

## Bridging AGEE

### National Report Summary 2024-2025: Indonesia



©UNESCO: 1st National AGEE workshop, January 2025

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The Bridging Accountability for Gender Equality in Education (henceforth, ‘Bridging AGEE’) project is a three-year initiative (2024–2027) implemented in Indonesia, Kenya and Malawi by University College London (UCL) in partnership with UNESCO and the University of Malawi. **Bridging AGEE seeks to bridge the gaps between global, national, and local data processes on gender equality in and through education.** It aims to strengthen accountability for gender equality in and through education by improving how and what data are generated, shared, and used within and across these different levels. The project uses the AGEE Framework ([gendereddata.org](http://gendereddata.org)) and participatory process to identify data gaps, facilitate participatory reflection on needs and priorities, and build the capacity of government ministries, civil society, and women’s rights groups through developing innovative dashboards, new measurement tools, and enhancing data flow and awareness between stakeholders.

This report highlights the key results, opportunities, and challenges emerging from the first year of activities in Indonesia (from March 2024 to March 2025), with a particular focus on the first national workshop, held in Jakarta on 21-22 January 2025.

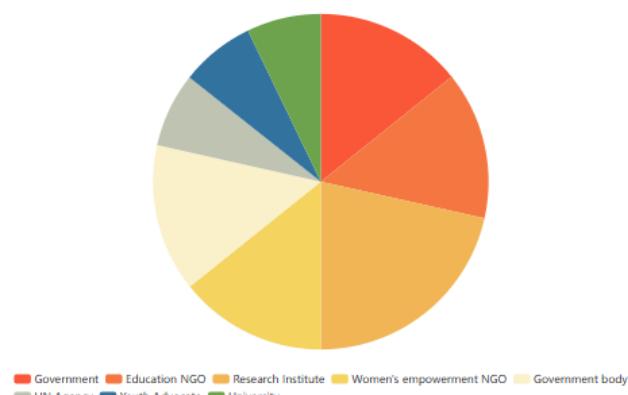
## 1. Background

Efforts to integrate a gender perspective in Indonesia’s education sector have emerged periodically since the advancement of the gender mainstreaming concept in the wake of the 1995 Beijing Platform for Action. These have included development of gender-sensitive policies such as the Ministerial Decree 84/2008, financing of gender-related initiatives, formation of gender working groups and gender training for some education personnel. The *Bridging AGEE* project, which focuses on data systems and improving data on gender equality and education, has the potential to strengthen existing and future gender-related initiatives and policy design.

Laying the groundwork for the *Bridging AGEE* project, the UNESCO Regional Office in Jakarta – the project lead for Indonesia – conducted a preparatory desk mapping analysis and identified key education stakeholders involved in gender, education data and data systems. The Indonesia National Advisory Group (NAG) was subsequently established over a series of outreach meetings that aimed to facilitate dialogue linking gender equality and data quality, as well as generate buy-in and visibility for the *Bridging AGEE* project. Specific attention was given to the composition of the Indonesia NAG, a 14-members (11 female, 3 male) body integrating diverse experts and institutions from both governmental and non-governmental sectors, alongside youth or woman-led organizations. NAG members

composition can be broken down by institution type along the following lines: Ministries (2), government body (2) NGOs (5), UN (1), Research and Academia (4). This diversity aims at ensuring rich and insightful guidance on the context of education and gender equality, data systems and recommendations for the project.

**Figure 1: Composition of Indonesia AGEE-NAG, by type of institution**



## 2. Building a community of practice

The first national workshop, held on 21-22 January 2025, sought to introduce the AGEE framework and project to NAG members and participants, outline the 2025 activities and timelines, reflect on gender equality in and through education, and provide a platform to examine existing data and indicators and identify gaps. During the meeting, participants unpacked gender equality and education through the AGEE framework. Conscious of the necessity for broad collaboration in achieving its goals, *Bridging AGEE* engaged with a range of actors from various education policy sectors. Innovation for Indonesia's School Children Australia Indonesia Partnership (INOVASI), UNICEF Indonesia and Save the Children were also invited, reflecting interest to align with development partners coordinating interventions related to gender equality and education.

In addition to the NAG members, stakeholders with diverse expertise and backgrounds on gender equality, social inclusion and education were invited, bringing workshop participants composition (including NAG members) to the following: Ministries (11), NGOs (8), CSOs (1), Research and Academia (5), making up the 22 female and 3 male attendees.



