been given due emphasis across all layers of basic primary education system in Indonesia.

In line with setting education as a key priority, the Ministry of Education from Indonesia, in its Education Strategic Plan (2010-2014), has put in place main mechanisms summarized into five key areas namely availability, affordability, quality and relevance, equality, assurance and guarantee of education services across all levels of education and countrywide.

The Indonesian Bureau of Statistics (2014) has revealed that compared to 4.9% of rural male and 1.8% of urban male; 10.8% of rural female and 5.3% of urban female aged 10 years and over, in Indonesia, have never attended any form of education. Similarly, 20% of rural females have only completed primary schooling.

Despite notable and commendable efforts, over 30 million Indonesians live below the poverty line (US \$2 per day) and half of all households are clustered around the poverty line while 65% live in rural areas. Educational attainment profiles, according to World Bank (2012), reveal that while almost all children from all sections of society start primary school, children from poorer families and children from rural areas have more problems progressing from lower levels of education to higher levels. Only 55% of rural children make it to junior secondary school, and less than 25% enroll in senior secondary. In divergence, 80 % of urban children make it to junior secondary school and almost 66% enroll in senior secondary. The fundamental question is also to know how the country has achieved as regard to life skills program, and the next chapter will emphasize on the specific aspect.

4. Equity and access to appropriate learning and life-skills programs

The World Health Organization (1997) defines life skills as the capacity of people to employ adaptive and positive behavior to deal effectively with the demands and challenges of everyday life. The official recognition and elaboration of the relevance and effectiveness of life skills in the conscientious and systematic provision of education and training of the young people and adults are very well placed in Indonesia.

In Indonesia, life skills programs are divided into two. The first category falls on character building and life skills teaching, a program which is dedicated you young children especially in primary lower grades from primary one to primary three. The second category, is about vocational training and life-long learning for youth and adult people. All

the provision, is at emerging level, as this aspect is a cross-cutting element which is integrated in all courses and all schooling levels and it aims generally at equipping students with necessary moral, social, behavioral, employment skills and attitudes useful for everyday life and other life commitments. Three categories of skills are given much emphasis. Those are generic skills, employability skills, and ICT skills (UNESCO, 2018). Though life skills programs and curricula in both formal and non-formal sectors have been integrated, however, relevance and effectiveness are key factors that need to be re-examined for greater outcomes of the program. Again, Life skills programs should also be accessible to all target groups, including the most vulnerable and those living in rural areas as well as consideration of linguistic barriers. Not only in Indonesia, but also in other many countries, UNSECO reports that the achievement of nations towards the realization of the goal three of EFA remains at a small extent. But to what extent has Indonesia gone far to support the category of adults especially those who, depending on different factors, did not have change to normal and formal schoolin?

5. Equitable access to Literacy and continuous education for Adults

Worldwide, there are nearly 774 million adults who cannot read and write from which, 64% of them are women. Still, 75 million children are out of school, and 55 % of them are girls (DFID, 2018). Through the Dakar Framework Action, Indonesia had committed, that by 2015, illiteracy will be reduced up to 2% of the total population. In this regard, the societies that are going to be the priority subject of the literacy education are illiterate women especially for those who live in villages whose number of theirs is still greater than men's one.

MOEC (2018) states that over the last decade, many efforts have been put in place by for example installing adults' literacy centers (42,300 centers by 2018) and by training teachers and volunteers to support in this endeavor (724,687 volunteers by 2018). In 2018, the adults' literacy rate in Indonesia was at 95.66 % (population of 15years and above) with an increase of 0.66 from 2016.

Essentially, the Dakar Convention puts *the attainment of a 50 percent increase in adult literacy, particularly in women, by the year 2015*. Since Indonesia's literacy rate had reached about 89.51% in 2002, the target was changed to be *the attainment of a 50 percent*

decrease in adult illiteracy aged 15 and above by 2015. This stands with the target in 2015 which was a 5 % illiteracy rate. However, the new Government insists this country speeds up the decrease in the adult illiteracy rate from 10.12 % in 2003 to be 5% in 2009. The Government believes that literacy plays a crucial role in ameliorating the lives of individuals by enabling economic security and good health and enriches societies by building human capital, fostering cultural identity and tolerance, and promoting civic participation (Fasli& Nina, 2009).

Increasing the adult literacy rate is a way to boost the quality of Indonesia's human resources which internationally can be assessed by the human development index. Even though the HDI of Indonesia increased from 0,619 in 1990 to 0,692 in 2002, it is still lower than what other neighboring countries had achieved. In 2002 Indonesia's adult literacy rate remained at 87.9%, which was lower than what had been achieved by Thailand, Malaysia, the Philippines, and Vietnam, (World Bank, 2012).

