



ASIA  
PHILANTHROPY  
CIRCLE

# Catalysing Productive Livelihood:

A guide to education interventions  
with an accelerated path  
to scale and impact



# About Asia Philanthropy Circle (APC)

Founded in 2015 by philanthropists for philanthropists, APC's mission is to accelerate private action for public good by addressing systemic challenges through collaborative philanthropy. APC believes that strategic and engaged philanthropists can be the change agents needed to address Asia's social challenges.

APC convenes joint projects among philanthropic actors, builds stakeholders' capabilities through exchange and connection to best practices, and advocates for the development of the philanthropy ecosystem in the region. We are serious about joint action and making real, lasting impact on the most urgent challenges facing our region.

For more information, please visit [www.asiaphilanthropycircle.org](http://www.asiaphilanthropycircle.org) or email us at [indonesia@asiaphilanthropycircle.org](mailto:indonesia@asiaphilanthropycircle.org)

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# Foreword

Education in Indonesia is a large, complex, and diverse system. It is the fourth largest education system in the world, behind only China, India, and the United States, and has more than 50 million students, 2.6 million teachers, and 250,000 schools spread across an archipelago of more than 900 inhabited islands. Teaching all these people, young and old, the skills needed to succeed in Indonesia's rapidly changing economy is a huge challenge. It is only natural that education is a priority for the Government of Indonesia.

Each year the government sets aside 20 percent of the total state budget for education. The 2016 budget allocated a total of 48.5 trillion Indonesian Rupiah (equivalent to US\$3.6 billion based on the average exchange rate in 2016) to education and culture.<sup>1</sup> However, this is not much on per student basis given the large population in Indonesia. At the primary school level, for example, Indonesia's spend per pupil is less than US\$1,200 or about seven times less than the OECD average.<sup>2</sup> As a result, philanthropists – and social investors in general – play an important role in driving better education outcomes.

The philanthropic sector engaged in strengthening Indonesia's education system is extremely broad and includes multilateral institutions (such as USAID and the World Bank), social enterprises (such as Sokola), foundations (such as Tanoto Foundation and Djarum Foundation), education technology developers (such as Ruangguru), and corporate social responsibility programmes.

While their engagement is welcome, philanthropists have raised concerns that these individual efforts alone may not be enough to create meaningful change in an education system as vast as Indonesia's system. More can be achieved if key stakeholders coordinated their actions more closely and shared their experiences more often.

With this in mind, Asia Philanthropy Circle (APC) has developed this report. Its goal is to understand the current and future challenges facing Indonesia's education system, to map existing initiatives and their impact, and to identify new opportunities for philanthropists to make a change for the better and to enhance their collaboration.

It is important to emphasise what this report attempts and what it does not attempt. This report aims to guide philanthropic efforts in contributing to education in Indonesia. It is an effort to prioritise and focus on areas with transformational impact. It is intended to be neither a research report on education reform in Indonesia, nor a comprehensive analysis of all areas that could offer some incremental improvement in Indonesia's education system. In short, this report aims to identify some of the promising areas for philanthropists to achieve catalytic impact in Indonesia's education system and to provide transparency on what philanthropists are currently doing.

Many experts in academia, government, and industry have offered invaluable guidance, suggestions, and advice. While the conclusions in this report are those of APC, this report would not be possible without the contributions of all these people, and we are very grateful for their input.

*APC Indonesia Chapter*

<sup>1</sup> - Siwage Dharma Negara (2016), Indonesia's 2016 Budget: Optimism Amidst Global Uncertainties, ISEAS Yusof Ishak Institute, retrieved at: [https://www.iseas.edu.sg/images/pdf/ISEAS\\_Perspective\\_2016\\_3.pdf](https://www.iseas.edu.sg/images/pdf/ISEAS_Perspective_2016_3.pdf).

<sup>2</sup> - OECD Education Spending data, retrieved at: <https://data.oecd.org/eduresource/education-spending.htm>.



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# Abbreviations

**3** **3GF**  
Global Green Growth Forum

**A** **ACDP**  
Analytical and Capacity Development Partnership

**AIDS**  
Acquired Immune Deficiency Syndrome

**APC**  
Asia Philanthropy Circle

**B** **BERMUTU**  
Better Education through Reformed Management and Universal Teacher Upgrading Project (a World Bank project)

**BLK**  
Balai Latihan Kerja (vocational training center)

**BPS**  
Badan Pusat Statistik (non-ministerial government agency directly responsible to the President, responsible for compiling key statistics on Indonesia)

**BSM**  
Bantuan Siswa Miskin (cash transfer programme by the Government of Indonesia to assist students from poor households)

**C** **CEO**  
Chief Executive Officer

**D** **DFAT**  
Australia's Department of Foreign Affairs and Trade

**E** **ECE**  
Early Childhood Education

**ECED**  
Early Childhood Education and Development

**EdTech**  
Education Technology

**EIU**  
Economist Intelligence Unit

**G** **GDP**  
Gross Domestic Product

**H** **HI-ECD**  
Holistic Integrated-Early Childhood Development (the Government of Indonesia's multi-sectoral early childhood development policy, covering education, health, nutrition, social protection, and child protection)

**I** **IL&FS**  
Infrastructure Leasing and Financial Services

**ILO**  
International Labour Organisation

**IZA**  
Institute of Labor Economics

**J** **J-WEL**  
Abdul Latif Jameel World Education Lab

**K** **KIAT Guru**  
Kinerja dan Akuntabilitas Guru (Teacher Performance and Accountability Initiative)

**KKG**  
Kelompok Kerja Guru (teacher working groups involving clusters of primary schools)

**KPI**  
Key Performance Indicator

**KSA**  
Kingdom of Saudi Arabia

**L** **LPPKS**  
Lembaga Pengembangan dan Pemberdayaan Kepala Sekolah (Principal Development Institute in Solo/ Surakarta)

**M****MGMP**

Musyawarah Guru Mata Pelajaran (teacher working groups involving clusters of subject-based secondary teachers from a group of high schools)

**MOCEP**

Mother-Child Home Education Programme

**MSS**

Minimum Service Standards

**N****NGO**

Non-Governmental Organisation

**O****OECD**

Organisation for Economic Co-operation and Development

**P****PAUD**

Pendidikan Anak Usia Dini, or Early Childhood Education and Development (ECED)

**PGCE**

Post-Graduate Certificate in Education

**PISA**

Programme for International Student Assessment (an OECD initiative)

**PRIORITAS**

Prioritising Reform, Innovation and Opportunities for Reaching Indonesia's Teachers, Administrator and Students, a USAID-funded programme

**R****RISE**

Research on Improving Systems of Education (a large-scale, multi-country research programme on how to improve education systems in developing countries)

**RISKESDAS**

Riset Kesehatan Dasar (the National Basic Health Research)

**Rp / IDR**

Indonesian Rupiah

**S****SDG**

Sustainable Development Goals

**SMA**

Sekolah Menengah Atas (general upper secondary school)

**SMK**

Sekolah Menengah Kejuruan (vocational upper secondary school)

**SMS**

Short Message Service

**T****TTI**

Teacher Training Institution

**U****UK**

United Kingdom of Great Britain and Northern Ireland

**UNESCO**

United Nations Educational, Scientific and Cultural Organisation

**UNICEF**

United Nations Children's Fund

**US / USA**

United States of America

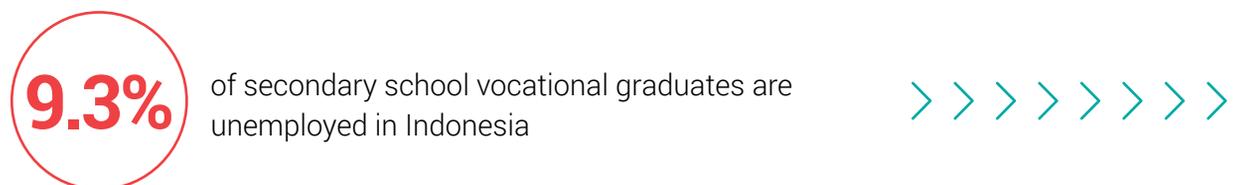
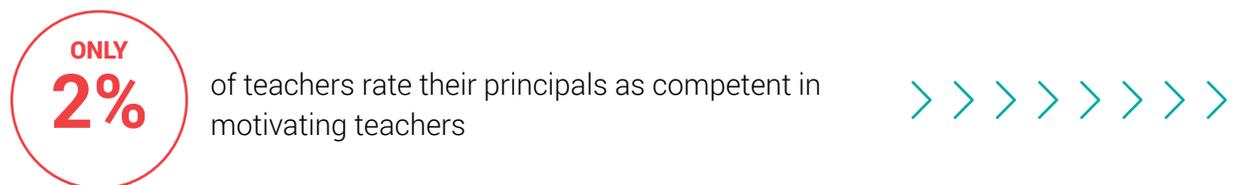
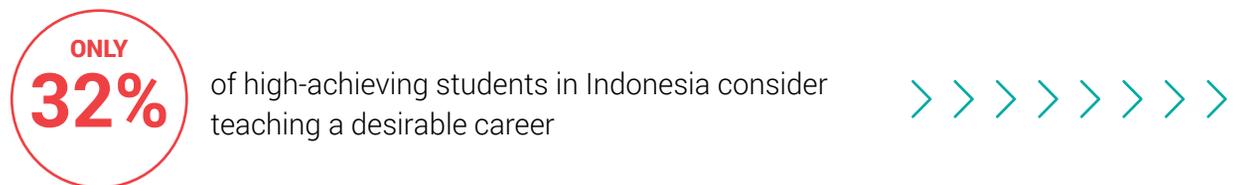
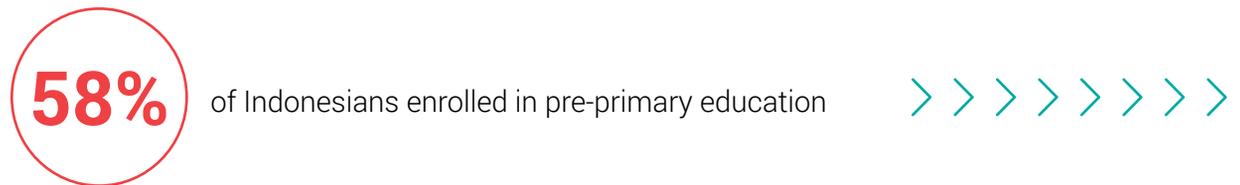
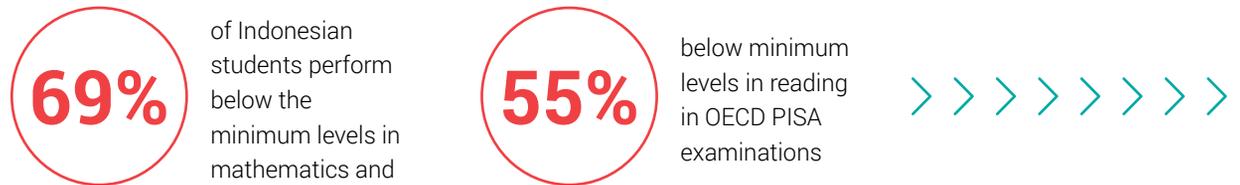
**US\$**

United States Dollar

**USAID**

United States Agency for International Development

# Indonesia Today...



## ... and what could be in 2025...

> > > > > > > > **LESS THAN 50%** of Indonesian students performing below minimum levels in mathematics and reading in the OECD PISA examinations, matching the improvement seen in Malaysia since 2009

> > > > > > > > **MORE THAN 80%** of Indonesians enrolled in pre-primary education, nearing the 83 percent enrolment in Vietnam

> > > > > > > > Teaching among the top **2** professions in Indonesia for top graduates, matching the performance of Teach First in the UK

> > > > > > > > **MORE THAN 50%** of all teachers rate their principals as competent in motivating teachers

> > > > > > > > **HALVE** the current unemployment rate of secondary school vocational graduates to 4.6 percent unemployment, bringing it below the unemployment rate for Indonesians with a university degree, 5 percent

# Executive Summary



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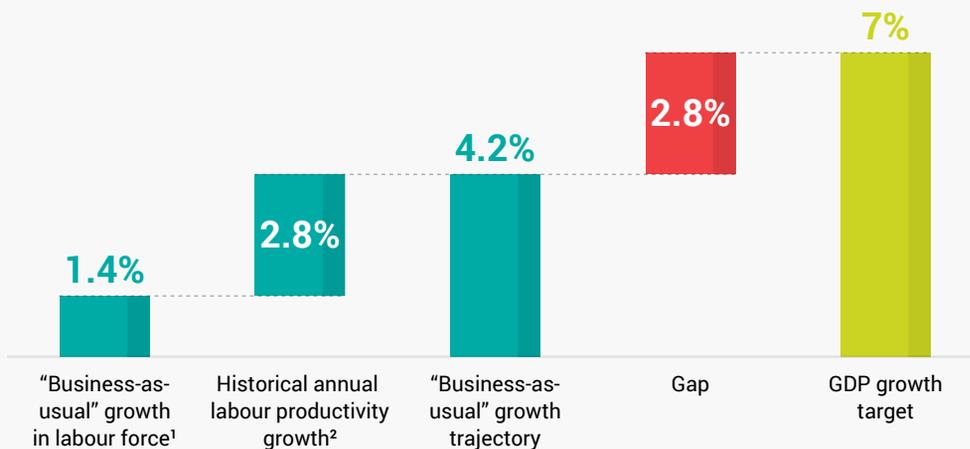
## KEY FINDINGS

- > **Achieving 7 percent annual GDP growth in Indonesia requires much higher labour productivity growth and improvement in employability** than under the current trajectory. **Improvement in education is critical** to reach this aspiration.
- > **Three categories of outcomes** define overall education achievement: **equitable enrolment, student achievement, and productive livelihood**. In each of these areas, Indonesia has made progress, but much remains to be done.
- > While there is significant philanthropic investment in Indonesia's education system, the **catalytic impact to overall education outcomes is yet to be seen**. In addition, **more than 60 percent** of the interventions studied are micro-scale, impacting less than 1 percent of the target group.
- > **Four areas** must be prioritised for philanthropists to catalyse change: **teacher quality, school leadership and governance, vocational education, and early childhood education and development**.
- > Within these four areas, **10 initiatives** have been recommended for philanthropists seeking to have more catalytic impact in Indonesia.
- > Closer collaboration between philanthropists will be crucial to achieving scale. **64 percent** of philanthropists surveyed said they believe there is room for improvement in collaboration with other stakeholders, including with fellow philanthropists.

## EXHIBIT E1 :: Skills transformation will be critical to achieving Indonesia's 7% annual GDP growth target



### Annual real GDP growth rates; 2017-2025



Skills transformation will be critical to addressing this gap by:

- A. Supporting labour productivity improvement
- B. Helping increase the productive labour force by better linking skills supply to demand

1 - Driven by additional workers joining the work force due to demographics and assuming no change in work-force participation or employment rates.  
 2 - Historical labour productivity growth achieved in Indonesia from 2010-16.

SOURCE: Indonesia's Central Bureau of Statistics; International Monetary Fund; United Nations Population Division; Team analysis

### INDONESIA REQUIRES SKILLS TRANSFORMATION TO MEET ECONOMIC GOALS AND TO PROMOTE QUALITY AND SOCIAL COHESION

Indonesia's economy has enormous promise. Already the 16th largest economy in the world, it could almost double in size if Gross Domestic Product (GDP) increased by 7 percent annually over the next decade, the growth target set by the current government.

However, realising this aim will require a transformation of skills across Indonesia. Based on projected increases in the labour force and historical productivity growth, there would be a sizeable gap to achieving the 7-percent growth target (Exhibit E1).

Skills transformation can help narrow this gap in two ways. The first is by boosting labour productivity growth. Improving performance in the Programme for International Student Assessment (PISA)<sup>3</sup> by an annual average of 10 points over the next eight years, mirroring the improvement seen in Qatar in math and science between 2012 and 2015, could potentially add 0.6 percent annual GDP growth each year from 2017



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to 2025, which would be enough to cover more than 20 percent of the expected shortfall in meeting the 7 percent target.

The second is by helping increase the employability of workers by ensuring a closer alignment between the education system and industry needs. Such a measure could potentially cover a further 13 percent of the growth gap.

By one estimate, about 113 million skilled workers will be needed in Indonesia by 2030, about 68 million more than what was available in 2010.<sup>4</sup>

3 - The Programme for International Student Assessment (PISA) is a worldwide study by the Organisation for Economic Co-operation and Development (OECD) in member and non-member nations of 15-year-old school pupils' scholastic performance in mathematics, science, and reading.

4 - McKinsey Global Institute (2012), The archipelago economy: Unleashing Indonesia's potential.

Of course, skills and education are not important to Indonesia solely to support economic growth. Access to quality education is a powerful means to break the intergenerational cycle of poverty, reduce inequality, and promote social cohesion in a nation with 300 different ethnic groups and 750 different languages and dialects.

For example, past academic evidence has found that each year of education can boost individual earnings by 10 percent<sup>5</sup> and reduce the risk of conflict by about 20 percent.<sup>6</sup> An OECD study indicated that expanding apprenticeship systems in countries with low enrolment in such programmes could reduce the youth unemployment rate by almost 6 percent.<sup>7</sup>

Government alone cannot meet this challenge. Public-private partnership is needed to transform Indonesia's education sector and philanthropists will have to play an increasingly important role.

Given the wide spectrum of Indonesia's education system, capturing the performance of the overall system can be complex. However, broadly speaking, an effective education system should deliver three outcomes:

**1. Equitable enrolment:** All Indonesians, regardless of gender, disabilities, geography, or socioeconomic circumstances, should have equitable access to education.

**2. Student achievement:** Available educational opportunities should enable students to truly develop strong cognitive and non-cognitive abilities and capacities.

**3. Productive livelihood:** The needs of Indonesia's economy should align with the skills produced by the education system.

Given these targeted outcomes, where should philanthropists in Indonesia focus their efforts to produce the greatest impact? Three basic criteria can be used to identify promising focal points for such efforts: areas that display significant performance gaps in these outcomes compared with peer systems; those that international and local academic research highlight as particularly influential to outcomes; and those that present untapped opportunities overlooked by current philanthropic efforts in Indonesia's education system.

## WHILE INDONESIA HAS MADE PROGRESS, MUCH REMAINS TO BE DONE

Progress in improving Indonesia's education system is unquestionable, yet more work is needed to achieve the government's goals. Major findings from our study include:

**> Equitable enrolment.** Almost 97 percent of primary school children between 6 and 12 years old are in school. However, disparity in enrolment remains across genders, socioeconomic levels, and geographies, especially at higher levels of education. Senior secondary school enrolment has increased by more than one-fifth since 2003, but still stands at only 60 percent.

**> Student achievement.** Indonesia ranks among the bottom 10 percent of countries in PISA results.<sup>8</sup> In the 2015 test, 55 percent of Indonesian students fell below the minimum international standards for reading and 69 percent for mathematics. However, there has also been strong progress in certain areas. Between 2012 and 2015 science performance among 15-year-old students rose by 21 score points, making Indonesia's improvement the fifth best among the 72 countries included in this comparison.<sup>9</sup>

5 - UNESCO (2010), Education Counts: Towards the Millennium Development Goals.

6 - Paul Collier (1999), "Doing well out of war", World Bank, Paper prepared for Conference on Economic Agendas in Civil Wars.

7 - Organisation for Economic Co-operation and Development (OECD) and the International Labour Organisation (ILO), 2011. Giving youth a better start.

8 - More information can be found at <http://www.oecd.org/pisa/aboutpisa/>.

9 - OECD (2016), Indonesia Country Note, <https://www.oecd.org/pisa/PISA-2015-Indonesia.pdf>.



## EXHIBIT E2 :: Evidence of impact assessment revealed strongest drivers across each outcome

Education outcomes	Strongest evidence of impact (highlights)
 <b>Equitable enrolment</b>	 <b>Financial-related factors:</b> Labelled cash transfer programmes have resulted in a <b>↓70% difference in drop-out rates</b>  <b>Cultural and perception factors:</b> Funds provided to supply bicycles to girls <b>increased secondary school enrolment</b> by those who lived more than 3km away by <b>↑9%</b>
 <b>Student achievement</b>	 <b>Teacher quality:</b> In Indonesia, <b>↑10% higher teacher assessment score</b> results in <b>↑1.7% higher student post-test scores</b>  <b>School leadership:</b> <b>↑10% in student test scores</b> as a result of principals who improved their instructional abilities by one standard deviation  <b>Inclusive and personalised learning:</b> Reading camps run by volunteers increased fraction of <b>students who were able to read letters</b> by <b>↑8 percentage points</b>  <b>Early childhood intervention:</b> Every dollar invested in high-quality early childhood education programs can yield between <b>USD 6-17 in return</b> (in terms of higher student achievement, higher enrolment, and more productive livelihoods)
 <b>Productive livelihood</b>	 <b>Vocational education:</b> Scaling up apprenticeship systems had the potential to <b>reduce difference between adult and youth unemployment rate</b> by almost <b>↓6%</b>
 <b>Cross-cutting</b>	 <b>School governance:</b> In Indonesia, the average difference in examination scores between top and bottom performing local government is <b>10%</b>

SOURCE: Academic literature review

> **Productive livelihood.** In Indonesia, more than 3.3 million youth between 15 and 24 years old are unemployed, and 6.9 million more in this age group are not economically active.<sup>10</sup> At 9 percent, unemployment rates are highest for vocational high school graduates. The data echoes common perceptions that Indonesian students lack crucial job skills. For example, a World Bank study showed 56 percent of young Indonesians feel somewhat prepared or poorly prepared to enter the workforce and 60 percent of Indonesian firms reported difficulties hiring for professional roles.<sup>11</sup>

The skills gap, if left unaddressed, could weigh on Indonesia's economy. The McKinsey Global Institute estimated that Indonesia could face a shortfall of 9 million skilled and semi-skilled workers by 2030.<sup>12</sup>

### EXPERIENCE HIGHLIGHTS INTERVENTIONS WITH STRONG POTENTIAL

Many programmes exist designed to improve a country's education system, and, of course, some of these initiatives tend to be more successful than others in creating positive change. While the situation unique to each country undoubtedly influences the specific impact, a number of factors have been found to consistently spur strong results (Exhibit E2).

For example, financial incentives including conditional cash transfers and scholarships have been very successful at improving student enrolment, lowering drop-out rates by more than 70 percent.<sup>13</sup> Also, initiatives aimed at changing cultural perceptions, such as targeted gender programmes, have had significant impact. Programmes designed to lift teacher quality and the leadership skills of school principals were also found to improve student achievement by a large

<sup>10</sup> - This encompasses youth outside the education system who are not actively seeking employment or starting their own businesses.

<sup>11</sup> - World Bank (2011), Skills for the Labour Market in Indonesia.

<sup>12</sup> - McKinsey Global Institute (2012), The archipelago economy: Unleashing Indonesia's potential.

<sup>13</sup> - Paul Glewwe and Karthik Muralidharan (2015), Improving School Education Outcomes in Developing Countries: Evidence, Knowledge Gaps, and Policy Implications, RISE working paper.



measure. In addition, early childhood interventions are widely recognised as delivering some of the highest societal returns for a country, in terms of building human capital, reducing inequality, and promoting economic growth and prosperity.<sup>14</sup>

While the impact of technology was once highly disputed, advances in technology and lower data costs, especially in data analytics, are beginning to change this perception. Practitioners have incorporated the lessons from earlier experiences, and today technologies that support personalised learning and enable a greater focus on changing the way students and teachers interact have improved education outcomes at relatively low costs per student.

Further, students who receive career counselling and have access to job placement services are more likely to obtain stable and productive employment. Schools that offer practical, hands-on experiences and work closely with industry leaders in designing vocational programmes tend to have students who are more attractive hires.

### WHILE PHILANTHROPISTS ARE ACTIVE, MAJORITY OF EFFORTS ARE MICRO-SCALE

Based on interviews, surveys, and independent analysis of philanthropic activities, we mapped the contours of philanthropic support for Indonesia's education system.<sup>15</sup> The results showed that there is a tremendous amount of innovation and productive

efforts across almost every aspect of Indonesia's education system. However, the analysis also revealed that certain areas and regions were underserved, as well as an overall imperative to expand the level impact these efforts have across Indonesia's vast system.

Based on the survey responses, most philanthropic efforts in Indonesia's education sector concentrate on primary school education, with 78 percent of philanthropist respondents reporting they are active in the area. In contrast, only 43 percent of the respondents said they focus on early childhood learning, even though gaps in access to early education are present in Indonesia and early learning has been demonstrated as critical for later development.

Regional concentrations are also apparent. Of the respondents, 29 percent said they typically only work in just one or two provinces. The majority of interventions focused on student achievements, with particular emphasis on teacher quality, the curriculum, and the learning environment. While many of these initiatives have posted strong results, most are relatively small in scale when compared against the size of Indonesia's sector. We classified roughly 61 percent of these interventions as micro-scale, impacting less than 1 percent of their target groups.<sup>16</sup>

### FOUR AREAS HOLD SIGNIFICANT POTENTIAL FOR CREATING TRANSFORMATIVE IMPACT

Our study identified four areas in which philanthropic interventions can have enormous potential. In addition, measures in one area often help to stimulate improvements in the other areas. For example, improvements in school leadership and governance can help stimulate improvements in teacher quality. These four areas are:

#### 1. Teacher quality

In Indonesia, academic research has shown that a 10 percent higher teacher assessment score results in 1.7 percent higher student post-test scores.<sup>17</sup>

While many teachers in Indonesia are motivated and knowledgeable, there is ample room for improvement. Professional development programmes are often unavailable and community stature for teachers is often low. Partly as a result, on average almost 10

<sup>14</sup> - World Bank (2011), Investing in young children: An early childhood development guide for policy dialogue and project preparation.

<sup>15</sup> - The information was obtained from an online survey sent to philanthropists engaged in Indonesia's education sector. Fifty-one institutions participated in the survey, and the results were complemented by a literature review and interviews with representatives of more than 40 institutions.

<sup>16</sup> - For example, a teacher-focused initiative that reached fewer than 36,000 of Indonesia's 3.6 million teachers would be considered a micro-scale initiative.

<sup>17</sup> - World Bank (2015), Indonesia: A Video Study of Teaching Practices in TIMSS Eighth Grade Mathematics Classrooms.

percent of the country's teachers are absent from the classroom on a given day, and in remote areas the proportion can be twice as high.<sup>18</sup>

## 2. School leadership and governance

There is significant room for improvement in school leadership. Just 2 percent of teachers rate their school principals as competent in motivating teachers, and only 5 percent of principals rate their supervisors as competent on education evaluation.<sup>19</sup> Insufficient training is causing some of the problems. Only 2 percent of principals have completed the Principal Preparation Programme, a programme run by Lembaga Pengembangan dan Pemberdayaan Kepala Sekolah (LPPKS), a government organisation responsible for preparation, development, and empowerment of principals.<sup>20</sup> Lacklustre engagement with school committees also contributes to the problem. Only 44 percent of schools included school committees in the decision-making processes.<sup>21</sup>

## 3. Vocational education

The current vocational system faces several challenges. Uncertainty on the potential job opportunities deters many students from pursuing vocational education courses. For example, 42 percent of students in Sekolah Menengah Kejuruan (SMK), the vocational upper secondary schools, are unclear about which careers provide high wages and 20 percent dropped out because of uncertainty over job opportunities.<sup>22</sup>

Interviews suggest that once a student drops out, it can be difficult to re-enter the system because of challenges associated with stigma and administrative issues. Also, students in vocational courses often cannot develop skills needed for employment because on-the-job training and hands-on learning opportunities are underemphasised or unavailable. Interviews also suggested that the curriculum for many courses is outdated.<sup>23</sup>

As new technologies transform the labour market, labour inequality could worsen if the routine-based, manual jobs that provide a large proportion of employment in Indonesian become automated. The vocational system in Indonesia could be strengthened if employers, educators, and students interacted and collaborated more effectively.

## 4. Early childhood education and development

Early childhood interventions including education and health care can enhance a child's learning ability later in life.<sup>24</sup> For example, inadequate nutrition in the first 1,000 days of a child's life can lead to cognitive delays in school-age children.<sup>25</sup> According to a 2013 national health survey, Riset Kesehatan Dasar (RISKESDAS), 37.2 percent of Indonesian children younger than 5 years old or almost 9 million children suffered from stunted development.<sup>26</sup> Studies have also shown that pre-school enrolment in Indonesia remains below rates seen in neighbouring countries, such as Malaysia and Thailand.<sup>27</sup> The performance of many Indonesian early childhood education and development services is at or below minimally acceptable standards.<sup>28</sup>

Among the factors that limit the quality of early childhood education and care in Indonesia are low awareness of the economic and social benefits of these programmes; low affordability linked to weak government investment with, for example, one World Bank study finding that only half of Indonesian parents can pay typical early childhood centre fees<sup>29</sup>; insufficient training for teachers and healthcare workers; and poor integration of health and education interventions.

### REACHING GOALS REQUIRES A FOCUSED EFFORT

Given the breadth of the Indonesian education ecosystem, philanthropists need to know where their limited resources will likely produce the biggest impact. Ultimately, philanthropic giving will only account for a small proportion of the total resources that support the education system.

Globally, for example, annual donor funding represents less than 1 percent of total annual spend on education.<sup>30</sup> In Indonesia, even if every company donated 2 percent of its profits to education causes, the total would still equal less than 5 percent of the total government expenditure on education. With knowledgeable decisions, however, philanthropic funds can exert a disproportional impact in outcomes.

For these reasons, philanthropic efforts should target catalysing change, rather than focusing exclusively on executing and delivering individual interventions. To

18 - Analytical and Capacity Development Partnership, ACDP (2014), Study on Teacher Absenteeism in Indonesia.

19 - Analytical and Capacity Development Partnership, ACDP (2013), School and Madrasah Principal and Supervisor Competency Baseline Study.

