



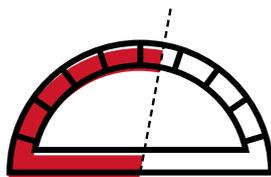
GOAL

04

QUALITY EDUCATION



Among 6-year-olds  
**3 in 4**  
have pre-school  
experience



**56%**  
of youth complete  
senior secondary  
education



Less than  
**one third**  
of 15-year-old students  
achieve at least minimum  
proficiency in mathematics

# Quality education



## WHAT THIS GOAL IS ABOUT

Sustainable Development Goal 4 aims to ensure that all people have access to quality education and lifelong learning opportunities. This goal focuses on the acquisition of foundational and higher-order skills at all stages of education and development; greater and more equitable access to quality education at all levels, as well as technical and vocational education and training; and the knowledge, skills and values needed to function well and contribute to society.

Despite significant global investment in the previous decades, there are still persistent disparities and gaps in access to education. Indonesia has made impressive gains to ensure near universal primary education, but access to and completion of secondary education remains a challenge. There is also increasing recognition that attendance at school alone is not enough: learning outcomes need to be tracked to ensure that schools are genuine learning environments where children benefit concretely from the time they spend there. Indonesian pupils tend to perform poorly in both national and

international assessments of basic reading, mathematics and other academic skills.

There is now a wealth of evidence that highlights the importance of early childhood education for developing cognitive and language skills and for fostering emotional development. In achieving this goal, Indonesia's education sector will need to respond to a rapidly changing society to ensure that education at all ages is inclusive and relevant to the national context. Ensuring quality education for all throughout all stages of childhood is key to achieving not only this goal but many other SDGs.



Table 4.A

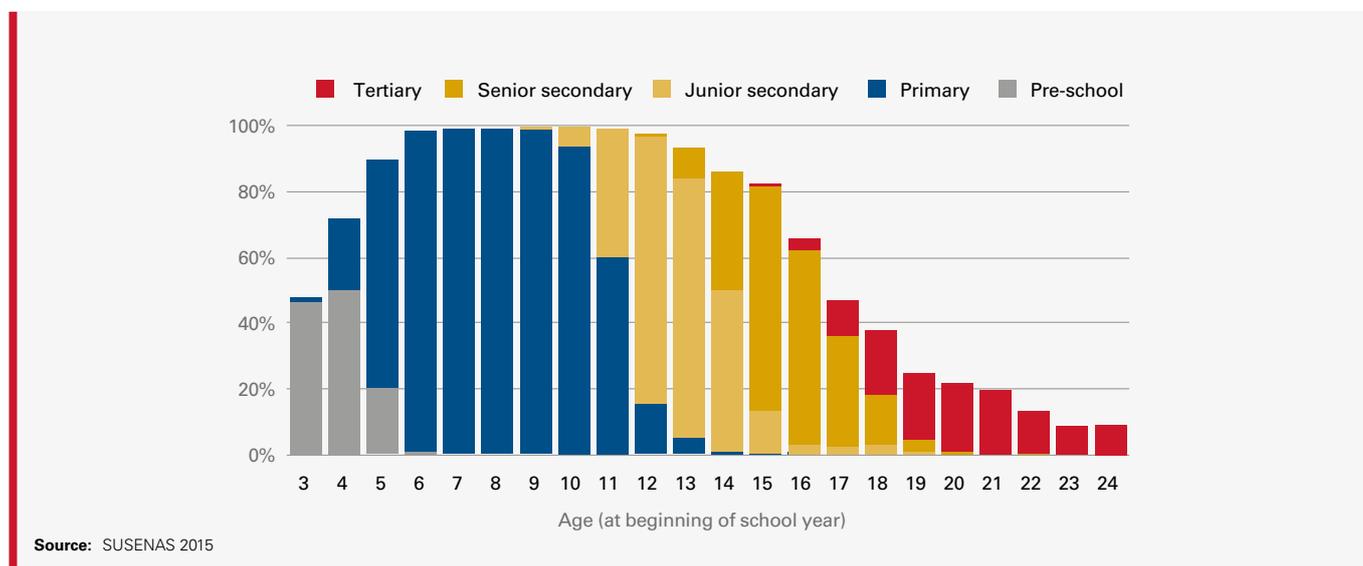
Priority targets for children	Selected indicators to measure progress	Type of indicator	Baseline value	Data source
<b>4.1</b> By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education, leading to relevant and effective learning outcomes	Proportion of children achieving at least a minimum proficiency in reading and mathematics at the end of primary and at the end of lower secondary school	Global indicator	Primary: 23% for math and 53% for reading. Lower secondary: 31% for math and 44% for reading	INAP 2016 and PISA 2015
<b>4.2</b> By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education	Participation rate in organized learning (one year before the official primary school entry age)	Global indicator	96%	SUSENAS 2015
<b>4.5</b> By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations	Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated	Global indicator	See Table 4.B	SUSENAS 2015
<b>4.a</b> Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all	Proportion of schools: (a) basic drinking water; and (b) single-sex basic sanitation facilities	Global indicator	Basic drinking water: 85%. Single-sex basic sanitation facilities: 49%	Ministry of Education and Culture 2016

**Note:** The indicators on WASH in school are discussed further under Goal 6 on water and sanitation. An indicator on bullying in school is covered under SDG 16.