Despite a such non -interesting situation, more commitments are on board for addressing the EFA goal. Among them include, mobilization and sensitization of adults especially women on the importance of reading, numeracy, and writing skills for adapting themselves positively to the real-life and everyday challenges. The same endeavor is more institutionalized via village officers, and capacity building of local education institutions as well as provision of reading materials, and other logistics to enable adults particularly women to advance in matters related to literacy upgrading.

6. Striving for gender equality in education

The analysis of different secondary data, according to Global Education Practice (2020) shows that, Indonesia has made great achievement as regard to gender parity in education. However, between provinces, women are still underrepresented be it in schools, in leadership positions, and in employment opportunities.

Tilaar (2015) demonstrated that nationally, Indonesia has achieved gender parity in school participation. There is gender parity for Net Enrollment Rate at primary level (1.00). Then the gender parity index (GPI) for NER increases with each level of education, so that at senior secondary the GPI for NERs is 1.03 and at tertiary it is 1.15, a justification that, relative to the school-age populations for males and females, a higher proportion of school-age females are in school than school-age males.

In Mathematics, boys' mean performance in OECD countries is on average five points higher than girls', and girls outperformed boys in Science just by two score points (OECD, 2019). In a similar vein, in Indonesia, on the other hand, girls scored higher than boys in Mathematics by 10 score points, and girls outperformed boys in Science by seven score points.

On students' performance, girls have a little bit outperformed boy in all subjects tested in the national exam for students from 2016 until 2018 for grade 9. The UN data show the differences in exam scores between girls and boys were largest for Indonesian language (Bahasa Indonesia, 66.52 and 71.19), followed by English (57.23 and 54.86) with average score differences of 4.67 and 2.37, respectively, of 100 points.

Another study by World Bank (2016) revealed that 8-year-old girls perform significantly better than boys in non-cognitive skills, with higher scores on the social competence (0.25 standard deviation) and emotional maturity domains (0.3 standard deviation) of the Early Development Instrument, a finding consistent with research from high-income countries.

Despite the national trends of girls outperforming boys across the key metrics in schools, however, rates change across the country in terms of both enrollment and performance.

7. Quality Education and Excellent Learning Outcomes in Literacy, Numeracy and Essential Life Skills

The Government of Indonesia, over the last decade, has put in place different mechanisms to boost learning outcomes in Literacy, Numeracy, and Essential Life Skills to ensure quality education across all levels of learning.

A big percentage of Adults in Indonesia who perform in Literacy can understand and respond correctly to dense or lengthy texts, and can find out, interpret or assess one or more pieces of information and make appropriate inferences using knowledge, text structures and rhetorical devices. In numeracy, 1.4% of adults in Jakarta attain Level 4 or 5, a proportion similar to that observed in Turkey (1.5%) and Chile (1.9%) and well below the OECD average of 11.2%. At Level 4, adults understand a broad range of mathematical information that may be complex, abstract or found in unfamiliar contexts (OECD, 2016). However, 9.1% attains Level 3 in numeracy, compared with the OECD average of 31.8%. At this level, adults have a good sense of number and space; can recognize and work with mathematical relationships, patterns and proportions expressed in verbal or numerical

form; and can interpret and perform basic analyses of data and statistics in texts, tables and graphs. This result mainly reflects the relatively large proportion of adults scoring below Level 1 (32.1%). Adults at this level are only able to read brief texts on familiar topics to locate a single piece of specific information. In numeracy, adults below Level 1 can carry out only simple processes, such as counting, sorting, performing basic arithmetic operations with whole numbers, and recognize common spatial representation in concrete, familiar contexts.

Despite tremendous efforts, some areas that need further improvement are still in existence, and in the next lines, these gaps will be described. Teachers need support in order to develop greater professional capacity and be held more accountable for the results they achieve. Pre-service teacher education and especially in-service professional development of teachers need major improvement.

Over 50% of Indonesian of 15-year-old do not perform very well in basic skills in Reading or Mathematics. PISA demonstrates that Indonesian pupils' works are behind compared to OECD average. Raising performance in Indonesian education is very important to meeting the challenge of attaining a high-income status.

According to OECD (2016) less than 1% of adults in Jakarta reach the highest levels of proficiency in Literacy. To make it clear, only 10.6% of participants in OECD countries reach the third and fourth levels of language proficiency. Only 5.4% of adults attain Level 3 in literacy, less than half the share observed in Chile and Turkey (and far below the OECD average of 35.4%).

8. Conclusion

The present article attempted to highlight to what extent the Indonesian government has stepped far for the realization of the EFA goals. As a country with higher number of populations, and an emerging economy which has tremendous progress, the country has done a lot in education sector. However, to reach and hit the goals, there is another extra mile to go to ensure EFA goals are met at satisfactory level not only in southeast countries but also worldwide.

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