20 - Analytical and Capacity Development Partnership, ACDP (2016), Evaluation of Principal Preparation Programme.

21 - RAND (2012), Implementation of School-Based Management in Indonesia.

22 - Based on a survey of 1,015 general and vocational upper secondary school students conducted as part of this research.

23 - Based on interviews and surveys with employers, as well as interviews with academics and philanthropists engaged in vocational education.

24 - World Bank (2011), Investing in young children: An early childhood development guide for policy dialogue and project preparation.

25 - World Bank (June 2017), Indonesia Economic Quarterly.

26 - Ministry of Health (2013), Basic Health Research (Riskesdas), accessed at <http://labdata.litbang.depkes.go.id/riset-badan-litbangkes/menu-risikesnas/menu-risikesdas/374-rkd-2013>.

27 - World Bank Data, accessed at <https://data.worldbank.org/indicator/SE.PRE.ENRR?end=2015&locations=ID-MY-SG-BN-VN-PH-LA-TL-MM-KH&start=1970>.

28 - Bappenas (2015), Background study for the preparation of the RPJMN for education 2015-2019; and World Bank (2017), Measurement matters in preschool quality, accessed at <http://blogs.worldbank.org/education/measurement-matters-preschool-quality>.

29 - World Bank (2014), Early Childhood Education and Development in Poor Villages of Indonesia.

30 - International Commission on Financing Global Education Opportunity (2016), The Learning Generation: Investing in Education for a Changing World. Global Silicon Valley (2016), 2020 Vision: A History of the Future.

achieve this goal, philanthropists must push the boundaries of innovation and inspire other stakeholders in the education ecosystem to expand their own efforts.

Asking three questions can help determine whether an initiative includes a catalytic element:

**> Does it create a lighthouse of innovation?**

Philanthropists can broaden their impact by providing seed funding or direct support for pilot initiatives that the public sector and other private sources might find too risky or unproven.

**> Does it create a case for change that can influence others?** Philanthropists can shape the discussion and direction of education initiatives by making a strong case for change, offering robust evidence of what succeeds and what doesn't, and investing in communication programmes targeting influential stakeholders in the ecosystem.

**> Does it present a platform to help other programmes expand?** Philanthropists can leverage their position by helping public, private, and non-profit organisations strengthen their capabilities to deliver and expand promising programmes.

## PHILANTHROPISTS CAN EXPLORE THESE TEN INITIATIVES

One product of our research was to identify 10 initiatives across the four priority areas – teacher quality, school leadership, vocational education, and early childhood education and development – that engender significant potential for sparking broad change:

### 1 Guru Juara (Teacher Quality)

Guru Juara, or “Champion Teacher” in Indonesian, is an initiative that aims to complement existing programmes that encourage outstanding Indonesian graduates to teach, such as Indonesia Mengajar. Among other facets, this initiative could augment existing programmes by offering mentorships from senior leaders and managers at well-known organisations, internships at leading firms during school breaks, and alumni forums to help maintain supportive networks. Among its goals, the initiative would strive to encourage participants to consider teaching as a career while maintaining connections with leaders and mentors in the private sector.

### 2 #BerandaIlmuGuru (Teacher Quality)

Beranda Ilmu Guru, or “Teacher Knowledge Platform” in Indonesian, is an initiative that aims to use technology to create an interactive, personalised learning platform that strengthens in-service training for teachers. Measures could include, for example, short daily lesson tips shared as a text message and tailored to a teacher's specific interests and needs and daily online coaching with mentors using video conferencing, chat rooms, or email.

### 3 Boosting teacher mentoring forums (Teacher Quality)

The teacher mentoring forums aim to strengthen existing teacher working groups (or “Kelompok Kerja Guru” in Indonesian) by highlighting their effectiveness and sharing best practices. The programme includes creating a database that catalogues experience and results, establishing teacher working groups in districts without any, developing a standard guidebook for teachers, training teachers as leaders of the working groups, and gathering feedback to ensure that these groups are effective. Ultimately the programme would strive to develop a cohort of “master mentors”.



## 6 Indonesia Educator Awards

(School Leadership and Governance)

The awards programme would recognise successful school leaders and seek to form a community of advisors who can stimulate improvements throughout Indonesia's education sector. Under this effort, an awards programme would celebrate principals and others as role models. Criteria for the award would include significant improvement in student learning outcomes and the ability to build a high-performing school ecosystem. Over time, this effort should result in a community of distinguished principals who offer expert guidance in training programmes for teachers and other principals.

## 4 Lighthouse schools

(School Leadership and Governance)

This initiative focuses on fostering improvements throughout a school's ecosystem to enhance outcomes, mirroring an approach used by the USAID PRIORITAS programme. Interventions are designed to strengthen critical soft skills, such as solving problems, making decisions, coaching, and providing feedback, and targets an array of stakeholders, including principals, vice principals, department heads, and school board members.

## 5 Principal Leadership Academy

(School Leadership and Governance)

This initiative aims to strengthen academic and in-service training for principals by launching a leadership development programme modelled on best-practice approaches, such as the India School Leadership Institute. The programme would seek to maximise practical applications of training by using a field-and-forum approach, embedding coaches to support the principals in the schools as they become effective leaders, and emphasising soft leadership skills including making powerful presentations, influencing others, conflict resolution, processing feedback, and coaching.

## 7 Tailored Industry Boot Camps

(Vocational Education)

Boot camps would work to develop industry-led training programmes, each two to three months long, to teach practical skills needed within specific sectors, such as crane operators, call centre officers, and chefs. The boot camps would also provide individual support to the participants, such as financial assistance, job interview preparation, and guaranteed interviews with potential employers. The programme could be modelled on similar skills boot camps run by the Generation programme and Infrastructure Leasing and Financial Services (IL&FS) in India.

## 8 Industri Mengajar

(Vocational Education)

Industri Mengajar, or "Industry Teaching" in Indonesian, aims to create a short-term industry placement programme for vocational teachers and school administrators, providing them with practical experience that can be passed on to their students. Such placements would ideally take place during school holidays to minimise any disruption. In addition, industry experts could also have the opportunity to offer part-time teaching, guest lectures, and mentoring at vocational schools under the programme.

## 9 Super Kader

(Early Childhood Education and Development)

Super Kader (or “volunteers” in Indonesian), is an initiative that seeks to train healthcare practitioners at Posyandu, local maternal health centres, to better provide early childhood education and development awareness and requisite skills for parents. The programme would provide tools for practitioners to help them introduce mothers to the importance of early childhood education and supplies, such as books and building blocks, that mothers can use with their children to enhance reading and motor skills at an early age.

## 10 Adopt a Village

(Early Childhood Education and Development)

This initiative acknowledges that early childhood education and development requires a wide range of interventions, from nutritional training to pre-school activities. Rather than a single intervention implemented in several places, this approach would seek to address many of the challenges present in a single location. The initiative would aim to build the capabilities of many people who influence early childhood development, for example training primary caregivers on childhood nutritional needs and PAUD<sup>31</sup> teachers in learning concepts. Best practices could be shared in a “Centre of PAUD Excellence” or similar structure. Such an initiative would augment related work under the World Bank Early Childhood Education and Development (ECED) project.<sup>32</sup>

## GREATEST IMPACT IS ACHIEVED THROUGH COLLABORATION

While individual interventions have an effect, the greatest impact is usually achieved when the interlinked components of the education ecosystem are addressed in tandem. To produce the greatest impact from this contribution, philanthropists should work together and with other stakeholders to create a catalytic environment that sparks broad-based change. Indeed, of philanthropists in our survey, 64 percent said there is room for increased collaboration in their efforts.

Collaboration can take many forms, and the ideal approach ultimately depends on each organisation's ambition, areas of interest, and capacity (Exhibit E3). The range of options stretches from simply sharing information to pooling resources. For example, philanthropists could combine their funds into a significant resource pool to tackle specific large challenges, an approach used by the Global Fund to fight AIDS, tuberculosis, and malaria. A joint fund in Indonesia, for instance, could focus on early childhood education and health topics, an area that is underfunded in the country.

Other levels of potential collaboration include establishing common facilities where institutions with similar goals can come together to explore innovative solution and best practices. A similar approach is already used in the teacher quality labs run by the Malaysian Government's Delivery Unit (PEMANDU).<sup>33</sup> In-service teacher training could benefit from such a collaborative approach since several philanthropic initiatives in Indonesia already focus on this area.

Annual forums that showcase promising ideas are also a useful measure for bringing philanthropists together to discuss how to expand their reach. At the most basic level, philanthropists can use these and other channels to keep up to date on trends and current initiatives in education.

<sup>31</sup> - Pendidikan Anak Usia Dini, Indonesia for early childhood education and development.

<sup>32</sup> - World Bank (2014), Early Childhood and Development Project: Project review.

<sup>33</sup> - <http://gtp.pemandu.gov.my/gtp/upload/78971400-f8d4-4956-a277-f77fde8bbd8c.pdf>

## EXHIBIT E3 :: There are a range of ways that philanthropists could collaborate in Indonesia depending on the ambition level

	Initiative	Description	Example
<b>High Collaboration</b> Action-focused with pooled resources and expertise	 <b>Funding and resource partnership</b>	Single channel or organisation to raise, consolidate and disburse funds from multiple sources.	
	 <b>Delivery labs</b>	Committed expertise (e.g. programme officers, grantees) from key stakeholders to collaborate as joint 'performance teams' (or 'delivery labs') for outcome-driven endeavours (including joined annual performance targets and incentives).	
	 <b>Knowledge-sharing network</b>	Regular convening of "working group" stakeholders on shared area of interest and expertise to build network, share ideas and problem-solve potential solutions.	
<b>Low Collaboration</b> Knowledge-sharing with limited formal or ongoing commitment	 <b>Annual forum</b>	Annual forum to share best practices, latest thinking and ideas. Promising ideas are showcased and receive exposure to potential mentorship, partnership and funding opportunities.	
	 <b>Publication and tools</b>	Up-to-date knowledge on current activity in the sector, case studies, key learnings, useful resources, online discussions (e.g. online platform, annual publications).	

\*the list is not exhaustive

Like all resources, philanthropy is finite, and a critical concern is how to maximise the impact of the various initiatives to bring the Indonesian education system forward. Four questions can help focus individual efforts more appropriately.

**> Does the strategy target areas with the greatest potential?** Teacher quality, school leadership, vocational education, and early childhood education and development are areas with significant potential for noticeable impact in the education system.

**> Can current initiatives be emulated by others to achieve expanded impact?** Catalytic programmes can encourage others to expand their efforts by offering innovative solutions, evidence of effectiveness, and approaches that can be replicated, improved, and expanded.

**> Does the programme have room to add promising initiatives?** The 10 initiatives identified in our study with the potential to trigger broad impact could be attractive additions to many ongoing efforts.

**> Are areas for collaboration being overlooked?** Collaboration magnifies the impact of any philanthropic effort, and the full range of potential alliances should be considered.

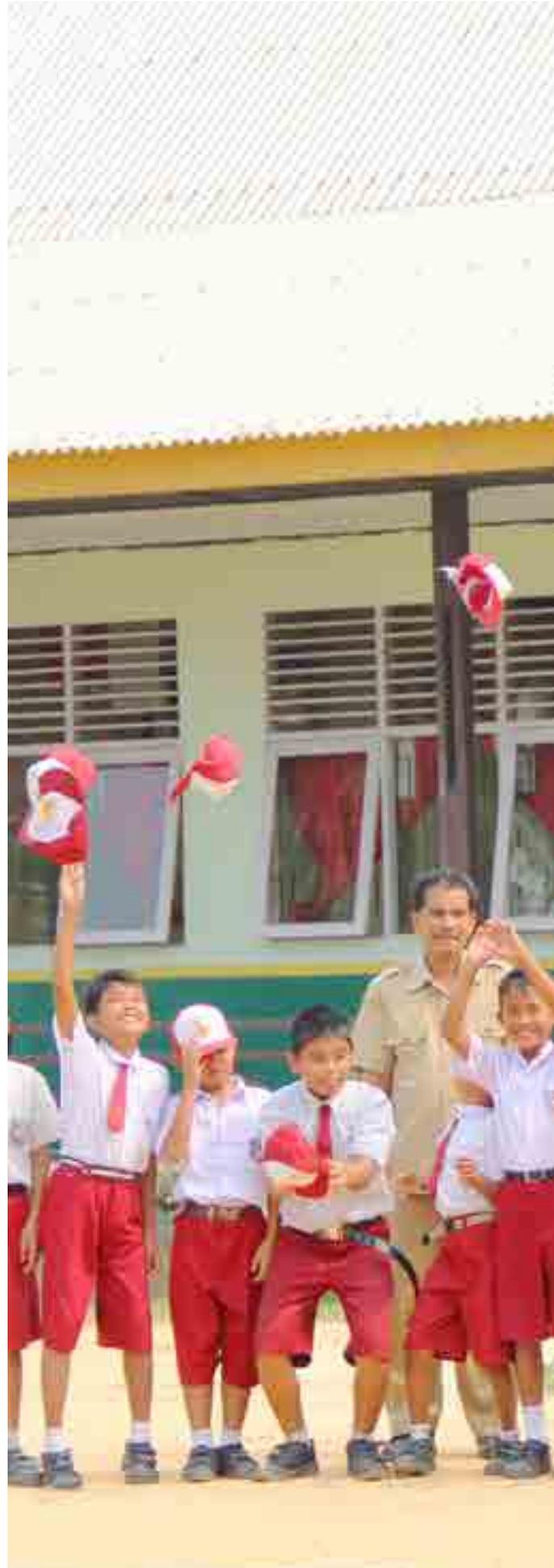
We hope this report inspires your strategy, your initiatives, and you for greater impact in education in Indonesia. Please email us at [indonesia@asiaphilanthropycircle.org](mailto:indonesia@asiaphilanthropycircle.org) or visit [www.asiaphilanthropycircle.org/edu-giving-guide-indonesia](http://www.asiaphilanthropycircle.org/edu-giving-guide-indonesia) if you would like to find out more.

# 01

## The current state of Indonesia's education ecosystem

> Taking stock: How Indonesia's education system fares today

24





# The current state of Indonesia's education ecosystem



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Indonesia's education system is large and complex. The country's student population is larger than the entire population of Spain. Indonesia also employs more teachers than Walmart, the world's largest company by revenue, employs staff, and has almost twice as many primary and secondary schools as the United States. Managing such a vast education system is challenging, and, despite strong progress in many areas in recent years, challenges remain.

## TAKING STOCK: HOW INDONESIA'S EDUCATION SYSTEM FARES TODAY

Education outcomes span a wide spectrum of metrics, and determining the performance level of an overall system is tricky at best. However, a reasonable snapshot can be captured by considering three basic points:

- 1. EQUITABLE ENROLMENT:** Do Indonesian students have uniform access to education regardless of gender, disabilities, geography, or socioeconomic circumstances?
- 2. STUDENT ACHIEVEMENT:** Does the quality of education lead to acceptable student achievement?
- 3. PRODUCTIVE LIVELIHOOD:** Do the skills and knowledge gained align with the needs of industry and entrepreneurship?

Each of these outcomes can be linked directly to drivers that can deliver improvements, as well as some drivers that span across the three outcomes (Exhibit 1).

## EXHIBIT 1 :: Framework to assess education outcomes and their underlying drivers



### EQUITABLE ENROLMENT

Equitable enrolment encompasses the idea that children should have uniform access to education, and in recent years Indonesia has shown progress toward this end. Access to basic education is nearly universal. Today, almost 97 percent of children between 6 and 12 years old attend primary school (Exhibit 2). In addition, enrolment rates in lower secondary schools – students between 12 and 15 years old – jumped from 64 percent to 78 percent between 2003 and 2016. Both metrics have moved above the average for the region.

A number of government policies and initiatives have contributed to improving the access, availability, and affordability of basic education, including the school operational assistance (Bantuan Operasional Sekolah, or BOS) grant; “One Roof” primary and junior secondary schools housed in the same building in remote areas; and local school grants (Bantuan Operasional Sekolah Daerah, or BOSDA).<sup>34</sup>

However, many gaps remain. Senior secondary school enrolment reached just 60 percent, despite an almost 20 percentage point improvement since 2003. And, according to the latest National Socio-Economic Survey, about 1 million children between 7 and 15 years old did not attend school in 2016 and about 3.6 million of those between 16 and 18 years old did not.<sup>35</sup> In addition, large variations are shown in enrolment rates across provinces, particularly at the upper secondary level.<sup>36</sup>

After examining a broad set of potential factors, two main drivers emerged as being particularly important for explaining these enrolment rates:

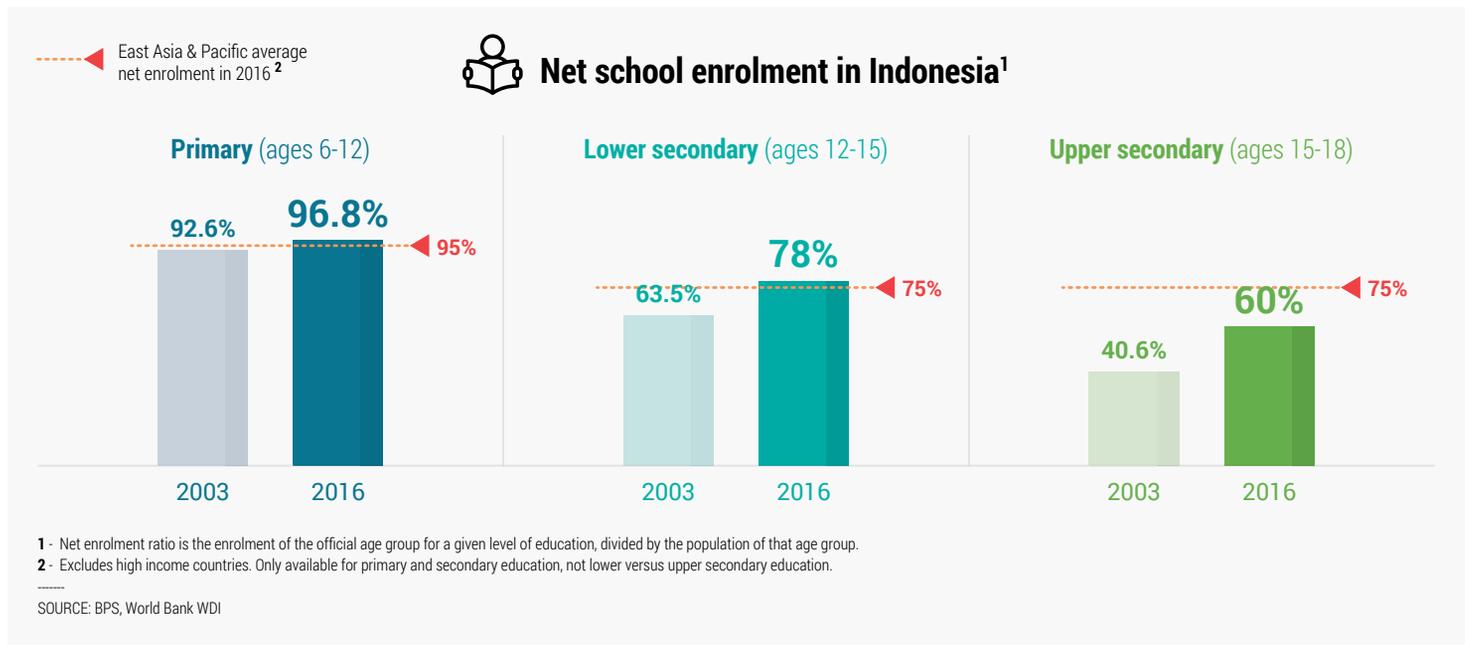
**1. Financial-related factors:** Data from Badan Pusat Statistik (BPS), the national statistics office, showed many students stop attending school because of financial problems, with around 25 percent of dropouts saying they could not afford school fees and a further 25 percent saying they needed to earn money. In addition to launching BOS, a massive

<sup>34</sup> - ADB (2015), Education in Indonesia: Rising to the Challenge.

<sup>35</sup> - Badan Pusat Statistik (2016), National Socio-Economic Survey, and UNICEF (2016), The school years, accessed at [https://www.unicef.org/indonesia/children\\_2833.html](https://www.unicef.org/indonesia/children_2833.html).

<sup>36</sup> - For example, there is a 34-percentage point gap between the province with the highest enrolment rates, Bali, and that with the lowest enrolment rates, Papua. Based on BPS and World Bank data.

## EXHIBIT 2 :: Net enrolment rate has risen up to 20% since 2003, but still gaps in upper secondary to regional average



school operation grant programme that injects funds directly into schools, the government has also rolled out two conditional cash transfer programmes: the poor students assistance programme (Bantuan Siswa Miskin, or BSM), and the family hope programme (Program Keluarga Harapan, or PKH) to increase school enrolment for children from poor families. These two programmes have been facilitated by the new KIP (Kartu Indonesia Pintar) smart card which allows recipients to access the funds directly.<sup>37</sup>

While these programmes have increased enrolment, much can be done to improve targeting and timing (e.g., students do not know whether they will receive BSM until they have enrolled in school).<sup>38</sup>

**2. Cultural and perception factors:** A range of cultural factors prevent students from staying in school, including the perception that women do not need lengthy schooling, which was cited by almost 25 percent of female dropouts as the reason they left school.<sup>39</sup>

The research also suggested that school infrastructure and teacher staffing levels are relatively minor factors in enrolment rates. Primary schools are readily available in Indonesia, and while there are

fewer secondary schools, resulting in longer student commutes, only 2 percent of the students in the BPS study mentioned distance to school as a reason for dropping out.<sup>40</sup> Also, student-teacher ratios in Indonesia are among the lowest globally, with about 1 teacher for every 15 students in primary and general secondary school and 1 for every 6 students in vocational upper secondary school.

### STUDENT ACHIEVEMENT

Although enrolment in Indonesian schools is at a historical high, indications show that students are behind their international peers. Indonesia's scores in various standardised international education tests are comparably weak. For example, the OECD's Programme for International Student Assessment (PISA) study ranks Indonesia among the bottom 10 percent of countries worldwide. In 2015, between 55 and 69 percent of Indonesian students performed below the minimum levels across subjects, and performance in reading has actually fallen since 2009 (Exhibit 3).

Details from the OECD findings, however, highlighted areas of progress that contrasted with these disappointing overall results. In particular, science scores among 15-year-old students in Indonesia

<sup>37</sup> - ADB (2015), Education in Indonesia: Rising to the Challenge.

<sup>38</sup> - ACDP (2014), Rapid Assessment of the Cash Transfer for the Poor Students Programme (BSM).

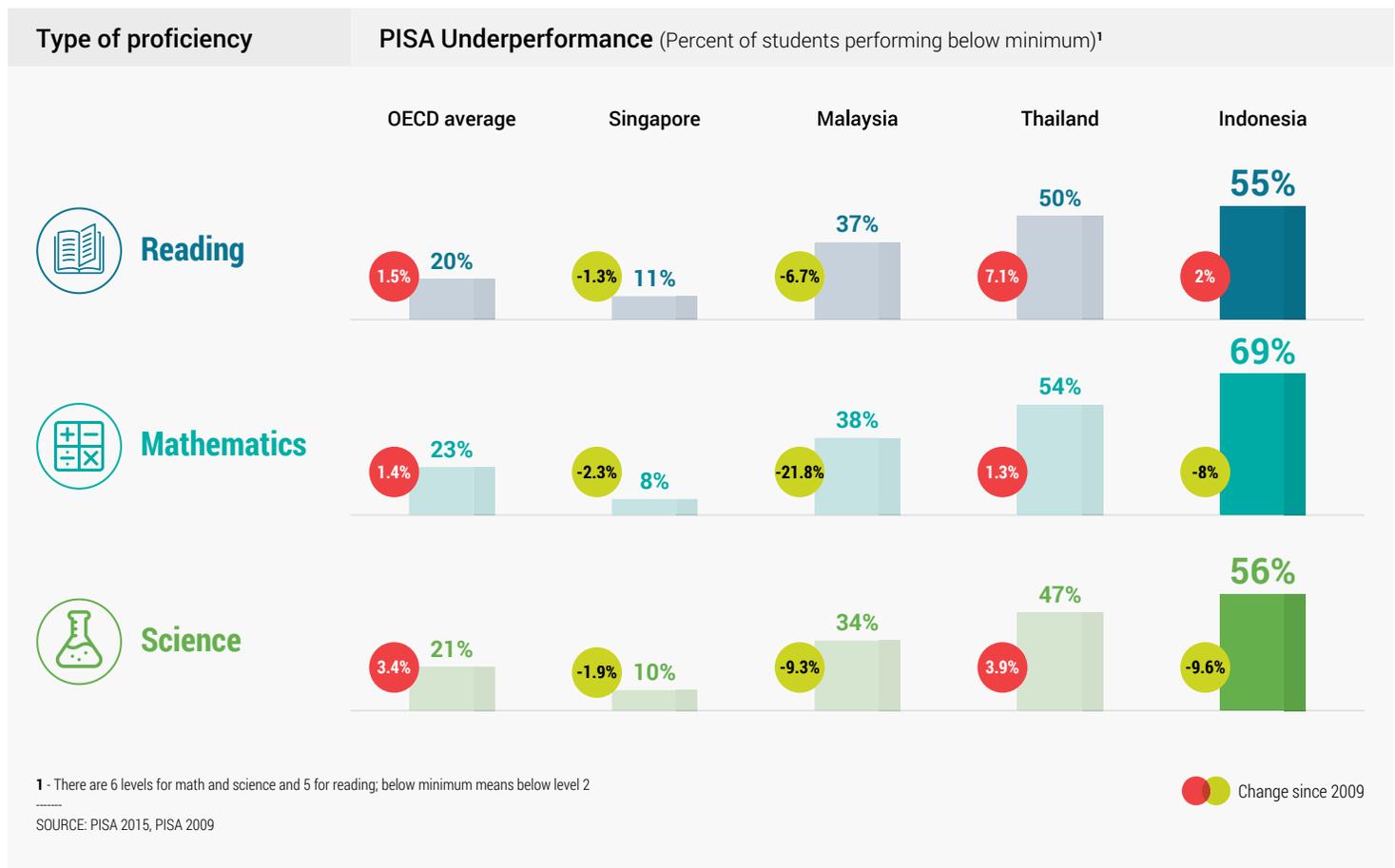
<sup>39</sup> - Badan Pusat Statistik (2016), National Socio-Economic Survey; and UNICEF (2016), The school years, accessed at [https://www.unicef.org/indonesia/children\\_2833.html](https://www.unicef.org/indonesia/children_2833.html).

<sup>40</sup> - Ibid.

<sup>41</sup> - OECD (2016), Indonesia Country Note (accessed at: <https://www.oecd.org/pisa/PISA-2015-Indonesia.pdf>).

<sup>42</sup> - ACDP (2014), Study on Teacher Absenteeism in Indonesia.

<sup>43</sup> - Aptitude test (Uji Kompetensi Guru) is a mandatory test to measure base teacher competency for subject matters and pedagogy conducted by the Ministry of Education and Culture (accessed at: <https://www.kemdikbud.go.id/main/blog/2016/01/7-provinsi-raih-nilai-terbaik-uji-kompetensi-guru-2015>).

**EXHIBIT 3 :: More than half of Indonesian students are performing below the minimum levels on international tests**

44 - World Bank (2014), Teacher Reform in Indonesia.

45 - ACDP (2013), School and Madrasah Principal and Supervisor Competency Baseline Study.

46 - Bappenas (2015), Background study for the preparation of the RPJMN for education 2015-2019.

47 - Ibid.

48 - Some studies suggest stunted development during childhood can lead to a loss of up to 22 percent in annual earnings later in life. For more information see Sally Grantham-McGregor, et al, Development Potential in the First 5 Years for Children in Developing Countries, The Lancet, 2007.

49 - The World Health Organisation (WHO) definition of stunted development is for the "height for age" value to be less than two standard deviations of the WHO Child Growth Standards median.

50 - Indonesia Ministry of Health (2016), Situasi Balita Pendek 2016.

rose by 21 points between 2012 and 2015, the fifth best improvement recorded among the 72 countries included in the comparison.<sup>41</sup> Three drivers in particular contribute to these results:

**1. Teacher quality:** Despite the abundance of teaching staff and reform efforts in Indonesia (e.g. the Teacher Law of 2005 aims to raise the status and quality of teachers), ensuring teacher quality remains a challenge in many regions. On average, 10 percent of teachers are frequently absent from schools and 13 percent of teachers are at the school, but not in the classroom.<sup>42</sup> In remote areas, absenteeism can be as high as 19 percent.

The quality of teaching is also troublesome. On average, Indonesian teachers scored 53 percent on a national teacher aptitude test in 2015,<sup>43</sup> and a World Bank study in 2014 found no evidence that reforms in teacher certification in Indonesia improved student learning outcomes.<sup>44</sup>

**2. School leadership:** School leadership is also a challenge across Indonesia. In a 2013 survey, only 2 percent of teachers rated their principal as a competent motivator, 5 percent rated them as academically competent, and 8 percent as a competent leader (Exhibit 4).<sup>45</sup>

School leadership deficiencies also affect other areas, such as the teaching environment. As a worrying sign, in 2015 no Indonesian school met all of the country's Minimum Service Standards (MSS).<sup>46</sup> From the report, in 40 percent of the schools, not all teachers were using lesson plans and in almost 50 percent of schools, not all teachers were offering students regular assessments to improve their learning.<sup>47</sup>

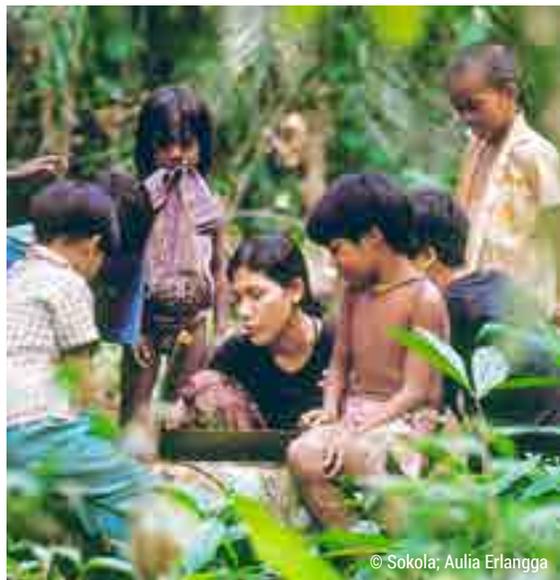
**3. Early childhood intervention:** Nutrition and cognitive stimulation in a child's early years are strongly linked to education outcomes and employment success later in life.<sup>48</sup> However, according to the Indonesia Ministry of Health, 29 percent of Indonesian children under the

## EXHIBIT 4 :: Principals in Indonesia appear over-burdened with administrative tasks and spend limited time coaching and leading teachers



age of 5 years old suffer from stunted development<sup>49</sup> because of chronic malnutrition<sup>50</sup>, a rate well above that of its peers, such as Malaysia, 18 percent, and Thailand, 11 percent.<sup>51</sup> Significant steps have been taken by the government to widen access to and improve the quality of early childhood education, building on initiatives since 2001, and following the 2010 “Grand Design”, a blueprint for the development of early childhood education (ECE).

