



# 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

12.4

years of schooling



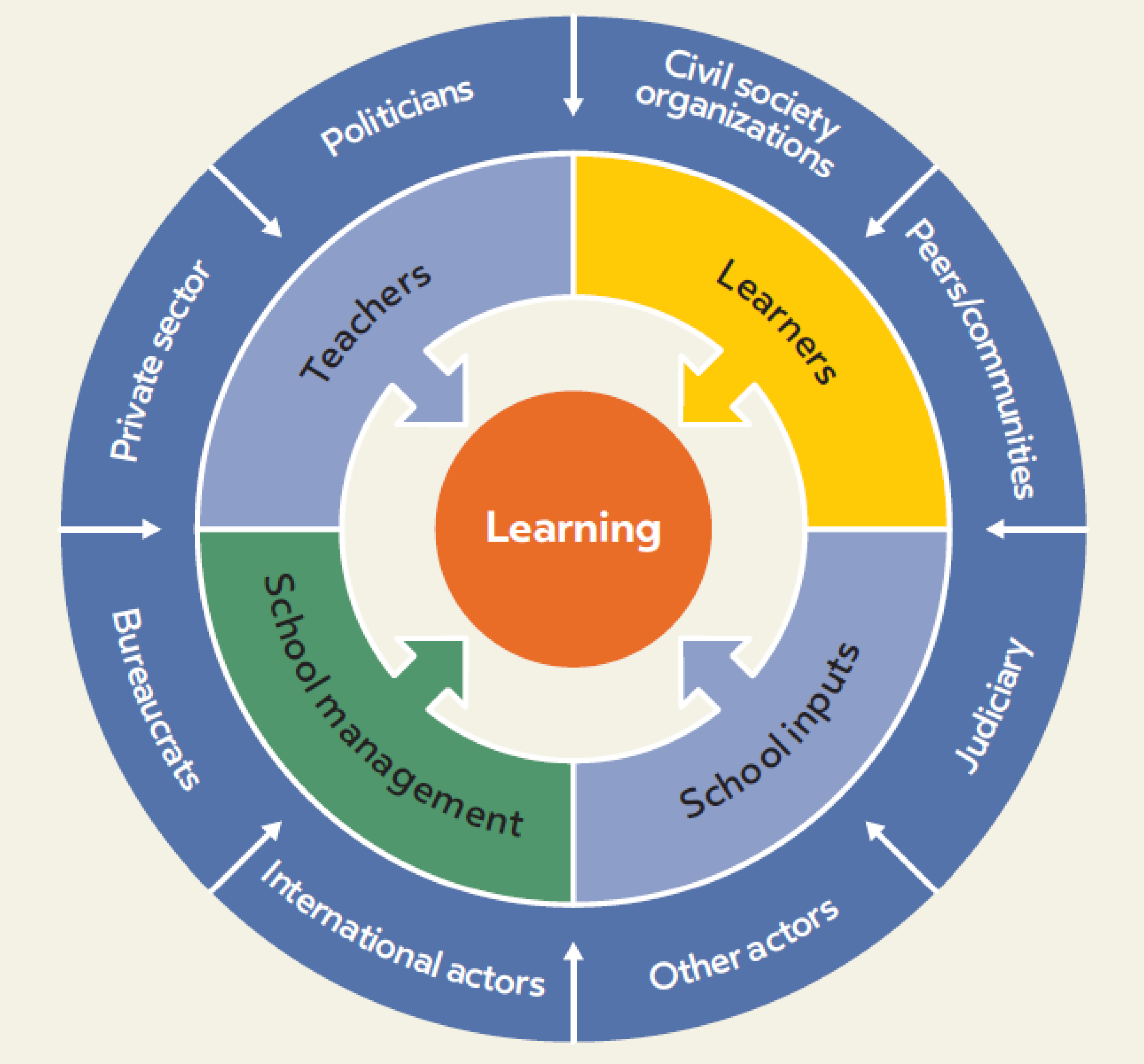
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7.8

years of learning



The flagship report brings together evidence, best practices, and lessons learned from development partners, researchers, and government.



