

# 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

44

50

53





# The philanthropic landscape



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 (1/3)

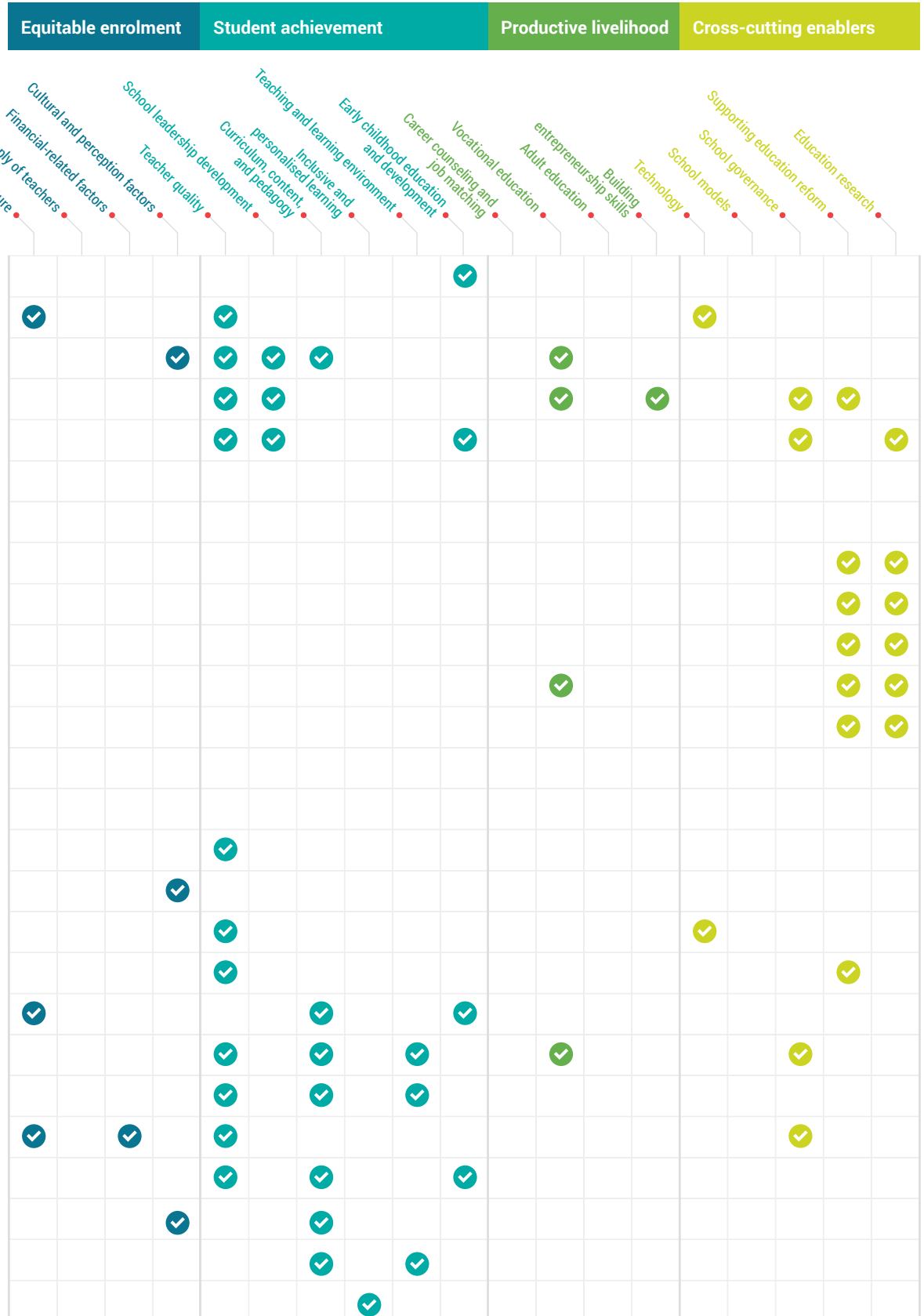
Equitable enrolment	Student achievement	Productive livelihood	Cross-cutting enablers
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Organisation type:  
**Foundations**