Although ECE enrolment rates in Indonesia have risen steadily in recent years, they are not evenly spread across the country and across socio-economic groups.



The bulk of growth in provision and participation of ECE has been in the for-profit private sector which is accessed by parents who can afford to pay for this provision. Children from the poorest families, who could benefit most from early learning and care, are the least able to gain access and the most likely to fall behind in subsequent stages of schooling.<sup>52</sup>

For example, the enrolment rate for the wealthiest quintile of households was 42 percent, while the rate for the poorest quintile was 30 percent. Comparing across regions, 63 percent of 3- to 6-year-olds were enrolled in ECED services in Yogyakarta compared with 12 percent in Papua and 16 percent in Kalimantan Barat.<sup>53</sup> Overall, Indonesia ranked 44th of 45 countries on early education availability, access, and quality in a study by the Economist Intelligence Unit.<sup>54</sup>

What about curriculum? Indonesia's new curriculum, Kurikulum 2013, is designed to develop critical thinking and creativity in students, as well as to provide them with more contemporary knowledge options.<sup>55</sup> Kurikulum 2013 features many best-practices and adopts a more integrated, student-centred approach to learning.<sup>56</sup>

However, successful curriculum reform must be underpinned by delivery which relies heavily on teacher quality and supporting resources. An ADB study

<sup>51</sup> - UNICEF (2016). THAILAND Multiple Indicator Cluster Survey 2015-2016; ASEAN (2016) Regional Report on Nutrition Security in ASEAN

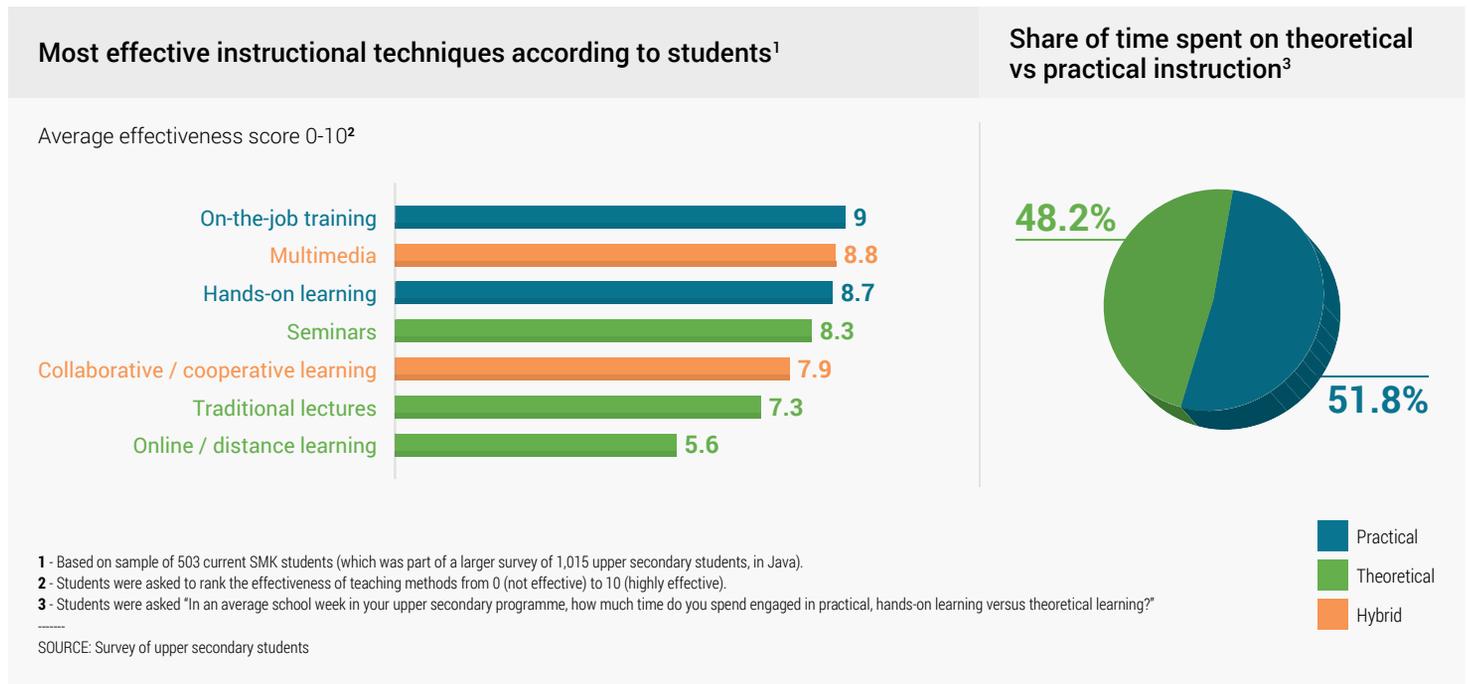
<sup>52</sup> - ADB (2015), Education in Indonesia: Rising to the Challenge.

<sup>53</sup> - Based on data from the Indonesian Ministry of Education.

<sup>54</sup> - Economist Intelligence Unit (EIU) and Lien Foundation (2012), Starting well Benchmarking early education across the world, accessed at [http://www.lienfoundation.org/sites/default/files/sw\\_report\\_2.pdf](http://www.lienfoundation.org/sites/default/files/sw_report_2.pdf).

<sup>55</sup> - ADB (2015), Education in Indonesia: Rising to the Challenge.

<sup>56</sup> - Bappenas (2015), Background study for the preparation of the RPJMN for education 2015-2019.

**EXHIBIT 5 :: While students feel that hands-on learning is effective, much of their training is still theoretical**

notes that teachers want training in various aspects of the new curriculum, including content knowledge, thematic teaching, interactive pedagogy, and group learning.<sup>57</sup> Unless teachers have confidence in their own competence to deliver to the goals of the new curriculum, they are likely to default to the traditional recitation method in their classrooms, and thus the new curriculum will not achieve its intended outcomes. Changes in curriculum may therefore have minimal impact without improvements in teacher quality and adequate supporting resources.

### PRODUCTIVE LIVELIHOOD

Many Indonesian young adults struggle to find a job after leaving school. Youth unemployment in Indonesia, while down considerably from a peak in 2005, remained at a worrisome 19 percent in 2015, compared with about 12 percent in Malaysia. In 2011 World Bank survey, 56 percent of vocational students in Indonesia who responded said they felt either somewhat or poorly prepared to enter the workforce.<sup>58</sup>

At the same time, relevant industry skills are heavily demanded, with about 60 percent of Indonesian firms reporting difficulties in filling professional roles.<sup>59</sup> In a 2012 study, the McKinsey Global Institute estimated

that Indonesia could face a shortfall of 9 million skilled and semi-skilled workers by 2030.<sup>60</sup>

The key drivers behind this skills gap include:

**1. Career counselling and job matching:** Schools and industry cooperate minimally in matching training programmes to employer needs. Of vocational students surveyed, 32 percent said they had a limited understanding of job opportunities and 42 percent said they did not fully understand the wage possibilities available.<sup>61</sup>

**2. Vocational education:** Interviews with employers and students highlighted concerns around insufficient employer input into the curriculum, limited hands-on training, and low teacher quality. The survey of vocational students found that on-the-job training and hands-on learning scored the highest in perceived effectiveness among vocational students,<sup>62</sup> yet even among the top SMK schools only about 50 percent of teaching time is spent on practical training as opposed to theoretical lessons, while practical training in some of the world's leading vocational systems accounts up to 75 percent of instruction time (Exhibit 5).<sup>63</sup>

<sup>57</sup> - ADB (2015), Education in Indonesia: Rising to the Challenge.

<sup>58</sup> - World Bank (2011), Indonesia for the labor market in Indonesia: trends in skills demand, gaps, and supply in Indonesia.

<sup>59</sup> - Ibid.

<sup>60</sup> - McKinsey Global Institute (2012), The archipelago economy: Unleashing Indonesia's potential.

<sup>61</sup> - Based on a survey of 1,015 upper secondary students conducted as part of this research. 503 of which were SMK students, the rest were SMA students.

<sup>62</sup> - Ibid.

<sup>63</sup> - According to OECD research, more than three-quarters of vocational training programmes in Denmark, Germany, Finland, France, Norway, and Switzerland at the upper secondary level spend 50-75% of instructional time in practical or on-site training. For further information see Małgorzata Kuczera, (2010), Learning for Jobs - The OECD International Survey of VET Systems: First Results and Technical Report, accessed at <https://www.oecd.org/edu/skills-beyond-school/47334855.pdf>.

# 02

## Lessons on delivering education outcomes

- > Equitable enrolment
- > Student achievement
- > Productive livelihood
- > Cross-cutting drivers

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# Lessons on delivering education outcomes



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Many different actions can be taken to improve a country's education system, but unique characteristics of individual systems can influence the impact these interventions deliver. Evidence from Indonesia and around the world shows clearly that initiatives are not uniformly successful. In examining the experiences and successes of programmes in various contexts, our study pinpointed a number of areas with significant potential to enhance the quality of education in Indonesia.

Identifying global best practice in education reform can be challenging because each school system presents its own idiosyncrasies around factors such as resources available, leadership commitment, prevailing infrastructure, and initial situation. In addition, studies into the effectiveness of reform vary in terms of scope, evaluation criteria, methodology, and other elements.<sup>64</sup>

As our analysis has shown, however, three outcomes – equitable enrolment, student achievement, and productive livelihood – recur in discussions about measuring the effectiveness of education reform (Exhibit 6). Drawing lessons from experiences in other systems points to an array of factors that can be influenced to create impact around these outcomes in Indonesia's unique environment. In addition, cross-cutting measures can affect multiple outcomes.

<sup>64</sup> - Interpreting the evidence to draw generalised lessons is challenging because of variation across contexts, duration and quality of studies, as well as the details of specific interventions studied. Isolate the impact of one specific intervention from the broader portfolio of reforms being undertaken at a given time is almost difficult. The approach used in this study seeks to determine the impact of different education interventions on equitable enrolment, student achievement, and the link to productive livelihood.

## EXHIBIT 6 :: Evidence of impact assessment revealed strongest drivers across each outcome

Education outcomes	Strongest evidence of impact (highlights)
 <b>Equitable enrolment</b>	<p> <b>Financial-related factors:</b> Labelled cash transfer programmes have resulted in a <b>↓70% difference in drop-out rates</b></p> <p> <b>Cultural and perception factors:</b> Funds provided to supply bicycles to girls <b>increased secondary school enrolment</b> by those who lived more than 3km away by <b>↑9%</b></p>
 <b>Student achievement</b>	<p> <b>Teacher quality:</b> In Indonesia, <b>↑10% higher teacher assessment score</b> results in <b>↑1.7% higher student post-test scores</b></p> <p> <b>School leadership:</b> <b>↑10% in student test scores</b> as a result of principals who improved their instructional abilities by one standard deviation</p> <p> <b>Inclusive and personalised learning:</b> Reading camps run by volunteers increased fraction of <b>students who were able to read letters</b> by <b>↑8 percentage points</b></p> <p> <b>Early childhood intervention:</b> Every dollar invested in high-quality early childhood education programs can yield between <b>USD 6-17 in return</b> (in terms of higher student achievement, higher enrolment, and more productive livelihoods)</p>
 <b>Productive livelihood</b>	<p> <b>Vocational education:</b> Scaling up apprenticeship systems had the potential to <b>reduce difference between adult and youth unemployment rate</b> by almost <b>↓6%</b></p>
 <b>Cross-cutting</b>	<p> <b>School governance:</b> In Indonesia, the average difference in examination scores between top and bottom performing local government is <b>10%</b></p>

SOURCE: Academic literature review

### EQUITABLE ENROLMENT

Financial incentives, including cash transfers and scholarships, are among the measures that appear to produce the greatest impact on equitable enrolment across genders, disabilities, geographies, and socio-economic circumstances. In Morocco, for example, a labelled cash transfer programme in which funds were given without regard to school attendance resulted in a 76 percent fall in drop-out rates compared with schools not included in the programme.

Research has found that cultural and perception factors are also important for driving changes in enrolment. In India for example, funds provided to supply bicycles to girls to commute to secondary school increased their enrolment by 30 percent, and by 9 percent for those who lived more than 3km away.<sup>65</sup> In contrast, and perhaps surprisingly, the evidence is inconclusive

on whether low student-teacher ratios discourage dropping out of school in developing countries.<sup>66</sup>

In addition, building new schools can spur enrolment significantly, largely because new schools tend to reduce the commuting distance faced by students. For example, a study of Indonesia's massive school construction programme in the 1970s found that each additional school per 1,000 school-age children increased the time in education per child by more than two months, on average.<sup>67</sup>

However, beyond a certain point where schools are already present in local communities there is limited evidence to suggest additional infrastructure has further benefit. This is consistent with the evidence presented in the previous chapter suggesting that only about 2 percent of Indonesian students cite distance as a reason for dropping out of school.

<sup>65</sup> - Paul Glewwe and Karthik Muralidharan (2015), Improving School Education Outcomes in Developing Countries: Evidence, Knowledge Gaps, and Policy Implications, RISE working paper.

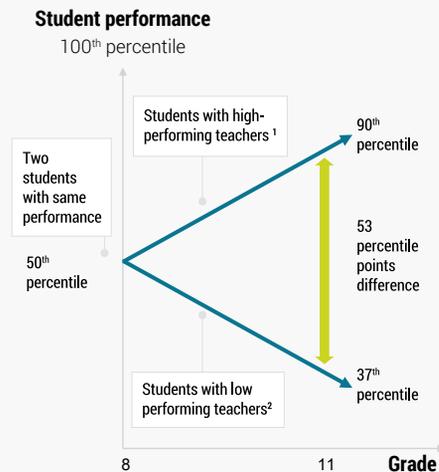
<sup>66</sup> - Ibid.

<sup>67</sup> - Esther Duflo (2001), Schooling and Labor Market Consequences of School Construction in Indonesia: Evidence from an Unusual Policy Experiment.

## EXHIBIT 7 :: Teacher quality and school leadership are the strongest drivers of student achievement



### Research indicates quality of teaching has a cumulative effect on student outcomes



1 - Among top 20% of teachers.

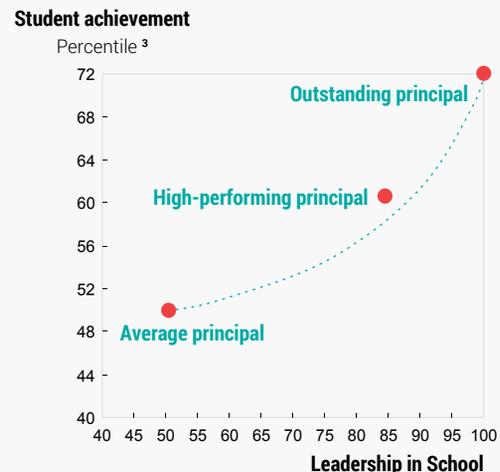
2 - Among bottom 20% of teachers.

3 - For leadership and student achievement, percentile implies the relative placement within the distribution

SOURCE: Sanders and Rivers, "Cumulative and residual effects on future student academic achievement", A 'meta-analysis' of 69 studies of school leadership conducted between 1978 and 2001, involving an estimated 14,000 teachers and 1.4 million students, Marzano, Robert J., Timothy Waters, and Brian A. McNulty, 2005



### Research also indicates quality of leadership in school has a strong positive impact on student achievement



## STUDENT ACHIEVEMENT

Academic research shows that teacher quality, school leadership, and early childhood interventions are the most important drivers for enhancing student achievement. Research from the United States has indicated that students of teachers ranked in the top 20th percentile display 50 percent higher performance in standardised tests (than students of teachers ranked in the bottom 20th percentile).<sup>68</sup> In Indonesia, a study shows that a 10-percentage-point higher teacher assessment score relates to a student's test score being 1.7 percentage points higher.<sup>69</sup>

Research in the United Kingdom has also suggested that school leadership is the second-most important factor influencing student achievement after teacher quality.<sup>70</sup> A separate meta-analysis of 69 studies of school leadership conducted between 1978 and 2001 and covering about 14,000 teachers and 1.4 million students showed that a strong principal can get

students to perform 22 percent better than an average principal (Exhibit 7).

And finally, early childhood development programmes are widely recognised as delivering some of the highest returns to society in terms of building human capital, reducing inequality, and promoting future growth and prosperity. Early childhood interventions that focus on early education and pre-literacy development, parenting education, and nutrition have been demonstrated to promote school readiness, school achievement, and school completion in later years.

In Argentina, for instance, one year of pre-school education increases average test scores in maths and Spanish for third graders by 8 percent.<sup>71</sup> The World Bank has also estimated that every US dollar invested in high-quality early childhood education programmes globally can yield returns of between US\$6 and US\$17, while every US dollar invested in proven maternal and child nutrition interventions can deliver returns of US\$16.<sup>72</sup>

68 - Sanders and Rivers (2007), Cumulative and residual effects on future student academic achievement.

69 - World Bank (2015), A Video Study of Teaching Practices in TIMSS Eighth Grade Mathematics Classrooms, accessed at <http://documents.worldbank.org/curated/en/886911472471847117/pdf/AUS8688-REVISED-WP-P102259-PUBLIC-StudyMainReportDecember.pdf>.

70 - About 97 percent of schools in England rated good or excellent overall are led by management teams that are also related good or excellent overall.

71 - World Bank (2011), Investing in Young Children: An Early Childhood Development Guide for Policy Dialogue and Project Preparation.

72 - World Bank (June 2017), Indonesia Economic Quarterly.

## BOX 1

## Lessons on improving teacher quality

A review of experiences in Indonesia and abroad provides several lessons of what works and doesn't work to improve teacher quality:

**1. Paying teachers more does not make them teach better.** World Bank research in Indonesia associated with the certification programme shows that paying teachers more decreases their reliance on outside employment and decreases self-reported financial stress, but does not make teachers teach better.<sup>73</sup>

However, international evidence does support the notion that teaching quality can improve considerably with the right levels of accountability and professional development support.<sup>74</sup>

**2. Subject matter is important, not necessarily college degrees.** In Indonesia, teachers with bachelor's degrees are only moderately better at their jobs than those without a college degree, especially among primary school teachers. However, knowledge of subject matter appears to be important in driving improvements in learning outcomes.<sup>75</sup>

**3. The quality and distribution of teachers matter more than overall supply.** In Indonesia, teacher training colleges produce 250,000 university trained teachers each year, while the system needs only 50,000 to 100,000 a year.<sup>76</sup> Despite the large inflow, many regions of Indonesia are not able to get access to high-quality teachers.

**4. High-profile recruitment can enhance status, not necessarily quality.** International elite teacher programmes such as Teach First, a UK initiative that channels top students into education careers, have helped change perceptions of a teaching career, but these efforts alone won't change the quality base of teaching because they touch just a small proportion of teachers. For example, Teach First has placed 10,000 teachers over 15 years. While



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the number is respectable, it is dwarfed by the estimated 1.3 million teachers and support staff in British schools.<sup>77</sup>

While the impact on overall quality may be negligible, Teach First and similar Programmes deliver a multiplier effect by helping shift the status of the profession. For example, Teach First was ranked 2nd in The Times' annual list of Top 100 Graduate Employers in 2014-15.

**5. Technology can boost teacher quality, if designed correctly.** Technologies that support personalised learning, essentially mimicking a responsive tutor, and a greater focus on training teachers on how to incorporate technology into their lesson plans have significantly improved education outcomes at relatively low costs per student.

**6. Training quality more important than quantity.** High-quality training is essential, but too much training can lead to unnecessary absenteeism and disruption. In many systems, training is a major reason for teacher absenteeism.<sup>78</sup> In Indonesia, mentoring and peer learning have been particularly effective in supporting continuous professional development.<sup>79</sup>

<sup>73</sup> - World Bank (2015). Teacher certification and beyond: An empirical evaluation of the teacher certification programme and education quality improvements in Indonesia.

<sup>74</sup> - McKinsey & Company (2007), How the world's best-performing schools come out on top.

<sup>75</sup> - Ibid.

<sup>76</sup> - Ibid.

<sup>77</sup> - According to BBC news (accessed at: <http://www.bbc.com/news/education-26973916>) and Teach First website (accessed at: <https://www.teachfirst.org.uk/what-we-do/developing-leaders-schools-0/training-and-supporting-new-teachers>).

<sup>78</sup> - ACDP (2014), Study on Teacher Absenteeism in Indonesia 2014, accessed at <https://www.adb.org/sites/default/files/publication/176315/ino-study-teacher-absenteeism-2014.pdf>.

<sup>79</sup> - World Bank (2014), Teacher Reform in Indonesia.

## BOX 2

## Lessons on improving school leadership



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A review of experiences in Indonesia and abroad provides several lessons on what works and doesn't work to improve school leadership:

**1. Principals as instructional leaders, rather than paper pushers.** High performing school systems rethink the roles of principals and their key performance indicators. These systems focus on developing principals and instructional leaders and mentors, who play a positive role in improving the quality of teaching and learning at their schools, rather than myopic administrators.<sup>80</sup>

**2. A school-based approach has greatest effect for underperforming systems.** In high performing school systems, targeting just the principals can improve overall school performance.<sup>81</sup> In lower performing systems, however, entire schools should be brought into the reform effort. At a minimum, the principal, vice principals, and department heads must be included in any reform programme.

**3. Decision points and influencers deserve attention.** International evidence demonstrates using information to make stakeholders with decision-making power more accountable can improve school outcomes.<sup>82</sup>

In Indonesia, parent committees at public school often have little influence on important issues, such as budgets or administration appointments, and may lack the necessary leverage to affect school leadership.<sup>83</sup> School boards, on the other hand, can wield considerable power at private schools, while school supervisors in public school could be valuable allies in influencing governance issues.

**4. Principals hired from outside the school system need transition support.** Many principals in Indonesia when appointed do not possess significant education experience and are in dire need of support to enable a successful transition. Interviews with school leaders revealed a large demand for principal training with an emphasis on financial management, accounting, legal issues, and policy, including grant availability and application processes.

**5. Leaders need opportunities to share best practices.** Interviews with philanthropists focusing on school leadership in Indonesia highlighted the urgent need for better collaboration and platforms to share best practices and experiences. While platforms are available for teachers to exchange insights and knowledge, little is offered to principals.

**6. Data is limited, but analytic capabilities are more limited.** Data on school outcomes in Indonesia is scarce, but interviews with leaders at education technology companies suggest there is also severe shortfall in capabilities among principals and school board members to analyse data effectively.

<sup>80</sup> - McKinsey & Company (2010), How the world's most improved school systems keep getting better.

<sup>81</sup> - Ibid.

<sup>82</sup> - RISE (2017), Information Provision Can Improve Learning Outcomes - When It Strengthens Accountability, accessed at <http://www.riseprogramme.org/content/information-provision-can-improve-learning-outcomes-when-it-strengthens-accountability>.

<sup>83</sup> - RAND (2012), Implementation of School Based Management in Indonesia.

## BOX 3

## Lessons on improving early childhood education and development



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A review of experiences in Indonesia and abroad provides several lessons on what works and doesn't work to improve early childhood education and development:

**1. Start early.** Nutritional interventions have the greatest effectiveness during a child's first 1,000 days, roughly from conception through two years of age.<sup>84</sup>

**2. Holistic approach is best.** Crucial aspects surrounding early childhood development – parental awareness, finances, teacher quality, and nutrition – are inseparable and related. World Bank research in Indonesia has shown that interventions with a combined focus on education and health can have significantly greater effects on child development outcomes compared with interventions that address education and health separately.<sup>85</sup>

**3. Parents recognise importance, but not breadth.** While parents in Indonesia generally understand the benefits delivered by early childhood education and development, most focus narrowly on numeracy and literacy and

neglect the need to build a broader range of cognitive skills.

**4. Stunted development isn't simply about food quantity.** Stunted development is a problem even in areas in which food is generally available. Parents must understand stunting is linked to a lack of nutritional meals for children, not simply a lack of food.

**5. Philanthropists can influence public sector to invest.** Civil society and philanthropists can play a critical role in building awareness of the importance of early childhood education and development and helping to mobilise action from the public sector, as seen in a UNESCO campaign advocating for universal kindergarten in the Philippines.

**6. Teacher quality often overlooked in early education.** Interviews with philanthropists involved in early childhood interventions showed that grants to local communities for early childhood education and development generally go toward infrastructure, rather than instructors, even though teacher quality can be important to success.

<sup>84</sup> - World Bank (2017), Indonesia Economic Quarterly.

<sup>85</sup> - Ibid.

## PRODUCTIVE LIVELIHOOD

Vocational programmes developed in collaboration with the private sector have helped students achieve better jobs and better pay. For example, the Infrastructure Leasing and Financial Services (IL&FS) Skills Schools in India began placement discussions with industry partners before the formal programme started to assess demand and skill requirements and align the curriculum accordingly. As a result, 85 percent of the participants were hired once they completed the training.<sup>86</sup>

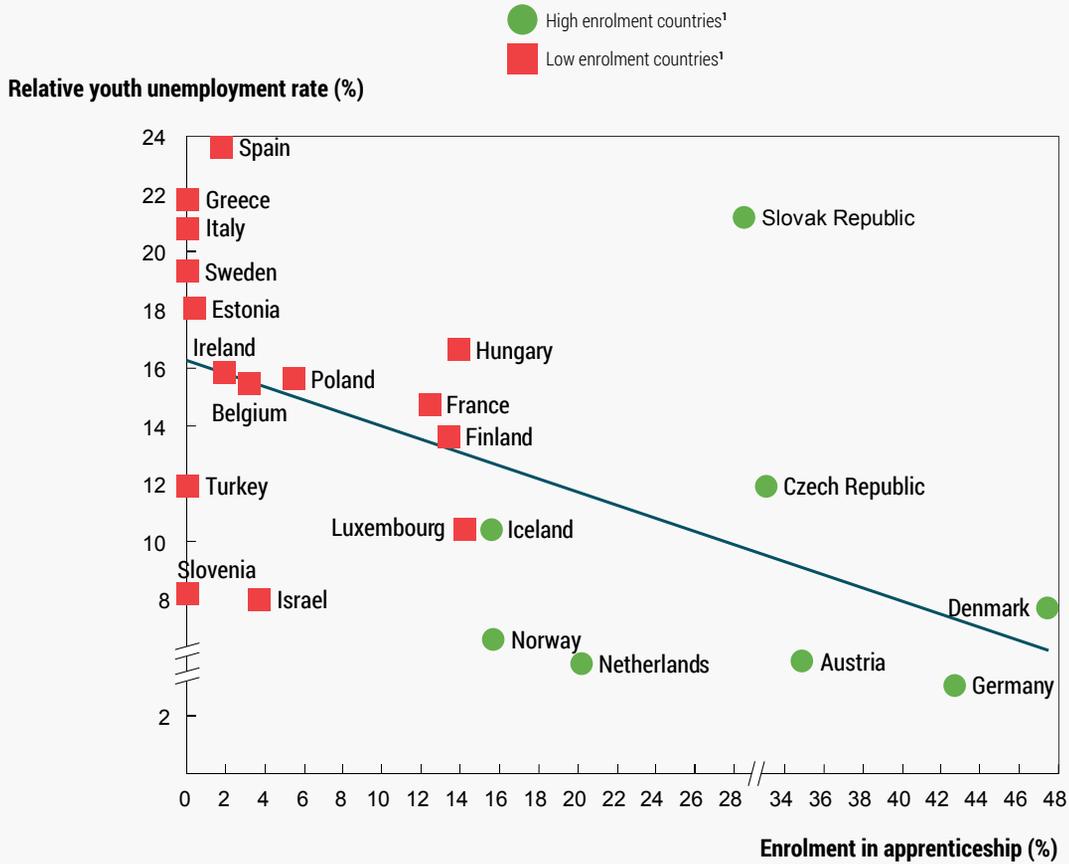
Ensuring a strong practical focus in the vocational curriculum is also important. An OECD study indicated that expanding apprenticeship systems in countries with low enrolment had the potential to reduce the youth unemployment rate by almost 6 percentage points (Exhibit 8).

In addition, short-term industry boot camps, industry-led curricula, and a heavy emphasis on practical skills development have proven to have significant impact on employment potential in many countries.



<sup>86</sup> - Details sourced from organisation website.

**EXHIBIT 8 :: Apprenticeship has been shown to reduce the difference between youth and adult unemployment by almost 6 percentage points**



**Average youth unemployment rate in corresponding country group**



**Significant total reduction potential**

For 15 OECD countries with low enrolment, apprenticeship programs have the potential to:

Reduce youth unemployment by **5.7%**

Put **0.9 million** young people back to work

<sup>1</sup> - Enrolment in apprenticeship programs: High enrollment > 15%, low enrollment < 15%

## BOX 4

## Lessons on improving vocational education



A review of experiences in Indonesia and abroad provides several lessons on what works and doesn't work to improve vocational education.

