

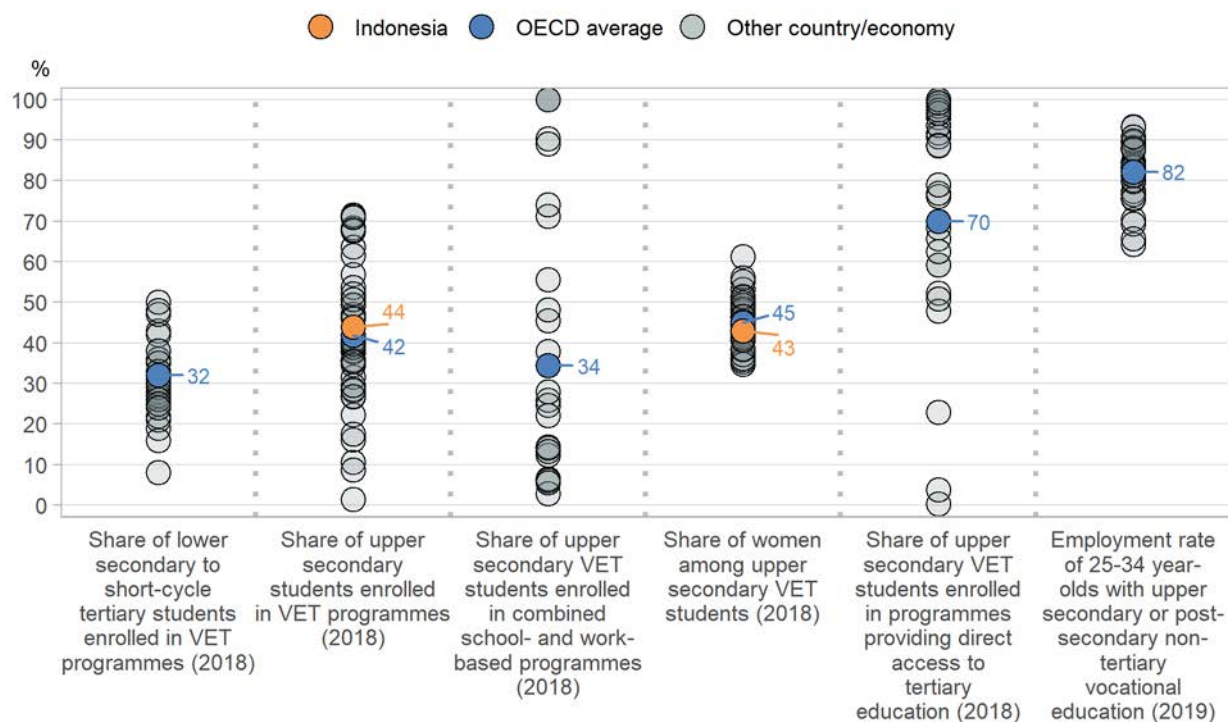
Education at a Glance: OECD Indicators is the authoritative source for information on the state of education around the world. It provides data on the structure, finances and performance of education systems in OECD and partner countries.

## Indonesia

### Participation and outcomes of vocational education and training

- Vocational education and training (VET) programmes attract a diverse range of students, including those seeking qualifications and technical skills to enter the labour market, adults wishing to increase their employability by developing their skills further, and students who may seek entry into higher education later on.

Figure 1. Snapshot of vocational education



**Note:** Only countries and economies with available data are shown. The years shown in parentheses is the most common year of reference for OECD and partner countries. Refer to the source table for more details.