## Boost Learning

Make learning a serious goal

Make schools work for all learners

Align actors—  
to make the whole system work for learning

# Recommendations

## Boost learning

1. Ensure that students reach at least minimum learning and development standards at each level of the system

## Start early

2. Make quality early childhood education accessible to all

## Provide learning for all

3. Act to guarantee equitable access to good quality education and learning by children most excluded from the system
4. Act to improve learning outcomes of the lowest performers

## Serve everyone

5. Ensure that all students, including those with disabilities, succeed

## Improve teaching

6. Improve the quality of preservice institutions and the candidates that enter them; recruit the best teacher candidates and distribute them effectively
7. Improve professional development and calibrate incentives

## Manage for learning

8. Strengthen accountability mechanisms through better data tracking and verification
9. Support existing institutions to improve service delivery

## Increasing learning for employment

10. Expand access to and improve quality and relevance of TVET

## Raise the performance of tertiary education

11. Improve the quality, relevance, and equity of the tertiary education sector

## Increase education system resilience to external shocks

12. As a part of COVID-19 response and recovery, strengthen the system for future shocks and stresses

# Recommendations

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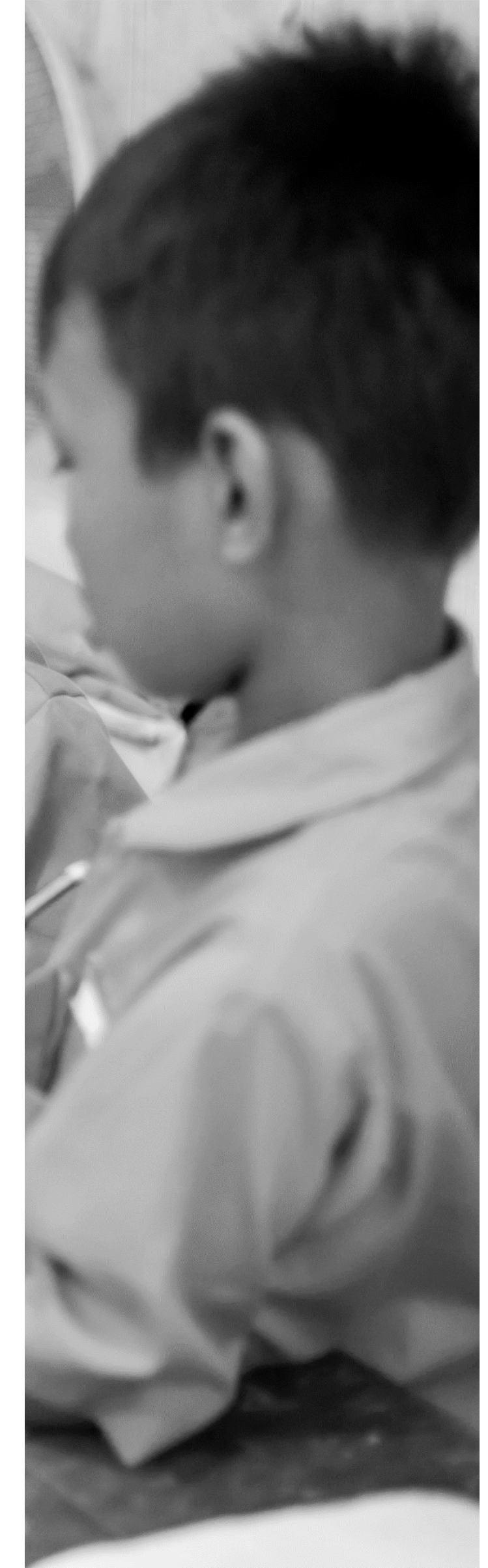
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# 02