### 1. Vocational education branding needs reboot.

Vocational studies are often misperceived as a second-best choice to other academic pathways. This bias can be corrected by creating elite vocational training programmes with a practical curriculum, apprenticeship opportunities, and guaranteed employment, as well as by making the achievements of vocational schools more visible.

### 2. Short boot camps effective when designed carefully.

Two- to three-month vocational boot camps, coupled with placement programmes, can deliver significant employment and skill improvement benefits when aligned with industry needs. To succeed, locations and sectors targeted with the training must be chosen carefully, and potential employers must be included when designing curriculum and criteria for applicants. Some notable examples include IL&FS in India and the Generation programme, initiated by McKinsey & Company, which operates across several countries (see Box 13 for further details on these programmes).

### 3. Solid curriculum on par with good teachers.

Training teachers won't deliver optimal student outcomes unless the curriculum is also revised to ensure it align with the hands-on skills needed by industry.

### 4. Technology, when used well, can improve student learning.

A range of technologies –

including video games – can allow vocational students to experience the workplace environment virtually. To be most effective, however, evidence has suggested that teachers must be trained to integrate these technologies into their lessons. Simply adding these technologies to existing instructional approaches is less effective.<sup>87</sup>

### 5. Two-way street needed with industry.

Vocational teachers can be given the opportunity to work within an industry to improve the quality of their instruction. Vice versa, industry experts can visit campus as instructors, mentors, or speakers. Leading examples include South Korea and Japan which have established industry-teaching exchange programmes. To create a two-way street between school and industrial, practical issues such as how long a teacher can be absent from class for a placement, must be considered.

### 6. Recognised qualifications and standards boost success.

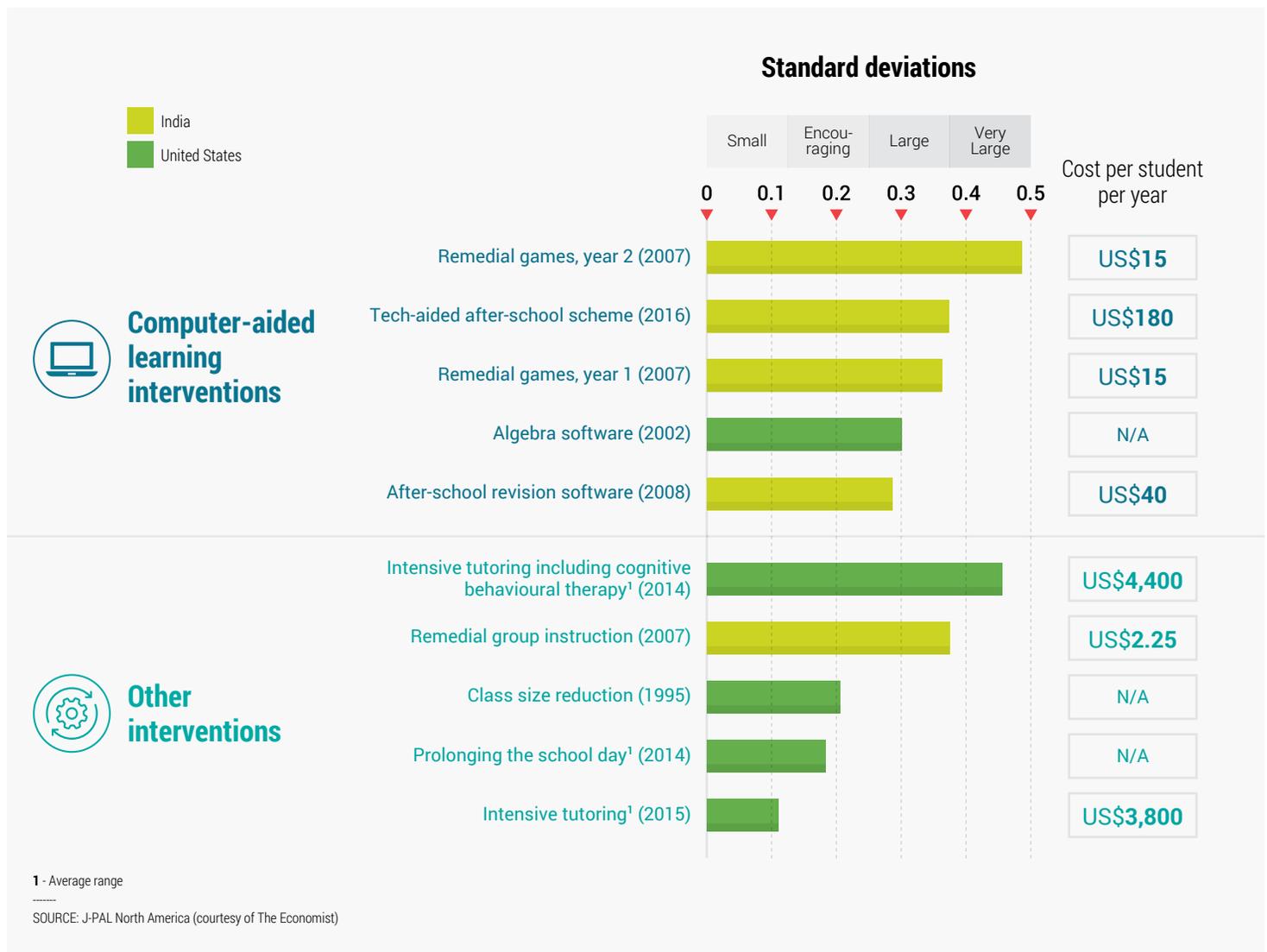
Education systems should develop standards, licensing criteria, and quality assurance programmes, endorsed by industry or independent assessments, to ensure and recognise the quality of vocational school training. For example, the New Zealand Qualifications Authority developed 18,000 standards corresponding to training modules with specific skills required for graduation. The standards were developed with sector-based training institutions representing the private sector.<sup>88</sup>

### 7. Market information needed for students and parents.

Vocational students often don't have information crucial to making intelligent career choices, such as average wage expectations and skill requirements. A number of online platforms, including ones maintained by the UK National Service and the Columbia Labour Observatory, demonstrate how this information can be distributed over smart phones, tablets, and computers. To be effective in improving student outcomes, however, systems must work to channel this information to parents as well.

<sup>87</sup> - The Economist, "Technology is transforming what happens when a child goes to school", July 22 2017, accessed at: <https://www.economist.com/news/briefing/21725285-reformers-are-using-new-software-personalise-learning-technology-transforming-what-happens>.

<sup>88</sup> - McKinsey & Company (2013), Education to employment: Designing a system that works.

**EXHIBIT 9 :: A number of tech-enabled personalised learning approaches have proven cost-effective in delivering impact****CROSS-CUTTING DRIVERS**

Some factors, in particular school models and technology, have a cross-cutting impact on education outcomes, providing benefits around equitable enrolment, student achievement, and productive livelihood.

Even recently, many researchers disputed the benefits of technology on the quality of a country's education system. Some studies on the linkage showed disappointing results. For example, providing students with laptops generally had limited impact on test scores in many countries.<sup>89</sup> And in 2015, the OECD found that most countries that spent heavily

in IT showed no significant improvement in the math, science, and reading skills of 15-year-olds.<sup>90</sup>

However, the environment is changing. Technology has evolved, data costs have fallen, and educators are taking lessons from past disappointments to better incorporate technology into their lessons. Technologies that support personalised learning, for example by imitating the responsive role of a tutor, have significantly improved education outcomes at relatively low costs per student (Exhibit 9).

<sup>89</sup> - Bulman, George & Fairlie, Robert W. "Technology and Education: Computers, Software, and the Internet," IZA Discussion Papers 9432, Institute for the Study of Labor (IZA), 2015.

<sup>90</sup> - OECD (2015): Students, Computers and Learning: Making the Connection.

# 03

## The philanthropic landscape

- > Primary education dominates efforts
- > Student achievement leads focus; efforts generally small
- > Potential seen in global best practice, scale, and greater collaboration

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# The philanthropic landscape



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A range of philanthropic organisations from multilateral institutions to social enterprises are already working to improve Indonesia's education sector. Our analysis of Indonesia's landscape of philanthropic interventions outlined the various initiatives underway across many themes in the education system. The study also showed, however, that many of these programmes currently have limited impact and very few reach the whole country.

<sup>91</sup> - The data was collected from an online survey sent to philanthropists engaged in Indonesia's education sector, which generated responses from 51 institutions. The survey was complemented by a literature review and interviews with representatives from more than 40 institutions. The appendix provides a detailed description of the identified philanthropic interventions in Indonesia's education system. The mapping sought to provide an overview of philanthropic activities in Indonesia, but is not comprehensive.

<sup>92</sup> - Note: multiple responses were allowed in the survey.

## PRIMARY EDUCATION DOMINATES EFFORTS

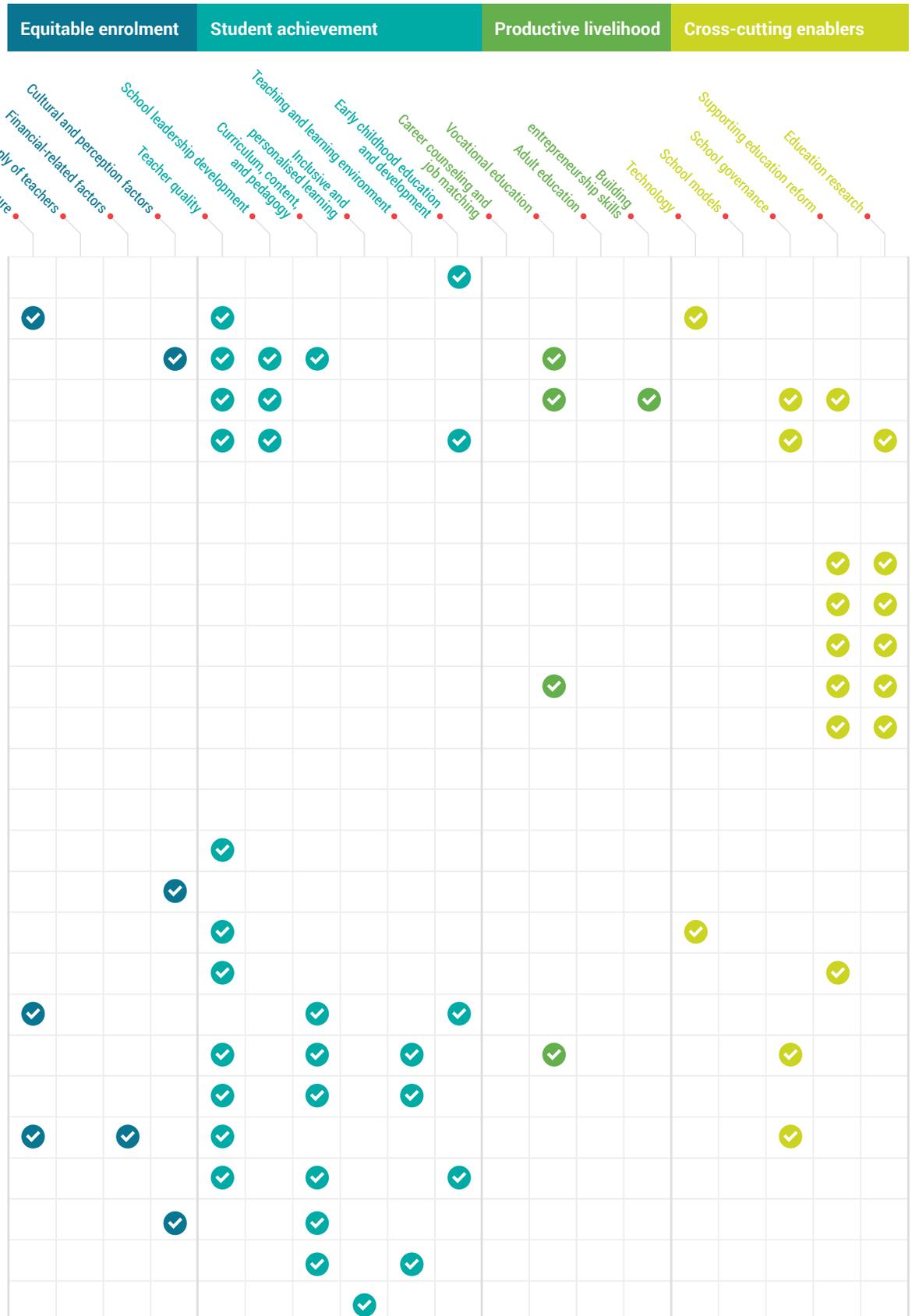
From interviews, surveys, and independent analysis, our study collected data to map how philanthropists are distributing their efforts to support Indonesia's education.<sup>91</sup> Exhibit 10 provides a "heatmap" of philanthropic activities across the different drivers of Indonesia's education system. More than three-quarters, 78 percent, of the philanthropists in our survey said they concentrate on primary school education (Exhibit 11).

In contrast, despite the importance of early learning for a country's social and economic progress and an urgent need in Indonesia, only 43 percent of the respondents said they focus on pre-school education.<sup>92</sup>



- Presence
- No Presence

## Heatmap of philanthropic organisation focus in Indonesian education (2/3)



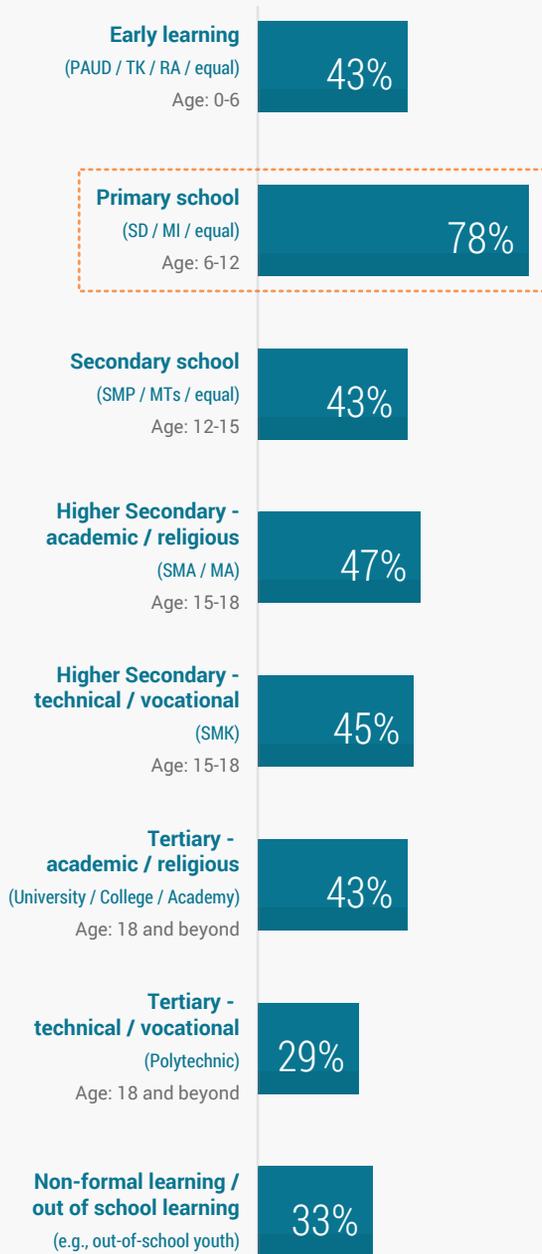


**EXHIBIT 11 :: Most philanthropic attention is primary education centric, with Java receiving a large share of focus**



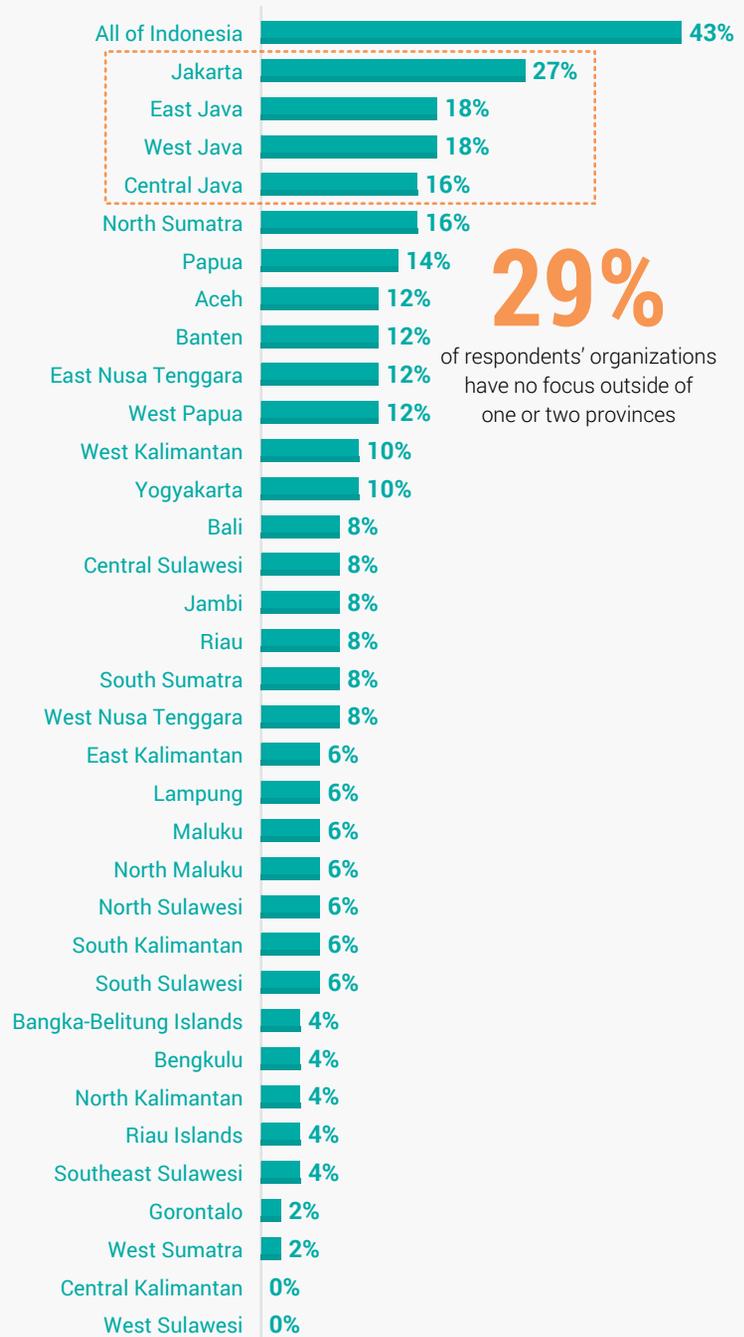
**Philanthropy focus across education level**

Percent of respondents who indicate focus on level <sup>1</sup>



**Philanthropy focus across provinces**

Percent of respondents indicating their activities are focused on province



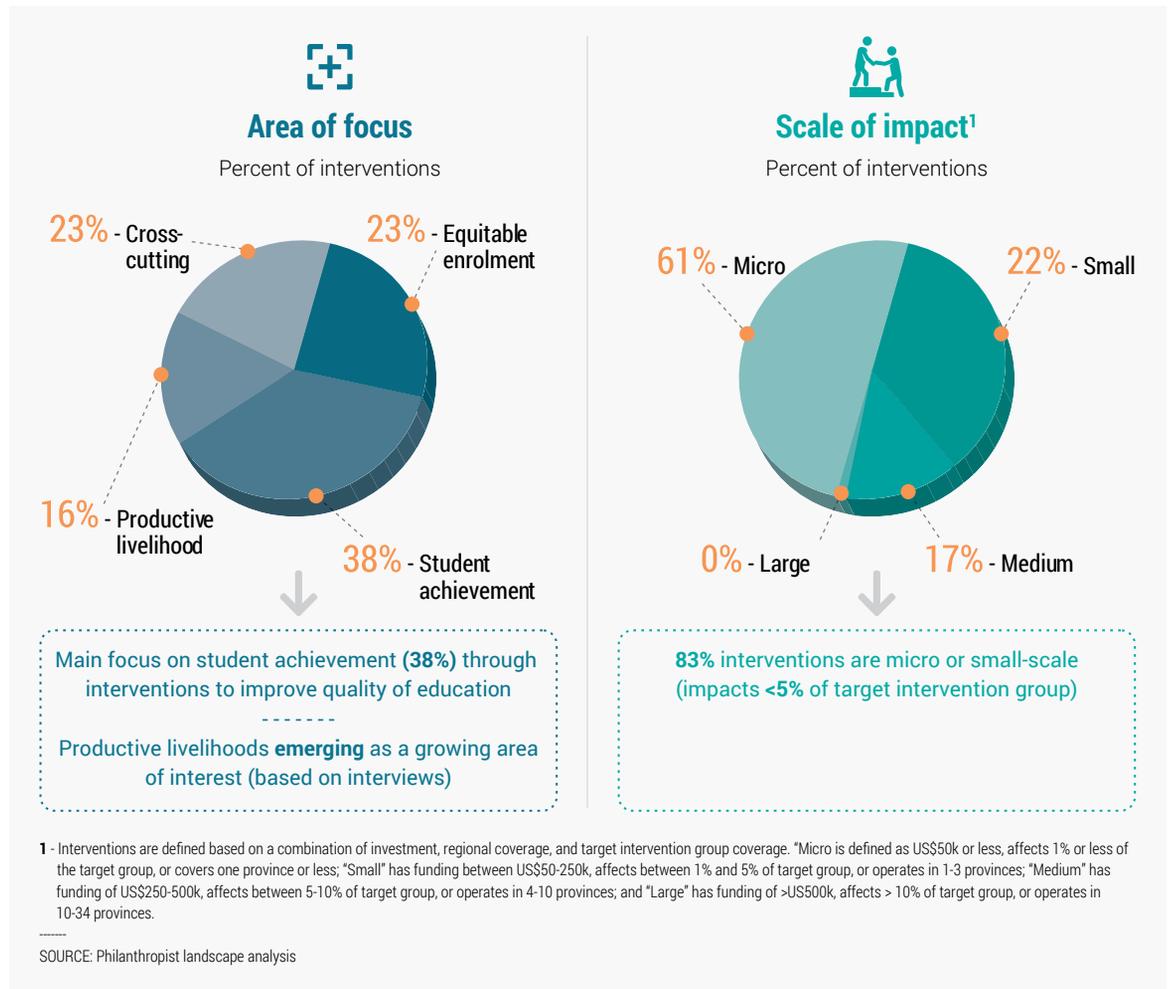
**29%**

of respondents' organizations have no focus outside of one or two provinces

<sup>1</sup> - Based on 51 respondents

SOURCE: APC survey of education philanthropic actors in Indonesia

**EXHIBIT 12 :: Most philanthropic initiatives are currently focused on student achievement, but 83% are still on a micro or small scale**



The effort also confirmed a regional bias in the philanthropic initiatives. More than a quarter of the respondents said they were active in Jakarta and almost a fifth in the provinces around the capital. In seven provinces, only one or two respondents were active, and two provinces, Central Kalimantan and West Sulawesi, were completely neglected.

Less than half of philanthropists surveyed say they have a national focus, while 29 percent said they focused only on one or two provinces.



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### STUDENT ACHIEVEMENT LEADS FOCUS; EFFORTS GENERALLY SMALL

Most interventions identified, 38 percent, focused on student achievement, especially in the areas of teacher quality, curriculum, and the teaching and learning environment (Exhibit 12). Equitable enrolment was the target for 23 percent of the interventions, leaning strongly toward scholarship schemes and infrastructure programmes, particularly buildings.

Interventions focused on productive livelihood, especially vocational education, accounted for 16 percent of those reported. International donors are the major players in this space, accounting for 44 percent of interventions, followed by private sector, 31 percent, and foundations, 25 percent. Cross-cutting programmes make up the remaining 23 percent of the interventions captured, and in this area educational technology was dominant.

While the interventions studied covered a wide range of themes, the vast majority affected less than 5 percent of the targeted groups. In part, these small and micro efforts simply reflect the vast scale of the Indonesian education system. Indeed, the majority of interventions, 61 percent, were classified as micro in scale, touching less than 1 percent of their target group. For example, a teaching-quality initiative that affected fewer than 36,000 of Indonesia's 3.6 million teachers would be considered a micro initiative.

Of course, small and micro initiatives are valuable in reaching smaller localities, especially those that may be overlooked by larger programmes, and allowing in-depth tailoring to context. In the next phase of their development, however, many such programmes should be expanded to deliver a truly national impact on education outcomes.

## BOX 5

## Djarum Foundation's vocational school programmes



Djarum Foundation uses a teaching factory model to deliver its vocational education programmes in Kudus in Central Java. Under this model, SMKs operate school-based production units in which students, guided by teachers, produce goods and services that are sold to consumers or other businesses in the industries they study. For example, mechanical engineering students manufacture parts for nearby factories, animation students produce movies for TV stations and film production companies, and fashion students create collections sold in stores offline and online.

This way, students build practical skills, gather work experience, and create professional portfolios, all crucial to winning competitive job offers and starting a career. At the same time, revenues from the sales go toward supporting the programme. For example, these funds can offset the operational costs of running and maintaining high-quality, industry-standard facilities and augment incentive schemes designed to attract and retain talented, competent teachers.

A critical element of success of the programme has been to choose partners strategically. For example, schools chosen as partners must have principals who demonstrate a strong vision and commitment to the school and its students. Also, rather than concentrating on a single industry or a narrow set, the foundation picks industry partners based on their sectors' alignment with national economic priorities and where there is a shortfall of highly demanded skills. Targeted sectors include maritime services, tourism, energy, and creative industries, such as fashion design and animation.

The programme has chalked up a series of successes. For example, in mechanical engineering, one of the earliest sectors pursued, 87 percent of the graduates at top-performing schools received job offers at least two months ahead of graduation, with a median starting monthly salary of 5.5 million rupiah (about US\$420). In some industries, such as maritime services, starting monthly salaries for graduates are expected to reach 12 million to 15 million rupiah (US\$900-US\$1,125).

## BOX 6

## Yayasan Cinta Anak Bangsa's youth empowerment programme



© Yayasan Cinta Anak Bangsa

The Yayasan Cinta Anak Bangsa (YCAB) foundation runs education and economic empowerment programmes as part of its mission to help underprivileged youths become self-reliant. The range of programmes offered includes healthy lifestyles, soft skills, basic education, digital inclusion, English literacy, vocational education, employment, and entrepreneurship. These are provided at 56 learning centres and through partnerships with

local schools in 78 cities in 27 provinces in Indonesia.

YCAB also operates two online platforms, Generasi Bisa and Do Something Indonesia, which are related to job recruitment and to creating an online movement to encourage youths to participate in positive change.

Location has been a critical factor for success, especially in the vocational education programmes. For example, graduates often look for and prioritise jobs that are close to home to minimise the costs of commuting or relocating. Training centres near industrial hubs and their trainees' homes can help improve employment rates.

Also, some local companies provide financial support for the programme, help design the curriculum design, and offer jobs to graduates.

## BOX 7

## Ruangguru's online learning platform

Ruangguru is an Indonesian education technology start-up that supports students and teachers with a range of services including an online marketplace for private tutors, a mock exam platform, and on-demand private consultation service with tutors. Since established in 2013, Ruangguru has reached more than 3 million students in Indonesia and attracted a national network of more than 180,000 tutors and teachers.



© Ruangguru

Three features of the programme have helped Ruangguru expand rapidly:

> **Keeping it simple.** Ruangguru's products are easy to use, with intuitive interfaces and straightforward log-in procedures. Care design eases adoption by teachers and students, even those with limited experience with technology.

> **Win-win partnerships.** Ruangguru has established partnerships with 33 provincial governments and more than 300 regency and municipal governments to reach new users.

In return, Ruangguru offers data and analytics software on student and teacher performance to help inform effective policy decisions.

> **High quality content.** Ruangguru combines intuitive products with high-quality content, produced and monitored by experienced local teachers and regularly reviewed by government officials, principals, and school teachers. The content is presented in a hybrid learning approach, combining video, animation, classroom notes, infographics, and online examinations.

## EXHIBIT 13 :: Survey results indicate strong potential for scaling up initiatives and improving collaboration & coordination

### Percent of respondents who indicate potential for improvement in area<sup>1</sup>



Incorporating international best practices



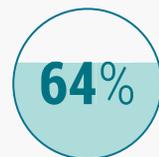
Scaling up successful pilot initiatives



Coordinating with government initiatives



Coordinating with other philanthropic actors



Forming partnerships with range of different stakeholders

<sup>1</sup> - Based on 39 respondents

SOURCE: APC survey of education philanthropic actors in Indonesia

### POTENTIAL SEEN IN GLOBAL BEST PRACTICE, SCALE, AND GREATER COLLABORATION

Philanthropists who participated in our survey recognised a range of measures that could improve their effectiveness (Exhibit 13). The two most important, based on their responses, were drawing from international best practices and scaling up successful programmes.

While global best practices must be adapted to the Indonesian context to be effective, respondents were

especially interested in learning from global education technology and vocational education experiences.

Respondents were also quite keen to find ways expand their pilot programmes to reach a greater audience. In interviews, philanthropists cited weak collaboration with other philanthropists and with government agencies as a notable obstacle to achieving greater scale. Indeed, greater collaboration with other stakeholders ranked high among the opportunities cited by respondents in the survey.

# 04

## Pinpointing the opportunities

- 
- > Four areas with significant potential for impact 56
  - > Teacher quality 58
  - > School leadership and governance 59
  - > Vocational education 60
  - > Early childhood education and development 61
- 





# Pinpointing the opportunities



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Philanthropists need to focus their efforts. With limited resources to promote change in a country with a vast and complex education system, they must carefully consider their action and clearly understand where their contributions likely have the biggest impact. By exploring where past efforts have succeeded and where they gave fallen short, our study has found four areas – teacher quality, school leadership, vocational education, and early childhood education and development – that harbour significant potential for improving the system.

