



<p>Challenges</p> <ol style="list-style-type: none"> 1. Lack of awareness and understanding about ECD among leaders. 2. Lack of effective investment strategy and coordination among actors and stakeholders. 3. Lack of leadership and courage on ECD. 4. Lack of methodology, model, and methods of innovative ECD that is Indonesia-contextualized; at times best practices were not sustained. 	<div style="text-align: center;">  <p>Indonesia Country Profile: Early Childhood Care and Development (ECCD)</p> </div>
 <p>Source: Early Childhood Care and Development Resource Center (ECCD-RC), Yogyakarta</p>	<p>General information about ECCD in Indonesiaⁱⁱⁱ</p> <p>ECCD is a priority in Indonesia with the 2003 inclusion of Early Childhood Development (ECD) within the National Education System Law No. 20, a Presidential Declaration on Holistic and Integrated ECD (HI-ECD), and launching of the first National ECD Census in 2011. The issuance of the HI-ECD by Government of Indonesia is an essential step in ensuring coordination across different provinces and administrative unit.</p> <p>Early childhood education (ECE), in particular, is a priority. ECE has been included in key policy documents, including the National Education System Law No. 20 in 2003 and the Ministry of Education and Culture's Strategic Plan (Rencana Strategis or RENSTRA) in 2014.</p> <p>Indonesia is one of the countries with experience of community involvement in expanding the availability of ECCD. Furthermore, community participation in ECCE is dominant in Indonesia as it comprises of at least 95% of enrolment in 2013 (from total 195,000 ECD centers throughout Indonesia).</p>
<p>Priorities</p> <ol style="list-style-type: none"> 1. Capacity building and promotion among policy makers, managers, practitioners. 2. Monitoring and evaluation to facilitate strategic investment on ECD. 3. Inclusive ECD that supports the neediest. 	<p>Key policies (see source link)</p> <ol style="list-style-type: none"> 1. Child Protection Law Number 23/ 2002 2. National Education System Law number 20/ 2003 3. National Strategy on Holistic Integrative ECD) 2006 4. Education Ministry Regulation no 58, 2009 on PAUD HI standards 5. Presidential Regulation no 60, 2013 on Holistic Integrative

	<p style="text-align: center;">ECD</p> <p>Ministries in charge:</p> <ol style="list-style-type: none"> 1. National Development Planning Agency: Coordinates Planning of All Ministries on ECD, Coordinate in developing National Strategies and National Development Plan. 2. Coordinating Ministry for Human Development and Culture coordinates ECD programs across sectorial ministries. 																																				
<p>For more information, please contact: ARNEC National Representatives, Indonesia Ms. Sri Marpinjun ✉ marpinjun@yahoo.com Mr. Widodo Suhartoyo ✉ Wsuhartoyo12@gmail.com 🌐 www.arnec.net/country-pages/</p>																																					
<p>Key data: A life cycle approach for ECCD</p> <p>Demographics</p> <table border="1" data-bbox="192 746 1025 1010"> <thead> <tr> <th>Indicator</th> <th>Data</th> <th>Source (year)</th> </tr> </thead> <tbody> <tr> <td>Total population (thousands)</td> <td>261,115.46</td> <td>World Bank Open Data (2016ⁱⁱⁱ)</td> </tr> <tr> <td>Rural population (%)</td> <td>46</td> <td>ARNEC Regional ECD Data Portal (2015^{iv})</td> </tr> <tr> <td>Under-5 population (thousands)</td> <td>24,822</td> <td>UNICEF SWOC (2016^v)</td> </tr> <tr> <td>Population below the global poverty line of US \$ 1.90/day (%)</td> <td>8</td> <td>UNICEF SWOC (2016)</td> </tr> <tr> <td>Population growth rate (annual %)</td> <td>1.4</td> <td>UNICEF SWOC (2016)</td> </tr> <tr> <td>Total fertility rate (births per women)</td> <td>2.4</td> <td>UNICEF SWOC (2016)</td> </tr> </tbody> </table> <p>Prenatal</p> <table border="1" data-bbox="192 1102 1025 1235"> <thead> <tr> <th>Indicator</th> <th>Data</th> <th>Source (year)</th> </tr> </thead> <tbody> <tr> <td>Annual number of births (thousands)</td> <td>4,991</td> <td>UNICEF SWOC (2016)</td> </tr> <tr> <td>Birth registration (%)</td> <td>73</td> <td>UNICEF SWOC (2016)</td> </tr> <tr> <td>Maternal mortality ratio (per 100,000 live births)</td> <td>360</td> <td>UNICEF SWOC (2016)</td> </tr> </tbody> </table> <p>Birth to 5 years</p> <table border="1" data-bbox="192 1329 1025 1358"> <thead> <tr> <th>Indicator</th> <th>Data</th> <th>Source (year)</th> </tr> </thead> </table>	Indicator	Data	Source (year)	Total population (thousands)	261,115.46	World Bank Open Data (2016 ⁱⁱⁱ)	Rural population (%)	46	ARNEC Regional ECD Data Portal (2015 ^{iv})	Under-5 population (thousands)	24,822	UNICEF SWOC (2016 ^v)	Population below the global poverty line of US \$ 1.90/day (%)	8	UNICEF SWOC (2016)	Population growth rate (annual %)	1.4	UNICEF SWOC (2016)	Total fertility rate (births per women)	2.4	UNICEF SWOC (2016)	Indicator	Data	Source (year)	Annual number of births (thousands)	4,991	UNICEF SWOC (2016)	Birth registration (%)	73	UNICEF SWOC (2016)	Maternal mortality ratio (per 100,000 live births)	360	UNICEF SWOC (2016)	Indicator	Data	Source (year)	<p>Noteworthy practices^{vii}</p> <ol style="list-style-type: none"> 1. <u>Mother-tongue based preschool education</u> (By Sulima Foundation) <i>Noteworthy aspects:</i> Introduction of mother-tongue languages early on ensures a solid foundation for children's future success. <i>Achievements:</i> Services provided include mother-tongue based curriculum, teacher training, assistance for curriculum adaptations into other languages. 2. <u>PosYandu community-based health service for under-5</u> (By Wives organization or PKK) <i>Noteworthy aspects:</i> Service provide once a month monitoring on health and nutrition of under-five children by weighing and giving supplementary feeding. This is a community- and women-led service. <i>Achievement:</i> Sustainable services available in sub-village level. 3. <u>ECD centers led by private foundation</u> <i>Noteworthy aspects:</i> High participation of private sector in ECD. Majority of the ECD centers within Indonesia belong to
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Infant mortality rate (deaths per 1,000 live births)	22	UNICEF SWOC (2016)
Exclusive breastfeeding under-6 months (%)	41.5	ARNEC Regional ECD Data Portal (2012)
Under-5 stunting prevalence (moderate and severe) (%)	36	UNICEF SWOC (2016)
Under-5 mortality rate (deaths per 1,000 live births)	26	UNICEF SWOC (2016)
DTP3 national immunization coverage (%)	79	UNICEF SWOC (2016)
Violent discipline (Children aged 1-14 exposed to violent disciplinary methods during the last month) (%)	N/A	N/A