## STATUS OF PRIORITY INDICATORS FOR CHILDREN

Figure 4.A

**School participation rates are high among children of primary school age but drop steadily among adolescents and youth**  
 Percentage of children and youth attending school, by age and by type of education, 2015



## EARLY CHILDHOOD

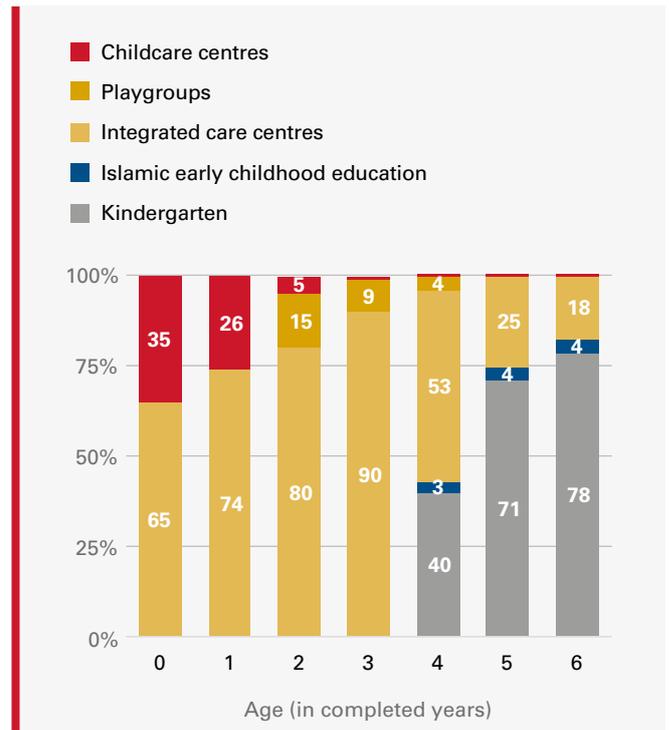
Readiness of children for primary school can be improved through attendance at early childhood development programmes. Indonesia has a range of programmes to provide pre-school care and education for children of different ages (Figure 4.B). They include kindergarten (*taman kanak-kanak* or *TK*) and Islamic early childhood education (*raudhatul athafal* or *RA*) for 4–6 year-olds; play groups (*kelompok bermain* or *KB*) and child care centres (*tempat penitipan anak* or *TPA*) for 2–4 year-olds; and integrated care centres (*pos pelayanan terpadu, posyandu*) where health and care services are provided in an integrated way for children up to 6 years old. In addition, there are other non-Islamic, faith-based institutions that provide some aspects of child care and some elements of education to varying degrees.

Goal 4 urges countries to ensure that all girls and boys have access to quality early childhood development, care and pre-primary education by 2030. The global indicator used to measure progress towards achievement of the target is the percentage of children one year younger than the official entry age to primary school who are participating in organized learning activities. For Indonesia, this refers to 6-year-olds, as children are meant to enter primary school at age 7. The indicator is adjusted to take into account children of pre-primary school age

Figure 4.B

### Indonesia has diverse early childhood development services for pre-school children

Percentage distribution of children 0–6 years old attending pre-school by type of pre-school, by age, 2015



