

This brief¹ is part of the *AGEE Country Spotlight Series*¹ that demonstrates how the AGEE Framework can be applied to explore gender equality in and through education using cross-national indicators collected in global data sets. The indicators were chosen based on specific criteria, agreed through a participatory peer review process. However, they remain open to revision as more data becomes available. Please see the [Technical Note](#) for more information on indicator criteria, the review process, and how the AGEE graphs were generated.

AGEE domains graph: Indonesia



This graph shows the composite values for each of the six AGEE domains associated with gender equality in and through education using data from cross national databases for Indonesia. The AGEE Framework is intended to give more information than that provided by documenting gender parity in access, participation and learning outcomes. The values for the AGEE domains were calculated by rescaling and aggregating selected indicators to the AGEE scale of 0 to 100, where 0 indicates least gender equality, and 100 indicates most gender equality in each relevant domain. This graph only includes cross-national indicators available in global data sets. We acknowledge that additional indicators are available at national and local levels and these will be used in future work. This graph thus provides only a partial picture. Its purpose is to allow us to observe trends within and across the domains.

Contextualising the domain graph: A brief overview of education policy and some gender indicators in Indonesia

The Indonesian Government is committed to improving education for all Indonesian citizens and has noted the needs and rights of girls and women. Both the Indonesian Constitution and the National Education Law (Law No. 20/2003) recognise

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[education as a right for all citizens](#). A [constitutional amendment in 2022](#) mandated that 20% of the national budget be spent on education. In 2000, the Government introduced a [National Gender Mainstreaming Policy](#), requiring all government ministries to incorporate gender perspectives into their planning and budgeting processes. Despite this commitment to gender equality in the education sector, challenges in implementation remain, including a lack of gender mainstreaming across social development sectors.

Since 1998, there has been a push to [decentralise education decision-making to local governments](#). In 2019, [the Merdeka Belajar \(Emancipated Learning\)](#) reform was launched by the Ministry of Education, Culture, Research, and Technology, granting schools and teachers more flexibility and autonomy to adapt teaching practices to local needs. The reforms also focus on equal opportunity education and related issues such as school-based violence a key issue in Indonesia's education environment. Gathering, co-ordinating and using data on gender issues across all these different school settings is a challenge.

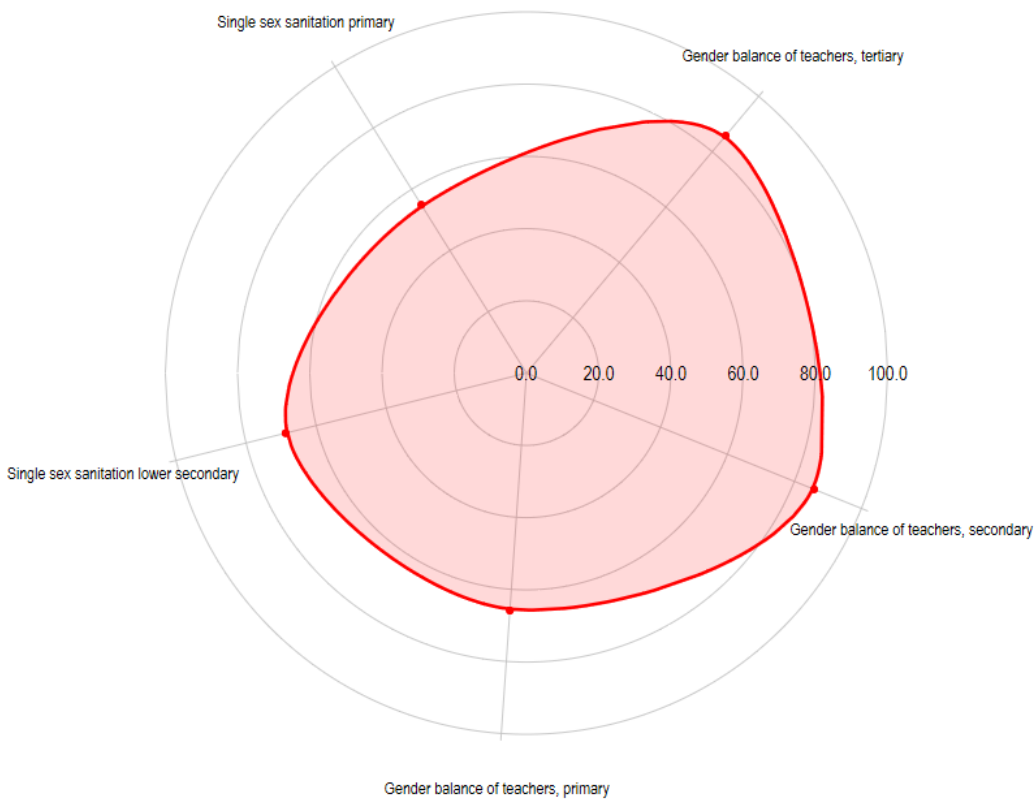
An outline of some of the gender issues in Indonesia is evident from other cross national indicators. Indonesia is categorised in the medium band by the classification of the [OECD's Social Institutions and Gender Index](#), which looks at institutions associated with gender discrimination. This measure high levels of discrimination against women within families. Indonesia has responded to this challenge by reinforcing its commitment to addressing violence against women and girls through the enactment of the Law on the Elimination of Domestic Violence (Law 23/2004) and the [Sexual Violence Crime Bill](#) (Law 12/2022). Indonesia is classified as an upper middle income country by the [World Bank](#) which looks at gross national income per capita, and in the high human development band, using the classification on the [UNDP's Human Development Index](#), which looks at national achievements in the health, education, and income.

