

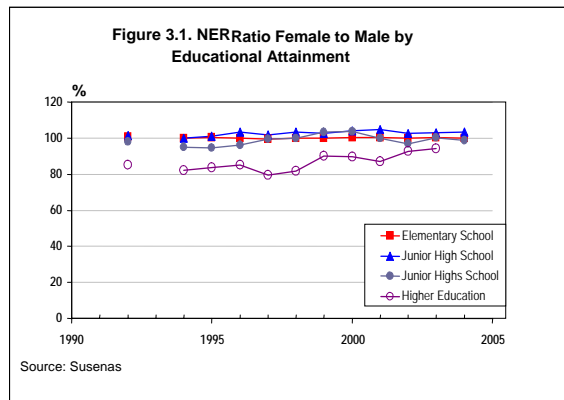
## GOAL 3: PROMOTING GENDER EQUALITY AND EMPOWERING WOMEN

**Target 4: Eliminate gender disparity in primary and secondary education preferably by 2005 and in all levels of education no later than 2015**

### Status and trends

*Indonesia has made a progress* in improving gender equality and equity with regards to education for both men and women. It can be seen from, among others, the improvement of educational participation and literacy rates men over women, contribution of women in non-agricultural sectors, and women's participation in politics and legislature. However, some problems are to be faced in the future, such as women's low quality of life and roles, high rate of violence against women, some laws and regulations tend to be gender biased and/or discriminative against women, and weak institutionalization and networking for gender mainstreaming, in particular in district/municipality level.

*Access to basic education.* In general, Indonesia has made a significant progress in achieving gender equality in the field of education (Graphic 3.1). At the basic level, the net enrolment ratio (NER) between men and women is always around 100. However, the Net Enrolment Ratio (NER) of women to men at junior high school level since 1994 has always been more than 100 percent, with the position at 103.4 percent in 2004. By using the gross enrolment ratio (GER) of women to men, it can be seen that women's participation at junior high schools is higher than men, with the ratio of 103.1 percent in 2003. It shows that women's participation is higher than men's. Further analysis shows that women population is bigger than men.

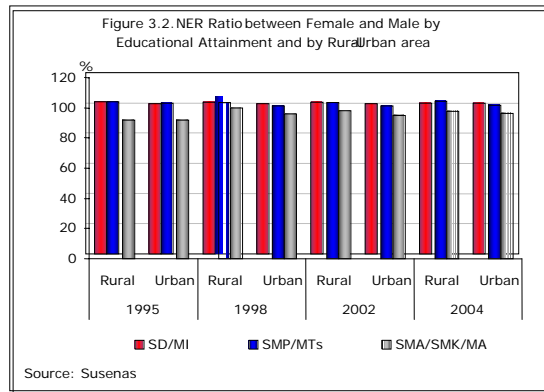


*Access to middle and higher education* The NER of women to men at middle level of education was fluctuating from 95.2 per cent in 1994 to 103.7 per cent in 2000, and dropped to 98.7 per cent in 2004. The sharp decrease from 1998-2000 was allegedly due to the weakening of economy which had driven male students to drop out and work. At the higher education level, the ratio of women's participation to men's rose from 85.1 per cent in 1992 to 94.3 per cent in 2003, and slightly went down to 93.2 per cent in 2004. . Even though the NER is high, but in terms of absolute number, it shows that the participation at middle and higher levels is still low, both for men and women. In 2004, the NER at the middle level was 43 per cent and the GER at the higher level was 8.6

per cent. Meanwhile, the NER at secondary education was 54.4. per cent and the GER at higher education level was 1.8 per cent. One of the constraints was limited accessibility. The number of schools and universities is limited and the long distance is assumed to be the factor. Early marriage is also the reason behind the drop out.

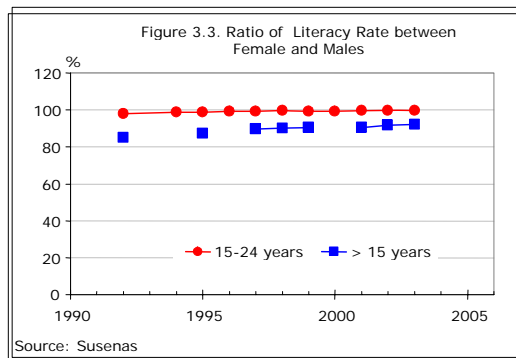
**Disparity of family expenditures.** The hypothesis that the lower the expenditure of families, the lower women’s participation is not true at elementary and middle levels of education. The census in 2004 shows that the NER of women from poor families (Quartile 1 or lowest 20 per cent by the family expenditure) is similar or slightly higher than that of men. By assumption, it is because of the factor of poverty which leaves men with no choice but to work. But it is a different condition for 20 per cent of the richest groups (quantile 5 or 20 per cent of the richest), with the participation of men is higher than women at all levels of education. Analysis to the GER shows the same trend. However, if the number of educational participation of rich population is compared to the poor, it can be concluded that the participation of the poor is still far below the rich, especially at the middle to the higher levels, both for men and women.

