

Indonesia

Ensuring equal opportunities for students across socio-economic backgrounds

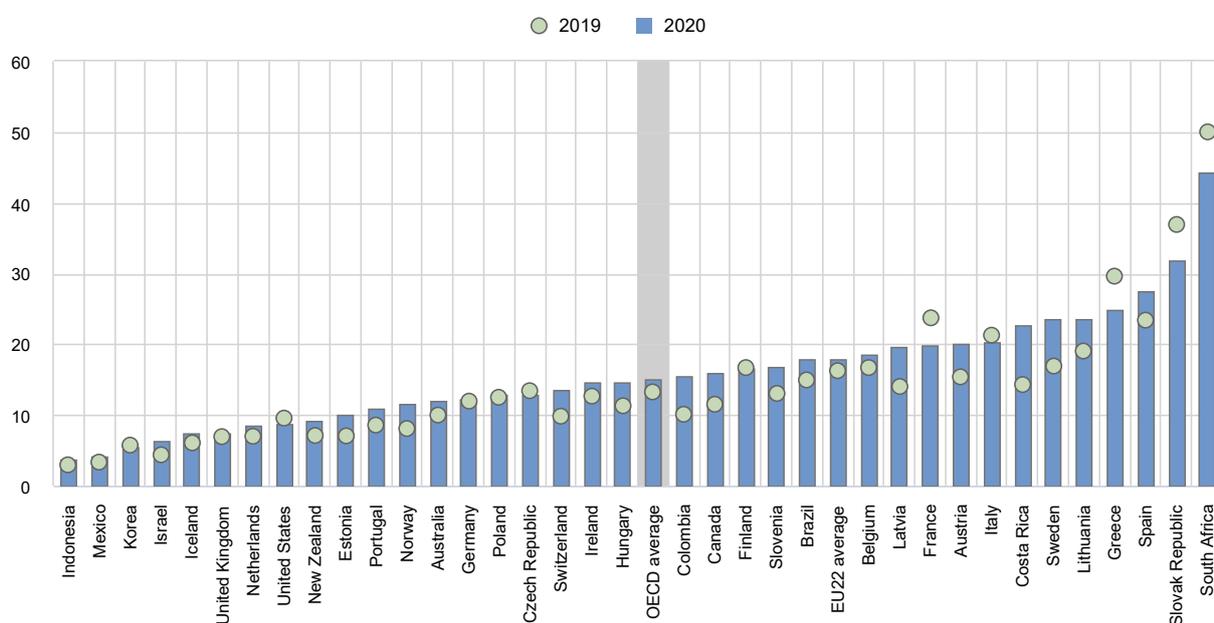
- Across most OECD countries, socio-economic status influences learning outcomes more than gender and immigrant status. In Indonesia, the proportion of children from the bottom quartile of the PISA index of economic, social and cultural status (ESCS) achieving at least PISA level 2 in reading in 2018 was 61% lower than that of children from the top ESCS quartile, a larger share than the OECD average of 29%.
- International student mobility at the tertiary level has risen steadily reaching about 7 700 students in Indonesia and representing less than 1% of tertiary students in 2018. The largest share of foreign tertiary students studying in Indonesia comes from Myanmar. Students from low and lower-middle income countries are generally less likely to study abroad. In 2018, they represented 29% of international students in OECD countries, compared to 41% in Indonesia.
- The impact of the pandemic on the economy has raised concerns about the prospects of young adults, especially those leaving education earlier than others. In Indonesia, the unemployment rate among 25-34 year-olds with below upper secondary attainment was 3.8% in 2020, an increase of 1 percentage point from the previous year. In comparison, the average youth unemployment rate of 15.1% in 2020 across OECD countries represented an increase of 2 percentage points from 2019 (Figure 1).

Gender inequalities in education and outcomes

- In Indonesia, 2.3% of students in lower secondary initial education repeated a grade in 2018, compared to 1.9% on average across OECD countries. Boys are more likely to repeat a grade at lower secondary initial education than girls. In Indonesia, 65% of repeaters at lower secondary level were boys, higher than the OECD average of 61%.
- Tertiary education has been expanding in the last decades, and, in 2020, 25-34 year-old women were more likely than men to achieve tertiary education in all OECD countries. In Indonesia, 21% of 25-34 year-old women had a tertiary qualification in 2020 compared to 16% of their male peers, while on average across OECD countries the shares were 52% among young women and 39% among young men.
- Young women are less likely to be employed than young men, particularly those with lower levels of education. Only 47% of 25-34 year-old women with below upper secondary attainment were employed in 2020 compared to 89% of men in Indonesia. This gender difference is larger than the average across OECD countries, where 43% of women and 69% of men with below upper secondary attainment are employed.

Figure 1. Trends in unemployment rates of 25-34 year-olds with below upper secondary attainment (2019 and 2020)

In per cent



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Countries are ranked in ascending order of the unemployment rate of 25-34 year-olds with below upper secondary attainment in 2020.

Source: OECD (2021), Table A3.3. See Source section for more information and Annex 3 for notes (https://www.oecd.org/education/education-at-a-glance/EAG2021_Annex3_ChapterA.pdf).

References

OECD (2021), *Education at a Glance 2021: OECD Indicators*, OECD Publishing, Paris, <https://dx.doi.org/10.1787/69096873-en>.

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OECD (2021), "*The state of global education – 18 months into the pandemic*", OECD Publishing, Paris, <https://doi.org/10.1787/1a23bb23-en>.

More information

For more information on Education at a Glance 2021 and to access the full set of Indicators, see: <https://doi.org/10.1787/b35a14e5-en>

For more information on the methodology used during the data collection for each indicator, the references to the sources and the specific notes for each country, see Annex 3 (https://www.oecd.org/education/education-at-a-glance/EAG2021_Annex3.pdf).

For general information on the methodology, please refer to the OECD Handbook for Internationally Comparative Education Statistics: Concepts, Standards, Definitions and Classifications (<https://doi.org/10.1787/9789264304444-en>).

Updated data can be found on line at <http://dx.doi.org/10.1787/eag-data-en> and by following the *StatLinks*  under the tables and charts in the publication.

Data on subnational regions for selected indicators are available in the *OECD Regional Statistics* (database) (OECD, 2021). When interpreting the results on subnational entities, readers should take into account that the population size of subnational entities can vary widely within countries. For example, regional variation in enrolment may be influenced by students attending school in a different region from their area of residence, particularly at higher levels of education. Also, regional disparities tend to be higher when more subnational entities are used in the analysis.

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The data on educational responses during COVID-19 were collected and processed by the OECD based on the Survey on Joint National Responses to COVID-19 School Closures, a collaborative effort conducted by the United Nations Educational, Scientific and Cultural Organization (UNESCO); the UNESCO Institute for Statistics (UIS); the United Nations Children's Fund (UNICEF); the World Bank; and the OECD.

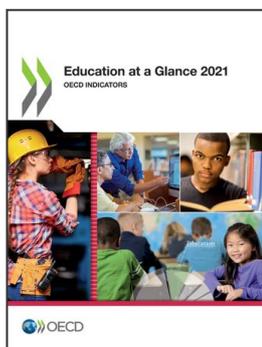
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