AGEE domains

The AGEE Framework assembles indicators in six domains. The indicators used in each domain are based on what data are currently available in global datasets and not what data are needed. It is hoped that future briefs, in later elaborations of the AGEE project, will be able to draw on more comprehensive data. See Appendix for a full list of all indicators used

Resources (value: 72.3)

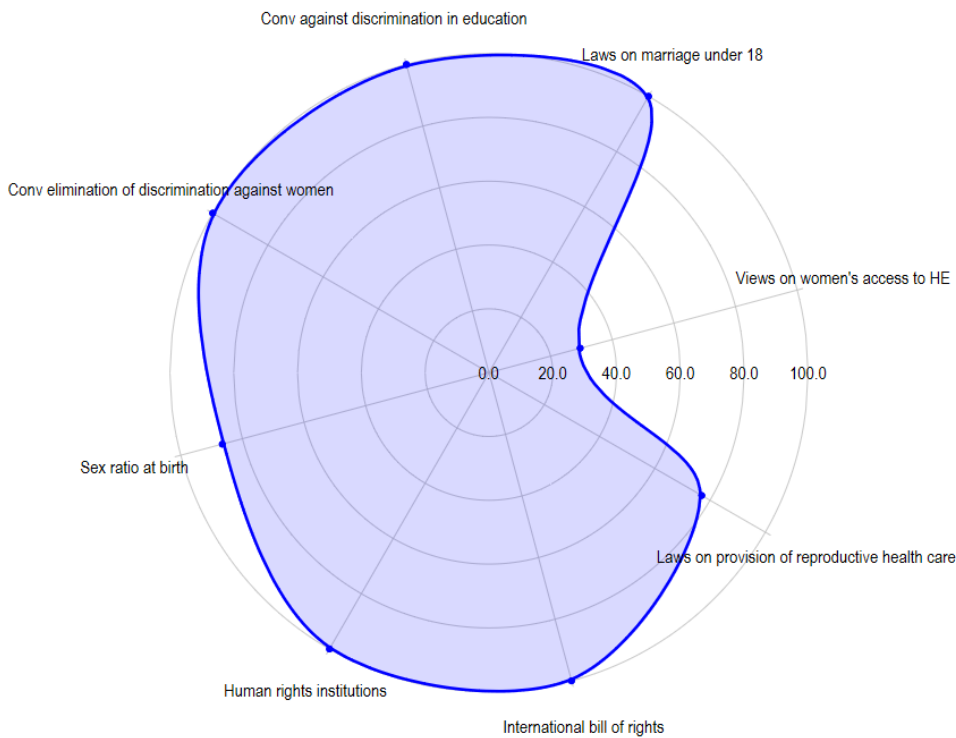
Domain 1: Resources for Gender Equality in Education Indonesia



This domain includes the goods and services required for a gender-equitable education system. Indicators in this domain are concerned with financing for education, the provision of teachers and infrastructure. The values for this domain indicate more gender parity among women and men teachers at secondary and tertiary education levels, than in primary education, where the work force is primarily women. The data show that more than half of all primary and secondary schools in Indonesia have single-sex toilets.

