

**EPDC EDUCATION TRENDS AND PROJECTIONS 2000-2025**

**Indonesia**



**DEFINITIONS**

Source: UNESCO Institute for Statistics (UIS)

**Gross Intake Ratio (GIR)** Total number of new entrants in first grade of primary education, regardless of age, expressed as a percentage of the population at the official primary school-entrance age.

**Gross Enrollment Rate (GER)** Total enrollment in a specific level of education, regardless of age, expressed as a percentage of the official school-age population corresponding to the same level of education in a given school-year. Often higher than 100% because of repetition and overage students.

**Transition Rate** The number of pupils admitted to the first grade of a higher level of education in a given year, expressed as a percentage of the number of pupils enrolled in the first grade of the lower level of education in the previous year.

**Completion Rate** The total number of students completing (or graduating from) the final year of primary or secondary education, regardless of age, expressed as a percentage of the population of the official primary or secondary graduation age.

**Primary Education** At the primary education level, the program of study is normally designed on a unit or project basis to give pupils a sound basic education in reading, writing and mathematics along with an elementary understanding of other subjects such as history, geography, natural science, social science, art and music. Religious instruction may also be featured. The average duration of primary education is six years but cycles vary by country, ranging from a minimum of three years to a maximum of eight years. Please note that these profiles take definitions of the entry age and duration of primary education from the UIS Data Centre and these definitions may differ from national ones in select instances. Country specific information on education systems is available on the EPDC country pages at [www.epdc.org](http://www.epdc.org).

**Lower Secondary Education** At the lower secondary education level, the program of study is typically designed to complete the development of basic skills and knowledge which began at the primary level. In many countries, the educational aim is to lay the foundation for lifelong learning and individual development. The duration of lower secondary education varies by country but averages three years internationally. Please note that these profiles take definitions of the entry age and duration of lower secondary education from the UIS Data Centre and these definitions may differ from national ones in select instances. Country specific information on education systems is available on the EPDC country pages at [www.epdc.org](http://www.epdc.org).

## PRIMARY

	Number of Pupils	Gross Intake Rate into Primary (GIR, %)		Primary Gross Enrollment Rate (GER, %)		Primary Completion Rate (%)	
		TOTAL, Both Genders	Male GIR	Female GIR	Male GER	Female GER	Male %
2000	#N/A	112	104	#N/A	#N/A	#N/A	#N/A
2001	28,690,131	113	107	110	108	93	93
2002	28,926,377	118	113	111	109	94	95
2003	29,050,834	116	116	112	110	96	96
2004	29,142,093	116	112	113	111	96	98
2005	29,149,746	120	116	115	111	96	97
2006	29,225,320	123	118	117	111	97	97
2007	29,712,593	126	121	119	114	102	100
2008	29,498,266	120	120	117	114	103	101
2009	29,901,051	119	116	118	114	105	106
2010	30,341,821	119	116	118	117	#N/A	#N/A
2011	30,662,441	120	123	116	118	106	108
2012	30,787,841	120	123	116	118	107	111
2013	30,725,840	120	123	115	117	109	111
2014	30,536,427	120	123	115	117	106	108
2015	30,371,771	120	123	115	117	106	108
2016	30,110,216	120	122	115	117	106	108
2017	29,841,681	119	122	115	117	106	108
2018	29,551,461	119	121	115	116	107	108
2019	29,256,380	119	120	115	116	107	108
2020	28,966,853	119	120	115	116	107	108
2021	28,685,494	119	119	115	115	106	108
2022	28,414,998	119	119	115	115	106	107
2023	28,145,718	118	119	115	115	106	107
2024	27,870,522	118	118	115	115	106	106
2025	27,587,504	118	118	115	114	106	106

## LOWER SECONDARY

	Number of Pupils	Transition to Lower Secondary (%)		Lower Secondary Gross Enrollment Rate (GER, %)		Lower Secondary Completion Rate (%)	
		TOTAL, Both Genders	Male %	Female %	Male GER	Female GER	Male %
2000	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
2001	#N/A	77	79	#N/A	#N/A	#N/A	#N/A
2002	9,427,969	80	83	71	72	68	70
2003	9,930,748	84	84	75	76	72	74
2004	10,161,323	79	78	76	78	73	76
2005	9,681,802	88	89	73	74	69	72
2006	10,286,521	99	98	77	80	71	74
2007	11,503,387	88	95	87	89	78	81
2008	10,961,492	91	93	84	85	76	75
2009	11,429,881	89	90	88	90	82	85
2010	11,796,845	84	96	92	94	86	89
2011	11,933,560	85	96	94	95	93	92
2012	11,886,042	87	96	91	98	89	91
2013	12,193,751	88	96	90	102	90	95
2014	12,520,754	89	97	91	105	85	100
2015	12,788,511	90	97	92	105	88	103
2016	12,954,492	91	97	93	104	90	104
2017	13,002,455	92	97	93	104	89	101
2018	13,092,571	93	98	94	104	91	102
2019	13,107,579	93	98	96	105	91	102
2020	13,102,289	94	98	97	105	93	103
2021	13,056,967	95	98	98	105	95	103
2022	12,983,700	95	98	99	105	95	103
2023	12,902,931	96	98	99	105	96	103
2024	12,825,243	96	98	100	104	97	103
2025	12,758,612	96	99	100	104	97	102

## EPDC PROJECTION METHODOLOGY

EPDC education projections were developed using a progress-based methodology, based on trends from 2000-2010 across the group of low-income countries included in this exercise, and using past trends to set expectations for the future. Enrollments are projected using a cohort method, where student cohorts calculated based on UN population estimates are followed throughout the education system. Therefore, sudden spikes in primary intake in a given historical year can be expected to produce spikes in primary and, a few years later, lower secondary enrollment projections. Assumptions imposed on gross intake, dropout, repetition, and transition rates are used to drive the calculations for the rest of the indicators, including estimates of pupil enrollments, and - with the relevant population as a denominator - the gross and net enrollment rates by gender and school level. The projection assumptions set countries on a gradual rate of improvement across all key driver indicators, and countries that experienced negative trends in the most recent historical period are set to improve according to average trend across all countries. The full methodology for the projections is available upon request: email [epdc@fhi360.org](mailto:epdc@fhi360.org).

DISCLAIMER: EPDC education projections are a result of statistical modeling and contain a degree of prediction error. In some cases, trends do not follow the country specific trajectory, but are in line with the trends observed across the group of low-income countries as a whole. For these reasons, EPDC projections can only be used as a guide for research and policy, with the understanding that the actual levels of progress can only be known for present and past periods of time. FHI 360 bears no responsibility for incorrect predictions. Projection assumptions do not take into account crises, natural disasters, sudden population shifts, and other extraordinary circumstances.