## 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

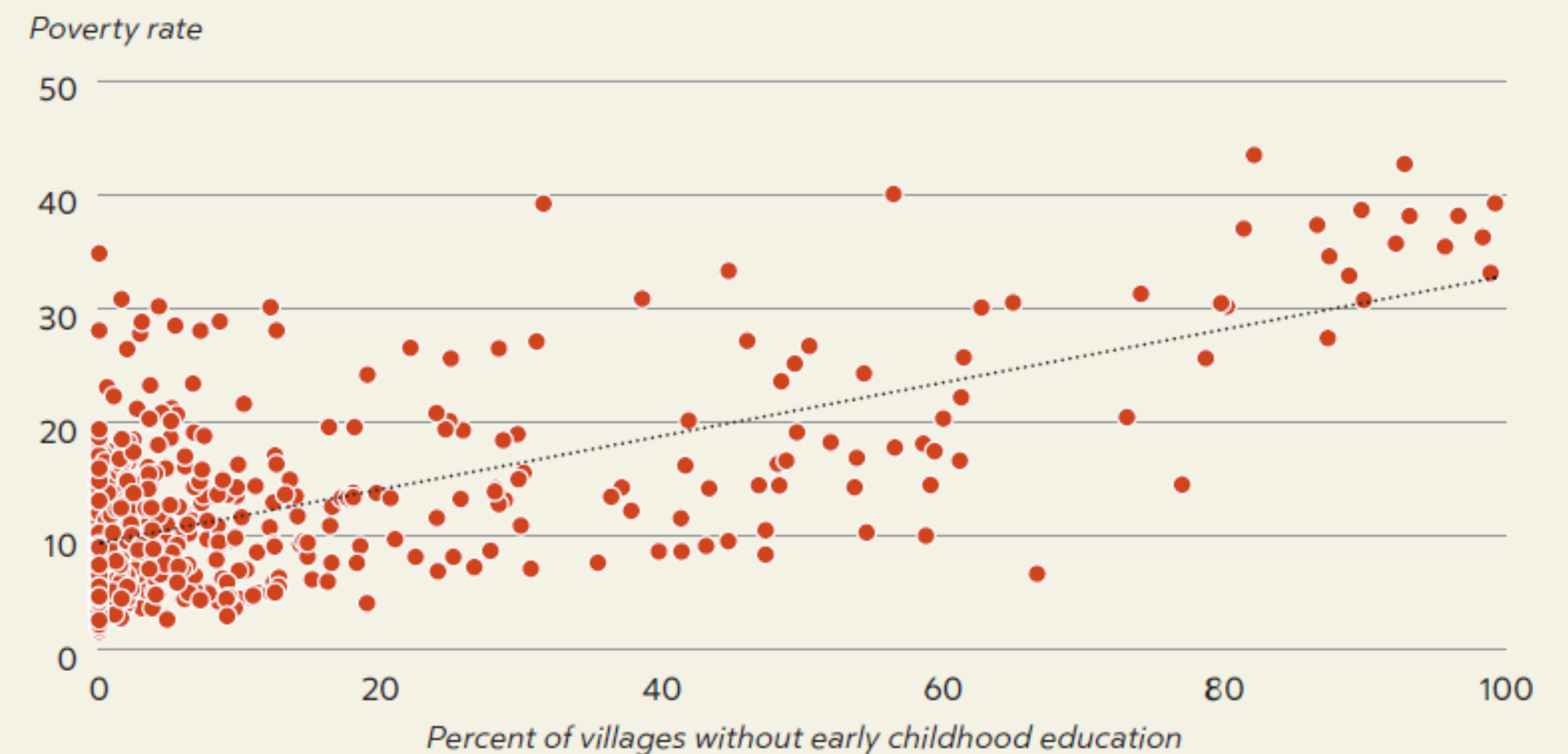
Source: UIS.Stat1

**37%**

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

Source: SUSENAS 2018

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



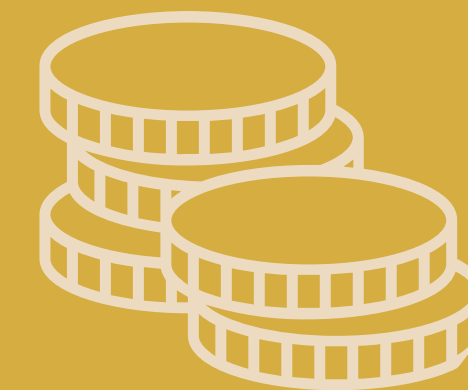
Source: Village Potential Survey (PODES) 2018, SUSENAS 2018.

# 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

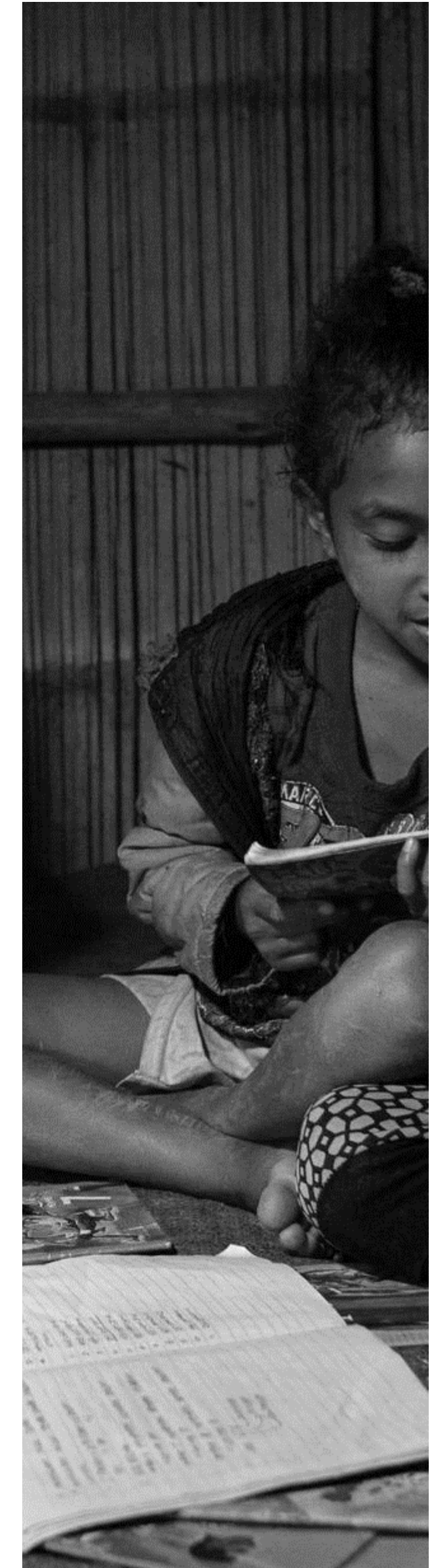


“Socialization” campaign to stimulate registration of ECED services and higher enrollment