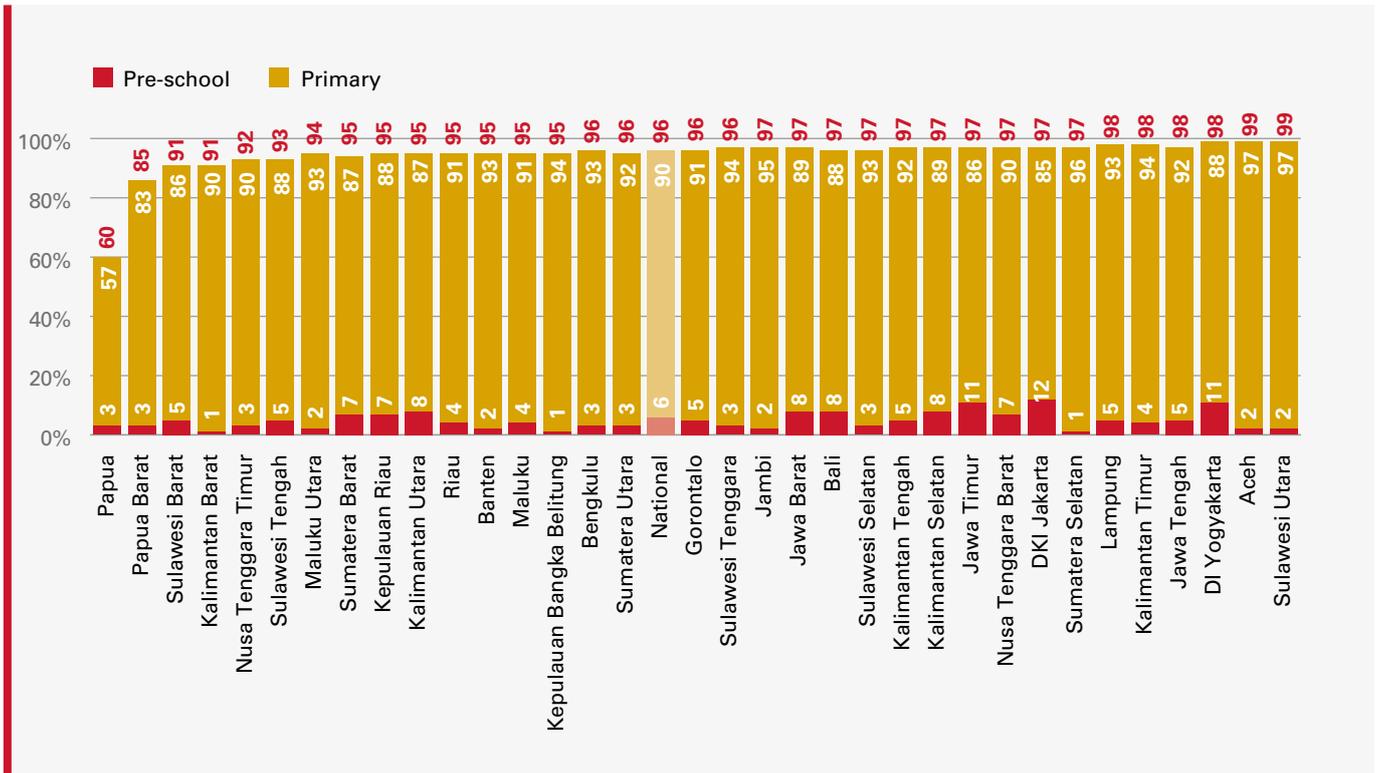
Source: SUSENAS 2015



Figure 4.C

**The participation rate in organized learning among 6-year-olds was nearly 96 per cent in 2015**

Percentage of children one year younger than the primary school entry age who participate in organized early learning, by province, 2015



Source: SUSENAS 2015

who have already been enrolled in primary school.

Overall, nearly 96 per cent of children aged 6 were participating in organized learning activities (either early childhood development programmes or primary education) in 2015. There is little difference between boys and girls, and differentials by socio-economic status are also relatively small. Ninety-eight per cent of 6-year-olds living in the richest 20 per cent of households were attending a form of organized learning, while the figure dropped slightly to 93 per cent among children in the poorest households. Regional disparities are more pronounced, with participation rates ranging from a low of 60 per cent in Papua to over 99 per cent per cent in Sulawesi Utara (Figure 4.C).

One challenge in interpreting Indonesia’s performance against the global SDG indicator is that it is very common

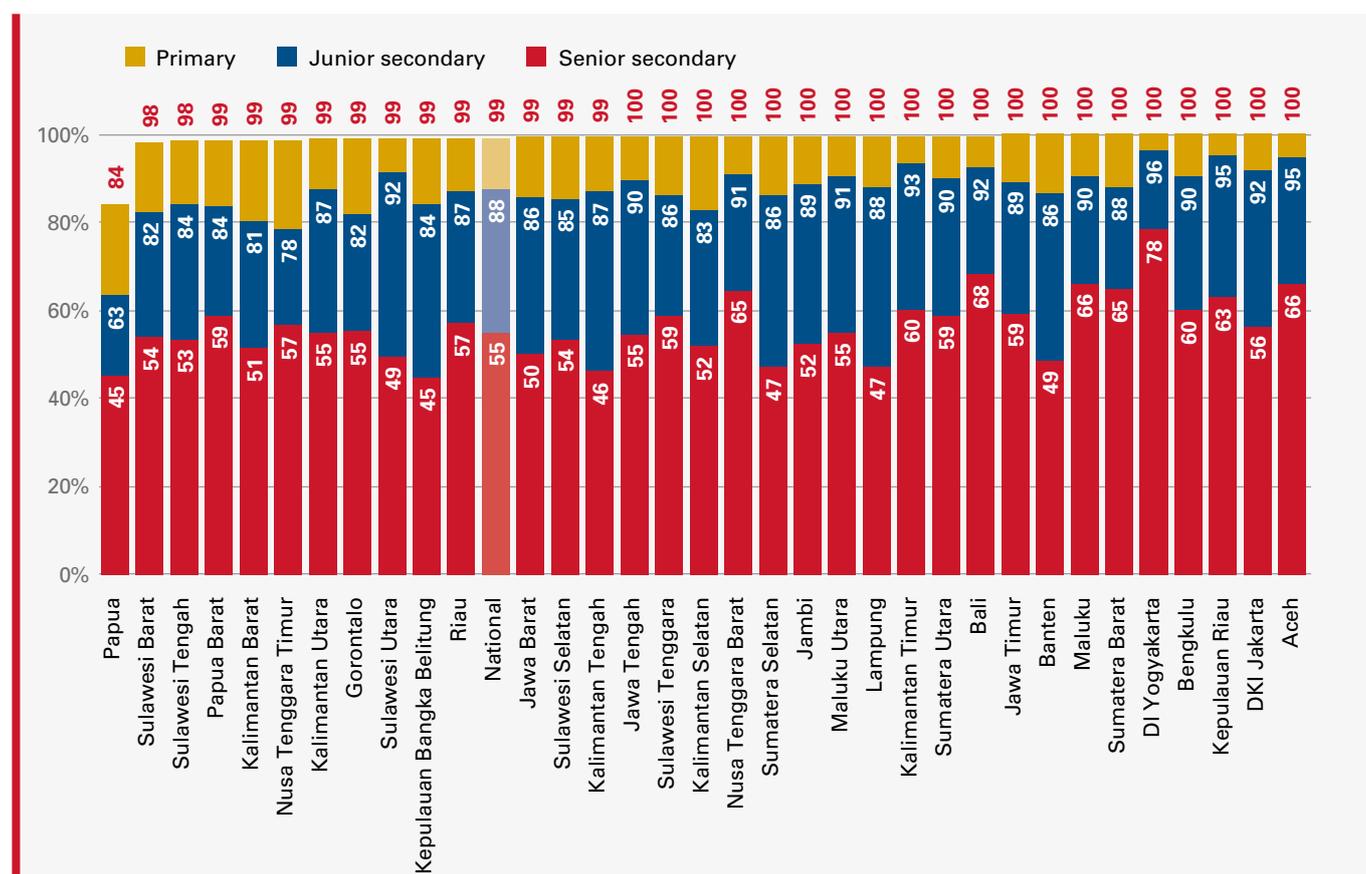
to find 6-year-olds already enrolled in primary school. The data indicate that among the 6-year-old population 72 per cent had attended pre-school in the previous year or before. In other words, more than one in four children aged 6 years had no pre-school experience.