## FOUR AREAS WITH SIGNIFICANT POTENTIAL FOR IMPACT

Philanthropists already contribute to lifting the quality of Indonesia's education, but the breadth of the system combined with finite resources means that for the greatest impact, they must carefully focus their efforts. Philanthropists must explore ways to prioritise their efforts based primarily on likely impact on education outcomes. Three criteria can be especially useful in setting these priorities (Exhibit 14):

**A. Performance gaps in Indonesia.** Identifying significant performance shortfalls compared with similar systems internationally, as well as among regions within Indonesia, can highlight areas that are ripe for improvement.

**B. Evidence of impact.** Examining global and Indonesian academic research and experience on improving education outcomes can uncover promising areas and measures.

## EXHIBIT 14 :: Three criteria were used to identify the highest potential drivers for philanthropists to influence Indonesia's education system



### Performance gaps in Indonesia

How does Indonesia perform in this driver?

- > Current gap to peers
- > Current trajectory
- > Dispersion



### Evidence of impact

What is the potential impact this driver could have on education outcomes?



### "White spaces" in philanthropic contribution

What is the level of under-investment or lack of focus by philanthropic actors?

#### C. "White spaces" in philanthropic contribution.

Strong drivers of improvement may currently be overlooked or underused as philanthropists and others concentrate elsewhere.

-----

Using these criteria, four areas stand out as containing considerable potential for triggering genuine improvements in Indonesia's education outcomes:

1. **Teacher quality**
2. **School leadership and governance**
3. **Vocational education**
4. **Early childhood education and development**

These four, of course, are not the only drivers of education quality – for instance financial assistance can deliver substantial impact – but these best match our criteria for greatest impact.



Financial programmes, such as scholarships and cash transfer initiatives are provided by many government initiatives, including the Cash Transfer for the Poor Students Programme Bantuan Siswa Miskin, and there may be less potential scope for philanthropists to have incremental impact (over and above these existing government programmes) than in other areas.

## TEACHER QUALITY

Teacher quality is among the most important drivers of education outcomes, but there are clear gaps in Indonesia. Although top-quality instructors have been directly linked to better student test scores, many Indonesian students do not benefit from such motivated teachers. For example, on average almost 10 percent of the country's teachers are absent on any given day, with absenteeism almost twice as high in remote areas.<sup>93</sup> While the Law on Teachers and Lecturers has increased the qualifications of teachers and raised the status of the teaching profession, there is little evidence of any difference between certified and uncertified teachers in their competencies or in their impact on student learning outcomes.<sup>94</sup>

Several factors contribute to poor teacher quality. Among the most significant in Indonesia, teaching is not recognised as an attractive career, academic and in-service training is deficient, and incentives and career progression are uninspiring (Exhibit 15). For example, in Indonesia, teachers in pre-service have up to 35 days a year in real classroom practical training, compared with 90 to 160 days in the United Kingdom.

The combined result of these factors means that top graduates shy away from teaching careers. A survey of participants in the Young Leaders of Indonesia (YLI)<sup>95</sup> programme revealed that low pay and weak performance management were the top reasons cited for not wanting to become teachers, while career progression and personal fulfilment were also pressing concerns among the respondents (Exhibit 16).

<sup>93</sup> - ACDP (2014), Study on Teacher Absenteeism in Indonesia.

<sup>94</sup> - ADB (2015), Education in Indonesia: Rising to the Challenge.

<sup>95</sup> - YLI is an intensive leadership development programme targeted at high performing third and final year students in the top Indonesian universities.

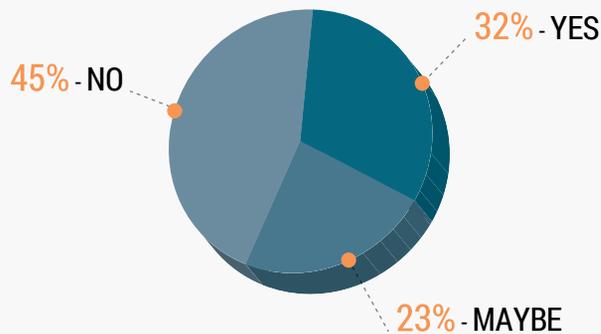
### EXHIBIT 15 :: What are the root causes impeding improvements in teacher quality in Indonesia?



## EXHIBIT 16 :: Low pay, weak performance management and limited career progression are identified as major barriers for top talent becoming teachers

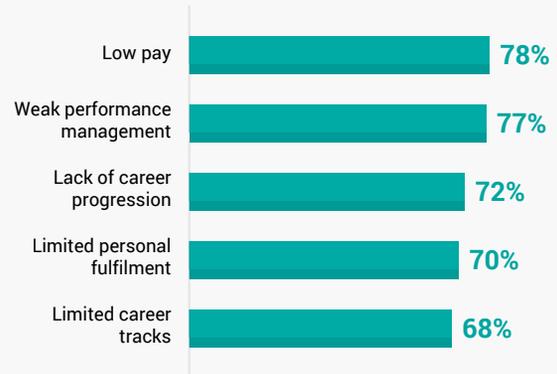
### Would you consider teaching as a career?

Percent of responses <sup>1</sup>



### What are the major reasons for not wanting to be a teacher?

Percent of responses <sup>2</sup>



<sup>1</sup> - Survey of 163 Young Leaders for Indonesia (YLI). YLI is a foundation running programme that supports and develops the participants' personal and professional skills over the course of 6-months. For further information, see <http://yli.or.id/>  
<sup>2</sup> - Percent citing reasons as "very important".

SOURCE: YLI survey

## SCHOOL LEADERSHIP AND GOVERNANCE

School governance and leadership are important factors in influencing on education outcomes. Following decentralisation of the education system in Indonesia, however, there has been no increase in the capacity of principals or supervisors to lead and manage their teachers.<sup>96</sup> There are significant opportunities to improve school leadership in Indonesian schools – for example, just 2 percent of teachers rate their principals as competent in motivating teachers.

The causes behind weak leadership are varied (Exhibit 17). Among these, low pay and inconsistent appointment qualification<sup>97</sup> hinder the ability of schools to attract the best talent. For example, the average salary for principals after 10 years of service is 7 percent below that of office support workers.<sup>98</sup> Training is also a problem, with just 2 percent of principals completing the Principal Preparation Programme.<sup>99</sup>

Troublesome gaps are also seen in overall school governance. For example, only 44 percent of schools include school committees in decisions, and even then, the committees have limited power over critical decisions such as curriculum, hiring and firing, and financial control.<sup>100</sup>

<sup>96</sup> - ADB (2015), Education in Indonesia: Rising to the Challenge.

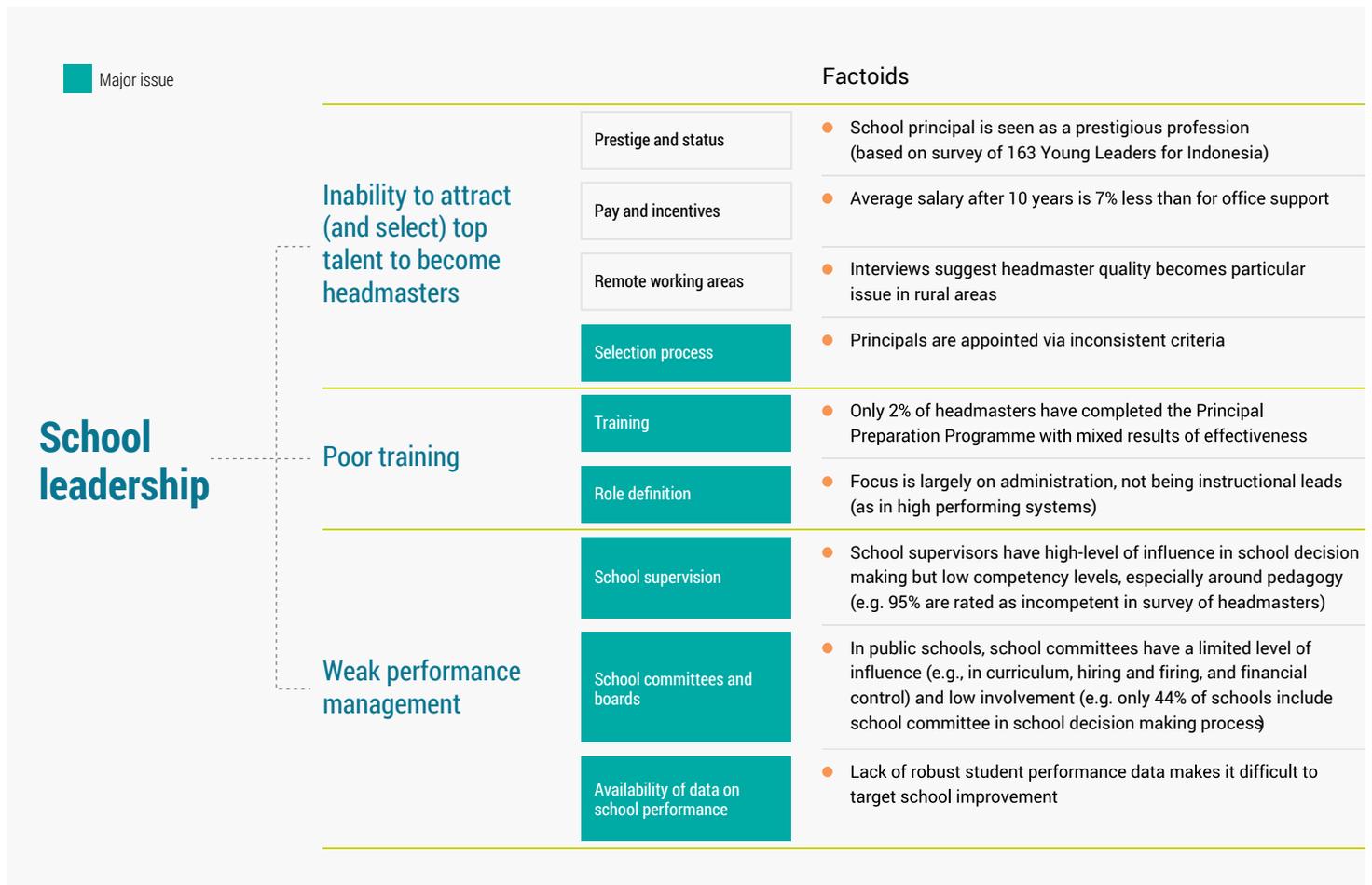
<sup>97</sup> - Analytical and Capacity Development Partnership, ACDP (2013), School and Madrasah Principal and Supervisor Competency Baseline Study.

<sup>98</sup> - Kelly Services Indonesia (2016), 2016 Salary Guide; Peraturan Pemerintah no 30/2015, Peraturan Gubernur Provinsi DKI Jakarta no 108/2016, Peraturan Pemerintah no 41/2009. Average teacher salary is based on public sector salaries of civil servants (golongan IVA) in Jakarta for certified principals of secondary and upper secondary schools, and includes base salary, regional performance allowance (TKD), and profession allowance (Tunjangan Profesi).

<sup>99</sup> - Analytical and Capacity Development Partnership, ACDP (2016), Evaluation of Principal Preparation Programme.

<sup>100</sup> - RAND (2012), Implementation of School-Based Management in Indonesia.

## EXHIBIT 17 :: What are the root causes impeding progress in school leadership in Indonesia?



### VOCATIONAL EDUCATION

A primary goal of a national education system is to prepare students for productive employment, and vocational training is a critical element to achieving this. Yet in Indonesia, more than 3.3 million young people between 15 and 24 years old are unemployed and an additional 6.9 are not in the workforce.<sup>101</sup> If prolonged, this lost economic potential could hinder the country's growth, contribute to growing inequality, and inflict social unrest. McKinsey has estimated that Indonesia could face a shortfall of 9 million skilled and semi-skilled workers by 2030.<sup>102</sup>

The system of vocational education in Indonesia faces several challenges (Exhibit 18). Among these, many students are deterred from pursuing vocational training because the potential job opportunities are unclear. Of SMK students surveyed, 42 percent said they were unsure which careers offered high wages and 20 percent said they dropped out because they were unsure of job opportunities.<sup>103</sup> In addition, practical skills are difficult to develop in many vocational schools because of insufficient on-the-job and hands-on training opportunities.

<sup>101</sup> - Badan Pusat Statistik.

<sup>102</sup> - McKinsey Global Institute (2012), The archipelago economy: Unleashing Indonesia's potential.

<sup>103</sup> - Based on a survey of 1,015 vocational students conducted as part of this research.

## EXHIBIT 18 :: What are the root cause issues preventing improvement in vocational education in Indonesia?



### EARLY CHILDHOOD EDUCATION AND DEVELOPMENT

Evidence suggests there is substantial room to improve early childhood education and development programmes in Indonesia. Generally, efforts targeting pre-school children and their parents in a range of areas including social, cognitive, and physiological development are widely recognised as among the most cost-effective investments available to build human capital, reduce inequality, and promote future growth and prosperity. Indonesian children exposed to early childhood education and development services typically score about 10 points higher in standardised tests in later years than their peers who have not been exposed (Exhibit 19).

Yet, multiple studies show that Indonesia is struggling to deliver these services. The 2013 national health survey showed that 37 percent of Indonesian children younger than 5 years old – almost 9 million children – suffered from stunted development.<sup>104</sup> Other studies have reported that enrolment in pre-school programmes in Indonesia was below that of neighbouring countries, including Malaysia and Thailand,<sup>105</sup> and that the performance of many Indonesian early childhood education and development services was on par with or below minimal acceptable standards.<sup>106</sup>

<sup>104</sup> - Ministry of Health (2013), Basic Health Research (Riskasdas), accessed at <http://labdata.litbang.depkes.go.id/riset-badan-litbangkes/menu-riskasdas/menu-riskasdas/374-rkd-2013>.

<sup>105</sup> - World Bank Data, accessed at <https://data.worldbank.org/indicator/SE.PRE.ENRR?end=2015&locations=ID-MY-SG-BN-VN-PH-LA-TL-MM-KH&start=1970>.

<sup>106</sup> - Bappenas (2015), Background study for the preparation of the RPJMN for education 2015-2019; and World Bank (2017), Measurement matters in preschool quality, accessed at <http://blogs.worldbank.org/education/measurement-matters-preschool-quality>.

Four main root causes constrain early childhood education and health in Indonesia (Exhibit 20). First, the benefits of early childhood education are largely unrecognised, particularly among parents. Second, the high cost of private programmes and limited availability of public programmes poses a significant financial burden for most families. A World Bank study found average monthly fees for pre-school programmes in Indonesia were 7,700 rupiah (about 60 US cents), yet only half of the parents could afford such fees. Third, teachers and field workers lack training, especially since the ECED centres are unregulated and there is a lack of a quality assurance mechanism.<sup>107</sup> And fourth, health and education interventions remain largely separated (for example, health volunteers lack early education training), although studies have shown that integrated programmes deliver greater benefits.



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<sup>107</sup> - ADB (2015), Education in Indonesia: Rising to the challenge.

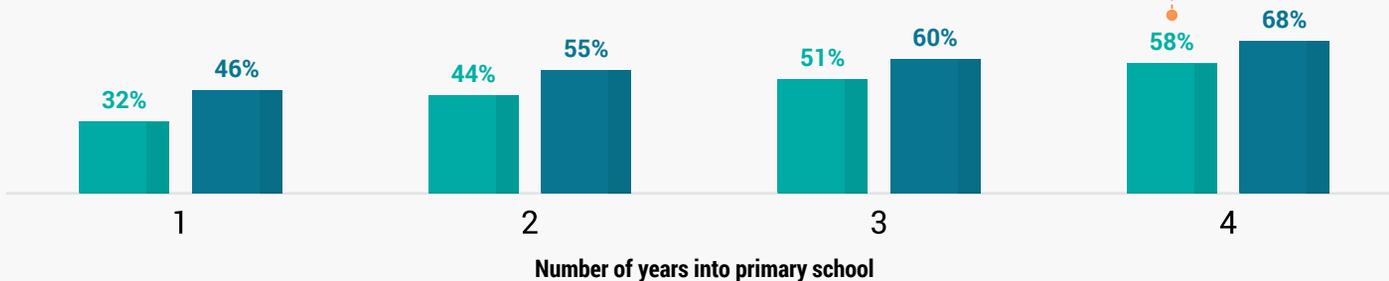
## EXHIBIT 19 :: Early childhood education enrolment in Indonesia has strong and lasting effects on student achievement

### Test scores in primary school based on ECED<sup>1</sup> enrolment in Indonesia

Percent of questions answered correctly

No ECED  
ECED

Positive effects of early childhood education continue after 4 years of primary school



<sup>1</sup> - ECED: Early Childhood Education and Development (includes playgroups or kindergartens)

SOURCE: RPJMN for Education Background Study (2015), BPS Indonesia (2016)

## EXHIBIT 20 :: What are the root causes that are constraining progress in early education and development in Indonesia?



# 05

## Making an impact

- > Philanthropists as catalysts 66
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  2. School leadership and governance 72
  3. Vocational education 75
  4. Early childhood education and development 77
- > Collaboration is crucial 78





# Making an impact



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The impact of philanthropic contributions to improving education outcomes in Indonesia can be magnified if initiatives with a catalytic element are encouraged. These efforts can inspire and support others and provide the spark needed to expand effective programs. To illustrate the potential, our study captured 10 initiatives that display this catalytic seed.

## PHILANTHROPISTS AS CATALYSTS

Philanthropic contributions toward improving education outcomes in Indonesia will always represent a small percentage of total spending directed toward the country's school system. Globally, for example, philanthropic funding accounts for less than 1 percent of total annual public and private expenditures on education.<sup>108</sup> Indeed, in a hypothetical situation in which every Indonesian company donated 2 percent of its profits to education, the total would come to less than 5 percent of the total government expenditure on education. Along with assessing the impact of individual programmes, philanthropists should also consider whether their efforts create catalysts for change, by inspiring and contributing to the efforts of others. By reaching for this additional dimension, the impact of any initiative can be magnified beyond that of a single programme.

<sup>108</sup> - International Commission on Financing Global Education Opportunity (2016), *The Learning Generation: Investing in Education for a Changing World*. Global Silicon Valley (2016), *2020 Vision: A History of the Future*.

## EXHIBIT 21 :: Channels by which initiatives can create larger impact

### Channels by which initiatives can create larger impact

✔ Low importance   
 ✔ Medium importance   
 ✔ High importance

Initiative	Channel for catalysing change		
	Does the initiative create a lighthouse of innovation?	Does the initiative create a case for change that can inspire others?	Does the initiative create a platform to help other programmes expand?
<b>Teacher Quality</b>			
Guru Juara	✔	✔	✔
#BerandallmuGuru	✔	✔	✔
Boosting Teacher Mentoring Forum	✔	✔	✔
<b>School Leadership and Governance</b>			
Lighthouse Schools	✔	✔	✔
Principal Leadership Academy	✔	✔	✔
Indonesia Educator Awards	✔	✔	✔
<b>Vocational Education</b>			
Tailored Industry Boot Camps	✔	✔	✔
Indonesia Mengajar	✔	✔	✔
<b>Early Childhood Education and Development</b>			
Super Kader	✔	✔	✔
Adopt a Village	✔	✔	✔

Three questions can help determine whether an initiative carries the potential to spark broader impact:

#### A. Does it create a lighthouse of innovation?

Innovation is as important in education reform as it is in any other policy or commercial area. Philanthropists can take the opportunity to fund new or ongoing pilot programmes with innovative approaches that other private or public sources may consider too risky to support.

#### B. Does it create a case for change that can inspire others?

Philanthropists can exert a strong influence on others working to improve the education system players by providing evidence of the benefits of change. This can be accomplished, for instance, by documenting the data and lessons from efforts that have succeeded and failed and by implementing a tailored communications strategy to bring these messages to the relevant stakeholders. Other possible



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measures could include creating centres of excellence that share lessons on specific themes, such as early childhood education and development, and provide a united voice in policy discussions.

#### C. Does it present a platform to help other programmes expand?

Philanthropists can also magnify their impact by helping public, private, and non-profit organisations strengthen their capabilities to deliver and expand promising programmes. For example, a programme could provide online lesson planning tools to teachers or help train healthcare volunteers in critical early education teaching skills. (For an example of how philanthropic initiatives can put the building blocks in place for successful expansion, see Tanoto Foundation's Pelita Pendidikan Programme in Box 8)

To help illustrate how initiatives can address these questions and deliver impact, our study assembled a list of 10 promising new initiatives in Indonesia across the four areas that harbour the potential for high impact (Exhibit 21). It should be stressed that this list is not meant as a comprehensive portfolio of quality interventions, but rather to be evocative of the types of actions that can deliver impact.

## BOX 8

## Tanoto Foundation's Pelita Pendidikan Programme



© Tanoto Foundation

Tanoto Foundation's Pelita Pendidikan Programme strives to improve the quality of education in the rural areas of Indonesia by delivering teacher training, supporting teacher qualifications, and providing school facilities and infrastructure. In pursuing its mission, the programme has also deliberately created the strong platform needed to allow straightforward replication and expansion.

In its initial design, for example, a train-the-trainer model was adopted as part of the teacher development module. As the programme has evolved, scalability and sustainability remained important considerations. For example, initiatives to promote greater literacy gave priority to refurbishing and reusing existing classroom space as reading corners rather than building libraries. Among other benefits, this allowed resources to be used to develop teachers' library management skills, which can offer long-term benefits.

As the programme expanded and local governments became partners, the foundation emphasised a guided and phased handover process that included co-locating programme officials in local government offices working in



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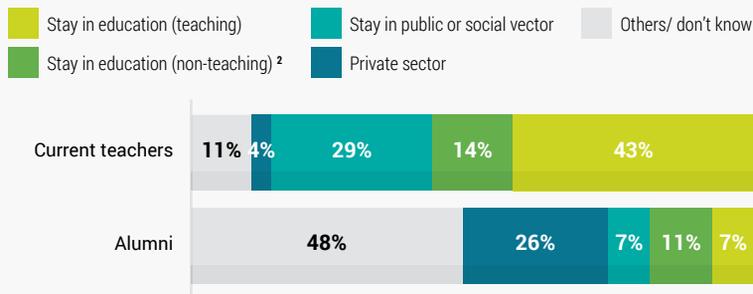
tandem with public staff to ease the transfer of the knowledge, skills, and capabilities needed to continue the programme.

The thoughtful transfer of capabilities has been critical to the programme's success. Since 2010, Pelita Pendidikan has trained 5,100 teachers, worked with 518 schools, and impacted 43,000 students. 55 percent of students in Tanoto Foundation's partner schools achieved the minimum level of reading competency as compared to only 47 percent nationally. In addition, the programme has been replicated by several stakeholders, including NGOs and education district offices.

## EXHIBIT 22 :: A survey of Indonesia Mengajar teachers and alumni revealed that strong training and career progression would attract them to remain as teachers

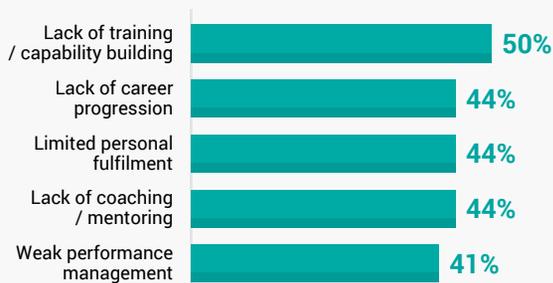
### Current or planned career choices of Indonesia Mengajar teachers

Percent of responses <sup>1</sup>



### What are the major reasons for not wanting to be a teacher?

Percent of responses <sup>3</sup>



<sup>1</sup> - Out of 28 Indonesia Mengajar current teachers and 27 alumni.

<sup>2</sup> - Careers in the education (non-teaching) sector include roles in administration of educational institutes, research, and academia.

<sup>3</sup> - Citing reasons as "very important".

SOURCE: Survey of Indonesia Mengajar current teachers and alumni

consider a teaching career, while maintaining a network of leaders within the private sector. Retaining teachers is a challenge in Indonesia. A survey of teachers who participated in the Indonesia Mengajar programme showed that only a small minority of alumni stay in teaching after the finish of the programme, with many who leave citing a lack of training and mentoring (Exhibit 22). To combat this, Guru Juara would draw parallels from Teach First, a teacher recruitment initiative in the United Kingdom that has been running for 15 years.

Along asking participants for a two-year commitment, which gives them a chance to become comfortable with teaching, the UK programme offers a strong alumni network, a heavy focus on training, mentorship by senior industry leaders, and internships during the school breaks to leading firms. (For a closer look at Indonesia Mengajar and Teach First, see Box 9 "Attracting top people to teaching and raising the profession's profile")



## 1. TEACHER QUALITY

### > Guru Juara

Guru Juara, or "Champion Teacher" in Indonesian, is an initiative designed to complement other programmes – such as Indonesia Mengajar that encourage outstanding Indonesian graduates to enter teaching careers – by involving private sector leaders.

This initiative would seek to augment other programmes by providing mentoring by senior leaders and managers from businesses, offering internships at leading firms during school breaks, and convening alumni forums led by influential leaders to maintain connectivity to the programme. Using this approach, this initiative aims to encourage participants to

### > #BerandaIlmuGuru

Beranda Ilmu Guru, or "Teacher Knowledge Platform" in Indonesian, is an initiative that seeks to enhance in-service teacher training through technology. The Indonesian government recently launched an online learning platform, Guru Pembelajar, to improve teacher competencies.

Philanthropists can build on this by harnessing technology to create an interactive, personalised learning platform to strengthen in-service training for teachers to improve daily classroom experience (Exhibit 23). A programme could include small daily teaching tips shared by text messaging and tailored to the recipients' interests and daily online coaching using video conferencing, chat rooms, or email.

## EXHIBIT 23 :: New technology tools are improving instruction in schools ranging from the most low-resourced to the most advanced



TeachLive – a “flight simulator” for teachers – allows teachers-in-training to test their skills on virtual students before heading into the classroom.



BetterLesson enables teachers to share and collaborate to improve lessons and materials.



Relief International – Schools Online is connecting teachers from over 20 secondary schools spread throughout the mountainous terrain of Tajikistan. Teachers received daily coaching via online mentors to support them in developing their communication and lesson planning skills.



In Papua New Guinea’s SMS Story project, teachers receive SMS versions of stories and lesson plans daily to use with their students. Children who were not part of the programme were approximately twice as likely to be unable to read a single word in three sub-tests than children in the programme.

### Why it’s attractive:

- Connects teachers to other teachers in what is typically an isolating profession
- Provides specific, practical tips on a daily basis
- Provides “safe” ways to develop skills in a learning environment

SOURCE: UNESCO, VSO International

In the SMS Story project in Papua New Guinea, for example, teachers receive text versions of stories and lesson plans each day to use with their students. Children who were part of the programme were about twice as likely to be able to read a single word in three sub-tests as children not in the programme.<sup>109</sup> In Tajikistan, teachers received daily coaching from online mentors to support them in developing their communications and lesson-planning skills.

### > Boosting teacher mentoring forums

Teacher working groups, such as Kelompok Kerja Guru for primary school clusters and Musyawarah Guru Mata Pelajaran for secondary school subject clusters, are recognised in Indonesia as valuable channels to support teacher professional development.<sup>110</sup>

However, although many remain productive, a large number have become inactive or less effective.<sup>111</sup>

The World Bank’s Better Education through Reformed Management and Universal Teacher Upgrading Project seeks to revitalise these teacher working groups.<sup>112</sup>

While the results from this World Bank project have been promising, the existing programme requires expanding, and with reduced variability in performance between teacher working groups.

This initiative could address those concerns by creating a database of activity and performance, activating teacher working groups in districts where they are absent or dormant, developing a standard guidebook as an educational resource for teachers, training teachers as facilitators for the working groups, and establishing feedback mechanisms to ensure that the forums continue to improve. The aim of such programme could be to build a cohort of “Master Mentors”.

<sup>109</sup> - UNESCO (2014), Can SMS stories and lesson plans be used to support the teaching of English among primary-school teachers in remote rural locations? (accessed at: <http://www.unesco.org/new/en/unesco/themes/icts/m4ed/unesco-mobile-learning-week-2014/symposium/breakout-sessions/can-sms-stories-and-lesson-plans-be-used/>); and VSO International (2015), SMS Story Project : Impact Assessment Report (accessed at: [https://www.vsointernational.org/sites/default/files/sms\\_report\\_final\\_v1\\_4.pdf](https://www.vsointernational.org/sites/default/files/sms_report_final_v1_4.pdf))

<sup>110</sup> - World Bank (2014), Teacher Reform in Indonesia.

<sup>111</sup> - Ibid.

<sup>112</sup> - Ibid.

## BOX 9

## Attracting top people to teaching and raising the profession's profile



© Indonesia Mengajar

Since the launch of Teach For America in 1989, a range of countries have started programmes to encourage top-performing graduates to consider teaching careers and to nurture future education leaders. In Indonesia, Indonesia Mengajar debuted in 2009 with support of companies including Intel and Indika Energy. The programme recruits and trains top-performing young Indonesians to teach in schools in remote, impoverished areas.

Successful applicants typically have advanced degrees from the country's most prestigious universities, professional careers in leading Indonesian and international organisations, or both. Participants attend two months of training on topics ranging from problem solving to techniques for adapting to rural life before going to their assigned schools for a year-long deployment.

Under the programme, the young teachers develop leadership skills and an understanding of remote communities, rural students are offered successful role models, and village teachers can observe and learn new teaching techniques. Participants have helped set up public libraries in their adopted communities and given public classes on topics including hygiene and sanitation. Each year, the programme receives roughly 40,000 applications and makes offers to around 80 applicants.