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### 3. Reflecting on gender equality in and through education in Indonesia

Participatory dialogues unfolded over the course of the NAG meeting and the *Bridging AGEE* workshop helped unpack topics of gender equality in and through education and mobilize knowledge to draw an overview of the national context. Key insights are presented in **Table 1**.

**Table 1:** Summary of reflections on gender equality in and through education in Indonesia

<b>Key ideas about gender equality in and through education</b>	<ul style="list-style-type: none"> <li>Gender equality goes beyond parity, and encompasses not only access, but also the quality of learning for both girls and boys in literacy, numeracy, and character development.</li> <li>Gender equality and quality of learning are influenced by the school climate and the leadership of female school principals.</li> <li>Gender equality includes complexities and nuances that need to be captured, for example, paying attention to WASH or youth mental health.</li> <li>Promotion of education for both girls and boys is key. Initiatives that enhance girls' access to and retention in education must continue advancing, while also ensuring equity by providing equal learning opportunities for boys and girls alike.</li> <li>Child marriage and education. While on the decline, child marriage and adolescent pregnancy remain a matter of preoccupation, with significant regional disparities. Early marriage continues to limit participation in education and future opportunities.</li> </ul>
<b>Values emphasized</b>	<ul style="list-style-type: none"> <li>Formal policies that uphold boys' and girls' rights to education, protect them from violence including gender-based violence, and promote gender mainstreaming in the education sector.</li> <li>Addressing gender bias involves challenging harmful gender norms and stereotypes that negatively impact girls' safety, self-esteem, and career aspirations.</li> </ul>
<b>Areas of practice</b>	<ul style="list-style-type: none"> <li>Education sector data such as Rapor Pendidikan evidences the gendered aspect of education including violence in form and susceptibility as well as gender perspective in education setting.</li> <li>The government of Indonesia launched several cornerstone regulatory documents that have contributed to mainstream gender equality into policy frameworks, including the Ministerial Regulation 84/2008, enacted by the Ministry of Primary and Secondary Education for the implementation of Presidential Decree 9/2000.</li> <li>The recent Ministerial Decree 46/2023 focused on advancing the safety of learning environments from violence, bullying and gender-based violence.</li> </ul>
<b>Networks</b>	<ul style="list-style-type: none"> <li>Data collected by the education sector should be complemented with perspectives from outside educational institutions, including data from the fields of women's and child protection, health, as well as other data from non-governmental organizations working across gender and education sectors.</li> <li>The government has deployed regulatory efforts, as well as joint and collaborative actions alongside non-governmental organisations, to address Gender-Based Violence (GBV) and bullying.</li> </ul>

The project's methodology is based on participatory approaches. The workshop revealed that participants were able to connect the dots using AGEE frameworks by: 1) identifying influencing factors surrounding gender equality in and through education 2) identifying indicators within each domain and defining the domain based on their understanding of the issue 3) pin-pointing data in-country data sources that can support the identified indicators and 4) identifying missing data and data sources in support of each domain (Resources, Values, Opportunities, Participation, Knowledge/Understanding/Skills, and Outcomes).

#### 4. Building the AGEE National Dashboard

In Indonesia, data is already available across multiple national sources that could be integrated into the dashboard or built upon. The workshop discussions underscored that the country's data ecosystem, spanning across multiple sectors, was both robust and increasingly integrated, providing valuable leverage for policy design. In addition to the contributions of field studies and grassroot data collection led by NGOs, major data resources to be tapped into notably cover Education (e.g., Rapor Pendidikan, Dapodik), extensive socio-economic factors (through BPS - e.g. the National Socio-Economic Survey: SUSENAS) as well as violence against women and children (e.g. Women's Life Experience Survey). The data ranges from institutional resources, legal frameworks, and prevalence of child violence and marriage to achievement, progress or participation in education and society.

By combining their expertise and deep understanding of the topics, participants identified data gaps, suggested potential improvements, and highlighted good practices to build upon (see **Table 2**).