Values (value: 85.9)

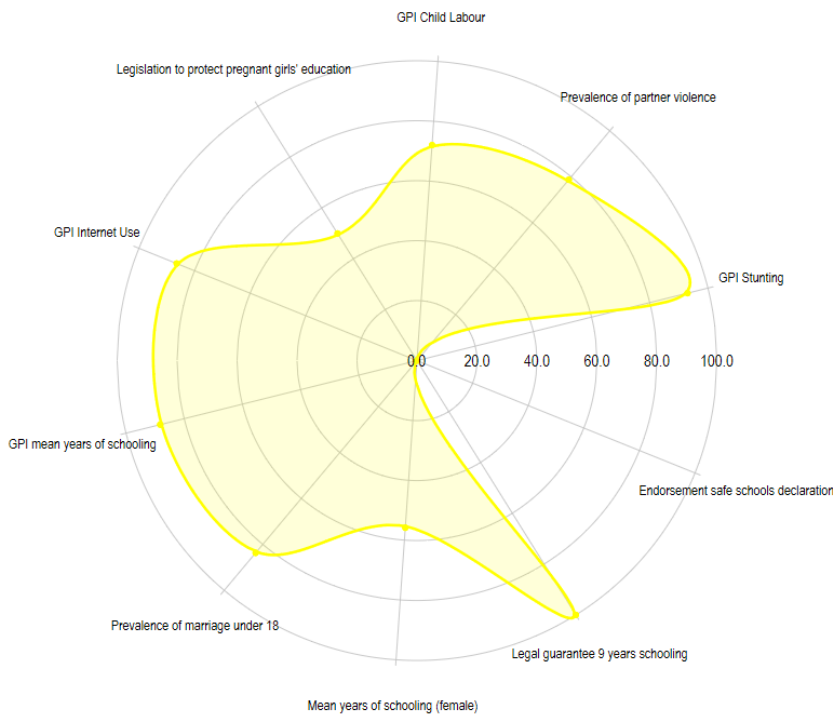
Domain 2: Values for Gender Equality in Education Indonesia



The values domain documents how policy is understood, put into practice, or contested. Indonesia has ratified a number of international conventions and treaties protecting human rights, women’s rights and eliminating discrimination in education, which is reflected in the high value scored in this domain. While gender equality in education is protected by law, indicators highlight that social perceptions and views on women’s right to higher education are mixed. According to the [World Values Survey](#), about one-third of respondents support women’s equal rights to higher education

Opportunities (value: 70.8)

Domain 3: Opportunities for Gender Equality in Education Indonesia



The data in the opportunities domain documents relationships constraining or enabling gender equalities in education, with indicators associated with safety and support in education. The data in this domain shows legal frameworks guarantee 12 years of free primary and secondary education, but the country has not endorsed the Safe Schools Declaration. There are however some policies and frameworks that address child protection in schools. Data also indicates near to gender parity between girls and boys average (mean) years of schooling and in women's and men's internet use in the country. The country has limited legislation protecting pregnant girls' education. Indonesia has [minimum age laws](#), currently set at 19, with parental permission, for both girls and boys. According to UNICEF Indonesia (2018), 11% of women aged 20-24 were [married before 18](#). According to UNFPA Indonesia (2023), [16% of girls were married before 18](#).

