INDONESIA

Regional Conference on Inclusive Education:
Major policy issues in the Asia-Pacific region

Bali, Indonesia, 29 – 31 May 2008
INCLUSION OF GENDER RESPONSIVENESS IN EDUCATION: INDONESIAN EXPERIENCES

By:
Nina Sardjunani
Deputy Minister for Human Resources and Cultural Affairs
National Development Planning Agency (BAPPENAS)
Vice Chair of National Gender in Education Working Group

Presented in Regional Preparatory Conference on Inclusive Education
Bali, Indonesia, May 30, 2008
LEGAL BASIS

• Law No. 20/2003 about National Education System

• Presidential Decree No. 9/ 2000 about Gender Mainstreaming in National Development

• Medium-Term National Development Plan 2004-2009 (Government regulation No. 7/2005) → to promote women quality of life and gender equity and equality

• Annual Government Workplan (Rencana Kerja Pemerintah) → gender mainstreaming is a strategy to ensure all policies/program/activities conducted by the government responsive to gender issues
Progress in gender equality can be measured in terms of...

From the lens of education:
1. **Access** (gender equality to education)
2. **Process** (gender equality in education)
3. **Outcomes** (gender equality through education)

From a gender lens:
1. **Participation** in processes of education
2. **Influence** in governance, including that of education
3. **Benefits** from education
ACCESS
Gender Equality to Education
Mean Years of Schooling of Population Age 15 year and above By Sex and Type of Areas, 2006

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
<th>Male + Female</th>
<th>Gender Parity Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban</td>
<td>9,48</td>
<td>6,68</td>
<td>7,92</td>
<td>0,70</td>
</tr>
<tr>
<td>Rural</td>
<td>8,53</td>
<td>5,72</td>
<td>6,97</td>
<td>0,67</td>
</tr>
<tr>
<td>Urban + Rural</td>
<td>9,00</td>
<td>6,20</td>
<td>7,44</td>
<td>0,69</td>
</tr>
</tbody>
</table>

- Female education attainment is lower than male both in rural and urban areas
## Literacy Rate Among Population by Age Groups, Type of Area, and Sex, 2006

<table>
<thead>
<tr>
<th>Type of Areas / Sex</th>
<th>10-14</th>
<th>15-24</th>
<th>25-44</th>
<th>45+</th>
<th>10+</th>
<th>15+</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Urban</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>99,41</td>
<td>99,43</td>
<td>98,96</td>
<td>92,92</td>
<td>97,58</td>
<td>97,33</td>
</tr>
<tr>
<td>Female</td>
<td>99,60</td>
<td>99,52</td>
<td>97,51</td>
<td>80,85</td>
<td>93,96</td>
<td>93,27</td>
</tr>
<tr>
<td>Male + Female</td>
<td>99,50</td>
<td>99,48</td>
<td>98,22</td>
<td>86,86</td>
<td>95,76</td>
<td>95,28</td>
</tr>
<tr>
<td><strong>Rural</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>98,51</td>
<td>98,29</td>
<td>96,19</td>
<td>82,93</td>
<td>93,21</td>
<td>92,36</td>
</tr>
<tr>
<td>Female</td>
<td>98,75</td>
<td>98,02</td>
<td>92,74</td>
<td>63,89</td>
<td>86,30</td>
<td>84,47</td>
</tr>
<tr>
<td>Male + Female</td>
<td>98,63</td>
<td>98,16</td>
<td>94,42</td>
<td>73,36</td>
<td>89,76</td>
<td>88,40</td>
</tr>
<tr>
<td><strong>Urban + Rural</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>98,87</td>
<td>98,80</td>
<td>97,46</td>
<td>87,04</td>
<td>95,12</td>
<td>94,56</td>
</tr>
<tr>
<td>Female</td>
<td>99,09</td>
<td>98,73</td>
<td>94,92</td>
<td>70,86</td>
<td>89,67</td>
<td>88,39</td>
</tr>
<tr>
<td>Male + Female</td>
<td>98,98</td>
<td>98,76</td>
<td>96,16</td>
<td>78,91</td>
<td>92,39</td>
<td>91,45</td>
</tr>
</tbody>
</table>

- Female Literacy Rate is significantly lower than male especially among those who are above 45 years old and live in rural areas.
- No difference in literacy rate among male and female 10-24 years old.
Literacy Rate Among Population Aged 15 Year and Above by Province, 2006

[Bar chart showing literacy rates for different provinces in Indonesia, with bars for male and female populations.]

Legend:
- Male
- Female
Literacy rate of female is lower than of male not only among the poor but also the rich segment of population.
Ratio of Female to Male Net Enrollment Rate (NER) by Level of Education, 1992-2006

Source: MDG Indonesia Report, 2007
Net Enrollment Rate of Primary, Junior Secondary, and Senior Secondary School by Sex and Economic Status, 2006

Net enrollment rate of boys and girls are similar but the enrollment of the poor is much lower particularly in junior and senior secondary schools.
### Reasons for not Continuing Education among Out-of-School Children Age 7-18 Years Old in 2006 (in percent)