	Supply of infrastructure	Cultural and perception factors	Financial-related factors	School leadership factors	Teacher quality	School leadership development	Curriculum, content and pedagogy	Personalised learning	Inclusive and early childhood environment	Early childhood education and development	Career counseling and job matching	Vocational education	entrepreneurship	Adult education	entrepreneurship skills	Building Technology	School models	School governance	Supporting education reform	Education research	
Ancora Foundation	✓			✓		✓						✓									
Djarum Foundation	✓			✓		✓					✓	✓		✓							✓
Eka Tjipta Foundation	✓					✓								✓	✓						
Gerakan Kepedulian Indonesia				✓	✓	✓						✓		✓	✓						
Indonesia Heritage Foundation					✓							✓									
Irsyad Trust					✓	✓	✓	✓											✓	✓	
Ishk Tolaram Foundation					✓						✓	✓									
JAPFA Foundation				✓		✓	✓	✓						✓						✓	
Rajawali Foundation	✓									✓										✓	✓
ReachOut Foundation												✓									
Surya Institute						✓															
Tanoto Foundation				✓		✓	✓				✓	✓							✓		
Yayasan BPK Penabur	✓								✓												
Yayasan Dharma Bermakna	✓								✓			✓							✓		✓
Yayasan Dharma Bhakti Astra	✓									✓					✓						
Yayasan Hati Suci	✓									✓		✓									
Yayasan Pelita Harapan	✓					✓															
Yayasan Pemimpin Anak Bangsa					✓																
Yayasan Pesantren Islam Al-Azhar	✓											✓									
Yayasan Tahija	✓			✓																	
Yayasan Cinta Anak Bangsa (Y CAB Foundation)														✓		✓					
<b>International Aid Donors</b>																					
Asian Development Bank (ADB)								✓	✓					✓					✓	✓	
Australia DFAT			✓	✓	✓	✓	✓				✓								✓	✓	✓
European Union					✓															✓	
GIZ					✓	✓								✓							

- Presence
- No Presence

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



Supply of infrastructure  
 Cultural and perception factors  
 Financial-related factors  
 Supply of teachers  
 School leadership factors  
 Teacher quality  
 Curriculum development  
 Teaching and learning environment  
 Personalised learning  
 Curriculum content and pedagogy  
 Inclusive and early childhood learning  
 Early childhood environment  
 Career counseling and development  
 Career counseling and job matching  
 Vocational education  
 Adult education  
 entrepreneurship skills  
 Building Technology  
 School models  
 Supporting education reform  
 School governance  
 Education research