# 03

**Provide  
Learning for All  
& Serve  
Everyone**



# Learning Inequality

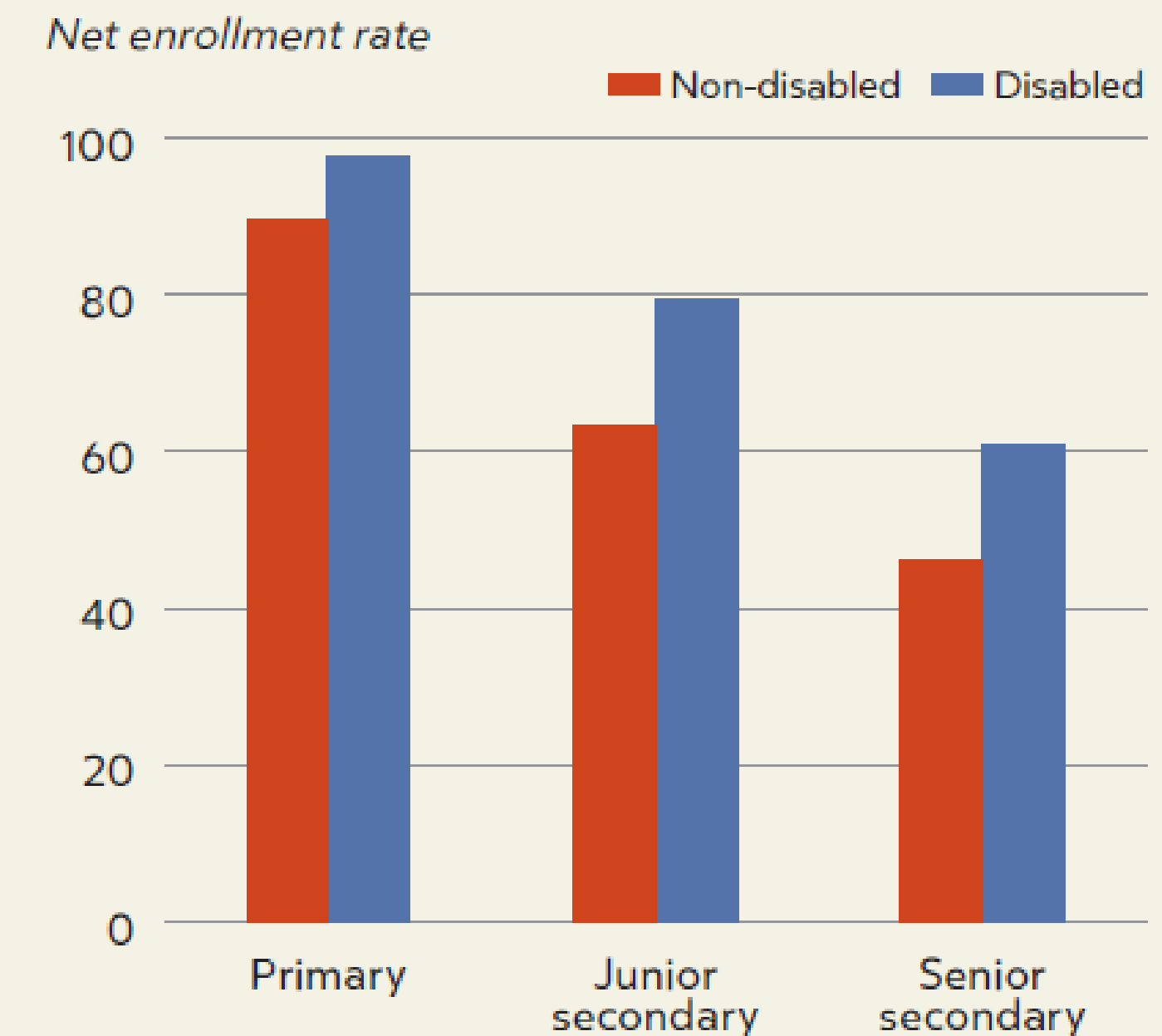
Despite increasing education access, learning inequality remains a major challenge