<table>
<thead>
<tr>
<th>Reason</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do not have money</td>
<td>35.31</td>
<td>36.24</td>
</tr>
<tr>
<td>Do not like to go to school</td>
<td>3.36</td>
<td>3.14</td>
</tr>
<tr>
<td>Have to work</td>
<td>36.38</td>
<td>10.95</td>
</tr>
<tr>
<td>Marriage/have to do housework</td>
<td>3.55</td>
<td>27.78</td>
</tr>
<tr>
<td>School's too far</td>
<td>2.21</td>
<td>2.68</td>
</tr>
<tr>
<td>Disable</td>
<td>0.40</td>
<td>0.35</td>
</tr>
<tr>
<td>Others</td>
<td>18.79</td>
<td>18.86</td>
</tr>
</tbody>
</table>

Source: Education Statistic, CBS, 2006


Score of National Examination at Junior and Senior Secondary School, 2004

<table>
<thead>
<tr>
<th>Level of Education</th>
<th>Indonesian Language</th>
<th>English Language</th>
<th>Math</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Junior Secondary School</td>
<td>1,04</td>
<td>1,02</td>
<td>1,00</td>
<td>1,02</td>
</tr>
<tr>
<td>General Senior Secondary Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Physical Science</td>
<td>1,00</td>
<td>0,99</td>
<td>0,98</td>
<td>0,99</td>
</tr>
<tr>
<td>- Social Science</td>
<td>1,02</td>
<td>1,00</td>
<td>1,01</td>
<td>1,01</td>
</tr>
<tr>
<td>Vocational Senior Secondary Education</td>
<td>1,03</td>
<td>1,02</td>
<td>1,02</td>
<td>1,02</td>
</tr>
</tbody>
</table>

At national level the national exam score between boys and girls are similar HOWEVER some reports indicated that girls academically tend to perform better than boys.
Proportion of Girls and Boys in Vocational Secondary Courses, 2002/03

Source: UNESCO/LIPI, 2005
Key Issues and Challenges

• National aggregate data hide disparities at sub-national levels
  - Disparities in gender interact with geographic location, rural-urban, and poor-rich

• Inverse gender gap phenomenon in some areas
  - Enrollment of poor boys decreases
  - Academic performance of girls tend to be better than boys

• Girls prefer to study soft science & boys prefer to study hard science
PROCESS
Gender equality in education
I. Teacher knowledge and awareness of gender responsiveness and gender responsive teaching method is inadequate

→ Teaching and learning processes has not adequately paid attention to the specific learning needs of girls and boys

→ Teaching and learning process including teacher-student interaction does not encourage equal participation of boys and girls

→ Both girls and boys are not given leadership positions and roles equally
II. Most textbooks and other learning materials implicitly communicate differentiated gender roles

➔ reinforcing negative perceptions about women and girls

➔ transmit messages that portray girls and women in traditional and limited roles

➔ Women and girls are mostly illustrated in domestic, care-giving and supportive roles.

➔ Men are portrayed as powerful, assertive and intelligent as well as leaders in society.
Example of gender stereotype in text book
III. Governance in education exhibits gender disparities:

- The higher the level of education, the lower the proportion of female teacher
- Proportion of female teachers as school head master is significantly low
Proportion of Teachers by Level of Education and Sex, 2002

Source: Ministry of National Education
Proportion of School Head Master by Level of Education and Sex, 2002

Source: Ministry of National Education
Key Issues and Challenges

• Data on quality indicator are limited
• Concept of responsive gender schools is not yet implemented
  - Gender stereotypes and biases persist in textbooks and educational materials
  - Physical school facilities are not yet gender friendly
  - Teacher-student interaction is not yet gender responsive
• Unequal proportion of male and female in decision making at school level
OUTCOMES
Gender Equality Through Education
Labor Participation by Sex at National Level, 2001-2007
(in %)

Sources: Sakernas 2001 - 2007

➤ Labor participation of male is higher than female
Level of Open Unemployment, 2001-2007 (in %)

- Male
- Female

⇒ Level of unemployment of female is lower than male
Proportion of Male and Female in Parliament

<table>
<thead>
<tr>
<th>Period</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>1992-1997</td>
<td>88%</td>
<td>12%</td>
</tr>
<tr>
<td>1999-2004</td>
<td>90.1%</td>
<td>9.9%</td>
</tr>
<tr>
<td>2004-2009</td>
<td>88.4%</td>
<td>11.6%</td>
</tr>
</tbody>
</table>
Key Issues and Challenges

• Gender parity in education is not yet followed by gender equality in public life
  - Low participation in economic life
  - Discrimination in policy making
POLICY RECOMMENDATIONS
1. Institutionalize gender mainstreaming in education system as integral part of inclusive education strategy
   - Commitment building of policy makers to ensure equal right between male and female in education
   - Capacity building at all levels, including teacher training institutions/universities, and school administration
   - Development of gender responsive education monitoring and evaluation → sex disaggregated data on access, quality, and management
2. Ensure allocation of resources for promoting gender equality in education
   - Gender responsive planning and budgeting including at school level
     • Special budget for special needs for boys and girls
     • Mainstream all education budget to respond gender issues
3. Ensure gender responsive teaching and learning materials & process

- Review teaching and learning materials
- Study on teaching learning process within classrooms and schools
- Provision gender responsive teaching-learning material
- Training/advocacy to increase knowledge and understanding of gender issues among teachers/education administrators
- Teacher training on gender responsive teaching methods
4. Ensure accessibility of education services and facilities, especially of unreached and at-risk children (especially girls)

- Expansion of education services for remote areas & ethnic minority
- Conduct multi-grade teaching & one-roof school (PS+JSS)
- Provision of grant/scholarship (proportion of boys and girls depends on the problem)
- Provision alternative means of education (non formal & informal education)
THANK YOU

TERIMA KASIH