



ASIA
PHILANTHROPY
CIRCLE

Catalysing Productive Livelihood:

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

THE EXECUTIVE SUMMARY



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.

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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.¹ 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.² 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 individuals and organisations have provided input to this report, and we wish to acknowledge their contributions. From Asia Philanthropy Circle (APC), we would like to thank Laurence Lien (Co-Founder and CEO) and the rest of the APC secretariat team. We would also like to thank Victor Rachmat Hartono (Chair of APC Indonesia Chapter and President Director of Djarum Foundation) and Belinda Tanoto (Member of APC and Member of the Board of Trustees of Tanoto Foundation). Thank you to the Djarum Foundation and Tanoto Foundation teams which provided considerable support throughout the project. We are grateful for the advice and input of many experts in academia, government, not-for-profit organisations, and industry who provided invaluable guidance, suggestions, and advice. We also would like to thank McKinsey & Company and AlphaBeta for providing analytical support to this research. Asia Philanthropy Circle is responsible for conclusions and recommendations arising from the research.

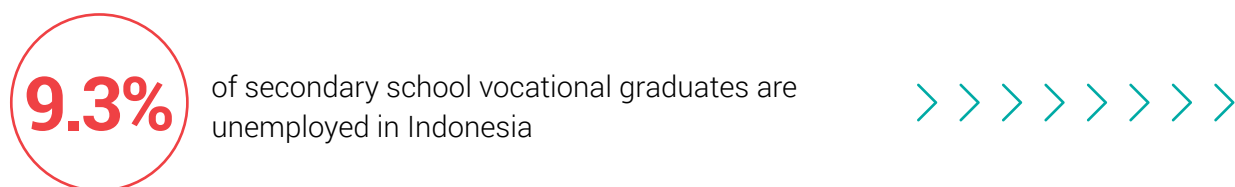
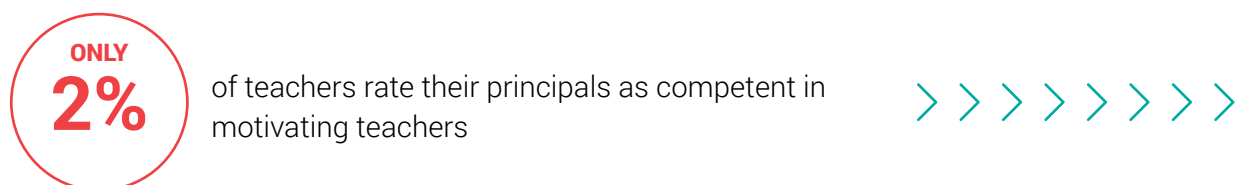
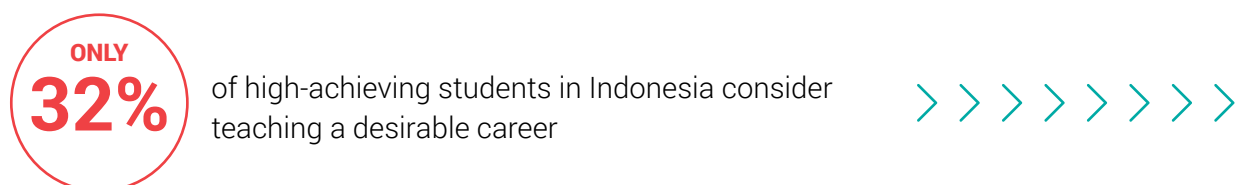
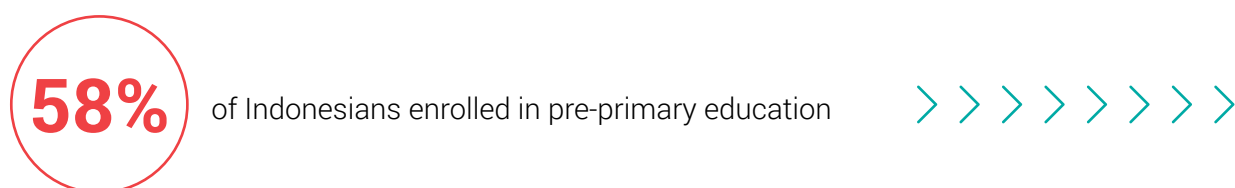
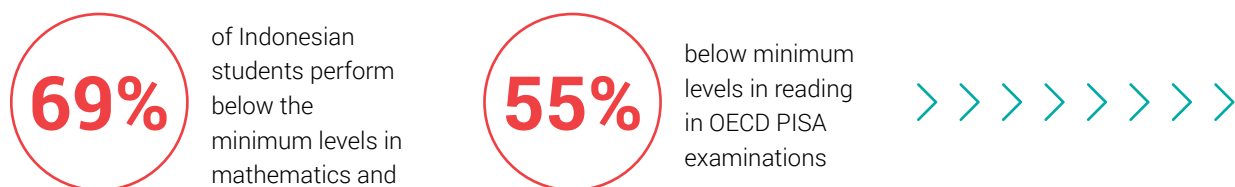
APC Indonesia Chapter

¹ - 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.