**Disparity of urban and rural areas.** The NER is not different from that of gross enrolment ratio (GER) between rural and urban areas at basic and middle/ secondary levels. However, the disparity of participation in the rural areas is lower, with the NER of 97.8 per cent for rural areas, compared to 96.4 in the urban areas . (Graphic 3.2)



**View of gender bias.** Gender segregation in a department or study program as a form of voluntarily discrimination is still to be found. Choosing a department for female students is associated with domestic functions, while male students are expected to support the economy of the family, so they have to choose "hard" study program, such as technology or industry. Majoring at middle level of education still shows stereotypes in the educational system in Indonesia which leads to unhealthy competition by gender. For example, social sciences are dominated by male students, and technical sciences are dominated by male students. In the calendar year of 2000/2001, the percentage of female students studying at industrial technological high school was only 18.5 per cent, agriculture and forestry 29.7 per cent, and in business and management was 64.6 per cent

**The level of literacy.** An improvement in literacy level, as shown by the increasing number of literate people, indicates that the number of literate people aged between 15-24 increased from 96.2 per cent in 1990 to



98.7 per cent in 2003. (Graphic 3.3) The disparity of literate men and women is decreasing, as shown by the increasing ratio of literate female to male aged 15-24 from 97.9 per cent in 1990 to 99.7 per cent in 2004. If the people aged over 24 are taken into account, the disparity will be greater, namely 92.3 per cent.

***Disparity of literacy level by family expenditures.*** The level of literacy of women increases significantly at all group of family expenditures. In addition to the 15-24 year aged group, there is no difference regarding the level of literacy between men and women. Data of 2004 shows that the ratio of literacy figure between women and man is 99.2 per cent for the poorest group and 99.9 per cent for the richest group.. However, if the range of age is expanded to 15 year, the disparity will be more apparent, with the ratio of 89.1 per cent in the poorest group, and 96.4 per cent in the richest group.

***Disparity of literacy level between urban and rural areas.*** It can be generally concluded that the level of literacy of the people aged 15-24 in the rural areas is not significantly different from than that of in the urban areas. It is shown by the fact the number of literate people aged between 15-24 in the urban areas is only slightly higher the number in rural areas. If the age range is expanded to over 15 years, it will be known that in 2004, the ratio of literacy level between men and women in rural areas is 90.1 .8 per cent and 94.9 per cent in urban areas.

***Disparity of literacy level by province.*** The literacy levels of people aged between 15-24 in 2003 are varied. The range was between 94.2 per cent to 99.8 per cent with the average of 98.6 per cent. The ratio of literate women to men in average in 2003 reached 100. However, if it is separated by province, the ratio is still great, with the range between 89.6 (in Papua) to 103.1 (in Gorontalo). If the range is expanded to over 15 years, the disparity by the province will be greater, with the range between 83.2 (in West Nusa Tenggara) and 99.9 (in North Sulawesi).

***Achievement disparity between women and men.*** Based on the 2004 Human Development Report, the Human Development Index (HDI), the *Gender-related Development Index* (GDI) and the Gender Empowerment Measurement (GEM) are 65,8, 59,2 and 54,6 respectively. Gaps between HDI and GDI shows that the success in human resource development as a whole is not followed by the success in gender and development (GAD). Meanwhile, low GEM rate shows that the participation and opportunity of women is still low, especially in politics, economy and decision making. Indonesia's GDI rate ranks 90, and is much lower than that of ASEAN countries. The 2004 Sakernas (National Labor Force Survey) reveals that women labor force participation rate is lower (49.2 percent), than their male counterpart (86.0 percent). Female wages in non-agricultural sector remains low in 2002 (28,3 percent).

***Women participation in public sectors.*** Women employment participation in Indonesia, especially in public sectors is low. Women representation as decision makers in the executive, judicial and legislative is not significant enough in the process of decision making. Although Act No. 12 Year 2003 on General Election stipulates the affirmative action, i.e. 30 per cent quota for women in the political party, women representation in

the parliament remains low. The proportions of women in the House of Representatives (DPR RI) were 12.0 percent (1992-1997), 9.9 percent (1999-2004), and 11.6 percent (2004-2009). Women representation in DPD (established in 2004) still remains low, i.e. 19.8 percent. Female civil servants who hold structural position such as Echelon I, II, and III also show the same trends of 12 percent. Such low condition is applies in the judicative, 20 percent as ordinary judges and 18 percent as judges in the Supreme Court in 2004.

### ***Challenges***

The challenges faced in the efforts to reduce gender gap include: (i) improving the quality of life and the role of women in all development fields, mainly in education, health, economy and decision making; (ii) revising legislations that are gender biased and/or discriminative against women; (iii) increasing women employment and participation in politics; and (iv) implementing gender mainstreaming strategy in all level of government structure (national, provincial and district/ municipality level). In the field of education, the challenges faced by women, among others, include: (i) improving the quality and relevance of education; (ii) providing varied and wider educational services; and (iii) revising educational materials to be gender-sensitive.

### ***Policies and Programs***

Gender mainstreaming in all development fields and activities has been determined as one of the mainstream in the Annual and Medium-Term Development Plans. Policy development for the next 5 years are to (i) improving women involvement in political process and public position; (ii) improving education and health services along with other development areas to improve women's quality of life, (iii) revising legal instruments to protect women against violence, exploitation, and discrimination, (iv) empowering gender mainstreaming machineries, coordination, and networking in planning, implementation, monitoring and evaluation of all policies, programmes and activities, including gender statistics and data. In order to improve public access to quality education, the policy should be directed to the implementing the Nine-Year Compulsory Basic Education Programme, reducing the number of illiterate people significantly, and improving educational fairness and equality among the community groups.

Annual and medium-term development programmes are continuously developed toward gender-sensitiveness. Those programmes shall be targeted to the improvement of women's quality of life and protection, especially in education, health, law, labor, social welfare, politics, environment, and economy. Efforts shall be done to strengthen gender mainstreaming institutionalization, especially in district/ municipality level.