



Universal Periodic Review of Indonesia RIGHT TO EDUCATION

SUMMARY OF KEY ISSUES FROM PREVIOUS CYCLES

13% of the recommendations received by Indonesia in the previous cycle were related to quality education (SDG4). The most recurring sub-topics were regarding poverty, rights of the child, and women's rights.

NATIONAL FRAMEWORK

The Indonesian Government hopes to develop a world-class education system by 2025. The Merkeka Learning Program was launched during the pandemic by the Ministry of Education, Culture, Research and Technology to help the general public benefit from government programs and policies. Financial aid programs, such as the School Operating System (BOS) allocates funds to according to regional costs, resulting in increased funds for schools in remote areas.

CHALLENGES

- A. Facilities and infrastructure
- B. Quality of education
- C. Lack of inclusivity

IMPACTS

- A. 90,749 classrooms in Indonesia are heavily damaged, and 60,760 classrooms are totally damaged. From 214,409 elementary schools/junior high schools/senior high schools (public and private), only 144,293 schools have a library, which are often damaged. The condition of schools and classrooms does not meet the facility standard, learning comfort, safety (due to the damaged condition), and students' health.
- B. Textbooks are not well-selected, many textbooks do not meet pedagogical criteria and contain printing errors. Many schools do not/do not optimally use supporting tools for learning. A total of 70% of children could not demonstrate basic literacy on the Program for International Student Assessment (PISA) 2018.
- C. Disadvantaged students, such as those living near the poverty line, in remote areas, or have disabilities, are often left behind their peers in the same grade. Students with disabilities continue to be marginalized and labelled as the "inclusive kids".

RECOMMENDATIONS

1. Ensure all children get an equal start to their educational journeys by making two years of quality early childhood education compulsory and accessible to all.
2. Strengthen the coverage and quality of early childhood education by allocating sufficient funding both at central and district levels and developing a roadmap to achieve two years of universal early childhood by 2030.
3. Channeling efforts into ensuring that disadvantaged children and vulnerable students are learning as much as all other students.
4. Implement the use of student assessments to inform teachers and school directors about what students don't know and link them to targeted support for students who need more help. This is especially important as part of Covid recovery and improvement.
5. Enhance support and training to teaching staff throughout their careers.
6. Invest in online-teaching and learning capacities, data storage systems, and disaster-resilient infrastructure to ensure leaning continuity in the present COVID-pandemic and for future challenges.

BROKEN CHALK

Broken Chalk is an Amsterdam-based NGO established in 2020, focused on raising awareness on human rights violations in the educational field. Together with our international sponsors and partners, we aim to remove obstacles in education; contribute to the achievement of peace and tranquility in the society through adaptation studies in an environment of intercultural tolerance; prevent radicalism and polarization; and eliminate the opportunity gap in education for all.

SOURCES



Indonesia UN-UPR

To access the full report please scan the QR code or visit the following link:
<https://brokenchalk.org/submission-to-the-universal-periodic-review-of-the-united-nations-human-rights-council-indonesia/>



www.brokenchalk.org

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