Another limitation is that the indicator measures the percentage of children who are exposed to organized learning but not the intensity of the programme. This limits the ability to draw conclusions on the extent to which children are well-prepared for schooling. Many learning programmes in the early years are offered part-time, but this can vary, which means exposure to learning environments outside the home will vary in intensity. More work is needed to ensure that the definition of learning programmes is understood and that time spent in programmes is better recorded.

Figure 4.D

**Indonesia has achieved near universal basic education, but participation rates lag in Papua province**

Adjusted net attendance rates in primary and secondary education, by province, 2015



**Note:** The adjusted primary school net attendance ratio is the percentage of children of primary school age (7–12 years as of the beginning of the 2014/15 school year) who are attending primary or secondary school. Children of primary school age at the beginning of the school year currently attending primary or secondary school are included in the numerator (attendance of secondary school is included to take into account early starters). Children that did not attend school in the current school year, but have already completed primary school are also included in the numerator. All children of primary school age (at the beginning of the school year) are included in the denominator. The adjusted primary school net attendance ratios for junior secondary (13–15 years) and senior secondary school (16–18 years) are calculated in the same way.

**Source:** SUSENAS 2015

**PRIMARY AND SECONDARY EDUCATION**

A key indicator for monitoring school participation is the adjusted net attendance rate. At the primary level, it is defined as the percentage of children of official primary school age – 7 to 12 years in Indonesia – who are in primary school or above; attendance in pre-school education, the level below, is not included.

Likewise, the adjusted net attendance rates for junior and senior secondary education are defined as the percentage of children of official secondary school age (13 to 15 years for junior and 16 to 18 years for senior secondary) who are in junior or secondary school,

respectively, or above, but not in levels below.

Access to education has improved significantly over the last decade and all but one province have achieved universal or near universal primary education – that is, they have a primary attendance of more than 95 per cent (Figure 4.D). Based on data from the SUSENAS, it is estimated that around 183,300 children of primary school age – less than 1 per cent – were out of school in 2015. Close to one third (30 per cent) of these out-of-school children live in Papua province, where primary school attendance is significantly lower compared with the rest of the country. At junior secondary level, the adjusted net attendance rate reached 87 per cent in 2015, with over

1.8 million children of lower secondary school age out of school. At senior secondary level, 57 per cent of youth aged 16–18 years were attending senior secondary school or higher education, while over 5 million children in that age group were out of school. The provinces with lower attendance rates are mostly located in the eastern part of Indonesia.

Target 4.1 under Goal 4 emphasizes completion of primary and secondary education. While most children in Indonesia complete their primary education, completion rates among adolescents and youth drop markedly. In 2015, the primary completion rate was 96 per cent; 76 per cent for junior secondary; and 56 per cent for senior secondary. Figure 4.E provides an overview of the disparities by sex, residence and household wealth quintile. For example, an adolescent from the poorest 20% of households is two times less likely to complete senior secondary school compared with a child from the wealthiest 20% of households.