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

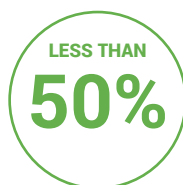


Indonesia Today...



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

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of Indonesian students performing below minimum levels in mathematics and reading in the OECD PISA examinations, matching the improvement seen in Malaysia since 2009

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of Indonesians enrolled in pre-primary education, nearing the 83 percent enrolment in Vietnam

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

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of all teachers rate their principals as competent in motivating teachers

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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



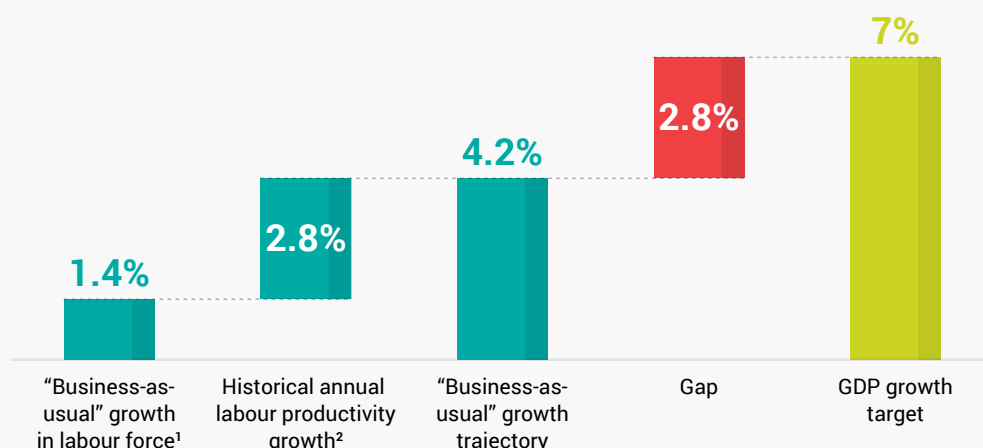
KEY FINDINGS

- > **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)³ 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 2010.⁴

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 percent⁵ and reduce the risk of conflict by about 20 percent.⁶ 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.⁷

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.⁸ 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.⁹

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)
 Equitable enrolment	<p> Financial-related factors: Labelled cash transfer programmes have resulted in a ↓70% difference in drop-out rates</p> <p> Cultural and perception factors: Funds provided to supply bicycles to girls increased secondary school enrolment by those who lived more than 3km away by ↑9%</p>
 Student achievement	<p> Teacher quality: In Indonesia, ↑10% higher teacher assessment score results in ↑1.7% higher student post-test scores</p> <p> School leadership: ↑10% in student test scores as a result of principals who improved their instructional abilities by one standard deviation</p> <p> Inclusive and personalised learning: Reading camps run by volunteers increased fraction of students who were able to read letters by ↑8 percentage points</p> <p> Early childhood intervention: Every dollar invested in high-quality early childhood education programs can yield between USD 6-17 in return (in terms of higher student achievement, higher enrolment, and more productive livelihoods)</p>
 Productive livelihood	<p> Vocational education: Scaling up apprenticeship systems had the potential to reduce difference between adult and youth unemployment rate by almost ↓6%</p>
 Cross-cutting	<p> School governance: In Indonesia, the average difference in examination scores between top and bottom performing local government is 10%</p>
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.¹⁰ 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.¹¹

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 2030.¹²

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.¹³ 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

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

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

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

¹³ - 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.¹⁴

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.¹⁵ 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.¹⁶

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.¹⁷

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

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

¹⁵ - 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.

¹⁶ - 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.

¹⁷ - 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.¹⁸

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.¹⁹ 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.²⁰ Lacklustre engagement with school committees also contributes to the problem. Only 44 percent of schools included school committees in the decision-making processes.²¹

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.²²

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.²³

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.²⁴ For example, inadequate nutrition in the first 1,000 days of a child's life can lead to cognitive delays in school-age children.²⁵ 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.²⁶ Studies have also shown that pre-school enrolment in Indonesia remains below rates seen in neighbouring countries, such as Malaysia and Thailand.²⁷ The performance of many Indonesian early childhood education and development services is at or below minimally acceptable standards.²⁸

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 fees²⁹; 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.³⁰ 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.

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.

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.

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 PAUD³¹ 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.³²

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).³³ 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.

³¹ - Pendidikan Anak Usia Dini, Indonesia for early childhood education and development.