A similar programme in the United Kingdom, Teach First, mandates a two-year commitment to teach in impoverished school districts, offers more intensive training, and provides auxiliary benefits for participants. Participants in the Teach First training programme are certified as qualified teachers and after two years are awarded a Post-Graduate Certificate in Education (PGCE). They also receive training in leadership skills through workshops, conferences, and individual coaching. During their two years, Teach First participants also have the opportunity to apply for mini-internships during the summer holidays with partner organisations, which include many of the world's leading firms.

Since it began in 2002, Teach First has placed more than 10,000 teachers who have reached out to more than 1 million pupils in 1,000 schools. In addition, 58 percent of participants remain in teaching after their two-year commitment is over and many others are actively involved in the broader social enterprise sector.<sup>113</sup> Teach First is the largest recruiter of graduates in the United Kingdom and was ranked 2nd in The Times' annual list of Top 100 Graduate Employers in 2014-2015.

## BOX 10

## What success could look like in 2025 for teacher quality



RANK  
2

Teaching is ranked as one of the top two professions for high-performing university graduates in Indonesia, with more than 10,000 participating in the Guru Juara programme, a level reached by Teach First in the United Kingdom within 15 years.



Online lesson plans are used by more than 1 million teachers in Indonesia.



Teacher working groups connect more than 1 million teachers.

### 2. SCHOOL LEADERSHIP AND GOVERNANCE

#### > Lighthouse schools

This initiative aims to encompass the entire school community in an improvement initiative. At a minimum, a lighthouse programme would include skills training for principals, vice principals, department heads, and school board members. The training focuses on developing soft skills such as solving problems, making decisions, coaching and feedback, and communications.

A programme in Indonesia could be an extension of the USAID PRIORITAS programme, which has operated across 100 districts in 9 provinces and provided training to supervisors, principals, teachers, and community members. It could also emphasise building the capabilities of school boards and committees, as well as conduct a board effectiveness assessment. (For more information on the PRIORITAS programme, see Box 11 “USAID PRIORITAS”)

#### > Principal Leadership Academy

A Principal Leadership Academy could strengthen academic and in-service training for principals, similar to an approach used by India School

Leadership Institute. Such a programme would adopt a field-and-forum approach, in which classroom lectures would provide frameworks and best practices and the fieldwork would focus on exercises in a school environment, such as motivating teachers, engaging with parents, and developing operating standards. The programme would offer on-site mentoring for participants engaged in fieldwork and would emphasise leadership skills such as making powerful presentations, feedback and coaching, and influencing others.

#### > Indonesia Educator Awards

These awards would recognise successful school leaders and form a community of role models that can stimulate improvements throughout Indonesia's education sector. Criteria would centre on significant improvement on student learning outcomes and an ability to build high-performing school ecosystems. As the number of recipients grows, the programme would create a community of recognised education leaders who could serve as coaches and faculty in training programs for teacher and principals.

A potential model would be the Milken Educator Awards in the United States, which provide

## EXHIBIT 24 :: The Milken Educator Awards aim to celebrate excellence in education and teaching

### Programme Overview

Milken Educator Awards targets **early-to-mid career education professionals** for their achievements and, more significantly, for the promise of what they will accomplish in the future



#### Celebrate

The **surprise announcements** are made during all-school assemblies attended by students, colleagues, distinguished officials, and the media



#### Elevate

Aiming to **elevate the status** of the teaching profession

-----  
e.g. Virginia Milken Educator Network launched the Teachers of Promise Institute which hosts an annual conference featuring professional development, as well as an awards ceremony, to motivate talented teachers-in-training as they start their teaching careers



#### Activate

Educator **voice** is added to the current conversation and efforts in **education reform**

-----  
e.g. California Network created a resource directory providing a list of Milken Educators and their areas of expertise as a resource for educational feedback, committees, policy decisions and initiatives

SOURCE: Milken Educator Awards website

a philanthropist-led award to the best principals and teachers and uses the network of award recipients to engage with other education leaders (Exhibit 24). While the Ministry of Education in Indonesia already recognises 800 to 1,000 outstanding teachers and school staff a year through its Pemilihan Guru dan Tenaga Kependidikan Berprestasi dan Berdedikasi award programme, the educator award could focus more directly on leadership, offer a less restrictive nominating process, and develop a strong social media presence.



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## BOX 11

## USAID PRIORITAS



© USAID; Teuku Meldi Kusuma

Prioritising Reform, Innovation and Opportunities for Reaching Indonesia's Teachers, Administrators, and Students (PRIORITAS) is a teacher development programme in Indonesia funded by USAID. PRIORITAS works with Indonesia's teacher training institutes, and supports in-service training through the District Education Offices. It follows a "whole of school" approach, which includes services for

supervisors, principals, teachers, and community members. In addition, the programme aims to develop better management and governance practices in schools and school districts, as well as to improve coordination within and among schools, teaching institutes, and government agencies. As part of the programme, classroom training is supplemented by study visits, school cluster activities and in-school mentoring.

Begun in 2012, the programme has worked with 48 teacher training institutions in Indonesia and helped train more than 36,200 primary and junior secondary schools in almost 100 districts in nine provinces. In total, the programme has reached more than 249,900 teachers and school principals and benefited more than 12.5 million school students in Indonesia.

## BOX 12

## What success could look like in 2025 for school leadership and governance



Lighthouse schools established in every province in Indonesia, building off the nine provinces included in USAID PRIORITAS programme.



More than 1,000 principals graduated from the leadership programme, with at least 80 percent of them rated as competent and motivational leaders by their teachers, compared with 2 percent in recent survey.

**30-40**  
AWARDS

School leadership awards recognised as the most prestigious for educators in Indonesia with 30 to 40 awardees annually, and an active network of recipients supporting change in Indonesia's education system.



### 3. VOCATIONAL EDUCATION

#### > Tailored Industry Boot Camps

Two- to three-month boot camps designed by industry leaders could help bridge the gap between employers and potential employees by targeting desired skills sought by specific industries, such as crane operators, call centre officers, and chefs. These programmes could also address the personal needs of participants, such as financial support, interview training, and placement assistance. (For a closer look at successful boot camp programmes, see Box 13 “Connecting students and industry with boot camps”)

While there are many industry training partnerships in Indonesia, few have reached the scale seen in many leading international programmes. Location could be critical to success, with for instance, a boot camp focused on crane operation established near ports. Other crucial features include hands-on training aided by up-to-date and relevant tools, such as the newest software for design work or industrial ovens for food industry skills; quality teachers with industry

experience, preferably from potential employers; a certification programme that verifies a graduate’s qualifications; and preferential consideration of top graduates by employers.

#### > Industri Mengajar

Industri Mengajar, or “Industry Teaching”, offers a short-term industry placement programme for vocational teachers and school administrators, providing them with practical experience that can be passed on to their students. Ideally, these placements would occur during school holidays to minimise any disruption on lessons.

The programme could also provide opportunities for industry experts to come to the vocational schools as part-time teachers, guest lecturers, or mentors.

## BOX 13

## Connecting students and industry with boot camps



© Yayasan Cinta Anak Bangsa

Industry needs appropriately trained recruits, and youth job seekers need to be hired. Yet in Indonesia and elsewhere, youth unemployment rates are inappropriately high. Industry boot camps can help connect the skills offered by young job seekers to those needed by industry.

In India, the Infrastructure Leasing and Financial Services (IL&FS) Skills Development Corporation Limited began in 2007 and has expanded to more than 30 locations. It has trained more than 109,000 students, mostly youth who left school after the 10th grade and live in poverty in rural districts.

About 70 percent of the Skills schools are near industrial clusters, and the others are near large labour pools. They focus on selected strategic sectors, including textiles, engineering, construction, leather, automotive, welding, retail, and hospitality. The programme works with more than 1,000 companies to ease placement of graduates and ensure the skills it is teaching are relevant and the supply of workers it produces

aligns with demand. More than 85 percent of its participants find employment.<sup>114</sup>

The Generation programme follows a similar approach, with programmes focusing on four sectors with campuses in 49 cities in India, Kenya, Mexico, Spain, and the United States. The programme is offered to 18- to 29-year-olds. Among the programme's features are direct contact with potential employers, matching trainee attributes with employer needs, courses that cover technical, behavioural, and mental skills, continuous monitoring and support during and after the programme, and a strong alumni network.

Since its inception, 13,500 people have gone through the training with 83 percent finding jobs within three months of finishing the programme and 80 percent of those stayed with their jobs for at least three months. Employers also rate programme graduates as higher performing than their peers.<sup>115</sup>

<sup>114</sup> - Based on website information and interviews.

<sup>115</sup> - Information obtained from interviews and website ([www.generationinitiative.org](http://www.generationinitiative.org)).

## BOX 14

## What success could look like in 2025 for vocational education



Indonesia matches the success shown at IL&FS Skills in India with more than 100,000 trainees and more than 1,000 industry partners, as well as 85 percent of the graduates finding jobs following the programme.



All SMK educators having relevant work experience within the previous three years.

#### 4. EARLY CHILDHOOD EDUCATION AND DEVELOPMENT

##### > Super Kader

Super Kader, would work with Posyandu, the Indonesian government's community health programme, to help train volunteers to provide better support to parents in early childhood education. The programme could create tools to help healthcare practitioners introduce mothers to early childhood education and offer mothers materials such as books and building blocks to work with their children on early education concepts including pre-literacy skills and motor skills. A number of initiatives are being done to provide community trainings for health workers (e.g. Pertamina's Community Development Programme), which could be built upon by the Super Kader programme.

##### > Adopt a village

An adopt-a-village effort would address multiple needs at a single village or location, for example nutrition for mothers and caregiver capabilities, rather taking a single intervention and implementing it across several locations. The Government of Indonesia has adopted a Holistic-Integrated Early Childhood Development (HI-ECD) strategy. One component of this strategy is the collaboration with the World Bank on ECED, which aims to improve poor children's overall development and readiness for further education, within a sustainable quality ECED system.<sup>116</sup> The approach used by the World Bank programme to provide wide-ranging support for early childhood interventions, addressing health, education, teacher training, and parental awareness issues, for example, could also be expanded to encompass districts with insufficient access to these services. Experience and best practice examples could be shared in a "Centre of PAUD Excellence."<sup>117</sup>

## BOX 15

## What success could look like in 2025 for early childhood education and development



Every community health worker in Indonesia has some early childhood education training.



Philanthropists are leading integrated early childhood programmes in the bottom 10 percent of districts in terms of early childhood education access.

## COLLABORATION IS CRUCIAL

By and large, interventions are most effective when implemented within a supportive and complementary ecosystem. For example, ensuring every child enjoys quality education not only involves addressing a variety of areas such as teacher quality, school leadership and parental engagement, but also a complex set of activities, from addressing gaps in policy frameworks to innovating ways to improve teacher quality and pedagogy, to scaling. Philanthropists therefore need to work with other stakeholders and each other to effectively bring change across the system. Of the philanthropists surveyed in our study, 64 percent said there is room for improved collaboration.

A wide range of models for philanthropic collaboration is available (Exhibit 25). Which model is appropriate depends on a variety of considerations, including each organisation's objectives, ambition, areas of interest, capacity, and, of course, how closely they wish to work with others.

Promising avenues for collaboration include:

**> Publication and tools.** At the most basic level, philanthropists can share up-to-date information on their efforts in education. For example, SDGFunders.org is an online platform formed to foster collaboration among philanthropists and the international development community. Piloted in Columbia, Ghana, Indonesia, Kenya, and Zambia, the platform makes data on philanthropic investments more accessible and allows philanthropists to track progress of initiatives, find partners, and learn from case studies.<sup>118</sup> The appendix of this report serves as a first step towards building this knowledge base of the landscape of education-related philanthropic initiatives in Indonesia (see also Exhibit 10 to see interest area of work of each organisation).

As a potential next step, an online database could be created, which is updated regularly, and publicised heavily to support awareness in the philanthropic community. In addition to the database, common tools and frameworks can be published to increase sector knowledge and efficacy. ASER, for example, is an annual nationwide household-based survey, conducted by the Pratham Education Foundation in India, now serves as a benchmark to measure progress in access to education, school infrastructure and student learning outcomes.

**> Annual Forum.** Annual gatherings that bring philanthropists together to showcase promising ideas and share experiences can help provide the support needed to expand promising initiatives. One model is the Global Green Growth Forum (3GF), which assembles governments, businesses, investors, and international organisations together to discuss inclusive green growth.<sup>119</sup> 3GF works with stakeholders to identify new partnerships and promote existing ones that serve to encourage green growth. In Indonesia, existing forums such as Pesta Pendidikan could be used to create a similar platform for promising education initiatives.

**> Knowledge sharing networks.** Philanthropic organisations could form formal or informal networks to share insights and solve common problems. By sharing information, philanthropists could avoid duplicating efforts to address gaps and arriving at multiple sub-optimal solutions. A group of philanthropic organisations could identify an area where there is a large degree of philanthropic activity or interest (e.g., early childhood education), establish informal networks to share lessons learnt and conduct benchmarking on outcomes of different interventions. This way, all participants will have a deeper understanding of what interventions are working and can be scaled.

**> Delivery labs.** Philanthropists could also explore setting up delivery labs, where key stakeholders co-locate for short periods to explore and implement solutions to common problems or work toward goals. The effort is similar to PEMANDU, the teacher quality labs run by the Malaysian Government's Delivery Unit.<sup>120</sup> One area of opportunity for a delivery lab could be in-service training for teachers, where many philanthropists in Indonesia are engaged, but most programmes are micro or small scale. Concerted efforts by different stakeholders to form a joint-performance team will create space for creative solutions, leveraging on individual strengths. Working together, the philanthropists can achieve greater impact.

**> Funding and resource partnerships.**

Philanthropists could also explore combining their funds and resources to tackle specific issues, similar to the approach used by the Global Fund to fight AIDS, tuberculosis, and malaria. A joint fund could be created, for example, to tackle early childhood education and health issues, an area that faces a severe shortage of resources in Indonesia.

<sup>117</sup> - Pendidikan Anak Usia Dini, Bahasa Indonesia for early childhood education and development.

<sup>118</sup> - The appendix of this report can serve as an initial step towards building a knowledge base of philanthropic initiatives in education in Indonesia. A potential next step would be to transfer this base to an online database that could be updated regularly and circulated widely to support awareness within the philanthropic community.

<sup>119</sup> - For further details, see <http://3gf.dk/>

<sup>120</sup> - <http://gtp.pemandu.gov.my/gtp/upload/78971400-f8d4-4956-a277-f77fde8bbd8c.pdf>

## EXHIBIT 25 :: There are a range of ways that philanthropists could collaborate in Indonesia depending on the ambition level

	Initiative	Description	Example
<b>High Collaboration</b> Action-focused with pooled resources and expertise	 <b>Funding and resource partnership</b>	Single channel or organisation to raise, consolidate and disburse funds from multiple sources.	
	 <b>Delivery labs</b>	Committed expertise (e.g. programme officers, grantees) from key stakeholders to collaborate as joint 'performance teams' (or 'delivery labs') for outcome-driven endeavours (including joined annual performance targets and incentives).	
	 <b>Knowledge-sharing network</b>	Regular convening of "working group" stakeholders on shared area of interest and expertise to build network, share ideas and problem-solve potential solutions.	
<b>Low Collaboration</b> Knowledge-sharing with limited formal or ongoing commitment	 <b>Annual forum</b>	Annual forum to share best practices, latest thinking and ideas. Promising ideas are showcased and receive exposure to potential mentorship, partnership and funding opportunities.	
	 <b>Publication and tools</b>	Up-to-date knowledge on current activity in the sector, case studies, key learnings, useful resources, online discussions (e.g. online platform, annual publications).	

\*the list is not exhaustive

Like all resources, philanthropy is finite, and a critical concern is how to maximise the impact of the various initiatives to bring the Indonesian education system forward. Four questions can help focus individual efforts more appropriately.

- 1. Does the strategy target areas with the greatest potential?** Teacher quality, school leadership, vocational education, and early childhood education and development are areas with significant potential for noticeable impact in the education system.
- 2. Can current initiatives be emulated by others to achieve expanded impact?** Catalytic programmes can encourage others to expand their efforts by offering innovative solutions, evidence of effectiveness, and approaches that can be replicated, improved, and expanded.

**3. Does the programme have room to add promising initiatives?** The 10 initiatives identified in our study with the potential to trigger broad impact could be attractive additions to many ongoing efforts.

**4. Are areas for collaboration being overlooked?** Collaboration magnifies the impact of any philanthropic effort, and the full range of potential alliances should be considered.

We hope that this report can help shape the strategies and initiatives of philanthropic organisations engaged in Indonesian education to achieve truly transformational impact.

# Appendix

## Overview of philanthropic interventions

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# Overview of philanthropic interventions



This appendix contains a list of philanthropic initiatives in the K-12 education sector in Indonesia. The information in this section was obtained from an online survey sent to philanthropists (of which 51 institutions completed the survey), complemented by a desktop literature review and interviews.

The objective is to update this list over time, and we encourage philanthropic organisations to contact APC Indonesia ([Indonesia@asiaphilanthropycircle.org](mailto:Indonesia@asiaphilanthropycircle.org)) if there are any omissions or errors.



# Foundations

Organisation	Drivers	Initiative Description	Scale / Impact
<b>Ancora Foundation</b>	<ul style="list-style-type: none"> <li>Supply of infrastructure</li> <li>Financial-related factors</li> <li>Teacher quality</li> <li>Early childhood intervention</li> </ul>	<p>The Ancora Foundation runs several programs including scholarships for Vocational, Bachelors, Masters, and Fellowships (including international); Ancora scholarships grant tuition fees and living expenses for a maximum of four years of undergraduate education.</p> <p>The Foundation also has teacher empowerment programs in Sekolah Rakyat (PAUD teachers) and Guru Cerdas Unggul. Sekolah Rakyat is an initiative for early-age children to access quality pre-school education. The programme equips teachers with current, tried, and easy to implement classroom practices that enable children to learn.</p> <p>Some community projects include SahabatAir Project (water conservation) and GuePilahSampah (a public campaign about plastic waste). Ancora has partnered with several organisations including not for profit and corporate.</p>	<ul style="list-style-type: none"> <li>&gt; Ancora Foundation has reached 415 schools in Sumatra, Kalimantan, Sulawesi, Maluku, Java, Bali &amp; Nusa Tenggara and Papua</li> <li>&gt; 450 community kindergartens have been established thus far, with 1,000 kindergartens in 33 provinces targeted in the next 2-3 years and approximately 20,000 children a year.</li> <li>&gt; The Foundation offers 20 undergraduate scholarships annually for Indonesian students.</li> </ul>
<b>Djarum Foundation</b>	<ul style="list-style-type: none"> <li>Supply of infrastructure</li> <li>Financial-related factors</li> <li>Teacher quality</li> <li>Teaching and learning environment</li> <li>Early childhood intervention</li> <li>Vocational education</li> <li>School governance</li> </ul>	<p>Djarum Foundation runs several comprehensive education programmes from PAUD through to tertiary-level education. These include scholarships (Djarum Scholarship Plus), programmes in school leadership, improving teacher quality and supporting governance. Djarum Foundation is also involved in vocational education in the form of the Vocational School Improvement programme, working with industry partners to align current forms of study with industry competencies that hold value for the national economy.</p> <p>The programme offers 14 different industry competency areas / programmes of study, including Nautical Studies, Marine Engineering, Animation, Hospitality Marketing, Culinary Arts, and Fashion Design (four more areas will be added by 2018). Djarum has partnered with more than 30 businesses and foundations including BNI, SMBC, Cisco, ITB, Putera Sampoerna Foundation.</p>	<ul style="list-style-type: none"> <li>&gt; 10,000 students from over 117 top universities across all 34 provinces have received financial support and soft skills training through the "Scholarship Plus" programme since 1984.</li> <li>&gt; K-12 programmes operate out of Kudus, Central Java.</li> <li>&gt; 16 out of 29 SMK in Kudus have been supported since 2012, equipping over 10,000 of the graduates with relevant industry-aligned skills.</li> <li>&gt; National average wage for SMK graduates is approx. IDR2 million/mth while programme graduates earn IDR4-15 million upon graduation.</li> </ul>

## Organisation

Organisation	Drivers	Initiative Description	Scale / Impact
<b>Eka Tjipta Foundation</b>	Supply of infrastructure Teacher quality Vocational education	<p>Initiatives aim to create model schools, providing training to teachers and support to the school administration. The foundation works with MoEC and Model School Principals, who are responsible for conducting optional assessments in schools (on top of the mandatory national accreditation). The result of independent accreditation is then linked to performance-based incentives such as teacher salary.</p> <p>Eka Tjipta Foundation also operates a vocational high school (SMK) and polytechnic, ITS (Institut Teknologi Sains Bandung), in partnership with the Institute of Technology Bandung (ITB), to focus on STEM. The foundation also runs Prasetiya Mulya University (which focuses on business).</p>	Partnered with 260 schools.
<b>Gerakan Kepedulian Indonesia (GK)</b>	Financial-related factors Cultural and perception factors Teacher quality Early childhood intervention Vocational education Adult education	<p>GK Indonesia uses an integrated, sustainable, and productive community development model, empowering underprivileged communities in Rusunawa. GK does this by implementing and managing comprehensive programmes from ECE through to high school. They have programmes ranging from youth rehabilitation and integration to PAUD, to ensure access for all children in the communities they work with. The programmes centre around the value of education, encourage children to attend school, and motivate them to learn.</p>	<p>&gt; GK is in 8 communities. 2,561 children in these communities are going through formal schooling (Grade 1- 12)</p> <p>&gt; 276 children do not attend formal schools. 129 of these children attend “kejar paket” – non-formal schools that operate in 4 of the 8 communities. 112 out of these 129 children were deemed worthy to take final exams and to progress to formal schooling.</p>
<b>Indonesia Heritage Foundation (IHF) or Yayasan Warisan Nilai Luhur Indonesia</b>	Cultural and perception factors Early childhood intervention	<p>IHF developed a holistic education model called Pendidikan Holistik Berbasis Karakter. The non-profit has established their own schools with this model, and continues to implement it in existing schools specifically for children from underprivileged areas (such as the Semai Benih Bangsa (SBB) programme). IHF programmes cover early learning, kindergarten, primary school, and secondary school, as well as character education workshops for secondary and higher secondary school teachers, brain-based parenting training, feeling education for students, and violence prevention.</p>	<p>&gt; 2,000 early learning/ primary schools in underprivileged areas have adopted this model of education.</p> <p>&gt; Run a Character School since 2001 in Depok, West Java.</p>
<b>Irsyad Trust</b>	Cultural and perception factors Teacher quality School leadership development Curriculum, content, and pedagogy School model School governance	<p>Irsyad Trust exports the best practices of the renown Madrasah Irsyad Zuhri Al-Islamiah primary school, which is acknowledged by Muslim pedagogues as the Future of Islamic Education due to its progressive and advanced approach to teaching and learning, adapted from Singapore’s world-class education system. Irsyad Trust conducts school leadership and governance programs for school leaders and administrators. It has been conducting teacher training programs in Islamic schools in the region for the past 10 years.</p>	<p>&gt; Set up a model school in Bandung (awarded Best School by Diknas for School-Based Management in 2016).</p> <p>&gt; Assisted the setup of 3 schools with modern curriculum in Jawa Barat and Jawa Timur as part of a best practices cascading project.</p>

## Organisation

Drivers	Initiative Description	Scale / Impact
	<p>The online resources and curriculum that Irsyad has developed are used in Islamic schools in more than 30 countries. Irsyad Trust is active in customising curriculum and resources (including in online formats) for its network of Islamic schools in the region.</p>	<ul style="list-style-type: none"> <li>&gt; Conducted leadership and immersion programs in Singapore for 200 school leaders.</li> <li>&gt; Trained 200 teachers in advanced pedagogies, languages, and ICT.</li> </ul>
<p><b>Ishk Tolaram Foundation (ITF)</b></p> <ul style="list-style-type: none"> <li>Cultural and perception factors</li> <li>Teaching and learning environment</li> <li>Early childhood intervention</li> </ul>	<p>ITF was recently incorporated and will focus its efforts on PAUD interventions, teacher training, and social-emotional learning. ITF currently supports a Rotary Club-led initiative in Kota Batu, targeting improved attendance and performance, and providing basic school necessities to primary school students. This programme also includes teacher capacity training and parent education.</p>	<p>Preliminary plans are being laid to develop initiatives to increase PAUD enrolment, curriculum adoption, and teacher quality in communities in East Java.</p>
<p><b>JAPFA Foundation</b></p> <ul style="list-style-type: none"> <li>Financial-related factors</li> <li>Teacher quality</li> <li>School leadership development</li> <li>Curriculum, content, and pedagogy</li> <li>Vocational education</li> <li>School governance</li> </ul>	<p>JAPFA runs comprehensive Agriculture Education Development programmes targeting vocational education. The Foundation is involved in teacher training and skills improvement, and supports teacher certification processes, curriculum understanding, and using of tools such as project-based learning. It also works on enhancing the principals' role and function through trainings, modules, seminars, and a sharing network.</p> <p>JAPFA works with all players, including government, the community, parents, and students. JAPFA Foundation primarily works with vocational high schools, universities, and junior high school. The Foundation also runs financial aid schemes such as Scholarship Programmes, aimed at facilitating motivated, high-potential but underserved students to get access to quality education.</p> <p>JAPFA Foundation also runs a social business intervention platform with ProVisi to build impactful community, businesses, and entrepreneurial mindsets.</p>	<ul style="list-style-type: none"> <li>&gt; JAPFA works with 8 schools in 7 provinces.</li> <li>&gt; Vocational teacher training programme has impacted 373 teachers.</li> <li>&gt; 7,223 students have gone through JAPFA programmes.</li> <li>&gt; 2,186 students have received scholarships.</li> <li>&gt; JAPFA works in Nanggroe Aceh Darussalam, North Sumatera, West Sumatera, West Java, Central Java, Yogyakarta, and South Kalimantan.</li> </ul>
<p><b>Rajawali Foundation (RF)</b></p> <ul style="list-style-type: none"> <li>Supply of infrastructure</li> <li>Inclusive and personalised learning</li> <li>Supporting education reform</li> <li>Education research</li> </ul>	<p>RF together with the Harvard Kennedy School Ash Centre launched the Rajawali Foundation Institute for Asia ("RFIA"). In Indonesia, RF reaches out to Mayors and Regents under the flagship programme of Harvard Kennedy School Indonesia Programme ("HKSIP").</p> <p>It provides support for Indonesia researchers and development think tanks to help district governments improve local public policies and administration. It provides support for school improvement, better governance, and school operations in Indonesia, including schools for children with disabilities.</p>	<ul style="list-style-type: none"> <li>• 6 Asian countries covered under RFIA.</li> <li>• 57 districts in Indonesia reached through 114 local leaders alumni from the HKSIP programme (2010-2014).</li> <li>• 20 Alumni of HKSIP since 2010 - Research Fellows and Masters graduates from the Public Policy Programme.</li> </ul>

## Organisation

## Drivers

## Initiative Description

## Scale / Impact

RF also provides humanitarian assistance to communities affected by natural disasters and other emergencies. It supports community projects such as renovation and maintenance of public housing for flood victims and disadvantage people, and other charitable activities for communities.

- 12 Alumni from Northwestern University's Equality Development & Globalisation (EDG) Studies – Arryman Programme since 2012.
- 50 scholarship recipients – formal school education students, science and technology undergrad students, teacher scholarships and special education teacher scholarships since 2011.
- Public Housing Renovation project for 100 underprivileged families (500 people) in North Jakarta (2014).

**ReachOut Foundation**

Early childhood intervention

The PAUD Surya Kasih Project uses a holistic approach to early childhood education providing free preschools and teacher training in areas of poverty. The project provides qualified teachers, a standardised methodology, and emphasises parental involvement through regular awareness building initiatives.

The Foundation currently operates 10 PAUD schools, provides free education to over 550 children each year and has trained more than 250 PAUD teachers from other schools.

**Surya Institute**

Teacher quality

Surya Institute's College of Teacher Training and Education (STKIP Surya) is a private university that offers undergraduate education programmes in three courses: Physics Education, Mathematics Education, and Informatics and Computer Engineering Education. STKIP Surya was established to respond to the challenge of training reliable science and mathematics teachers, particularly for students in disadvantaged areas.

STKIP Surya has also partnered with several local governments (especially in disadvantaged regions) to train teachers to use STKIP methods and for teachers to further develop the curricula themselves.

> STKIP Surya has a target to train teachers in 400 regencies/cities across Indonesia. The aim is for teachers to continue to spread these teaching methods to other teachers within their respective regencies.

> In 2013, more than 15 local governments sent over 700 high school graduate students for training to become qualified teachers.

**Tanoto Foundation**

Financial related factors

Teacher quality

School leadership development

Teaching and learning environment

Early childhood intervention

Technology

Tanoto Foundation is a philanthropic organisation founded by Sukanto Tanoto and Tinah Bingei Tanoto that thrives to be the centre of excellence for poverty alleviation through education, empowerment, and enhancement of quality of lives. Its education programme focuses on two aspects: access and quality.

To improve access, the Foundation provides several types of scholarship to youth and university students nationwide. The flagship programme, National Champion Scholarship,

> Tanoto Foundation has supported 518 schools in rural areas in Indonesia through Pelita Pendidikan programme.

> Trained over 5,100 teachers

> Granted scholarships to over 6,800 students and 150 teachers.