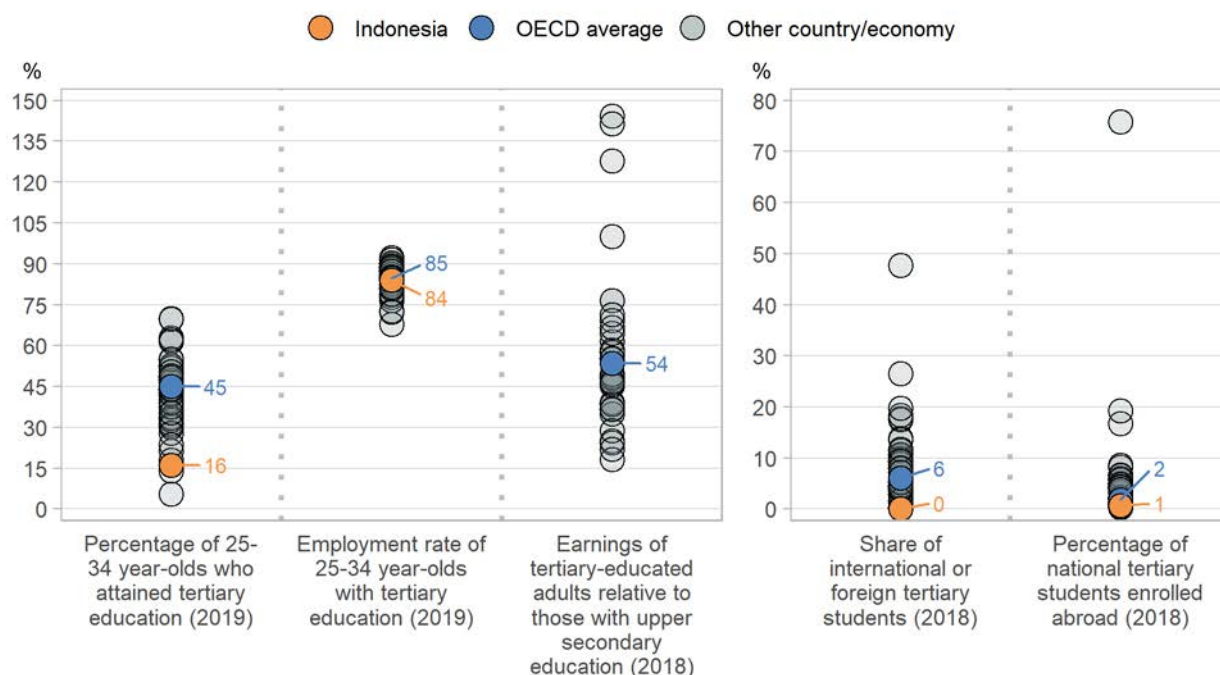
**Source:** OECD (2020), indicator A3 and B7. See Education at a Glance Database. <http://stats.oecd.org/> for more information and Annex 3 for notes (<https://doi.org/10.1787/69096873-en>).

- VET is an important part of upper secondary education in most OECD countries. On average, 44% of all upper secondary students opt for VET programmes in Indonesia, a higher proportion than the OECD average of 42% (Figure 1).

## The rising demand for tertiary education

- The expansion of tertiary education is a worldwide trend. Between 2009 and 2019, the share of 25-34 year-olds with a tertiary degree increased in all OECD and partner countries. In Indonesia, the share increased by 7 percentage points during this period, lower than the average increase across OECD countries (9 percentage points). In 2019, 16% of 25-34 year-olds had a tertiary degree in Indonesia compared to 45% on average across OECD countries (Figure 2).
- From the gender perspective, younger women are more likely than younger men to achieve tertiary education in all OECD countries. In Indonesia, 18% of 25-34 year-old women had a tertiary qualification compared to 14% of their male peers, while on average across OECD countries the shares are 51% of younger women and 39% of younger men.
- Young people can face barriers to labour market entry as they transition from school to work, but higher educational attainment increases their likelihood of being employed and is associated with higher incomes. On average across OECD countries, the employment rate in 2019 was 61% for 25-34 year-olds without upper secondary education, 78% for those with upper secondary or post-secondary non-tertiary education as their highest attainment and 85% for those with tertiary education. In Indonesia, the shares are 68% for below upper secondary, 71% for upper secondary or post-secondary non-tertiary and 84% for tertiary attainment (Figure 2).
- International student mobility has been expanding quite consistently in the past twenty years. In 2018, 5.6 million tertiary students worldwide had crossed a border to study, more than twice the number in 2005. In Indonesia, the share of foreign or international students was 0% in 2018. Meanwhile 1% of Indonesian tertiary students are enrolled abroad compared to 2% in total across OECD countries (Figure 2). English-speaking countries are the most attractive student destinations overall in the OECD area, with Australia, Canada, the United Kingdom and the United States receiving more than 40% of all internationally mobile students in OECD and partner countries. Among students leaving Indonesia to study, the most popular destination country is Australia.

Figure 2. Snapshot of tertiary education



**Note:** Only countries and economies with available data are shown. The years shown in parentheses is the most common year of reference for OECD and partner countries. Refer to the source table for more details.