SDG Target 4.5 seeks to eliminate gender disparities in education and ensure equal access to all levels of education for the vulnerable, including persons with disabilities and children in vulnerable situations, by 2030. Progress is measured by calculating parity indices for education indicators (such as rural/urban, female/male, and bottom/top wealth quintile) (Table 4.B). In Indonesia, for instance, adolescents and youth from the poorest households and those living in rural areas are much less



Table 4.B

### Adolescents and youth from the poorest households and those living in rural areas are much less likely to complete primary and secondary education

Parity indices for school completion rates, 2015

	School completion		
	Primary	Junior secondary	Senior secondary
Female	97	78	56
Male	95	74	57
<b>Ratio of females to males</b>	1.02	1.06	0.99
Rural	94	65	41
Urban	97	84	69
<b>Ratio of rural to urban</b>	0.96	0.78	0.58
Poorest 20%	92	58	31
Richest 20%	99	92	82
<b>Ratio of poorest to richest</b>	0.93	0.64	0.38

- Parity 0.97–1.03
- Near parity 0.95–0.96 or 1.04–1.05
- Disparity < 0.95 or > 1.05

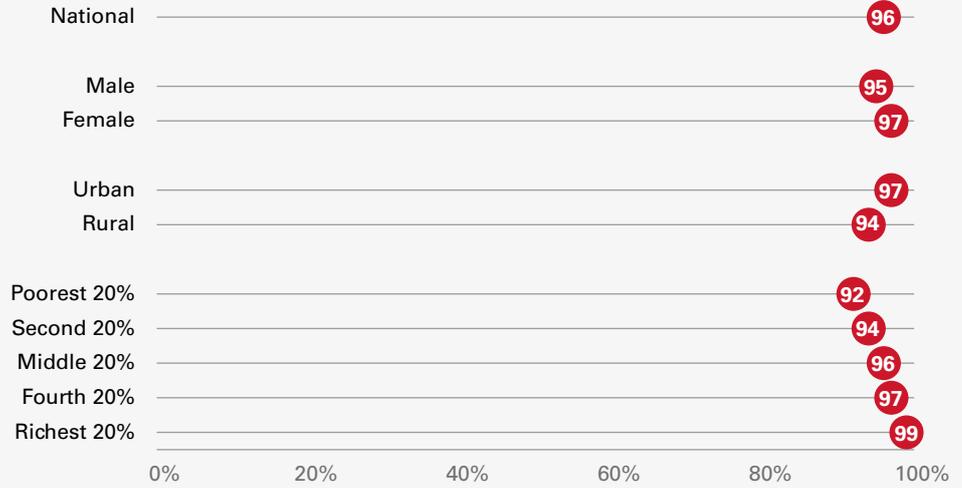
**Note:** The parity indices are calculated by dividing the completion rate of one group (female, rural and poorest quintile) by that of another group (male, urban and richest quintile). A value of 1.00 indicates absolute parity, and values between 0.97 and 1.03 are considered to be an acceptable parity level.