**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

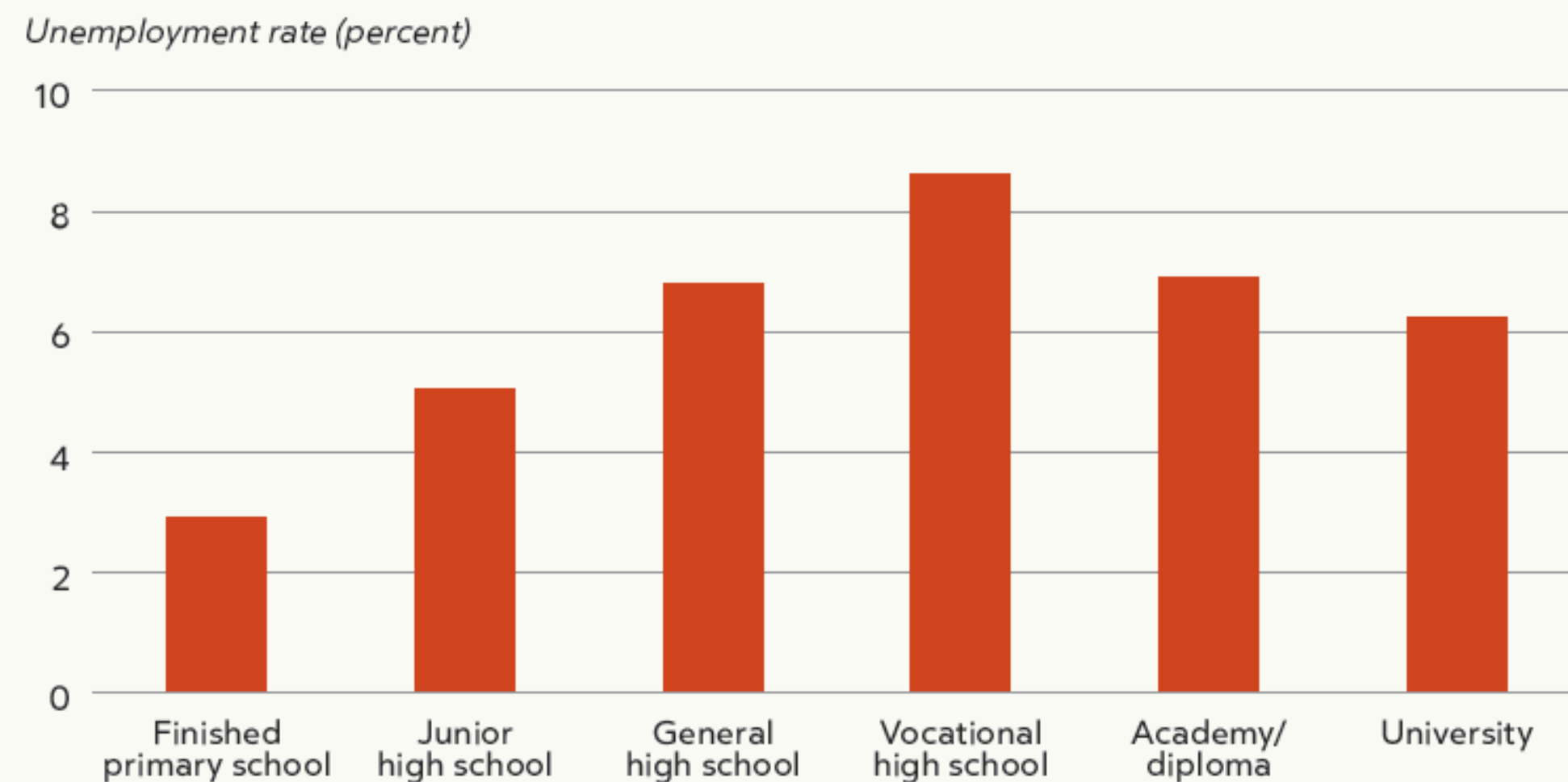




# Industry 4.0 Challenges

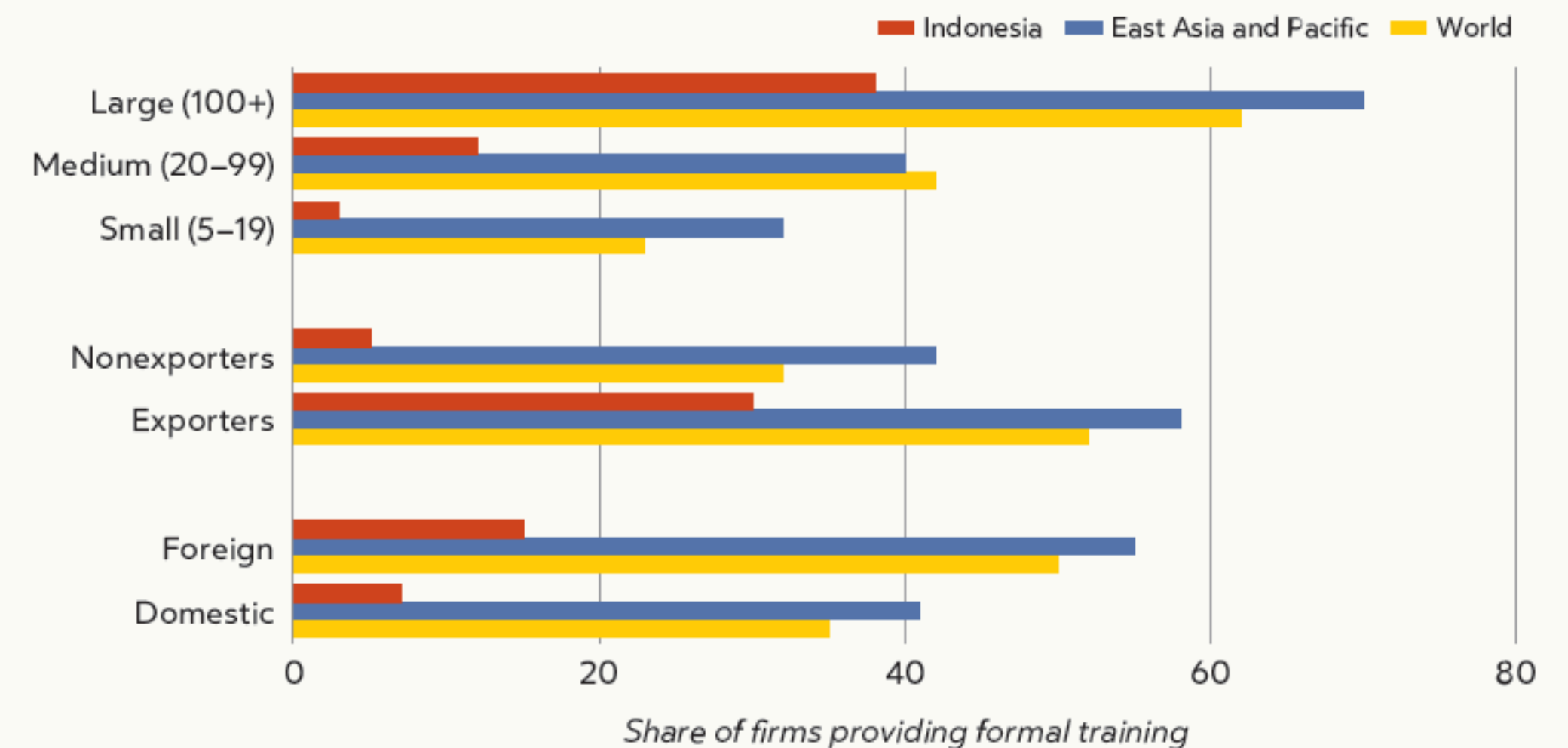
Industry 4.0 has resulted in dramatic changes, requiring provision of opportunities to upskill and reskill segments of the workforce

Unemployment rates by education type and level



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

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



Source: World Bank, Enterprise Surveys 2009, <https://www.enterprisesurveys.org/en/data>.