## Organisation

Drivers	Initiative Description	Scale / Impact
	<p>aims at nurturing future leaders in Indonesia.</p> <p>To improve quality of education, the Foundation runs Pelita Pendidikan programme for primary school level. The components include literacy programme, teacher training programme, and conducive and safe learning environment. PAUD programme provides supports in educational content, teacher quality, and renovation of the facilities.</p> <p>As for higher education, the Foundation supports innovative research, quality assurance, and infrastructure improvement. Tanoto Foundation also partners with the Wharton School in supporting the professional development of the faculty members in local universities and UNDP in contextualizing Sustainable Development Goals in Indonesia.</p>	<p>&gt; Renovated 350 classrooms, built 222 toilets, and trained 778 teachers in good hygiene habits and 3Rs.</p> <p>&gt; Based on Early Grade Reading Assessment, 54.8% of students in partner schools achieved minimum reading competency as compared to 47.2% nationally.</p> <p>&gt; 92% of the partner schools in Sumatera Utara implemented library management system.</p>
<p><b>Yayasan BPK Penabur</b></p> <p>Supply of infrastructure Curriculum, content, and pedagogy</p>	<p>Founded in 1950, the Christian education organisation operates multiples schools at different levels. It includes international schools in Jakarta and Bandung that provide double degrees from international curricula (Cambridge &amp; GAC/ACT) and national curricula.</p>	<p>Operates in 15 cities in Sumatra and Java Island, with 147 schools and 48,716 students in total.</p>
<p><b>Yayasan Cinta Anak Bangsa (YCAB or “Loving The Nation’s Children Foundation”)</b></p> <p>Vocational education Building entrepreneurship skills</p>	<p>YCAB Foundation is the founding and flagship organisation in the YCAB Social Enterprise Group. It bases its operations on a sustainable social change model. YCAB’s mission is to improve welfare through education and innovative financing. YCAB aims to vitalise underprivileged youths in the communities to become self-reliant through education in the areas of soft skills, healthy lifestyle, basic education, vocational education, and economic empowerment in the form of work readiness or entrepreneurship programmes, bringing them from subsistence to sustainable livelihood.</p> <p>YCAB as a group, through its YCAB Ventures business unit, applies innovative financing through their unique mission-driven microfinance for women entrepreneurs from the bottom of the pyramid, where education is a precondition to loans. This way, YCAB touches both parents and children.</p>	<p>&gt; YCAB has impacted 3 million people, in 77 cities across 26 provinces in Indonesia, and has also started international programmes, namely in Myanmar and Laos. It currently has 56 active Learning Centres in Indonesia.</p> <p>&gt; By the end of 2020, YCAB aims to touch the lives of five million people in Indonesia.</p>
<p><b>Yayasan Dharma Bermakna (YDB)</b></p> <p>Curriculum, content, and pedagogy Education research</p>	<p>YDB established a research partnership with the Faculty of Psychology, University of Gajah Mada (UGM) and developed the first comprehensive, individually-administered intelligence test for Indonesian children ages 5 to 18, AJT Cognitive Assessment.</p> <p>YDB has used this research to create a profile of each assessed students’ cognitive strengths and weaknesses, and to facilitate the diagnosis and classification of Indonesian students with learning difficulties and special learning needs, as well as to assist psychologists and educators</p>	<p>&gt; Programme is currently in Phase IV, which includes test norming, validity and special studies, and the preparation of test booklets as well as user and technical manuals.</p> <p>&gt; The first phases developed the AJT research proposal, completed test conceptualisation, development of test items,</p>

## Organisation

## Drivers

## Initiative Description

## Scale / Impact

to collaboratively develop educational programmes and teaching strategies that match the learning characteristics of individual students.

trials and field testing followed by further data gathering and test assembly in Phase III, ending November 2016.

**Yayasan Dharma Bermakna (YDB)**

Supply of infrastructure  
School model  
Early childhood intervention

**Sekolah Perkumpulan Mandiri (SPM)**

SPM is a not-for-profit Kindergarten – Grade 12 school located in the historic Menteng neighbourhood of Central Jakarta. Established as one of the first model national plus schools, SPM runs one class per grade, is bilingual (Indonesian-English), complies with the Indonesian national education requirements, and has been accredited “A” by MoE. SPM further enriches the programme content with international curriculum (Cambridge), innovative and critical thinking approaches, character building, and a strong emphasis on leadership (principle-centred leadership).

SPM was recognised as the first International Lighthouse School, (a model school that implemented the Leader in Me Programme) outside of the United States.

**Yayasan Dharma Bhakti Astra (YDBA)**

Supply of infrastructure  
Inclusive and personalised learning  
Adult education

YDBA was established to help improve engineering, management, marketing, financing, and information technology in SMEs with the motto, “Give hooks instead of fish.” Currently, SMEs follow conventional trends in manufacturing (subkon), plantation, mining, and furniture building, and mostly employ youth dropouts.

**Yayasan Hati Suci (YHC)**

Supply of infrastructure  
Inclusive and personalised learning  
Early childhood intervention

YHC runs the Sacred Heart School from K to high school. The Sacred Heart School is a learning-friendly school that focuses on the quality of education services. Based on a familial approach and caring for others, it seeks to develop creativity and encourage independence through entrepreneurship.

The Sacred Heart School is a lighthouse model school.

**Yayasan Pelita Harapan (YPH)**

Supply of infrastructure  
Teacher quality

YPH operates 3 categories of schools: an International Baccalaureate curriculum school system (with 10% of students on scholarships), National plus schools (with 30-40% on scholarships) and needs-based schools in low access areas (with 90%+ students on scholarships). All the schools emphasise holistic education, critical thinking skills and creativity. YPH has a 1:10:100 ratio. That is, for every IB school, they aim to build 10 national plus schools, and 100 of the needs-based schools in low access areas.

> Total of 52 schools with 25,000 students.

> Operate 3 universities with 15,000 students.

> UPH that is based in Jakarta has over 4,000 graduates each year, including 300 teachers..

Universitas Pelita Harapan, is a comprehensive research university, with 4 campuses (Karawaci, Medan, Surabaya) offering a wide range of degrees, which include 3 teacher colleges whose graduates earn positions at foundation schools so that they can share the benefits of their education with underserved children. The YPH Foundation is a Christ-centred institution but educates students from all belief and religious systems.

Organisation	Drivers	Initiative Description	Scale / Impact
<b>Yayasan Pemimpin Anak Bangsa (YPAB)</b>	Cultural and perceptive factors	YPAB runs several programmes (Rumah Belajar, Equality Education, the Reading Room and Basic Literacy) providing non-formal education for out-of-school students in Indonesia, including in primary, junior high, and senior high school. Operating since 2012, this foundation is strongly based on the pillars of volunteer contribution through teaching. YPAB aims to provide equal opportunities for out-of-school students to receive at least the compulsory 12 years education.	YPAB has established 3 “Rumah Belajar” in major cities across Indonesia.
<b>Yayasan Pesantren Islam Al-Azhar</b>	Supply of infrastructure Early childhood intervention	Yayasan Pesantren Islam Al-Azhar currently operates 55 kindergartens, 59 primary schools, 39 junior high-schools, and 19 high schools in various provinces in Indonesia. It also conducts various Islamic seminars to enhance Islamic education.	The organisation has built 172 Islamic based schools and one Islamic University across Indonesia since it was first established in 1952.
<b>Yayasan Tahija</b>	Supply of infrastructure Financial-related factors	Yayasan Tahija adopted a village and built education and health services in Aceh. This included resources devoted to training teachers on how to use computer, manage library and develop better administrative skills. A programme, titled “Sharing Brings Happiness”, has delivered school equipment to support education in various districts in Central Java.	Set up one school and two health clinics in Aceh.

## International Aid Donors

Organisation	Drivers	Initiative Description	Scale / Impact
<b>Asian Development Bank (ADB)</b>	Curriculum, content, and pedagogy	The Madrasah Education Development Project (MEDP) focuses on Islamic religious schools. It includes a gender action plan with specific actions aimed at maintaining current gender balance among teachers, providing gender sensitive training for teachers, awarding transition scholarships to girls, encouraging female participation in madrasah school committees (at least 30%), and better reporting against gender actions in project progress reports.	Through MEDP, the ADB has improved academic achievement of students in both private and public madrasah in 27 poor districts in Central and East Java, and South Sulawesi.
<b>Asian Development Bank (ADB)</b>	Vocational education	The Vocational Education Strengthening Project (INVEST) aims to address the mismatch between education and the skill needs of businesses. The project helps students obtain the skills they need to get a job after graduation.  The Polytechnics Education Development Project (PEDP) helps Indonesia update and improve technical and vocational training in polytechnic institutions to better align graduates’ skills with employers’ needs. The project supports measures	> INVEST has helped 90 vocational schools in 33 provinces improve school facilities as well as upgrading the quality of teaching and learning.  > Through PEDP, the ADB has provided support to 34

## Organisation

Drivers	Initiative Description	Scale / Impact
	to increase access to, quality and relevance of polytechnic education, develop high-quality programmes related to key industries, and promote private sector involvement in the polytechnic sector. The project focuses on five priority areas: (i) manufacturing; (ii) agri-business (iii) infrastructure and (iv) energy and mining, and (v) tourism.	polytechnics with a total value of US\$75 million loan and additional \$5 million grant from the Canadian Government.
<b>Asian Development Bank (ADB)</b>  School governance	The Minimum Service Standards Capacity Development Programme aims to address disparities in provincial and district education performance and to increase efficiency in managing public resources at the local level through: (i) strengthening capacity of the Ministry of Education and Culture (MoEC) and district administrations for planning, budgeting, and managing education services in accordance with the basic education Minimum Service Standards (MSS); and (ii) promoting advocacy for the education MSS. The grant implementation adopts the Government's system, where each district is required to pre-finance the approved activities and request reimbursement from Ministry of Finance (MOF) upon completion of activities.	<ul style="list-style-type: none"> <li>&gt; 108 districts completed the MSS Status Quo Assessment (2014), covering 12,500 sample schools.</li> <li>&gt; More than 80,000 participants (28% female) have participated in the socialisation, meeting and training programmes held in 108 districts in 16 provinces.</li> </ul>
<b>Asian Development Bank (ADB)</b>  School governance Supporting education reform Education research	The Education Sector Analytical and Capacity Development Partnership (ESACDP) – a facility established in 2011 by MoEC, MoRA, and BAPPENAS, the Government of Australia, the European Union, and Asian Development Bank – is scheduled to be completed in 2017. The aim of ESACDP is to contribute to the government's efforts to strengthen the education system and sustain organisational performance improvement over the next 15 years by modernising the system, improving service empowerment, and enabling better regional and international competitiveness. The purpose is to promote policy dialogue and the institutional and organisational reform that underpin policy implementation and reduce disparities in provincial and district education performance.  ACDP has played a role in the improvement of information and communication systems, directed at establishing and sustaining robust processes for building knowledge management and organisational learning processes.	<ul style="list-style-type: none"> <li>&gt; ACDP has delivered over 70 publications covering research, analytical studies, and policy briefs on various education issues. The research is disseminated through knowledge sharing forums, learning events and strategic dialogues.</li> <li>&gt; ACDP has delivered several capacity development programmes across the 3 government agencies, facilitating and supporting knowledge-informed policymaking processes from ECE to higher education (at central, provincial and district levels).</li> </ul>
<b>Australian Department of Foreign Affairs and Trade (DFAT)</b>  Curriculum, content, and pedagogy School leadership development	The Building Relationships through Intercultural Dialogue and Growing Engagement (BRIDGE) Project (2016 -2018) establishes partnerships between Indonesian and Australian schools, building capacity of Australian and Indonesian teachers in cross-cultural understanding, pedagogical practice, ICT capability and partnership planning through intensive teacher training programmes, and workshops.	The project has established 132 school partnerships, directly involving over 528 Australian and Indonesian teachers.

Organisation	Drivers	Initiative Description	Scale / Impact
<b>Australian Department of Foreign Affairs and Trade (DFAT)</b>	Education research	Australia-Indonesia Partnership for Pro-Poor Policy: The Knowledge Sector Initiative (KSI). Australia and the Indonesian government have developed KSI to address the issues of lack of rigorous public policies research and analysis. KSI stimulates the production and use of quality research and analysis for policy decision-makers and addresses the inadequate sustained funding, and uneven technical capacity in Indonesian think tanks which has resulted in little policy-relevant research emerging from domestic sources.	<ul style="list-style-type: none"> <li>&gt; Funding worth \$60 million between 2012-2017.</li> <li>&gt; DFAT has partnered with ODI, RTI, the Australian National University and the Nossal Institute for Global Health at the University of Melbourne to implement the first five years phase.</li> </ul>
<b>Australian Department of Foreign Affairs and Trade (DFAT)</b>	Financial-related factors	The Australia Awards are prestigious international scholarships offering the next generation of Indonesian leaders an opportunity to undertake study, research and professional development in Australia. Australia Awards Scholarships are an important part of Australia's education assistance to Indonesia. Many scholarship alumni have gone on to hold positions of influence, have made significant contributions to Indonesia's development and have helped build strong people-to-people links between Indonesia and Australia.	<ul style="list-style-type: none"> <li>&gt; In 2015, 866 Australia Awards scholarships were provided to Indonesian citizens.</li> <li>&gt; Provided courses for Education Assessment to University of Adelaide, Teacher and Principal Competencies to QUT and Teacher Professional Development to University of Melbourne.</li> </ul>
<b>Australian Department of Foreign Affairs and Trade (DFAT)</b>	Teacher quality School governance	<p>The Innovation for Indonesia's School Children (INOVASI) (2016 – 2019) is a 4-year programme aimed at primary school level; it focusses on understanding what works best to improve student learning outcomes in literacy and numeracy in basic education, in a variety of sub-national contexts. It focusses on three sub-topics of investigation: the quality of teaching in the classroom, the quality of support for teachers, and learning for all.</p> <p>DFAT collaborates with the Government of Indonesia at the district, provincial and national levels to develop and implement action-oriented research and pilots that will improve student learning outcomes in Indonesia.</p>	As of November 2016, INOVASI has begun work in its first partner province, West Nusa Tenggara (districts: Lombok Utara, Lombok Tengah, Bima, Dompu, Sumbawa, Sumbawa Barat). INOVASI will also operate in North Kalimantan (Malinau and Bulungan), Sumba (all four district governments) and East Java.
<b>Australian Department of Foreign Affairs and Trade (DFAT)</b>  <b>World Bank (WB)</b>	Early childhood intervention	<p>A Healthy and Smart Generation (PNPM Generasi) (2008 – 2017) is a project that aims to improve Indonesia's lagging performance on maternal and child health and education and to increase utilisation of health and education services. PNPM Generasi is a Government of Indonesia social assistance programme designed to address three Millennium Development Goals: Maternal Health, Child Health, and Universal Education.</p> <p>It takes a holistic approach to early childhood by including support such as nutrition counselling and supplements, immunizations, and community health worker training.</p>	<ul style="list-style-type: none"> <li>&gt; PNPM Generasi has enabled over 1.6 million women and children to receive nutrition counselling and support.</li> <li>&gt; Over 1 million children under of age of 5 to obtained Vitamin A supplements.</li> <li>&gt; Over 770,000 pregnant women received iron supplements.</li> </ul>

Organisation	Drivers	Initiative Description	Scale / Impact
<b>Australian Department of Foreign Affairs and Trade (DFAT)</b>	Early childhood intervention Cultural and perception factors	Programme Peduli (2014-18) works with the Coordinating Ministry for Human Development and Culture to promote social inclusion to reduce poverty among marginalised people in Indonesia. It does this by increasing access to public services and social assistance, protecting human rights and improving government policy for six of Indonesia's most marginalised groups. These are: vulnerable children and youth, remote indigenous communities reliant on natural resources, religious minorities, victims of human rights violations (including in 1965), male-to-female transgender and people with disabilities.	<ul style="list-style-type: none"> <li>&gt; Over 365,000 children received immunizations.</li> <li>&gt; Eliminated over 185,000 cases of underweight children.</li> <li>&gt; Provided training and operational support to over 59,000 community health volunteers.</li> </ul>
<b>Australian Department of Foreign Affairs and Trade (DFAT)</b>	School governance Curriculum, content, and pedagogy Supporting education reforms	Technical Assistance for Education System Strengthening (TASS 2016 – 2020) is a demand driven, system-strengthening facility that delivers high-quality technical assistance to the Government of Indonesia to improve the effectiveness of policy and practice in the education sector. The areas include learning assessment, family (parental) education (including early childhood education), curriculum reform, principals' and teachers' professional development, private sector engagement, the management and oversight of school construction, professional development for high-level staff and supporting the Ministry of Religious Affairs' (MoRA) agenda to improve the quality of Madrasah education.	Programme began in 2016 and will run through 2020.
<b>Australian Department of Foreign Affairs and Trade (DFAT)</b>	School governance Supporting education reform	Governance for Growth (KOMPAK) works to strengthen the institutional and operational capacities of local governments (including kecamatan level) and service units to better address frontline service needs and to support improved usage of village funds to address service delivery priority needs. Working at national and sub-national levels, KOMPAK consolidates and builds on investments made by the governments of Indonesia and Australia in community empowerment, service delivery, governance and civil society strengthening.	<ul style="list-style-type: none"> <li>&gt; \$80 million, 2015-2018 - working with Indonesian Government.</li> <li>&gt; Operates in 7 provinces: West Nusa Tenggara, East Java, Central Java, Aceh, South Sulawesi, Papua and West Papua.</li> </ul>

## Organisation

Organisation	Drivers	Initiative Description	Scale / Impact
<b>Deutsche Gesellschaft für Internationale Zusammenarbeit</b>	Vocational education School leadership development	The TVET Personnel (RECOTVET) Programme is a regional leadership and capacity development programme designed to improve the training of TVET personnel in Indonesia, Laos, and Vietnam. The programme's objective is to support and create personnel, institutional and thematic pre-conditions for quality improvement and regional harmonisation of the education and training of TVET personnel in Southeast Asia.	<ul style="list-style-type: none"> <li>&gt; 39 individuals are currently participating in long-term training courses.</li> <li>&gt; 90 students are involved in further education events as part of the school management training.</li> <li>&gt; Alongside their technical qualifications, the participants are already developing and planning real projects which they will put into practice upon returning to their countries.</li> </ul>
<b>Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ)</b>	Vocational education School leadership development	<p>The Sustainable Economic Development through Technical and Vocational Education and Training (SED-TVET) programme aims to increase cooperation with the business sector in designing and implementing vocational education and training. To this end, it promotes dialogue between government actors and the business sector, and works to encourage cooperation in all its areas of activity. Programme activities take place mainly in the provinces of West and Central Java, Yogyakarta, South Sulawesi, and East Kalimantan.</p> <p>The programme has strengthened the capacity of its Indonesian partners to assess the current state of laws and regulations in the field of TVET, and to draft new ones.</p>	<ul style="list-style-type: none"> <li>&gt; The quality of teaching has improved for 8,400 students each year in 23 vocational institutes.</li> <li>&gt; The graduates of these schools also receive support in terms of access to career guidance and job placement.</li> <li>&gt; All 23 (19 SMK and 4 BLK) vocational institutions receiving support have produced school development plans.</li> </ul>
<b>Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ)</b>	Teacher quality School leadership development Vocational education	The Innovation for Sustainable Economic Development programme started in July 2017, and builds on previous GIZ projects but this programme focuses on cooperation with the private sector.	At time of publishing, the programme has yet to be finalised but the aim is for 20 teachers to train for 6 to 12 months in Germany, South Korea, and ASEAN countries.
<b>European Union (EU)</b>	Teacher quality Supporting education reform	<p>The Education Sector Support Programme (ESSP) has 3 main education reform initiatives: (i) providing direct budget support to the government to increase access to primary education and improve the quality, relevance, and governance of education more broadly; (ii) supporting ACDP (see details in Education Research driver below); and (iii) the Minimum Service Standards Capacity Development Programme, which supports the implementation of Minimum Service Standards (MSS) in basic education.</p> <p>It addresses quality, governance, and regional disparities in education with concrete actions such as teacher training and</p>	MSS capacity building activities have been implemented in 105 out of 108 districts that have signed MOU. Feedback from the field reveals that the capacity building programme has been well-received by districts' stakeholders. Improving capacity of district government officers is expected to lead to better

## Organisation

Organisation	Drivers	Initiative Description	Scale / Impact
<b>Millennium Challenge Corporation (MCC)</b>	Early childhood intervention	the provision of school books. The EU also supports higher education in Indonesia through the Erasmus+ programme.	planning and budgeting.
<b>Millennium Challenge Corporation (MCC)</b>	Early childhood intervention	The Community-Based Health and Nutrition to Reduce Stunting Project (The Compact) is a five-year, US\$600 million project aiming to increase household income and productivity through better health and nutrition, sustainable land and energy management, and modernised government procurement. Of this, MCC is investing US\$217 million in community-based health and nutrition to reduce stunting in 11 of Indonesia's 34 provinces by integrating sanitation, maternal and child health and nutrition interventions.	The project aims to affect 1,700,000 of the target audience. The objective is to reduce and prevent low birth weight, stunting and malnourishment of children in project areas, and increase household income through increased cost savings and productivity.
<b>Reach Out to Asia (ROTA)</b>	Supply of infrastructure Teacher quality Technology	ROTA has rebuilt a kindergarten, primary, and secondary school destroyed by the 2006 earthquake. This also involved the construction of a vocational school (SMKN1 ROTA) as a Centre of Excellence for teaching ceramics and batik.	> Benefits 1,000 students through school rebuilding programme in Bayat, Klaten.
<b>Reach Out to Asia (ROTA)</b>	Supply of infrastructure Teacher quality Technology	ROTA has developed a Teacher Quality Improvement (TQI) in partnership with Vodafone Qatar, a four-year programme to enhance the classroom skills of teachers across the region. This project aims to develop Indonesian elementary and secondary school teacher competencies in the following three areas: personality, social skills, and pedagogy.	> Provides financial assistance for 200 students in the SMKN 1 ROTA Bayat.  > 90 teachers from Yogyakarta and Klaten have completed the TQI Programme. Direct beneficiaries are 1,440 primary and secondary school teachers, 500 headmasters and 60 trainers. Indirect beneficiaries are 13,000 teachers and 180,000 students.  > Implemented ICT for Education in 12 schools.
<b>USAID</b>	Teacher quality School leadership School governance Supporting education reform	PRIORITAS (Prioritising Reform, Innovation and Opportunities for Reaching Indonesia's Teachers, Administrators, and Students), is a US\$88.2 million programme (2012 to 2017) that provides pre- and in-service training to teachers with a "whole-of-school approach" extending training to supervisors, principals, teachers, and community members.	> 48 teacher training institutions were engaged.
<b>USAID</b>	Teacher quality School leadership School governance Supporting education reform	The programme also aims to develop better management and governance practice in schools and districts, as well as improving coordination within and between schools, teacher training institutions (TTIs), and government at all levels. The class-based training is accompanied by study visits, school cluster activities and in-school mentoring. The best teachers in each district are recruited and trained as facilitators to ensure sustainability of the programme.	> Trained over 36,200 primary and junior secondary schools in almost 100 districts in 9 provinces (Aceh, North Sumatra, Banten, West Java, Central Java, East Java, South Sulawesi, Papua, and West Papua).  > Reached over 232,600 teachers and school principals, benefiting over 12.5 million school students.

Organisation	Drivers	Initiative Description	Scale / Impact
<b>USAID</b>	Vocational education Building entrepreneurship skills	The Inclusive Workforce Development, or Kunci, programme is a five-year, US\$40.2 million programme, that promotes more inclusive economic growth by improving access to workforce, entrepreneurial and soft skills for poor and vulnerable youth including women and disabled, aged between 18-34.	Kunci aims to increase access to training opportunities and the labour market for at least 200,000 underprivileged youth in West Java, Central Java, East Java, Papua, West Papua, North Sumatra, and South Sulawesi.
<b>United Nations (UN)</b>	Curriculum, content, and pedagogy	The Green Schools Project champions the 5 scientific approaches (observing, questioning, associating, experimenting, presenting), which are being implemented through collaborative and active-learning approaches with extra-curricular activities relevant to local environment issues. The project aims to leverage the resources and expertise of teacher and community education to build the capacity of teacher and community education institutions from Indonesia to deliver Ecologically Sustainable Development (ESD) and entrepreneurship goals to mitigate and adapt to climate change within the local context.	<ul style="list-style-type: none"> <li>&gt; Produced teacher and community training materials to create Sustainable Kampongs (villages)</li> <li>&gt; Materials based on the baseline surveys of ESD conducted in experienced schools and Kampongs in 4 locations: Padang, Jakarta, Surabaya, and Banjarmasin.</li> </ul>
<b>United Nations (UN)</b>	Curriculum, content, and pedagogy	The Comprehensive Sexual Education Project provides technical assistance and advocacy support to address HIV prevention needs of youth; reviews the relevant curriculum areas; and provides teacher training on these topics.	Increased availability and use of integrated sexual and reproductive health services (including family planning, maternal health, and HIV).
<b>UNESCO, the International Bureau of Education (IBE)</b>	Curriculum, content, and pedagogy Vocational education	<p>UNESCO Global Centre of Excellence in Curriculum aims to strengthen STEM curricula, teacher education and assessment for girls and women in Indonesia. The project has just commenced and aims to increase female knowledge and engagement in STEM through the creation of gender-responsive STEM education and strengthen capacities for the implementation of gender-responsive STEM curricula.</p> <p>Under the Regional TVET Quality Assurance Framework, UNESCO is working with the government on several projects, including a) Teaching Standard Framework, b) Regional TVET Quality Assurance Framework, and c) Regional Credit Transfer Harmonisation.</p>	Phase I is just starting, with the project seeking to strengthen STEM policies, curricula, and pedagogy as well as teacher education and professional development.
<b>United Nations (UN)</b> <b>NZAID</b>	Teaching and learning environment	The Creating Learning Communities for Children Project (CLCC) aims to improve the quality of primary schools through the introduction of more effective school-based management; "Active, Joyful and Effective Learning" approaches; and community participation. The programme has operated since 1999 and a video structured CLCC/ School-Based Management (SBM) programme has been rolled out.	CLCC/ SBM training of school supervisors, principals and teachers has been implemented in 16 districts and 4 cities in South Sulawesi, Yogyakarta, Central Java, and East Java, resulting in trained staff who directly implement the CLCC/ SBM good practices.

Organisation	Drivers	Initiative Description	Scale / Impact
<b>UNICEF</b>	Teacher quality School leadership development	UNICEF engages in both policy development and practical work in the field research and development. They have five field offices and run four main programme areas on the ground in Indonesia. These are: a programme targeting ECD age children, Basic Education for out of school children, the Rural and Remote Education Initiative for Papuan provinces (in partnership with DFAT) which focusses on improving early grade literacy of children in rural and remote regions of Papuan provinces, and Adolescent Development. These programmes are piloting ways to improve access to and improve quality of education and promoting evidence-based decision making to help education officials make informed choices about options available to improve education outcomes.	<ul style="list-style-type: none"> <li>&gt; Holistic, integrated ECD programmes are implemented in 4 districts benefiting 6,000 children age 3-6 and their caregivers.</li> <li>&gt; Out-of-school children/ inclusive education programmes are implemented in 13 districts.</li> <li>&gt; The early grade literacy programmes are implemented in 6 districts in Papuan provinces benefiting 5,000 children.</li> <li>&gt; Adolescent development programmes are implemented in 6 districts benefiting 60,000 adolescents.</li> </ul>
<b>UNICEF</b>	Cultural and perception factors	The Out of School Children (OOSC) Programme runs across Southeast Asia, and aims to provide flexible learning opportunities that are equivalent to formal education. The knowledge and experience accumulated as a result of the project will be disseminated through portal sites, events, media, and publications.	50,000 school children in Indonesia and other Southeast Asia countries, have joined flexible learning programmes that are equivalent to formal education.
<b>World Bank (WB)</b>  <b>Australian Department of Foreign Affairs and Trade (DFAT)</b>	Teacher quality Education reform	The World Bank Trust Fund ID-TEMAN (2016-2019) programme will contribute to strengthening the enabling environment for teaching and learning as well as strengthening governance, autonomy, and accountability of education actors at school, local, and central government levels in Indonesia. The programme provides targeted technical assistance to support Indonesia's teacher reform policy to improve teaching and learning processes, with a specific focus on teacher competencies.	The project has recently been initiated.
<b>World Bank (WB)</b>  <b>Australian Department of Foreign Affairs and Trade (DFAT)</b>  <b>TNP2K</b>	Teacher quality School leadership School governance	KIAT Guru (Teachers' Performance and Accountability) programme is the World Bank's joint project with TNP2K. This programme aims to improve the presence and service quality of primary school teachers in targeted areas, to make teachers more accountable and to empower communities to participate in education. It runs a series of workshops and capability building programmes related to community participation in education, improving transparency in teacher allowances, and linking allowances to teacher performance.	Currently in Experimental Pilot Phase - final stage piloted from 2016 to 2018.