**Source:** SUSENAS 2015

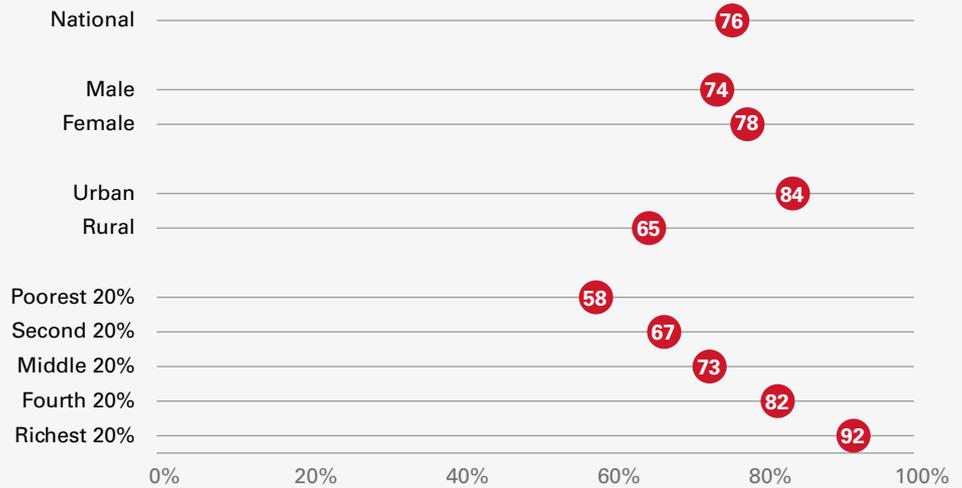
**Figure 4.E**

**There are large disparities in school completion rates, especially for secondary education**

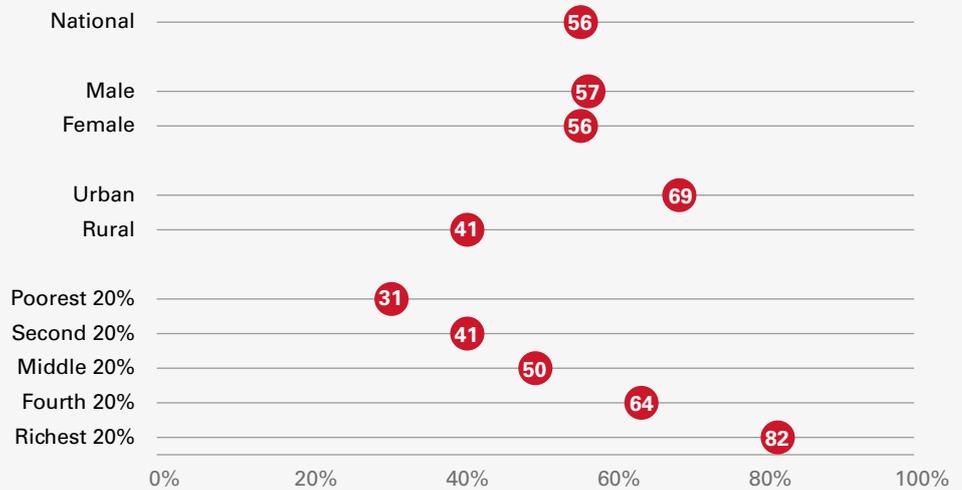
Percentage of 15–17 year-olds who have completed primary education, by selected characteristics, 2015



Percentage of 18–20 year-olds who have completed lower secondary, by selected characteristics, 2015



Percentage of 21–23 year-olds who have completed senior secondary, by selected characteristics, 2015



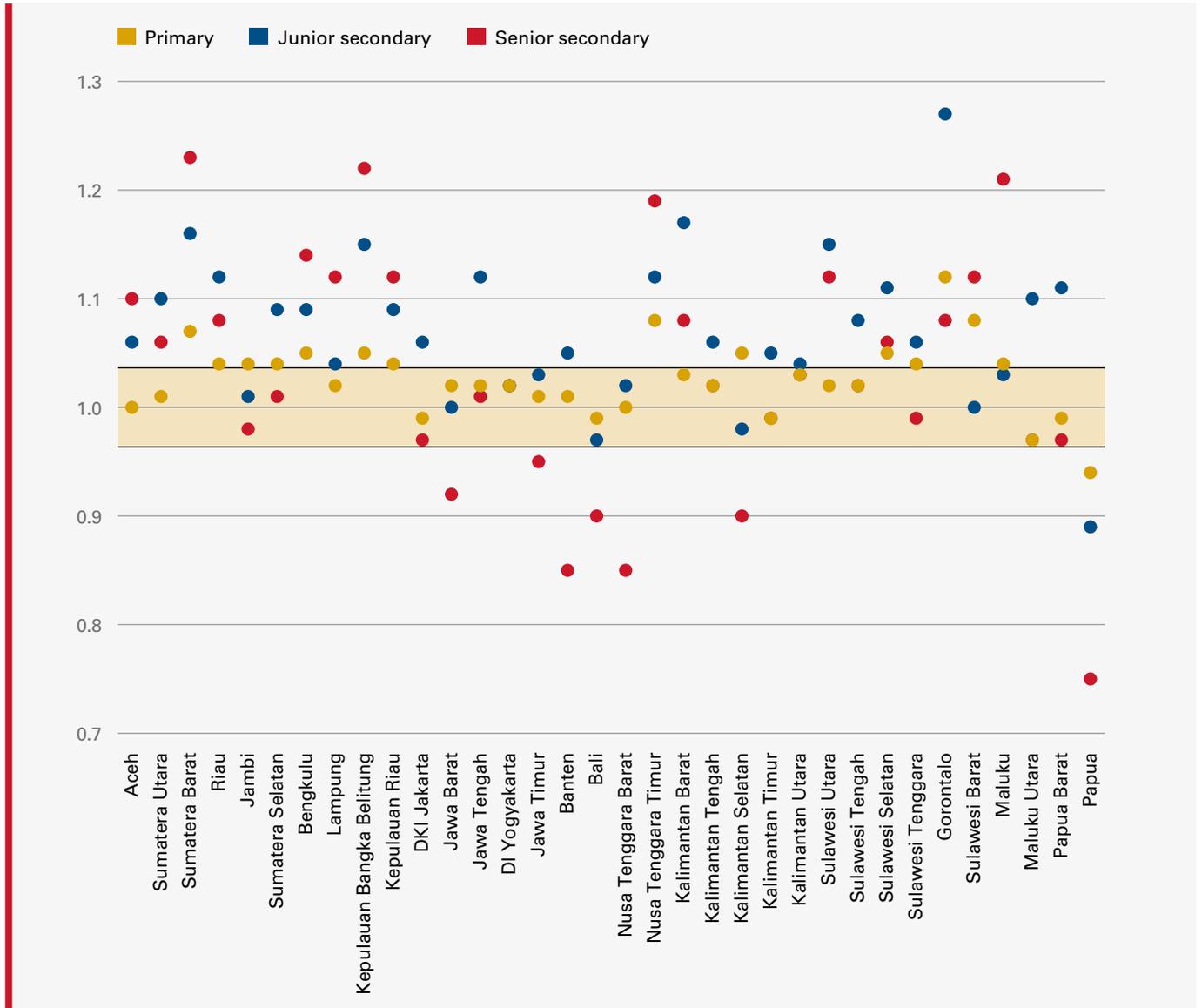
**Note:** The primary (junior/senior secondary) completion rate is defined as the percentage of a cohort of children aged 3–5 years above the intended age for the last grade of primary (junior/senior secondary) education who have completed that grade. Age refers to the child's age at the beginning of the school year.