# 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

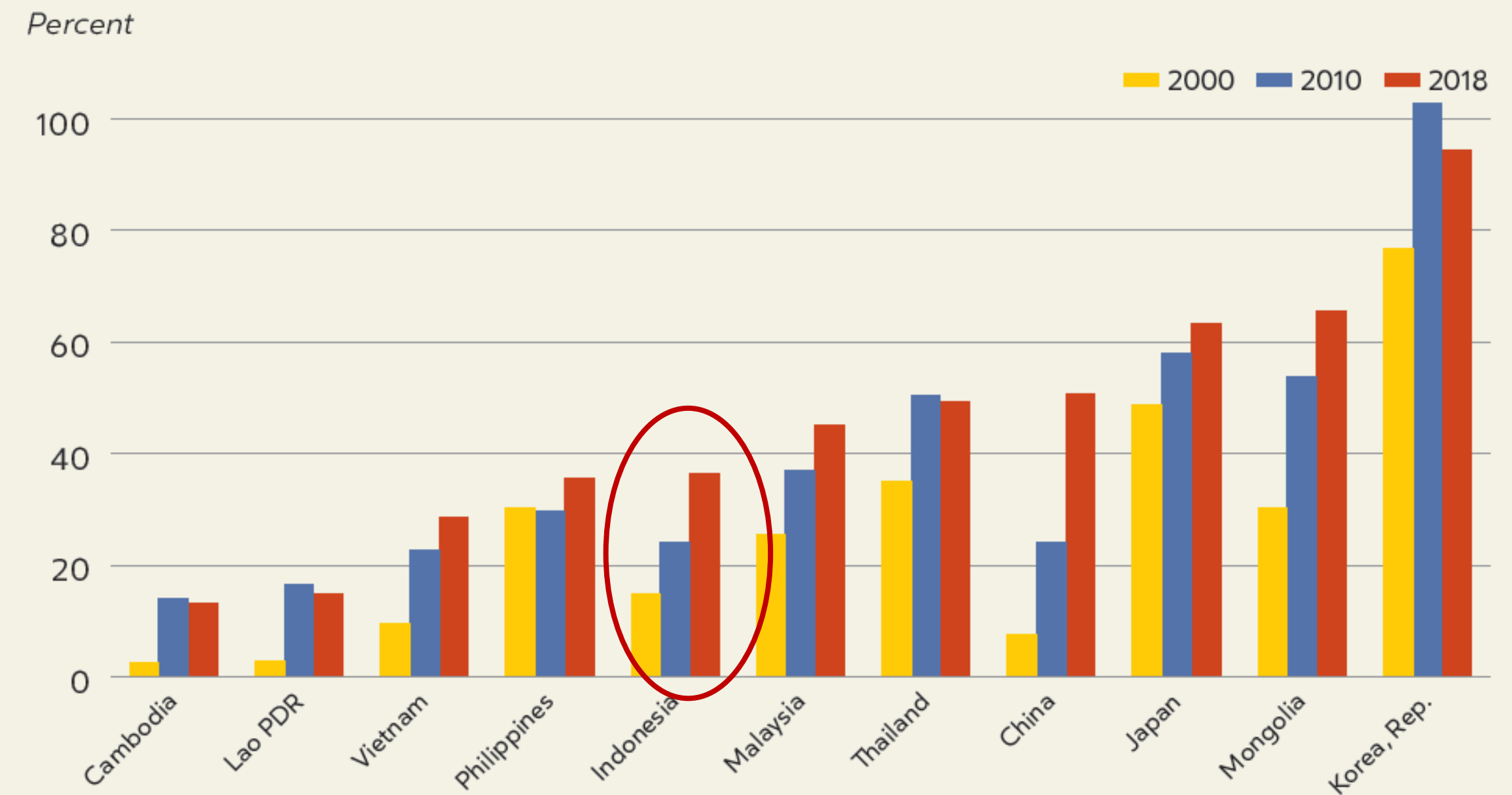
Gaps in standards and enrollment in tertiary education has led to industry shortages

Indonesian companies will struggle to fill

# 50%

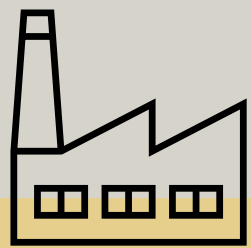
of their entry-level positions by 2020, according to The Boston Consulting Group (2018)

Gross enrollment rate in tertiary education

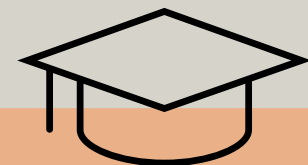


Source: UNESCO Institute for Statistics (2000–18).

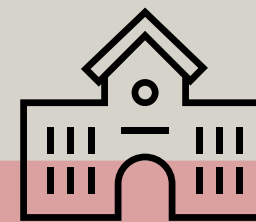
# Rec #11: Improve the quality, relevance, and reach of the higher education sector



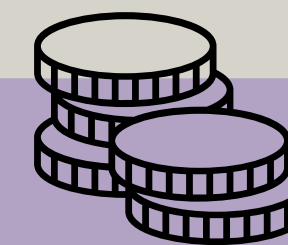
Encourage innovations in curriculum and pedagogy and develop university-industry linkages to improve quality and relevance



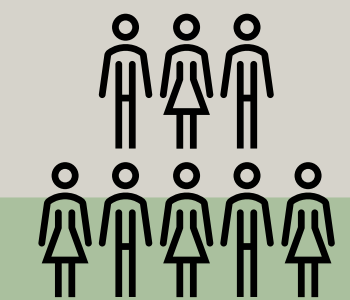
Finance scholarships for PhD training overseas, postdocs, and capacity building to strengthen research and technology transfer



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.