Participation (value: 82.2)

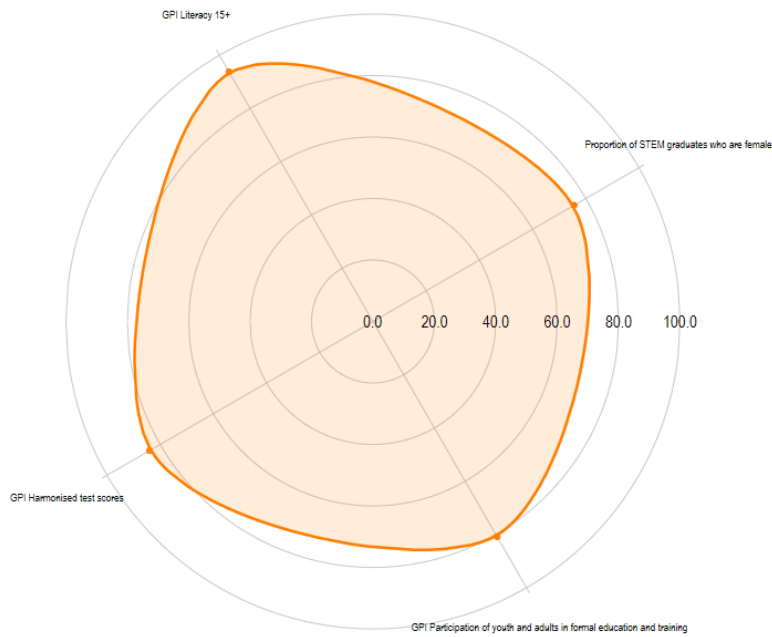
Domain 4: Gender Equality in Participation in Education Indonesia



This domain documents gender differences in the participation and progression levels of girls and boys in different phases of the education system. The overall high value for this domain indicates Indonesia has made significant progress in improving girls' and boys' enrollment and completion rates in primary, secondary, and tertiary education. There are however some inequalities evident in the enrollment rate in pre-primary and in the experience of bullying at school.

Knowledge , Understanding and Skills (value: 83.6)

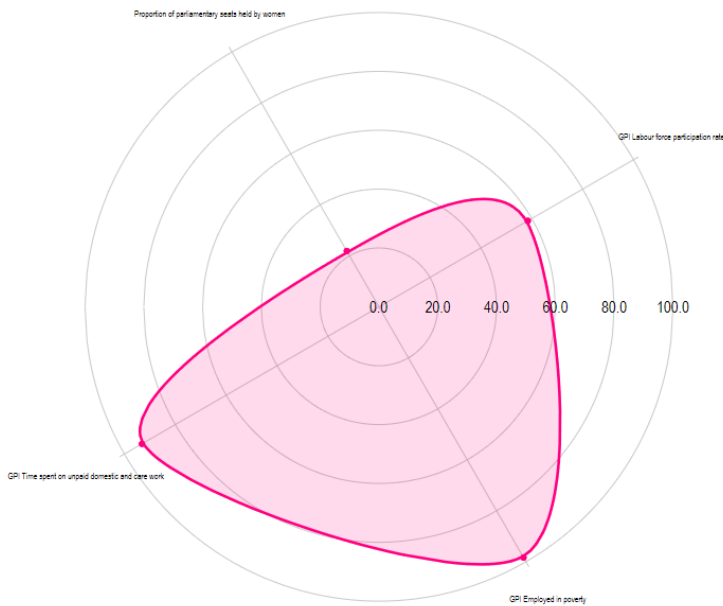
Domain 5: Gender Equality in Knowledge Indonesia



The Knowledge, Understanding and Skills domain documents learning areas and levels for girls and boys in relation to formal instruction and informal formation of attitudes. Indicators highlight gender parity in literacy rates and harmonised test scores and in regard to youth and adults' formal and informal training and education . however a lower percentage of female students, compared to males graduate from STEM courses.

Outcomes (value: 68.1)

Domain 6: Outcomes of Gender Equality in Education Indonesia



This domain documents outcomes associated with gender equality, rights and dignity for girls and women in health, employment, and political participation. The data shows little to no gender differences in the number of women and men employed living below the international poverty line and engaged in unpaid care work. There are some gender inequalities in labour force participation rates and these are notable in political participation. Women hold less than one-third of national parliament seats.

Conclusion

The indicators assembled across all six domains shows some areas of gender. The highest scores are in the domains dealing with Values, Participation and Knowledge, understanding and skills. There are lower values recorded for the Opportunities and Outcomes domains. There are a number of areas where cross national databases hold no data for Indonesia, notably on gender finance tracking and decisions around sexual and reproductive health.