**Source:** SUSENAS 2015

**Figure 4.F**

**Gender parity has not been achieved at all levels of education in all provinces**

Gender parity indices for school completion rates, by province, 2015



**Note:** Each dot represents the gender parity index of a province. Different colours are used to distinguish between primary, junior and senior secondary. The dots between the shaded section indicate that an acceptable parity has been achieved at the respective education level.

**Source:** SUSENAS 2015



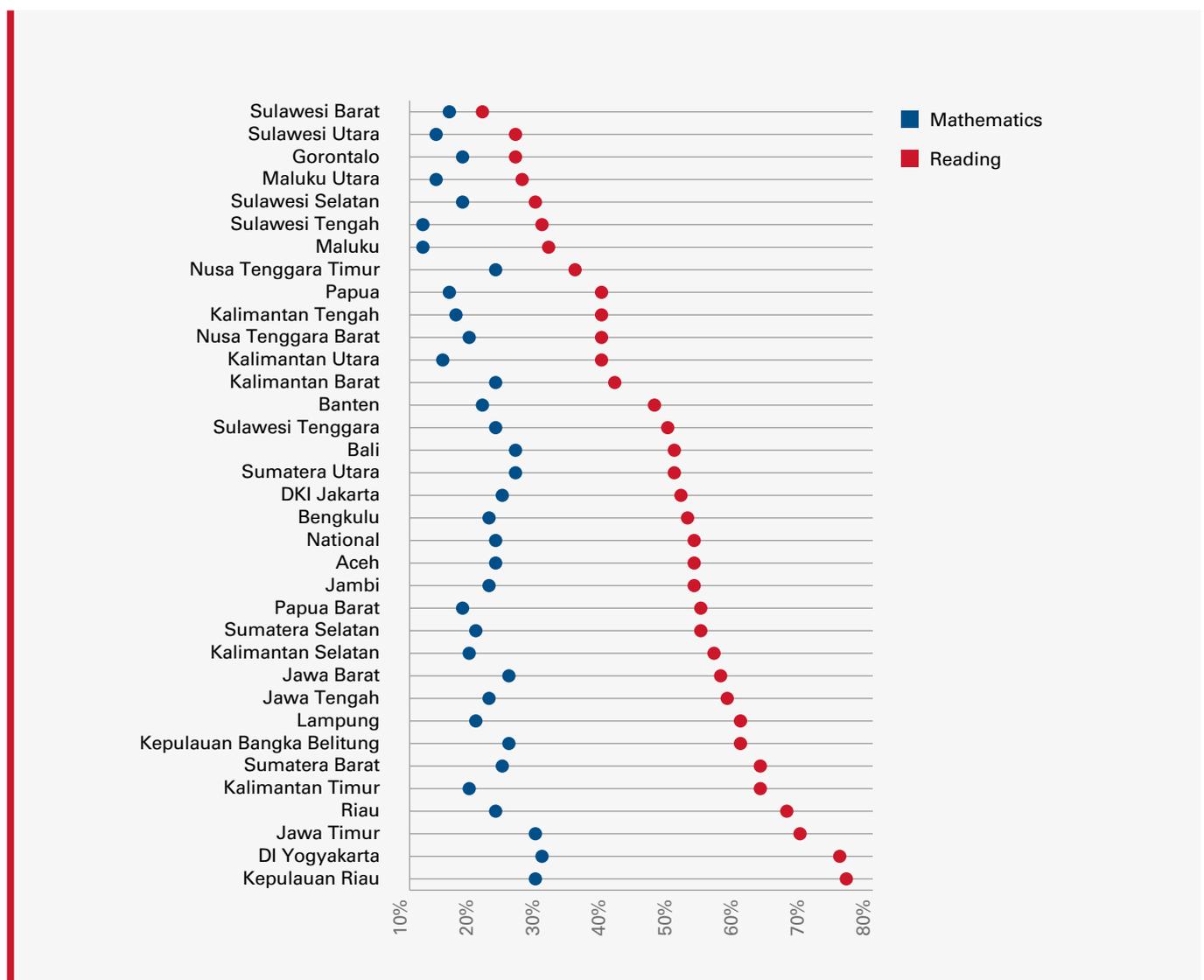
likely to complete primary and secondary education. By and large, gender parity has been achieved at primary level – with a slight advantage for girls in several provinces – but the picture is mixed at secondary level. In some provinces, females are more likely than males to complete secondary schooling and in others the situation is reversed (Figure 4.F). Nationally representative data on other vulnerable groups, such as children with disabilities, are not available.

One of the important lessons from the MDGs is that expansion of access to education is not always accompanied by improvement in educational quality and learning outcomes. SDG Target 4.1 therefore emphasizes that the completion of primary and secondary education should lead to ‘relevant and effective learning outcomes’. The global indicator used to track progress is the percentage of children and youth who achieve at least a minimum proficiency in reading

Figure 4.G

**Only half of primary school children achieve the minimum national benchmark in reading and less than a quarter in mathematics**

Percentage of children in Grade 4 of primary education achieving at least a minimum proficiency in reading and mathematics, 2016



Source: INAP

and mathematics at different points in the schooling cycle (early primary, late primary and late lower secondary).

