

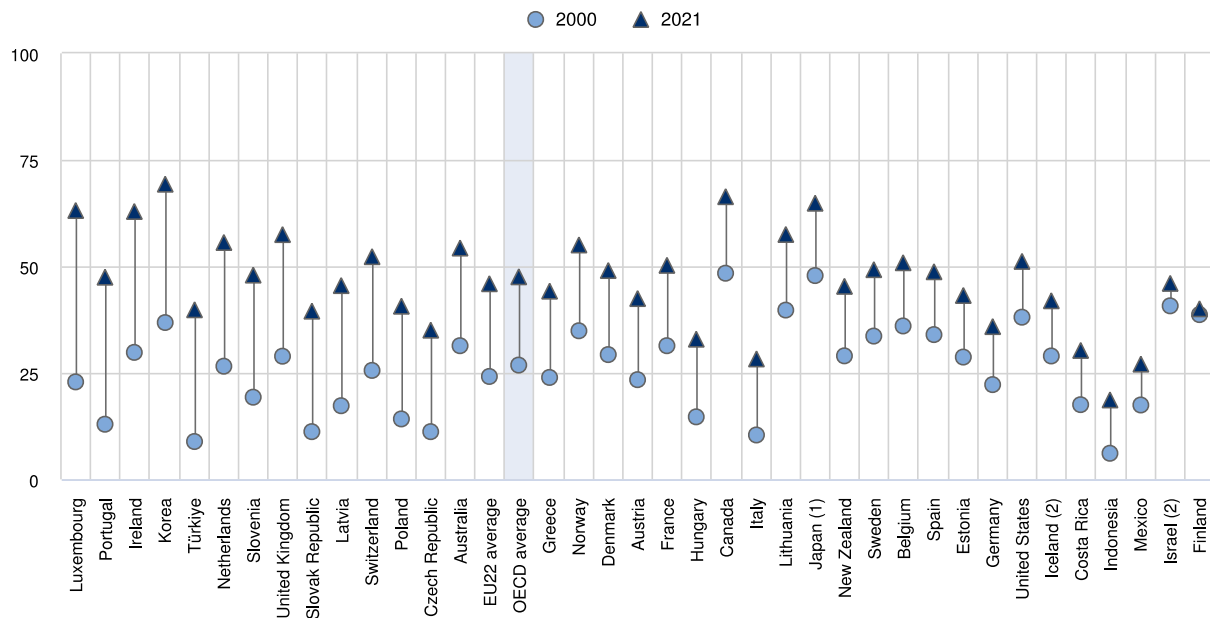
Indonesia

The output of educational institutions and the impact of learning

- Educational attainment has been increasing throughout the OECD, in particular at tertiary level. Between 2000 and 2021, the share of 25-34 year-olds with tertiary attainment increased on average by 21 percentage points. In Indonesia, the share also increased albeit at a slower pace, by 13 percentage points (from 6% in 2000 to 19% in 2021) (Figure 1). In Indonesia as well as in 12 OECD countries, tertiary education is still less common than upper secondary or post-secondary non-tertiary education as the highest level of attainment among 25-34 year-olds.
- Upper secondary attainment is often seen as a minimum qualification for successful labour market participation. Although the general increase in educational attainment has seen a parallel decline in the share of 25-34 year-olds without upper secondary attainment, 14% of young adults across the OECD still left school without an upper secondary qualification. In Indonesia, the share is 42%, which is higher than the OECD average.
- Higher educational attainment is often associated with better employment prospects and Indonesia is no exception. In 2021 the employment rate among 25-34 year-olds with tertiary education in Indonesia was 12 percentage points higher than among those with below upper secondary attainment and 10 percentage points higher than among those with upper secondary or post-secondary non-tertiary attainment. On average across OECD countries, the employment rate among 25-34 year-olds with a tertiary qualification was 26 percentage points higher than among those with below upper secondary attainment and 8 percentage points higher than among those with upper secondary or post-secondary non-tertiary attainment. While the positive link between educational attainment and employment rates holds for both men and for women across the OECD, it is particularly strong for women. In Indonesia, 47% of women with below upper secondary attainment were employed in 2021, compared to 74% of those with tertiary attainment. In contrast, the figures were 88% and 87% for men.
- Across the OECD, the labour market benefits of tertiary attainment have proved especially strong during economic crises. This was also the case during the COVID-19 pandemic in Indonesia. Between 2019 and 2020, unemployment for 25-34 year-old workers with below upper secondary attainment increased by 0.9 percentage points, by 1 percentage point for workers with upper secondary attainment and by 0.4 percentage points for workers with tertiary attainment. In 2021, unemployment for workers with below upper secondary attainment fell by 0.5 percentage points, compared to 2020, while it fell by 0.3 percentage points for workers with upper secondary attainment and increased by 0.3 percentage points for workers with tertiary attainment.

Figure 1. Trends in the share of tertiary-educated 25-34 year-olds (2000 and 2021)

In per cent



1. Data for tertiary education include upper secondary or post-secondary non-tertiary programmes (less than 5% of adults are in this group).

2. Year of reference differs from 2000: 2002 for Israel and 2003 for Iceland.

Countries are ranked in descending order of the difference in the share of tertiary-educated 25-34 year-olds between 2000 and 2021.

Source: OECD (2022), Education at a Glance Database, <http://stats.oecd.org/>. See Source section for more information and Annex 3 for notes (https://www.oecd.org/education/education-at-a-glance/EAG2022_X3-A.pdf).

Focus on tertiary education

- Among 25-64 year-olds in Indonesia, bachelor's and master's degrees are the most common tertiary attainment at 5% of the population each followed by short-cycle tertiary qualifications at 3%. This is similar to the OECD average, where bachelor's degrees are most common (19%), followed by master's degrees (14%) and short cycle tertiary qualifications (7%). As in all OECD countries and other participants, only a small fraction of the population holds a doctoral degree: the share is less than 1% in Indonesia.

References

OECD (2022), *Education at a Glance 2022: OECD Indicators*, OECD Publishing, Paris, <https://dx.doi.org/10.1787/69096873-en>.


OECD (2022), "Regional education", *OECD Regional Statistics (database)*, <https://dx.doi.org/10.1787/213e806c-en>.

More information

For more information on Education at a Glance 2022 and to access the full set of Indicators, see:
<https://doi.org/10.1787/3197152b-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/EAG2022_X3.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, 2022). 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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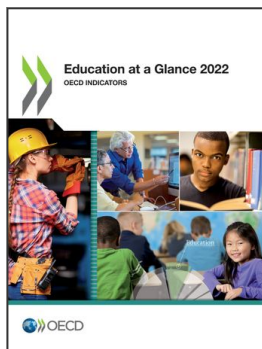
<https://gpseducation.oecd.org/>

The data on educational responses during COVID-19 were collected and processed by the OECD based on the Joint Survey on 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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From:

Education at a Glance 2022

OECD Indicators

Access the complete publication at:

<https://doi.org/10.1787/3197152b-en>

Please cite this chapter as:

OECD (2022), “Indonesia”, in *Education at a Glance 2022: OECD Indicators*, OECD Publishing, Paris.

DOI: <https://doi.org/10.1787/7ba50f4a-en>

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