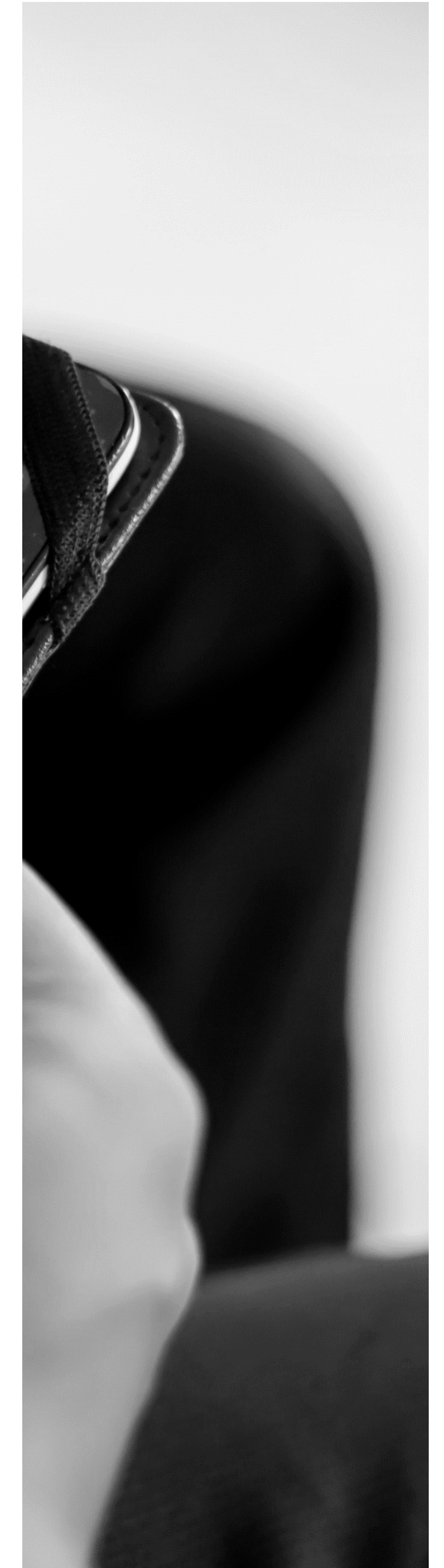
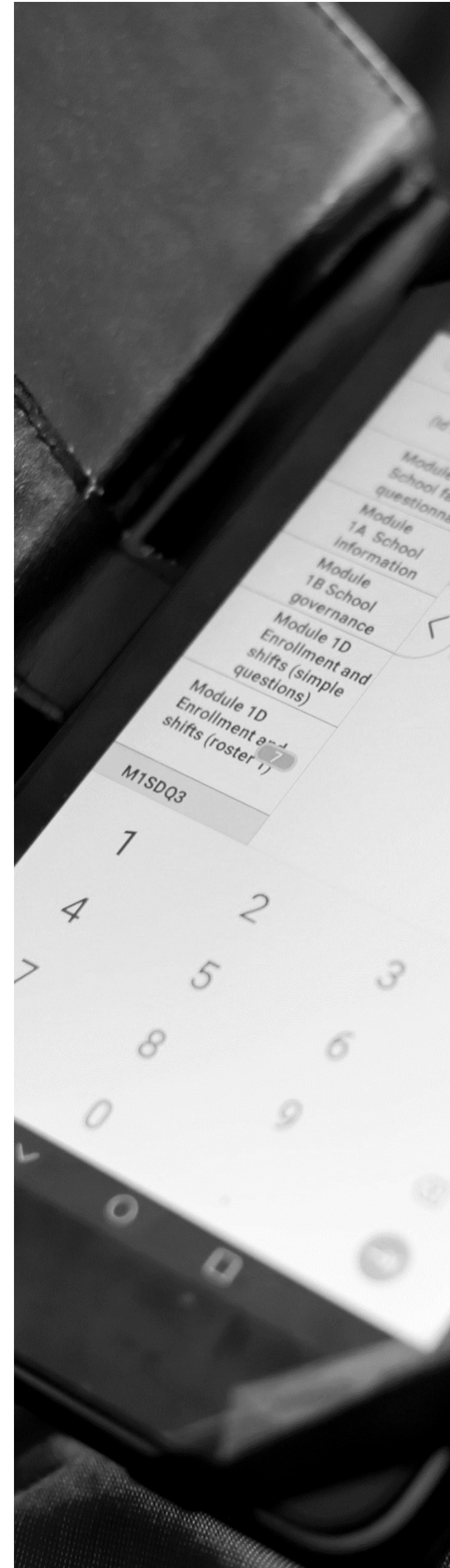


Improve access and equity for underrepresented group students through Continuing Education and Open University

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



# Distance Learning Infrastructure

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>



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