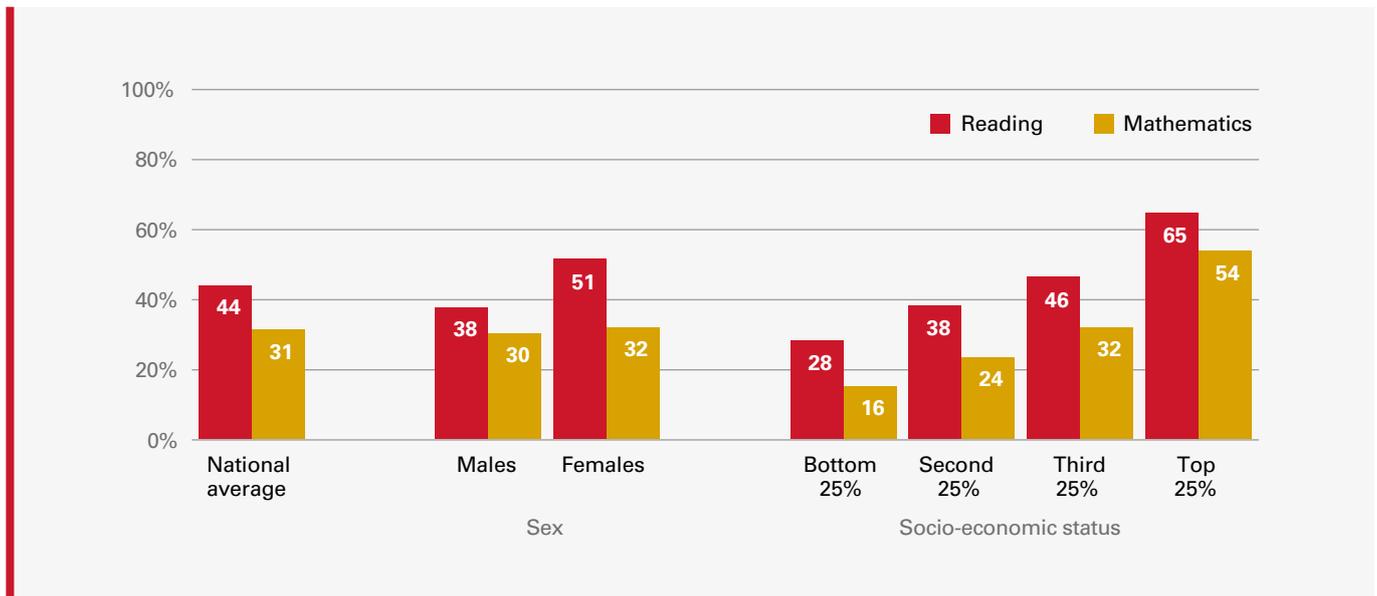
Indonesia has conducted several national and international learning assessments that indicate that a significant share of students around the country struggles to acquire basic academic skills. At primary level, only 23 per cent of Grade 4 students achieved the minimum national benchmark in mathematics and 53 per cent in reading during the latest survey of the Indonesia National Assessment Programme (INAP) in 2016. Disparities in learning achievement between provinces are large, especially for reading (Figure 4.G).

The 2015 Programme for International Student Assessment (PISA) of the Organisation for Economic Co-operation and Development assessed the skills and knowledge of 15-year-old pupils and provides a good indication of the performance of students at the end of their basic education.<sup>8</sup> Overall, Indonesia performs well below the OECD average on all the skills measured in the PISA. Less than a third of students achieved at least minimum proficiency in mathematics and 44 per cent in reading (Figure 4.H). However, Indonesia has seen an improving trend in average reading performance between 2000 and 2015 and performance in science went up between 2012 and 2015.

**Figure 4.H**

**Learning outcomes are very low for disadvantaged students**

Percentage of 15-year-old students who achieve at least a minimum proficiency level in reading and mathematics, by selected characteristics, 2015



**Note:** There are seven proficiency levels in the PISA 2015 assessment: Level 1 is the lowest described level, then Level 2, Level 3 and so on up to Level 6. Level 2 can be considered the baseline level of proficiency at which students begin to demonstrate the skills that will enable them to participate effectively and productively in life.

**Source:** OECD, *PISA 2015 Results (Volume I): Excellence and Equity in Education*, 2016



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WHAT CAN BE DONE TO  
ACCELERATE PROGRESS  
TOWARDS GOAL 4?

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- Expand opportunities and improve the quality of early childhood development services with increased financing and greater cross-sectoral coordination.
- Ensure adequate and equitable financing of schools, particularly in disadvantaged areas, to attain minimum quality standards.
- Remove barriers and bottlenecks for adolescents' participation in and completion of secondary education, particularly among disadvantaged populations.
- Scale up investments to improve the quality and learning outcomes of education through increasing the competency of teachers everywhere, stronger professional development and support, and greater teacher accountability.
- Address data gaps on the situation of children and youth with disabilities and other children in vulnerable situations.