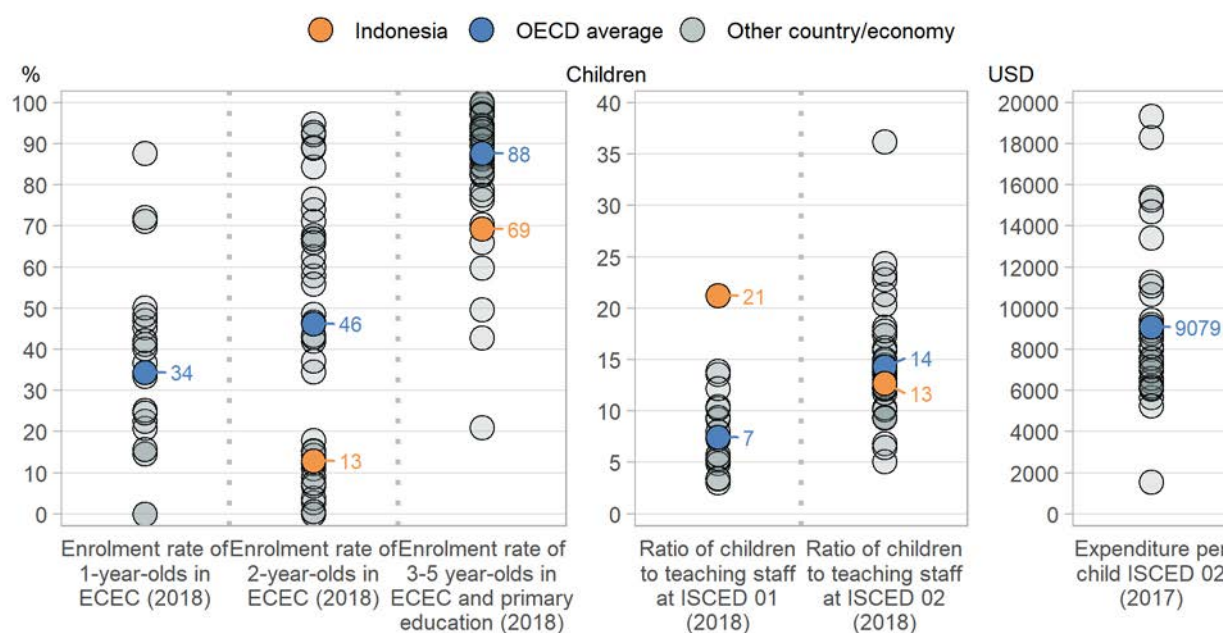
**Source:** OECD (2020), indicator A1, A3, A4 and B6. See Education at a Glance Database <http://stats.oecd.org/> for more information and Annex 3 for notes (<https://doi.org/10.1787/69096873-en>).

## Starting strong

- Early childhood education and care (ECEC) has experienced a surge of policy attention in OECD countries in recent decades, with a focus on children under the age of 3 in many countries. Among 2 year-olds, the enrolment rate at ISCED 0 is 13% in Indonesia, 33 percentage points below the OECD average of 46% (Figure 3).
- In many OECD countries, ECEC begins for most children long before they turn 5 and there are universal legal entitlements to a place in ECEC services for at least one or two years before the start of compulsory schooling. While compulsory education begins at age 7 in Indonesia, 69% of 3-5 year-olds in 2018 are enrolled in ECEC programmes and primary education in Indonesia, compared to 88% on average across OECD countries (Figure 3).
- Public provision of early childhood education and care is an important factor in ensuring broad access to affordable ECEC. On average across OECD countries, more than one in two of the children in early childhood educational development services (ISCED 01) are enrolled in private institutions. In Indonesia, 100% of children enrolled in ISCED 01 programmes attend private ECEC institutions. Enrolment in private institutions is usually less common for 3-5 year-olds, who are usually enrolled in pre-primary education (ISCED 02), than for younger children. In Indonesia, 95% of children attending pre-primary education are enrolled in private institutions, compared to one in three children on average across OECD countries.
- The workforce is at the heart of high-quality early-childhood education and care: stimulating environments and high-quality pedagogy are fostered by better-qualified practitioners and high-quality interactions between children and staff facilitate better learning outcomes. In that context,

lower child-staff ratios are found to be consistently supportive of staff-child relationships across different types of ECEC settings (NICHHD, 2002). In Indonesia, there are 21 children for every teacher working in early childhood educational development services (ISCED 01) compared to 7 on average across OECD countries. In Indonesia, the ratio of children for every full-time equivalent (FTE) teacher working in pre-primary education (ISCED 02) is 13 compared to 14 on average across OECD countries (Figure 3).

Figure 3. Snapshot of early childhood education and care



**Note:** Only countries and economies with available data are shown. Annual expenditure per child is shown in equivalent USD converted using PPPs. The years shown in parentheses is the most common year of reference for OECD and partner countries. Refer to the source table for more details.