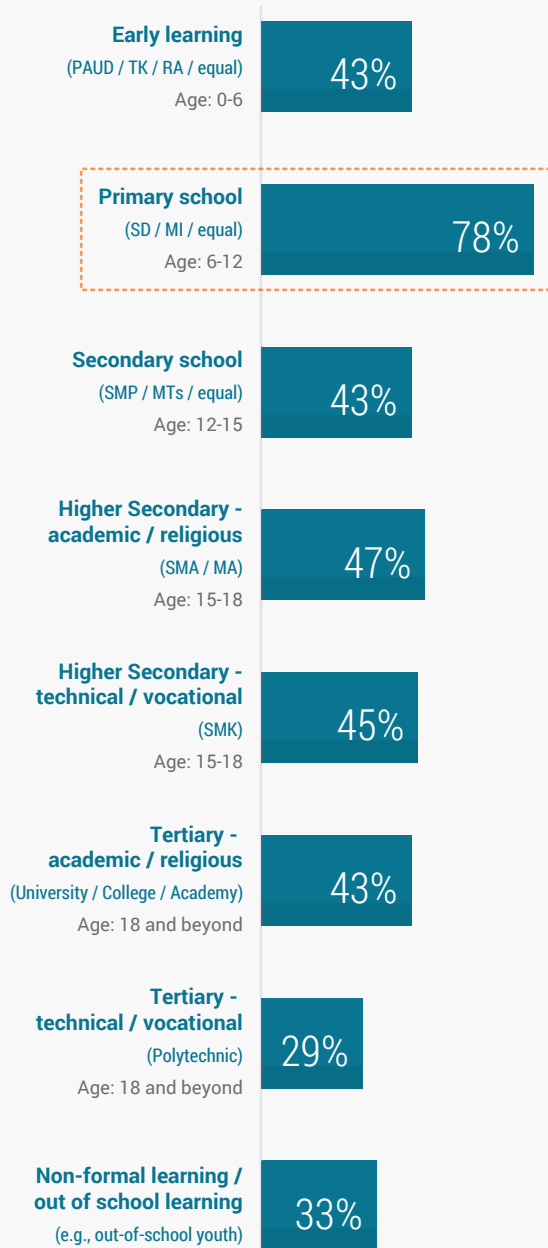


**EXHIBIT 11 :: Most philanthropic attention is primary education centric, with Java receiving a large share of focus**



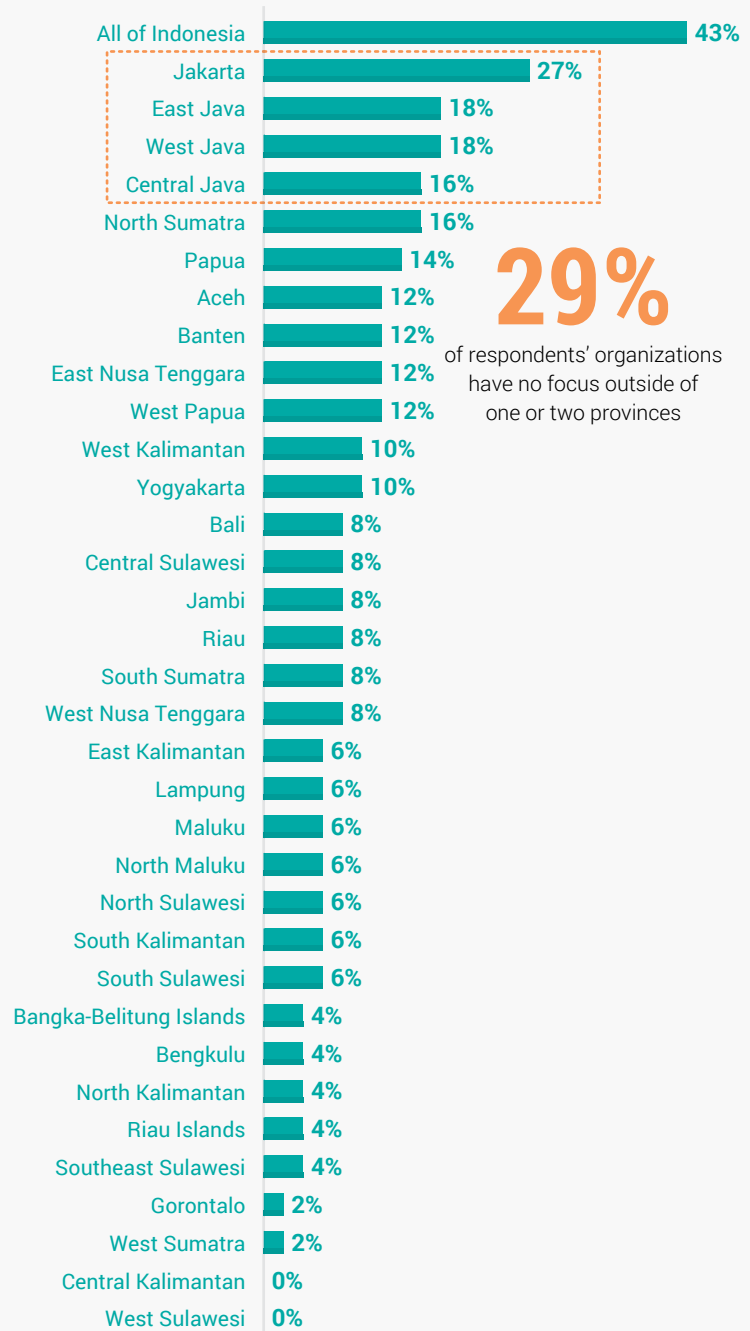
**Philanthropy focus across education level**

