

GOAL 2: ACHIEVING UNIVERSAL BASIC EDUCATION

Target 3: Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete basic education

Indonesia defines basic education as nine years of primary education (ages 7 to 12 years) and three years of junior secondary education (ages 13 to 15 years). Indonesia's MDG target is therefore more ambitious than the international target of universal primary education. Indonesia's Nine-Year Compulsory Basic Education Programme is targeted at achieving the gross enrolment ratio (GER) of 90 per cent at junior high school level by 2008 at the latest. In this report, the term "primary and junior secondary schools" includes public and private schools (under the Ministry of National Education) and Islamic schools (under the Ministry of Religious Affairs).

Status and trends

Access to education at primary level. The Susenas (National Socio-Economic Survey) 2004 data shows that access to primary level is high. The Net Enrolment Ratio (NER) for primary schools (SD) and Madrasah Ibtidaiyah (MI) has risen from 88.7 per cent in 1992 to 93 per cent in 2004 years (Graphic 2.1). The NERs are significantly different from the Gross Enrolment Ratio (GER). According to Ministry

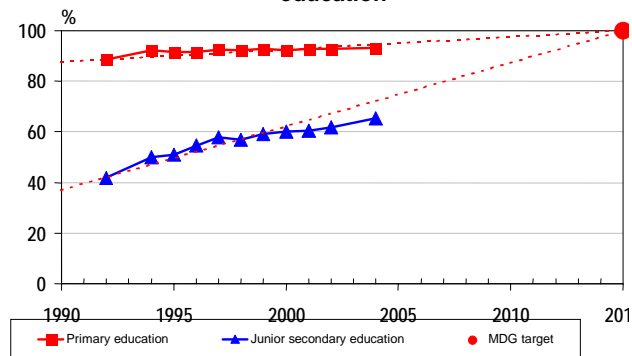
of National Education (MoNE) data of 2002, the GER at primary schools has reached 112 per cent, significantly greater than the NER, which only reaches 94 per cent. This indicates that there is a number of children aged below 7 years (underage) and those whose age is more than 12 years (overage) are still at elementary schools. The Ministry of National Education data shows that primary school students whose age is less than 7 years share 10.3 percent and those whose age are over 12 years are 5 per cent.

There is an increasing number of students aged below 7 years who start their education at primary level, especially in urban areas. On the other hand, the existence of 12-year-old students in elementary schools is of two reasons. Firstly, the children were late to start their school, or they started after they were 7 years old. 42.18 per cent out of 3,433,220 new students at elementary schools in 2002/2001 were over 8 years old. Secondly, some students had to repeat classes so that they had to finish after they were over 12 years old.

With regard to the educational participation, there are no significant differences between rural and urban areas, between men and women, and between economic groups in the community. However, it also reveals that participation at primary level varies by province.

Access to junior secondary school. Access to junior secondary school is increasing significantly during the implementation of 9-Year Compulsory Basic Education

Figure 2.1 Net enrolment ratios, primary and junior education



Source: Susenas

- d. Educational facilities are not yet available evenly, ultimately in rural or remote areas and small islands, so that children might be prevented from accessing education facilities.
- e. The quality of education is still relatively low and does not meet the competency need of the students.
- f. Educational management does not perform efficiently and effectively due to fact that the decentralization of education has not been fully well-implemented. This is characterized by the fact that, among others, responsibilities and duties of the local government and central government are not well defined yet. This includes their contribution in allocating educational budget.

Policies and Programmes

Based on the existing condition and problem faced, the policy of basic education shall be formulated as follows:

- a. Improvement of access and extension of learning opportunities for all school-age children, targeting mainly at those in poor, isolated and remote areas. Starting from the academic year of 2005/2006, the government has provided a huge amount of operational fund as the first step to the implementation of free basic education.
- b. Improvement of quality and relevance of basic education by implementing educational standard nationally as reference and legal guidance for improving the quality of national education, which also covers the quality of teachers and educational staff, the quality of school facilities and infrastructures, competency of the graduates, educational budget and educational evaluation.
- c. Increasing educational budget so that it reaches 20 per cent of the state or regional budget, which is in accordance with the stipulation in 1945 Constitution and Law No. 20 Year 2003 on National Education System. In order to achieve figure of 20 per cent, the government has committed to increase its educational budget gradually. Even, in the last five years time, education budget in the state budget has been the biggest allocation among the development sectors.
- d. Promoting the implementation of regional autonomy and decentralization in the management of education to the education unit level regarding the administration of education.
- e. Strengthening management of educational services in order to develop reliable, efficient, productive, and accountable services through good governance by strengthening educational institution.
- f. Improving public participation in educational development, which also covers the improvement of role and functions of school committee and educational councils in running school and community based education. This includes the planning, monitoring and evaluation of the implementation of educational development programme.

The programme implemented is to run basic education service which is good in quality and accessible to all segments of community. This programme is focused on (i) improving the participation of children who have not been reached by basic education services; (ii) maintaining educational performance already achieved, by decreasing drop-out rates and repetition rate and (iii) providing additional services for children who cannot continue their education to secondary level.