Organisation	Drivers	Initiative Description	Scale / Impact
<p><b>World Bank (WB)</b></p> <p><b>Netherlands Minister of Foreign Affairs and Development Cooperation</b></p>	Early childhood intervention	<p>Working with MoEC, the Early Childhood Education and Development (ECEC) Project aims to improve poor children's overall development and readiness for further education within a sustainable quality ECEC system. Communities are identified, receive a grant and all children in that community benefit from the ECEC services (including children with disabilities).</p> <p>The project's secondary beneficiaries include: (i) parents and caregivers, particularly those of children age 0-3 would receive relevant information and support from trained community members on how to best nurture the development of their children; (ii) the 6,000 teachers and 6,000 child development workers that would receive both systematic training in ECEC and close supervision in their daily practice with children; and (iii) civil society and local organisations (NGOs).</p>	<p>&gt; The Project has focused on an estimated 738,000 children living in 50 of the poorest districts of the country</p> <p>&gt; Programme is being expanded to more districts.</p>

## Think Tanks

<p><b>Analytical and Capacity Development Partnership (ACDP)</b></p>	<p>Supporting education reform</p> <p>Education research</p>	<p>ACDP is a facility to promote education policy dialogue and facilitate institutional and organisational reform to support national strategic priorities and education performance improvement.</p>	<p>Conducted 40 evidence-based policy studies addressing issues such as gender, ECEC, student assessment systems, improved teaching and learning technique, and a roadmap for a qualifications framework.</p>
<p><b>Centre for Indonesian Policy Studies (CIPS)</b></p>	<p>Supporting education reform</p> <p>Education research</p>	<p>CIPS provides policy analysis and practical policy recommendations to decision-makers within Indonesia's legislative and executive branches of government. CIPS contributes to the improvement of the education sector with a focus on low-cost private schools. The Centre is currently undertaking detailed surveys on the ground (street by street); generating GPS maps with school locations and improved data; and training of low-cost private school principals in financial literacy and operational management skills.</p>	<p>CIPS is the only organisation with a focus on low-cost private schools in Indonesia.</p>
<p><b>Indonesian Education Partnerships</b></p>	<p>Supporting education reform</p> <p>Education research</p>	<p>Indonesia Education Partnerships supports Indonesian and international universities, institutions, consortia, industries, foundations, and governments to develop strategic relationships and advance collaborations for their mutual benefit and the enrichment of education, workforce development and growth in Indonesia overall.</p>	<p>Regularly produce research and reports with various partners.</p>

## Organisation

Organisation	Drivers	Initiative Description	Scale / Impact
<b>RTI International</b>	Vocational education Supporting education reform Education research	<p>RTI runs the Global Centre for Youth Employment (GCYE), a virtual learning and action centre bringing together a diverse coalition of allies to identify and nurture innovative youth employment solutions. The programme spans 100 countries, and focusses on workforce development and youth empowerment programmes. The Centre's initiatives harness these collective capabilities to empower young people to succeed in the 21st century labour market.</p> <p>RTI is creating Vocational Centres of Excellence examining what quality technical education looks like using key indicators such as: strong school leadership; good partnerships with the private sector and government; quality teaching and learning; and equity and operations. RTI uses this framework to conduct a gap analysis with schools (self-directed to see where the schools stand on each of these elements) and then create interventions according to the findings.</p>	<ul style="list-style-type: none"> <li>&gt; Spanning 100 countries, members reach 1 million youth a year, with millions more impacted indirectly.</li> <li>&gt; Identified 7 schools around Semarang in Central Java to be pilot as Centres of Excellence. RTI are beginning to start the process of gap analysis.</li> </ul>
<b>SMERU</b>	Supporting education reform Education research	<p>The SMERU Research Institute is an independent institution for research and public policy studies. SMERU aims to provide accurate and timely information, as well as objective analyses, on various socioeconomic and poverty issues considered most urgent and relevant for the people of Indonesia, including education. Its work is directed toward the primary goal of encouraging pro-poor policies at national and regional levels through evidence-based research.</p>	<ul style="list-style-type: none"> <li>&gt; The leading organisation for Research on Improving Systems of Education (RISE) programme in Indonesia.</li> <li>&gt; Produced research on Child Poverty, Absenteeism in Health and Education Service Provider, and Infant and Young Child Feeding.</li> </ul>

# Nonprofits & Social Enterprises

<b>Domet Dhuafa</b>	Teacher quality	<p>The Sekolah Guru Indonesia (SGI) programme trains graduates to be teachers through a 4-5-month coaching programme and a 1-year placement. Training is conducted at the Bumi Pengembangan Insani in Bogor West Java. The focus is on improving teacher quality in Islamic schools in professional, social, pedagogic and personality skills. Berniaga.com (now OLX) and Intel have also partnered with SGI on a digital literacy programme for students, which covers basic computer skills across multiple software platforms.</p>	<p>Since 2009, SGI has benefited 20,135 people, including 158 SGI-trained students, 1,276 teachers and 18,701 elementary school students. It operates in 33 provinces.</p>
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Organisation	Drivers	Initiative Description	Scale / Impact
<b>Edufor Papua</b>	Cultural and perception factors	Edufor Papua is a social movement which aims to improve the quality of education in remote areas and focusses on after-school tutorial and educational assistance. It provides weekly tutorial (Bahasa, Math, English, and Creativity) and are supported by foster parents/ brother/ sister programmes. It also conducts an annual event (Hope for school) to visit schools in the border area between Indonesia-Papua New Guinea.	Operates in Jayapura, Papua.
<b>Ikatan Guru Indonesia (IGI)</b>	Teachers quality Technology	IGI was established in 2009 as a teacher organisation focussed on improving teacher competency. IGI partners with over 100 smaller organisations and deliver workshops, seminars, and trainings. It has developed technology solutions (with Samsung) to improve teacher competency and help teachers create more efficient and effective teaching methods.  With Microsoft, it has helped members access new technology products to boost proficiency (e.g. Office 365). They are exploring vocational and parent training programmes.	<ul style="list-style-type: none"> <li>&gt; The organisation is present in 34 provinces in Indonesia, and more than 400 regencies/ cities.</li> <li>&gt; In 2016, IGI successfully conducted workshops and training involving 1 56,000 teachers with 575 trainers and 17 teacher training channels.</li> </ul>
<b>Indonesia Mengajar</b>	Teacher quality Supporting education reform	Indonesia Mengajar recruits and trains top-performing Indonesian graduates to teach in schools in remote, impoverished areas. Successful applicants typically have advanced degrees from the country's most prestigious universities and/or professional careers in leading Indonesian and international bodies.  They undergo seven weeks of intensive training on topics ranging from problem solving to techniques for adapting to rural life before being deployed to teach in rural locations for a year.	<ul style="list-style-type: none"> <li>&gt; Operates in 195 regencies/ districts in Indonesia.</li> <li>&gt; There are 2 recruitment cycles each year, with 14,000 applications per cycle. 300 candidates are short-listed for interview, and 40 offers are made.</li> <li>&gt; Has sent 795 "Pengajar Muda" in the past 7 years.</li> <li>&gt; In 2015 alone, Indonesia Mengajar programmes have involved 24,361 primary school students, 1,253 teachers, and 80,668 local residents.</li> </ul>
<b>Muhammadiyah</b>	Supply of infrastructure Curriculum, content, and pedagogy Early childhood intervention	Muhammadiyah is one of the two largest Islamic organisations in Indonesia. Founded in 1912, it has a variety of programmes including formal education (primary, secondary, and higher ed.), character development, and public health. Muhammadiyah operates several education institutions.	Operates 4,263 kindergartens and pre-schools; 2,604 primary schools; 1,772 junior high schools; 1,143 high-schools; and 172 universities.

## Organisation

Organisation	Drivers	Initiative Description	Scale / Impact
<b>ProVisi</b>	<p>Teacher quality</p> <p>Curriculum, content, and pedagogy</p> <p>Teaching and learning environment</p> <p>Vocational education</p> <p>School governance</p>	<p>Founded in 2002, ProVisi works with local governments, international companies, and NGOs to improve basic and secondary education quality. Programmes cover model school development, teacher training, library establishment, quality reading material publishing, cluster school development, green school/environmental-friendly school development, and local/district education authority development programme.</p>	<ul style="list-style-type: none"> <li>&gt; Trained appx. 30,000 teachers.</li> <li>&gt; Worked in more than 100 districts, supported more than 300 schools, and established more than 200 libraries.</li> <li>&gt; Published more than 75 titles children books.</li> </ul>
<b>PT Kuark International</b>	<p>Teacher quality</p> <p>Curriculum, content, and pedagogy</p> <p>Teaching and learning environment</p>	<p>Kuark International runs programs based on inquiry-based learning method for K-12. This is introduced along with tools to support teachers. The organisation works with partners to change the teaching paradigm and inspire the teacher with training programmes (these vary in terms of time periods from months to years). It also offers several complimentary services for students such as the monthly Kuark Comic Sciences and the Science Fair / Olympiad. All is designed to engage and inspire students with creative thinking.</p>	<p>Has worked with a variety of partners including corporate businesses, media, institutions, and foundations.</p>
<b>Putera Sampoerna Foundation (PSF)</b>	<p>Supply of infrastructure</p> <p>Financial-related factors</p> <p>Teacher quality</p> <p>School governance</p>	<p>The Sampoerna Schools System operates model schools from pre-Kindergarten through to university and includes the Sampoerna Academy. The curriculum emphasises a STEAM (science, technology, engineering, arts, and math) based approach. PSF-School Development Outreach (PSF-SDO) is the service provider arm of the PSF. PSF-SDO aims at improving the quality of education through the assistance towards developing the professionalism of teachers and school management.</p> <p>Through the SDO, PSF runs a school development initiative, titled the Lighthouse School Programme, which uses a holistic approach for improving teacher competencies, developing student knowledge, skills, and character, strengthening school governance, and building a proactive school community. PSF-SDO began establishing Teaching Learning Centres in 2007, to provide a sustainable learning community to support ongoing professional development.</p>	<p>Approximately 1,000 students are enrolled within the Sampoerna Schools System. School programmes run from kindergarten to the high-school level, and are in Jakarta, Tangerang, Bogor, and Medan. School development programmes have supported public schools across Indonesia, from Aceh to West Papua. Teacher learning centres have been established in the regions of Kudus, Bojonegoro, Tuban, Lumajang, Pasuruan, Karawang and Gowa.</p>
<b>Save the Children (STC)</b>	<p>Teacher quality</p> <p>Curriculum, content, and pedagogy</p> <p>Early childhood intervention</p>	<p>Save the Children runs holistic and integrated early childhood development programmes focusing on readiness for school using an evidence-based approach. Their early childhood programmes prepare young children for school by ensuring access to quality preschools and early literacy programmes. STC also runs programmes designed for primary school-aged girls and boys aiming to transform students into lifelong learners by building strong curricula and developing quality, passionate teachers. Within these programmes, they train teachers and parents, and use tools such as International Development and Learning Assessment" (IDELA), which is</p>	<ul style="list-style-type: none"> <li>&gt; Operates in 16 districts in 4 provinces: West Java, Jakarta, East Nusa Tenggara, and West Nusa Tenggara.</li> <li>&gt; 8,210 children ages 3-6 years have benefitted from improved quality education in 134 ECED centres, and 233 Integrated Post Services.</li> </ul>

Organisation	Drivers	Initiative Description	Scale / Impact
		<p>an easy-to-use, rigorous global assessment tool created by Save the Children that measures children's early learning and development.</p> <p>STC responds to nearly all minor, medium-sized, and major natural disasters in Indonesia, providing immediate relief to children and families after a disaster. STC also helps communities prepare for emergencies and reduce risks posed by disasters in the future.</p>	<ul style="list-style-type: none"> <li>&gt; 1,207 ECED teachers were provided capacity building and training inputs on tutoring and teaching pedagogy.</li> <li>&gt; 4,592 parents participated in parenting sessions to improve caregiving practices.</li> <li>&gt; Sponsor 9,955 children in Sumba.</li> </ul>
<b>SOKOLA</b>	<p>Cultural and perception factors</p> <p>Curriculum, content, and pedagogy</p>	<p>SOKOLA is a not-for-profit organisation providing education for indigenous and marginalised communities. It focusses on communities that lack formal education, due to geographic and/ or cultural obstacles. It uses a practical reading-writing-counting method to enable a student to begin reading within two weeks. It adopts a unique curriculum and teaching methodology to suit the local challenges a community may face. SOKOLA's mission is to prepare marginalised communities to deal with the challenges of the modern world.</p>	<ul style="list-style-type: none"> <li>&gt; Initiated programmes in 9 provinces.</li> <li>&gt; Brought literacy to more than 10,000 individuals (children and adults).</li> </ul>
<b>Taman Bacaan Pelangi (or Rainbow Reading Gardens)</b>	<p>Curriculum, content, and pedagogy</p> <p>Teaching and learning environment</p>	<p>Taman Bacaan Pelangi has four main programmes: Establish Children Libraries – building child-friendly libraries in remote areas of Eastern Indonesia together with local schools; Capacity Building Workshops – a series of capacity building workshops for local teachers that enable them to gain the skills needed to nurture the habit of reading in their students and promoting literacy in their villages; Reading Activities – in each library, reading activities are regularly conducted; Basic Literacy Course – aims at fighting illiteracy in Eastern Indonesia through free basic literacy courses conducted for children with low reading skills.</p>	<ul style="list-style-type: none"> <li>&gt; 59 libraries established.</li> <li>&gt; 111,000 books delivered.</li> <li>&gt; 16,200 children served.</li> <li>&gt; 470 teachers trained.</li> </ul>
<b>Teach for Indonesia (TFI)</b>	<p>Inclusive and personalised learning</p>	<p>TFI is funded by Bina Nusantara Foundation and focusses on non-degree education, as well as community development. This includes a tutoring programme which provides free tutor support for primary and junior high-school students in Mathematics, English, and general knowledge. Tutors are volunteers, mainly from Bina Nusantara University. It also partners with Yayasan Cinta Anak Bangsa (YCAB).</p>	<p>TFI refers to Sustainable Development Goals (SDG) that prioritise the three main pillars, namely Human Development, Social and Economic Development, and Environmental Development.</p>
<b>Turun Tangan</b>	<p>Inclusive and personalised learning</p> <p>Vocational education</p> <p>Technology</p>	<p>Turun Tangan is a social movement incubator founded by Anies Baswedan. The platform connects people, both online and offline, with people that would like to volunteer (their time, energy, or donation). The platform encompasses a broad range of subjects, from health, environment, education, and so on. In terms of education-related projects, Kelas Negarawan Muda is a class that focusses on political</p>	<ul style="list-style-type: none"> <li>&gt; Completed 56 projects.</li> <li>&gt; Has a 54,000-volunteer network throughout Indonesia running multiple programmes in several major cities in Indonesia.</li> </ul>

## Organisation

## Drivers

## Initiative Description

## Scale / Impact

education for Indonesian youth, and encourages them to actively engage in political activities.

Turun Tangan also organises “Tebar Inspirasi”, an inspirational class inviting young, successful Indonesians to share their life stories to underprivileged children/ youth. It also provides informal education to out-of-school children and youth.

**We the Teachers (WTT)**

Teacher quality  
Curriculum, content, and pedagogy

WTT is a non-membership institution, founded in 2014, which aims to enhance education quality in Indonesia through teacher training emphasising on pedagogy as opposed to subject matter. The focus is on teacher empowerment and seeks to impact learning predominantly in primary schools. WTT also works to support teachers by improving the teaching environment, including school supplies.

WTT has reached more than 3,800 teachers in over 100 schools throughout Indonesia – both Jakarta (Greater area) and the regional areas of Sumatra, Kalimantan, Java, and Northern Sulawesi.

**Yayasan Literasi Anak Indonesia (YLAI)**

Teacher quality  
Curriculum, content, and pedagogy  
Inclusive and personalised learning

YLAI is a non-profit foundation that aims to develop a culture and love of reading among Indonesian children of primary school age throughout Indonesia. The foundation provides training on innovative reading methodologies, and specific support on how to implement Indonesian language programmes in elementary school classes. YLAI aims to provide quality reading books, materials, and teacher guides for use in classrooms and libraries in Indonesia. YLAI also works to develop children’s literature and book illustrator skills to meet the need for innovative and enriching experiences through literacy.

YLAI’s reading programme with USAID adapted reading materials for culturally appropriate content in different parts of Indonesia, developed training modules supported by training videos that include Joint Reading and Reading Guides, and conducted training-of-trainer workshops for facilitators to distribute reading programmes.

YLAI has also provided training to UNICEF’s authors and illustrators to produce tiered reading books as supplements that support the curriculum. So far, a series of tiered books has been published, and a new series will also be published this year.

YLAI’s partnership with USAID PRIORITAS brings YLAI reading programme material, followed by training, to 1,000 schools in nine provinces in Indonesia including Aceh, North Sumatra, Banten, West Java, Central Java, East Java, South Sulawesi, Papua and West Papua. This programme developed three training modules brought to school by over 150 facilitators, and was then expanded by USAID to reach more than 13,000 schools.

**Yayasan Usaha Mulia (YUM)**

Financial-related factors  
Early childhood intervention  
Vocational education

YUM delivers several community programmes including Cipanas YUM Village, Child & Family Welfare and Sustainable Agriculture. The family-based services are the continuation of a government-funded programme. This programme sponsors children to stay in school, gives nutritional supplements to the families and tutorial sessions for the children as well as recreational activities. A school sponsorship provides families with financial support to cover the cost of a child’s schoolbooks, equipment, uniform, and fees at a local school. It also includes bi-annual medical

> YUM provides school sponsorships for children between the ages of 6 and 20 in Jakarta, in West Java and in Central Kalimantan

> YUM has opened a pre-school and “toys library”, with approximately 40 to 50 children under the age of 6

Organisation	Drivers	Initiative Description	Scale / Impact
		<p>check-up and parenting meetings.</p> <p>The YUM Vocational Training Centres are in the Cipanas YUM Village in West Java, the Vocational Training Centre provides a wide variety of courses including IT, English, sewing, food processing and hospitality classes as well as some courses in development process e.g. in agribusiness, Security /night guard and carpentry. Participants include elementary through senior high school students and unemployed youth and women. There are also workshops for all participants, namely job seeking skill workshops for those seeking a job and financial training for those who want to start a business.</p>	<p>attending classes 5 days per week.</p> <p>&gt; More than 2,000 young people have graduated from courses at the Vocational Training Centre (VTC) since 2009. VTCs are located in Cipanas YUM Village, West Java and in Bukit Batu, Palanga Raya, Central Kalimantan.</p>

## Private Sector CSR

<b>Bank Central Asia (BCA)</b>	Supply of infrastructure Vocational education Early childhood intervention	<p>BCA runs several CSR programmes including providing scholarships such as the BCA Smart Solution programme – which also builds synergies with the business and recruits talented staff, promoting financial literacy, and is involved in a number of partnerships, such as a Holistic Integrative Early Childhood Education (PAUD HI) programme initiated by the United Nations. This programme includes advocacy at both the village and district level to improve the awareness of the benefits of ECED, as well as training for programme organisers and parents, community-based PAUD identification for eligible families, and the establishment of a monitoring and evaluating system.</p> <p>BCA also runs the Bakti BCA Assisted School Programme, which supports the development of educational infrastructure for primary, middle, and high schools that have the potential to grow but are situated in under-developed regions. The BCA Assisted School activities cover the improvement of teacher competencies through seminars, training, consultation on learning plans, supervision and evaluation of teachers, development of student competencies, and facilities and infrastructure support.</p>	<p>&gt; In 2016, PAUD HI was conducted in 20 PAUD centres in Sorong and Raja Ampat, Papua for 1,500 children between 0-6 years old and 3,000 foster parents/ baby sitters.</p> <p>&gt; In 2016, there were 17 Bakti BCA Assisted Schools, 538 Assisted Teachers, and 8,282 Assisted Students.</p>
<b>CISCO</b>	Curriculum, content, and pedagogy Vocational education Building entrepreneurial skills Technology	<p>The Cisco Networking Academy programme teaches students the skills they need to design, build, manage and secure computer networks. Students are prepared to pursue entry-level ICT jobs, additional education, and globally recognised certifications. This training improves their career prospects while helping the global shortage of networking professionals. The Networking Academy embraces the latest advances in technology to create a rich learning environment and set a standard for ICT education.</p>	<p>&gt; 45,933 Indonesian students have been involved in the programmes over the last 12 months (206,748 since 1998 programme inception).</p> <p>&gt; 92% of students across Asia Pacific who completed the Cisco Certified Network Associate (CCNA) programme</p>

## Organisation

Organisation	Drivers	Initiative Description	Scale / Impact
		<p>CISCO partners with schools, colleges and universities, governments, non-profits and organisations to deliver Networking Academy courses. These partners provide classroom space, computer lab equipment, and qualified instructors. Cisco provides the curricula, network simulation and visualization tools, online assessments, professional development for instructors, and more.</p> <p>Through a series of career and technology events, students are connected to industry experts and potential employers to assist them to access exposure, experience, and employment opportunities. In the first Indonesian virtual Job Fair (held in February 2015), 29 ICT positions were offered by Cisco Partners, with 90% of the positions filled by NetAcad students.</p>	<p>reported the programme has assisted them to land a new job or a better educational opportunity.</p> <ul style="list-style-type: none"> <li>&gt; 740 students in Indonesia have participated in CCAN with 84% reporting the event helped identify the next steps for their career.</li> <li>&gt; 20,000 instructors teach 1 million students each year at 9,000 academies in 170 countries.</li> </ul>
<b>Facebook</b>	Building entrepreneurial skills Technology	<p>Facebook Blueprint is an international e-learning initiative by the company which provides free online training on best practice marketing using Facebook and Instagram. The course is catered towards small businesses, agencies, advertisers, and students. The courses also provide industry-specific market insights (from financial services, to consumer-packaged goods, to e-commerce).</p>	<p>Provides over 109 training modules for various aspects of Facebook marketing, like: targeting the right audience; managing ads and increasing online sales etc. These vary in difficulty and format.</p>
<b>Google</b>	Building entrepreneurial skills Technology	<p>Indonesia Android Kejar, initiated by Google developers, has committed to train 100,000 app developers in Indonesia by 2020. It seeks to hone the abilities of Indonesian developers in developing mobile applications.</p> <p>This community-based programme uses online material from Udacity that is integrated with an offline group (study group). The programme also fosters women developers and organises hackathons and job fairs.</p>	<ul style="list-style-type: none"> <li>&gt; In 2016, 10,092 people signed up for Indonesia Android Kejar and 5,394 participants were selected to join the programme.</li> <li>&gt; Completion rates are consistently over 60%.</li> </ul>
<b>Intel</b>	Teacher quality Technology	<p>Intel has several online resources designed to help teachers integrate technology effectively into their curriculum to engage students. The Teacher Professional Learning Programme is an integrated teacher development programme which uses Intel's technology to enable teachers to learn from global best practice teaching and enhance students' learning ability. Intel is partnering with MoE and PT Telkom Indonesia to roll out this programme in Indonesia.</p>	<p>The Teacher Professional Learning Programme has involved approx. 90,000 teachers in more than 61 cities across Indonesia.</p>
<b>Mayora</b>	Teaching and learning environment	<p>Energen Goes to School Programme provides healthy breakfasts and information on nutrition to primary school students and households. Mayora has partnered with the Indonesian Food and Nutrition Society (PERGIZI Pangan) for this programme.</p>	<ul style="list-style-type: none"> <li>&gt; The Educational House-to-House Programme has been conducted in 60,000 households in 19 cities.</li> <li>&gt; The Energen Goes to School Programme has educated more than 110,000 students in 30 cities.</li> </ul>

Organisation	Drivers	Initiative Description	Scale / Impact
<b>Microsoft</b>	Vocational education Technology	<p>Generasi Bisa (an online job portal and jobs fair) is a partnership between the YCAB and Microsoft to create an online platform that provides job listings, training, and mentorship for SMK students. The online portal helps underserved youth to access entry level jobs and job materials.</p> <p>Microsoft also held a Jobs Fair in 2016, SMK IT Learning Centre, to help connect students with employers.</p> <p>Microsoft YouthSpark is a global initiative to increase access for all youth to learn computer science-related skills.</p>	<p>&gt; Generasi Bisa has only recently been launched.</p> <p>&gt; Job Fair 2016: Enable, Engage, Realise" with over 25 leading companies provided information on job vacancies for vocational school graduates.</p> <p>&gt; YouthSpark has conducted a training workshop for over 1,000 students in Yogyakarta and job fairs for youths who wish to work in the tech sector.</p>
<b>Oracle</b>	Teacher quality Technology	<p>Oracle Academy is working with MoEC and the Association of Informatics and Computer Science Higher Education to train teachers in Java Fundamentals, Java Foundations, Java Programming, Database Foundations, Database Design and Programming with SQL, and Programming with PL/SQL. The goal of the project is to provide adequate training to teachers to improve the overall level of computer science education for students in Indonesia.</p>	<p>Oracle aims to train 1,600 faculty members from local colleges and universities across Indonesia with an expected reach of 60,000 students annually.</p>
<b>SAP</b>	Building entrepreneurial skills Technology	<p>SAP announced a partnership with the ASEAN Foundation to equip youths with the skills they need to tackle society's problems and thrive in the digital economy, build the capacity of innovative social enterprises, and create a skilled workforce for the IT sector with training and workforce development programmes. This is a global programme providing comprehensive support for students to start a business.</p> <p>Participants in the entrepreneurship programme receive support in developing new applications on the SAP HANA platform. The students can access SAP software free of charge to develop applications and receive assistance from SAP experts. Once students have set up their business, they can participate in the SAP Start-up Focus programme and receive free-of-charge technical support, consulting, and marketing services from SAP. 13 Universities in Indonesia are part of the SAP Uni-Alliance.</p>	<p>Some of the planned activities include an "ASEAN Data Science Explorers" competition (to be held in Jakarta in Nov 2017) which aims to challenge tertiary students from all 10 ASEAN Member States to deliver data driven insights on six United Nations SDGs – using SAP Business Objects Cloud tool.</p>

# Education Technology (EdTech)

Organisation	Drivers	Initiative Description	Scale / Impact
<b>Banuamentor</b>	Supply of teachers Teacher quality Curriculum, content, and pedagogy Teaching and learning environment Technology	Banuamentor connects a mentee / student to a competent mentor / teacher to learn or improve their IT skills. It provides IT learning materials and products as well as internet-based support and education facilities. It connects teachers and fresh graduates with schools and educational institutions that require teaching staff. The programme is predominantly targeted at primary/ high school students.	<ul style="list-style-type: none"> <li>&gt; Banuamentor have provided teaching access to thousands of mentors and teachers.</li> <li>&gt; More than 50 requests for mentoring every day.</li> <li>&gt; Connect teachers to over 20 schools in central Sulawesi.</li> </ul>
<b>Codemi</b>	Teaching and learning environment Technology	Codemi is a web-based learning management system that enables organisations to manage online training programmes for employees and partners. It can reduce training costs, provide measurable impact, and can be deployed rapidly. Codemi provides modules for online training, classroom training, online tests, and learning reporting services.	Codemi has partnerships with various business communities and professionals to provide online training on business and entrepreneurship, and learning reports.
<b>Kelase</b>	Teaching and learning environment Technology School governance	<p>Kelase provides online learning material on various themes to increase knowledge and skills. Kelase helps organisations, schools, teachers, and parents by providing online services for collaboration, learning, and knowledge exchange with a variety of features and ease of access. It has 3 main services:</p> <p>(i) Online learning: provides online learning material on various themes to increase knowledge and skills; (ii) Learning management system: an online learning platform which can help track progress; and (iii) Digital content marketplace: provides digital learning content, such as electronic books, learning tools, applications, and educational videos.</p>	<ul style="list-style-type: none"> <li>&gt; Kelase has 200,000 users and 3,749 online classes.</li> <li>&gt; Collaborated with 2,000 different entities (including public schools and private companies).</li> </ul>
<b>Pesona Edu</b>	Teaching and learning environment Technology	Pesona Edu Digital creates digital learning materials for Indonesian schools. Specific products include Amazing Edu (Digital learning materials, for overseas schools); and Digital Book.	As of May 2012, the education software has been used in 7,500 schools in Indonesia. Globally, Amazing Edu has been used by more than 11,500 schools in 30 countries; specifically, Singapore has used it in more than 70% of their primary schools.

## Organisation

Organisation	Drivers	Initiative Description	Scale / Impact
<b>Quipper</b>	Teaching and learning environment Technology	Quipper offers two main products - Quipper School and Quipper Video. Quipper School is an online learning management system aimed at digitizing classroom management (i.e. auto assignment and grading, provide diagnostic on students' performance, conduct online classes and exams). Quipper School allows student and teachers to connect through online platform and allows teachers to manage classes more efficiently. Quipper Video (online tutorial videos) is an online learning solution for junior and senior high school students used especially in preparation for the UN (National Exam) and SBMPTN (Joint Selection of State Universities) tests. The material is prepared in accordance with the national curriculum and supported by qualified tutors.	<ul style="list-style-type: none"> <li>&gt; As of July 2016: Quipper Indonesia has 1.5 million users and 20,000 of them are active Quipper Video users.</li> <li>&gt; 58% of active users of Quipper Video have received high marks in the National Exam (above 400).</li> <li>&gt; 44% of active users of Quipper Video have been accepted into prestigious Indonesian universities.</li> </ul>
<b>Ruangguru</b>	Supply of teachers Teacher quality School leadership development Curriculum, content, and pedagogy Inclusive and personalised learning Teaching and learning environment Vocational education Adult education Technology School governance Supporting education reform Education research	Ruangguru is a learning application which offers a range of study helps suitable to students' & teachers' needs, from an online marketplace for private tutors, an on-demand chat/audio call based 1-on-1 consultation, a group chat for exam preparation boot camps and journey-based learning consisting of videos, quizzes, summary notes and topical practice sets.  Ruangguru also provides mock exam platforms and virtual classrooms, topped with a monitoring dashboard for schools and government at all levels to understand the competency of students and teachers at each education unit, and gathers data on school performance in the area. Ruangguru is partnering with LINE messenger to provide learning materials through the LINE platform.	<ul style="list-style-type: none"> <li>&gt; In partnership with 32 Provincial and more than 300 Regency/ City governments, and reaches more than 3 million students.</li> <li>&gt; Develops and distributes more than 100,000 questions and more than 10,000 learning videos for academic subjects from grade 4 – 12.</li> <li>&gt; Manages a network of more than 180,000 tutors and teachers nationwide, and provides more than 200 subjects, including formal education subjects and non-formal (i.e. music, sports and so on.) through the private tutoring service.</li> </ul>
<b>Solve Education! (SE)</b>	Teaching and learning environment Technology	SE has created game-based education applications which can run on low-end smartphones and internet connections. SE is experimenting with combining world-class curriculum with game mechanics, social media, data analytics, and artificial intelligence to create a platform that allows students to learn effectively anytime and for free, leveraging the growing ubiquity of broadband and smartphones.	<ul style="list-style-type: none"> <li>&gt; Established in Indonesia, Vietnam, Malaysia, and the Philippines.</li> <li>&gt; Have 1,513 users of game app, Dawn of Civilization.</li> <li>&gt; Business Process Outsourcing Platform, SEmp! will be launched in December 2017.</li> </ul>



ASIA  
PHILANTHROPY  
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APC's mission is to accelerate  
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by addressing systemic challenges  
through collaborative philanthropy

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