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



**Philanthropy focus across provinces**

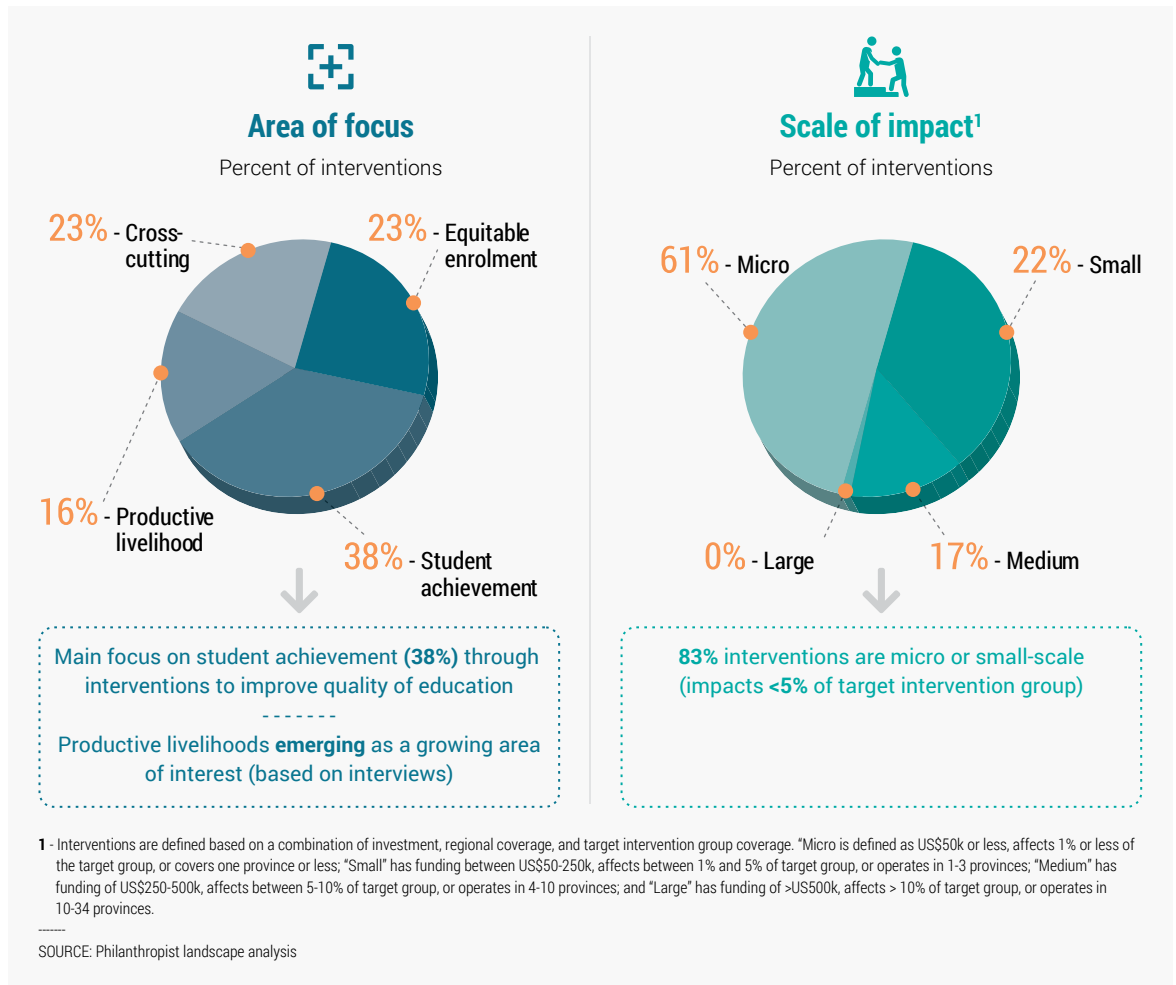
Percent of respondents indicating their activities are focused on province