the private foundations. The government has only set up one or two centers in a district with the rest – possibly over 500 centers -are provided by private foundations.
Achievement: In 2015, there is an increased coverage ECD service of 72% for the total aged 5-6 children which supports school readiness efforts.

School readiness

Indicator	Data	Source (year)
Early Childhood Development Index or ECDI (%)	N/A	N/A
Father's support for learning (%)	N/A	N/A
Availability of children's books (%)	N/A	N/A
Gross enrollment ratio or GER in pre-primary (%)	58.16	UIS (2014 ^{vi})
Gender parity index of GER; F/M (%)	1.03	UIS (2014)
Children entering Grade 1 with ECD experience (%)	61.31	UIS (2014)
Gender parity index of children with ECD experience; F/M (%)	1	UIS(2014)
Grade 1 repetition rate (%)	4.25	UIS (2014)

Testimonies

"The character development of children cannot be ignored. Golden age period of the child is between 0-5 years old. In this period, the child's brain is growing rapidly. Children will be able to absorb the things in front of them, which would affect the character and morals of children." – Ani Bambang, Yudhoyono, former Indonesia First Lady.

"Early childhood education is one of the priorities in the development of national education." --Mohammad Nuh, former Minister of Education and Culture Republic of Indonesia.

“Poverty challenges child development at all levels, yet in both developed and developing countries research has shown the benefits of early childhood education and development (ECEd) services for a child’s short and longer-term health and development, as well as economic benefits to society from investing in ECEd. This evidence has influenced significant government attention to ECEd policies and services in Indonesia. In the past decade, the government has taken steps to strengthen the policy environment for ECEd, including the establishment of an early childhood directorate, the inclusion of ECEd as a priority in national planning documents, and the creation of national ECEd standard.” – The World Bank, Early Childhood Education and Development in Poor Villages of Indonesia: Strong foundations, later success.

ⁱDenboba, Amina, Amer Hasan, and Quentin Wodon, eds. (2015). [Early Childhood Education and Development in Indonesia: An Assessment of Policies Using SABER. World Bank Studies](#). Washington, DC: World Bank.

ⁱⁱUNESCO. (2016). [New Horizons: A review of early childhood care and education in Asia and the Pacific](#)

ⁱⁱⁱWorld Bank Group. (2016). [World Bank Open Data](#). (Accessed 15 January 2018)

^{iv}ARNEC. [Asia Pacific Regional ECD data portal](#). (Accessed 15 January 2018).

^vUNICEF. (2016). [The State of the World’s Children 2017 Statistical Table](#).

^{vi}UNESCO Institute for Statistics (UIS). (2018). [Education dataset](#). (Accessed 15 January 2018).

^{vii}SEAMEO INNOTECH. [Regional consultation forum on early learning frameworks, policies and programmes: A completion report](#)