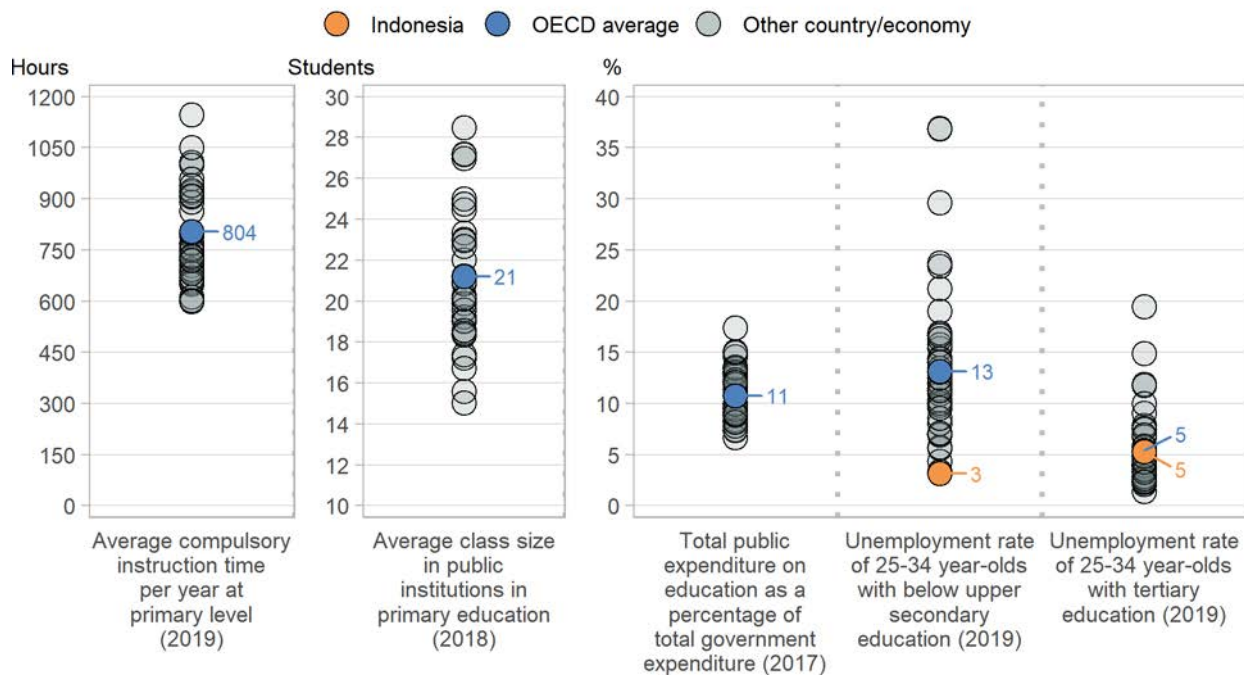
**Source:** OECD (2020), indicator B2. See Education at a Glance Database <http://stats.oecd.org/> for more information and Annex 3 for notes (<https://doi.org/10.1787/69096873-en>).

## The impact of COVID-19 on education

- The global 2020 COVID-19 pandemic has sent shockwaves around the world. In a first effort to contain the virus, many countries have imposed a lockdown and schools and/or universities have closed for several months across all OECD and partner countries. In Indonesia, the closures were localised from 16 March 2020 and on 25 March 2020, closures became nationwide. By the end of June, Indonesia had experienced 15 weeks of effective school closures in some form, compared to 14 weeks on average across OECD countries (UNESCO, 2020). However, the actual impact in some countries may have been less severe as some of these periods included scheduled school breaks.
- The crisis may have a severe impact on the internationalisation of higher education as the delivery of online course material and travel restrictions may raise questions among international students' perception on the value of obtaining their degree from an institution abroad. Indonesia, with a lower share of foreign students than in total across the OECD, may be less strongly affected than other countries.

- Unemployment may increase, as the economy struggles to cope with the reduced activity that resulted from the lockdown. Those with lower educational attainment are the most vulnerable, as they are the most unlikely to benefit from remote working. In 2019, before the pandemic hit, 3% of young adults with below upper secondary education in Indonesia were unemployed compared to 5% of tertiary-educated 25-34 year-olds (Figure 4).

Figure 4. Snapshot of indicators relevant to the impact of COVID-19 on education



**Note:** Only countries and economies with available data are shown. The years shown in parentheses is the most common year of reference for OECD and partner countries. Refer to the source table for more details.