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

SOURCE: APC survey of education philanthropic actors in Indonesia

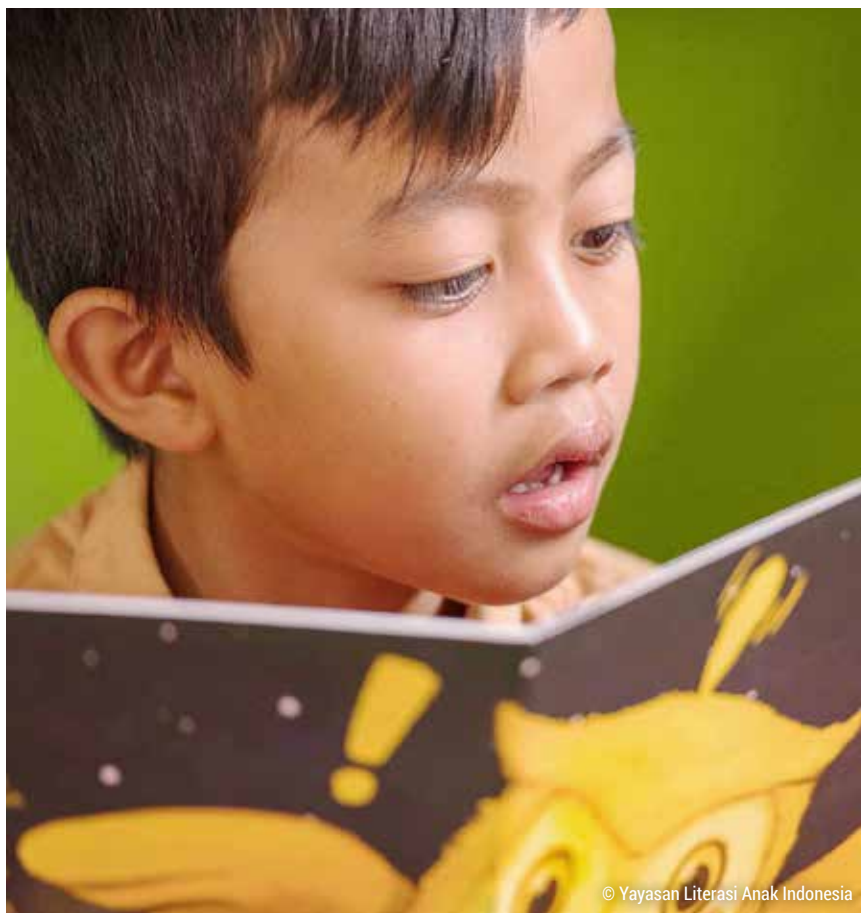
**EXHIBIT 12 :: Most philanthropic initiatives are currently focused on student achievement, but 83% are still on a micro or small scale**



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.

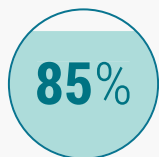
> **Win-win partnerships.** Ruangguru has established partnerships with 33 provincial governments and more than 300 regency and municipal governments to reach new users.

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

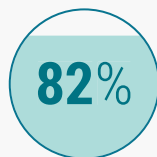
> **High quality content.** Ruangguru combines intuitive products with high-quality content, produced and monitored by experienced local teachers and regularly reviewed by government officials, principals, and school teachers. The content is presented in a hybrid learning approach, combining video, animation,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

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

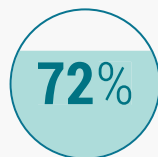
### Percent of respondents who indicate potential for improvement in area<sup>1</sup>



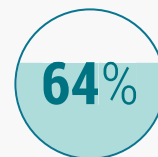
Incorporating international best practices



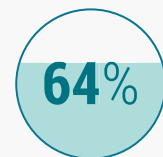
Scaling up successful pilot initiatives



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.