

05

Making an impact

> Philanthropists as catalysts

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

> Collaboration is crucial

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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.¹⁰⁸ 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.

¹⁰⁸ - 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?
Teacher Quality			
Guru Juara	✔	✔	✔
#BerandallmuGuru	✔	✔	✔
Boosting Teacher Mentoring Forum	✔	✔	✔
School Leadership and Governance			
Lighthouse Schools	✔	✔	✔
Principal Leadership Academy	✔	✔	✔
Indonesia Educator Awards	✔	✔	✔
Vocational Education			
Tailored Industry Boot Camps	✔	✔	✔
Indonesia Mengajar	✔	✔	✔
Early Childhood Education and Development			
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'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



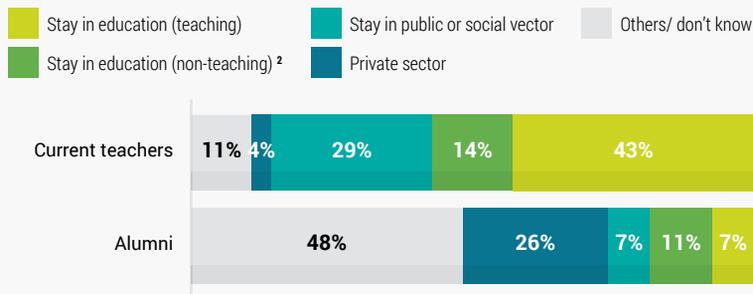
tandem with public staff to ease the transfer of the knowledge, skills, and capabilities needed to continue the programme.

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

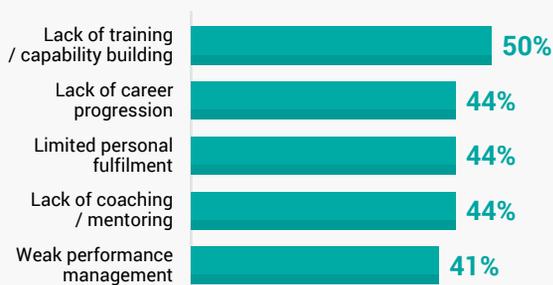
Current or planned career choices of Indonesia Mengajar teachers

Percent of responses ¹



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

Percent of responses ³



¹ - Out of 28 Indonesia Mengajar current teachers and 27 alumni.

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

³ - 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.¹⁰⁹ 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.¹¹⁰

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

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

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”.

¹⁰⁹ - 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)

¹¹⁰ - World Bank (2014), Teacher Reform in Indonesia.

¹¹¹ - Ibid.

¹¹² - Ibid.

BOX 9

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



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.¹¹³ 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.

113 - Information obtained from Teach First website (accessed at: <https://www.teachfirst.org.uk/>)

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



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



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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.¹¹⁴

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.¹¹⁵

¹¹⁴ - Based on website information and interviews.

¹¹⁵ - Information obtained from interviews and website (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.¹¹⁶ 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."¹¹⁷

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.¹¹⁸ 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.¹¹⁹ 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.¹²⁰ 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.

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

¹¹⁸ - 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.

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

¹²⁰ - <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
High Collaboration Action-focused with pooled resources and expertise	 Funding and resource partnership	Single channel or organisation to raise, consolidate and disburse funds from multiple sources.	 The Global Fund <small>To Fight AIDS, Tuberculosis and Malaria</small>
	 Delivery labs	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).	 PEMANDU
	 Knowledge-sharing network	Regular convening of "working group" stakeholders on shared area of interest and expertise to build network, share ideas and problem-solve potential solutions.	 ASIA PHILANTHROPY CIRCLE
Low Collaboration Knowledge-sharing with limited formal or ongoing commitment	 Annual forum	Annual forum to share best practices, latest thinking and ideas. Promising ideas are showcased and receive exposure to potential mentorship, partnership and funding opportunities.	 3GGF <small>Global Green Growth Forum</small>
	 Publication and tools	Up-to-date knowledge on current activity in the sector, case studies, key learnings, useful resources, online discussions (e.g. online platform, annual publications).	 SDG Philanthropy Platform

*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.