**Source:** OECD (2020), indicator A3, D1, D2, and C4. See Education at a Glance Database <http://stats.oecd.org/> for more information and Annex 3 for notes (<https://doi.org/10.1787/69096873-en>).



## References

NICHD (2002), “Child Care Structure>Process>Outcome: Direct and indirect effects of caregiving quality on young children's development”, *Psychological Science*, Vol. 13, pp. 199-206.

OECD (2020), *Education at a Glance 2020: OECD Indicators*, OECD Publishing, Paris.

OECD/Eurostat/UNESCO Institute for Statistics (2015), *ISCED 2011 Operational Manual: Guidelines for Classifying National Education Programmes and Related Qualifications*, OECD Publishing, Paris, <https://dx.doi.org/10.1787/9789264228368-en>.

Schleicher, A. and F. Reimers (2020), *Schooling disrupted schooling rethought: How the Covid-19 pandemic is changing education*, [https://read.oecd-ilibrary.org/view/?ref=133\\_133390-1rtuknc0hi&title=Schooling-disrupted-schooling-rethought-How-the-Covid-19-pandemic-is-changing-education](https://read.oecd-ilibrary.org/view/?ref=133_133390-1rtuknc0hi&title=Schooling-disrupted-schooling-rethought-How-the-Covid-19-pandemic-is-changing-education) (accessed on 3 June 2020).


UNESCO (2020), *School closures caused by Coronavirus (Covid-19)*, <https://en.unesco.org/covid19/educationresponse> (accessed on 04 August 2020).

## More information

**For more information on Education at a Glance 2020 and to access the full set of Indicators, visit [www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)**

For more information on to the methodology used during the data collection for each indicator, the references to the sources and the specific notes for each country, visit Annex 3 of the publication (<https://doi.org/10.1787/69096873-en>).

For general information on 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.

Explore, compare and visualise more data and analysis using the Education GPS:

<https://gpseducation.oecd.org/>

The calculation on the number of weeks of school closures due to the COVID-19 pandemic is based on data from UNESCO (UNESCO, 2020). For general information on the methodology considered for the data, please refer to the [methodological note](#).

Questions can be directed to:	Country note authors:
Marie-Helene Doumet Directorate for Education and Skills <a href="mailto:marie-helene.doumet@oecd.org">marie-helene.doumet@oecd.org</a>	Etienne Albiser, Eric Charbonnier, Manon Costinot, Corinne Heckmann, Bruce Golding, Yanjun Guo, Simon Normandeau, Daniel Sanchez Serra, Markus Schwabe and Giovanni Maria Semeraro

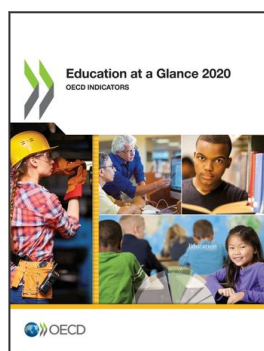
---

This work is published under the responsibility of the Secretary-General of the OECD. The opinions expressed and arguments employed herein do not necessarily reflect the official views of OECD member countries.

This document, as well as any data and any map included herein, are without prejudice to the status of or sovereignty over any territory, to the delimitation of international frontiers and boundaries and to the name of any territory, city or area.

On 15 May 2020, the OECD Council invited Costa Rica to become a Member. While Costa Rica is included in the OECD averages reported in this note, at the time of its preparation, Costa Rica was in the process of completing its domestic procedures for ratification and the deposit of the instrument of accession to the OECD Convention was pending.

The use of this work, whether digital or print, is governed by the terms and conditions to be found at [www.oecd.org/termsandconditions/](http://www.oecd.org/termsandconditions/).



From:  
**Education at a Glance 2020**  
OECD Indicators

**Access the complete publication at:**

<https://doi.org/10.1787/69096873-en>

**Please cite this chapter as:**

OECD (2020), "Indonesia", in *Education at a Glance 2020: OECD Indicators*, OECD Publishing, Paris.

DOI: <https://doi.org/10.1787/63c8744c-en>

This work is published under the responsibility of the Secretary-General of the OECD. The opinions expressed and arguments employed herein do not necessarily reflect the official views of OECD member countries.

This document, as well as any data and map included herein, are without prejudice to the status of or sovereignty over any territory, to the delimitation of international frontiers and boundaries and to the name of any territory, city or area. Extracts from publications may be subject to additional disclaimers, which are set out in the complete version of the publication, available at the link provided.

The use of this work, whether digital or print, is governed by the Terms and Conditions to be found at <http://www.oecd.org/termsandconditions>.