**Table 2:** Summary of issues raised concerning data in Indonesia

Improvements in data collection using the AGEE framework	Data challenges to be addressed	Good practices to be developed
Strengthen communication and knowledge sharing about existing data among different stakeholders and across sectors.	<ul style="list-style-type: none"> <li>• Better links to address gender equality in and through education, as well as to a better understanding of the current situation.</li> <li>• Identification of unpublished or unavailable existing data, for example gender equality perspective among learners or prevalence of children with HIV.</li> </ul>	Facilitate knowledge sharing among stakeholders.
Build a more comprehensive data ecosystem.	Collect data beyond the education sector to better measure the current situation and improve policy-making Data to strengthen gender equality beyond parity.	Integrate datasets currently sitting outside of education such as data on child marriage or adolescent pregnancy, as well as yet-unmeasured indicators on household care responsibilities, or student mental health.

Advocating for missing indicators to help track the monitoring of gender and education policy.	Monitoring the implementation of policies to measure country performance and fill policy implementation gaps.	Strong existing policy and regulation that can potentially promote gender equality in and through education.
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The workshop highlighted the centrality of inclusion and the need to reinforce the flow of information to better inform the situation, realities, challenges, gaps and opportunities for all parties. Suggestions were made for AGEE to be an opportunity to not only target and include missing data but also assist in measuring regulation implementation and track progress of gender equality and education policies. Overall, these findings also informed one output of the workshop: the tentative list of new indicators for Indonesia to elaborate the country's AGEE dashboard.

## 5. Focus on sub-national workshops

The AGEE-NAG members reconvened on 26 February 2025 for a 2<sup>nd</sup> NAG meeting to discuss the subsequent sequence of 4 workshops to be conducted at sub-national level. Factors such as presence of one or several hindrances to gender equality or data availability were considered in the location selection process to best capture inequality factors in a feasible manner. The following provinces were eventually selected for the following reasons:

- Bali: One of the highest-performing regions in education, with strong socio-cultural factors that influence gender equality.
- Central Java: Province in Java where socio-economic factors significantly influence educational performance including limits on gender equality in education.
- Lampung: Located on Sumatra Island in western Indonesia, this province is characterized by the presence of diverse partners and stakeholders in the education sector. Efforts have been aligned with other sites and interventions, with a strong focus on gender equality and social inclusion.
- West Nusa Tenggara: TBD

During the meeting, facilitators provided an overview of the objectives and aims of local research. They explained that subnational implementation would enquire on barriers, needs and practices at the local level as well as local stakeholders' understanding of gender equality in and through education. The work will also help identify good practices within these contexts and consider the potential for adaptation and dissemination to other locations or at national level. Finally, it aims at drawing a more accurate picture of the landscape, capturing data to inform subnational and nation levels to be fed back into the National Dashboard, and establishing circulation of information.

Following this approach, district selection within each province was informed by the 2024 Gender Inequality Index developed by BPS. Buleleng, Pemalang, and Pesisir Barat were identified as having the lowest and second-lowest Index scores in their respective provinces were prioritized for targeted study.

## 6. Conclusion and way forward

With Indonesia's robust data system across sectors making for a solid foundation, the AGEE framework plays an important role in bringing together national stakeholders, from policy-makers to researchers

and practitioners, to reflect and broaden the understanding of gender equality in education beyond the narrow lens of gender parity, and the metrics of attendance or participation in education by gender. Discussions among workshop participants helped move beyond this traditional paradigm to a more comprehensive perspective that considers wider factors influencing gender equality in and through education such as health or child protection. Participants' surveys attested to the peer learning process that accompanied this first sequence of events, with testimonies revealing successfully expansion of their own understanding beyond the limits of their pre-existing field of expertise. Engagement in the 1<sup>st</sup> National AGEE workshop also strengthened stakeholders' awareness and ability to leverage the Indonesian data system, with regards to effective use and data linkage across sectors. Given that health and faith were identified as key factors contributing to gender equality in and through education, it was suggested to invite representatives from the Ministry of Health and the Ministry of Religious Affairs to join the AGEE community of practice.

Remarkably, despite the early stage of the project, several NAG members have already demonstrated support and endorsement towards the project and the AGEE framework beyond the NAG meetings, in the form of dissemination of AGEE materials and approach at public events.

A list of indicators for Indonesia was developed by the project lead on the back of the 1<sup>st</sup> National AGEE workshop. Based on the findings of the workshop and structured around the AGEE criteria, the proposed indicators were then circulated among NAG members and open to an ongoing process of feedback and input. The working document is to be finalised over the course of a dedicated session during the 2<sup>nd</sup> National AGEE workshop in the first quarter of 2026.

This video summarizes the discussions and achievements of the project's first year of implementation in Indonesia: [Gender and education data: from the lenses of expert](#).