Further reading on gender and education data and policy in Indonesia:

- Afkar R., Yarrow, N, Surbaki, S., and Cooper, R. (2020). Inclusion in Indonesia's education sector: A subnational review of gender gaps and children with disabilities. World Bank Education Global Practice, Policy Research Working Paper 9282.
- UNESCO (2023). Technology in education: a case study in Indonesia. Background paper prepared for the Global Education Monitoring (GEM) report. Technology in education, Southeast Asia. <https://unesdoc.unesco.org/ark:/48223/pf0000387827>.

Appendix 1: AGEE domains indicators and specific values Indonesia

AGEE Domain: Resources		
Indicator	Name of indicator	Value
GenFin	Gender finance tracking	nd*
PrimSan	Single sex sanitation primary	55
LowSecSan	Single sex sanitation lower secondary	68.7
WomTeachPrim	Gender balance of teachers, primary	65.9
WomTeachSec	Gender balance of teachers, secondary	85.9
WomTeachTert	Gender balance of teachers, tertiary	85.8
Total		72.3
AGEE Domain: Values		
leggen	Presence of legal frameworks on gender equality	nd*
hrpp	Human rights institutions	100
cedaw	Conv on elimination of discrimination against women	100
cade	Conv against discrimination in education	100
ibr	International bill of rights	100
marr18	Laws on marriage under 18	100
wvsq30	Views on women's access to higher education	29.6
shrc	Laws on provision of reproductive health care	77
csr	Sex ratio at birth	86.5
domvcon	Non-condonement of domestic violence	79.8
Total		85.9
AGEE Domain: Opportunities		
NineYrsEd1	Legal guarantee 9 years schooling	100
EdPreg1	Legislation to protect pregnant girls' education	50
SSD1	Endorsement safe school declaration	0
Marr18Prev1	Prevalence of marriage under 18	83.7
VAWPrev1	Prevalence of partner violence	78.8
ChildLab	GPI child labour	72.1
IntUse1	GPI Internet use	86.4
StntGPI1	GPI stunting	93.0
MeanSch1	Mean years of schooling (female)	55.9
MeanSchGPI1	GPI mean years of schooling	88.2
Total		70.8

AGEE Domain: Participation		
GPI GER PreP1	GPI GER pre-primary	66.2
GPI GER Ter1	GPI GER tertiary	84.3
GPI TVET1	GPI Participation in TVET (15-24)	87.0
GPI Com Prim1	GPI completion primary	95.5
GPI Com LSec1	GPI completion lower secondary	89.4
GPI Com USec1	GPI completion upper secondary	98.2
GPI Grad Ter1	GPI tertiary graduation	96.2
Rep1	GPI repetition lower secondary	53.5
BullSch2a	GPI experience of bullying	69.2
Total		82.2
AGEE Domain: Knowledge		
GPI Lit	GPI literacy 15+	93.8
HTS	GPI harmonised test scores	84
WomTr	GPI participation rate of youth and adults in formal education and training	80.8
STEM	Proportion of STEM graduates who are female	75.6
Total		83.6
AGEE Domain: Outcomes		
medinc	GPI employed in poverty	98.4
lfpr	GPI labour force participation rate	59
wminst	Proportion of parliamentary seats held by women	21.9
infdec	Proportion of women making informed decisions relating to sexual and reproductive health	nd*
unpaidwk	GPI time spent on unpaid domestic and care work	93.1
Total		68.1

*'nd' indicates no data is available for this indicator in the cross-national datasets used to compile the spotlight countries. This appendix shows the full list of AGEE indicators for each domain and therefore notes when no data is available; however the indicators with missing data have been omitted from the graphs in the main section of the brief. For the 'domain graph' at the start of this brief, we will produce an average value for a domain if a country is missing data for up to two indicators, but we will not calculate an average if more than two indicators are missing. It is envisaged that more data will become available for most indicators as the SDGs move forwards. In future, it may be possible to impute data for these gaps from other sources at the national level. For further discussion of how the data was compiled for the spotlight briefs, please see the technical note ([Technical-notes-to-accompany-the-AGEE-Spotlight-Briefs.3.pdf](#)).

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