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

³³ - <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
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 <small>PERFORMANCE EXCELLENCE MANAGEMENT AND DEVELOPMENT UNIT</small>
	 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.	 3CGF <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.

> 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.



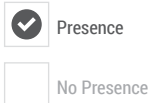
Asia Philanthropy Circle (APC) is prepared to support philanthropists interested in adopting the report or parts of the reports and its recommendations.

The support includes:

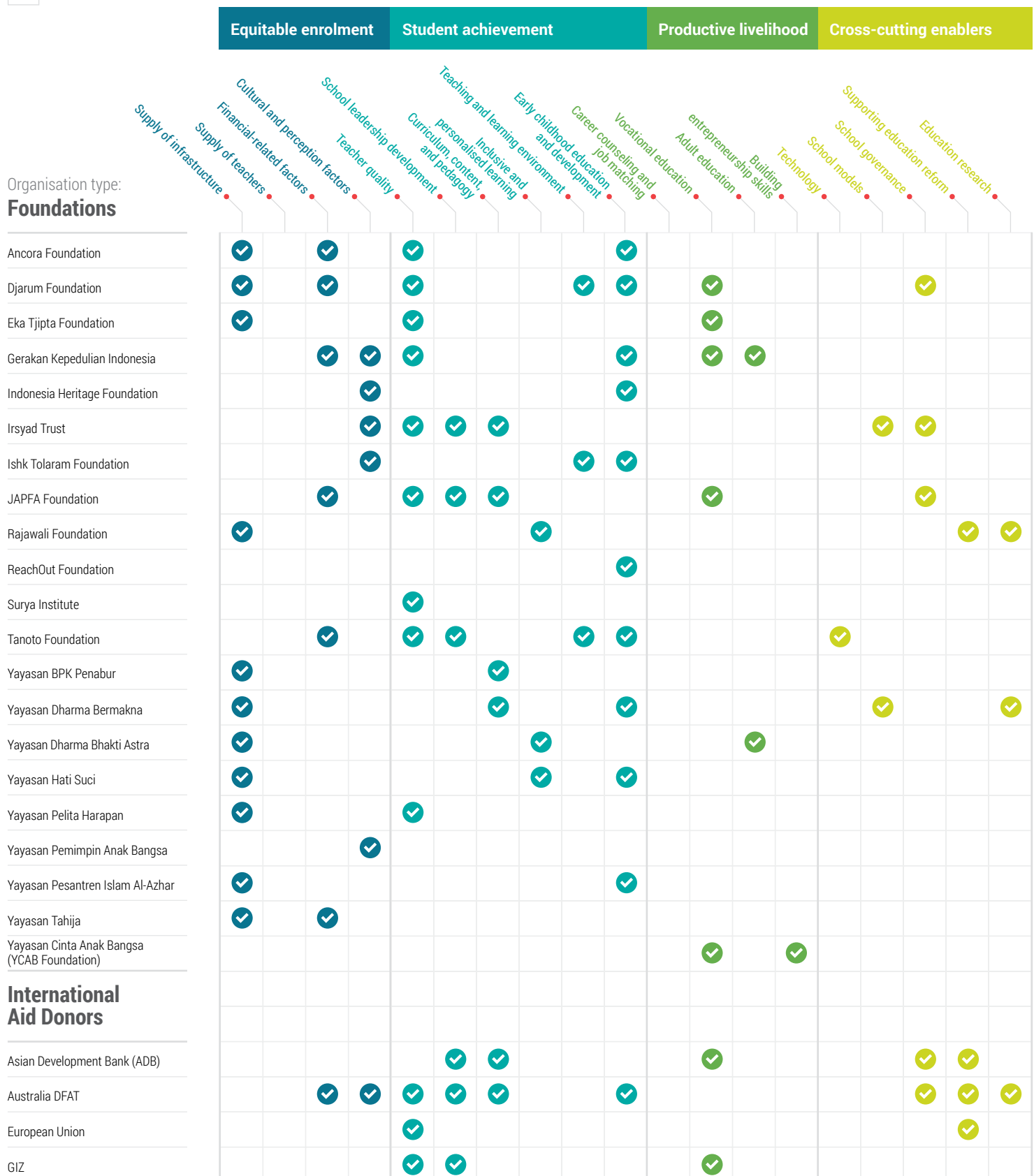
- > Connection to resources within the APC Network in the region.
- > Link to the Champions of each of the focus areas identified in the report
- > Publication of initiatives stemming from the Giving Guide in the APC microsite.
- > Convening of practitioners and experts to share best practices and problem-solve potential solutions.

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 or visit www.asiaphilanthropycircle.org/edu-giving-guide-indonesia if you would like to find out more.

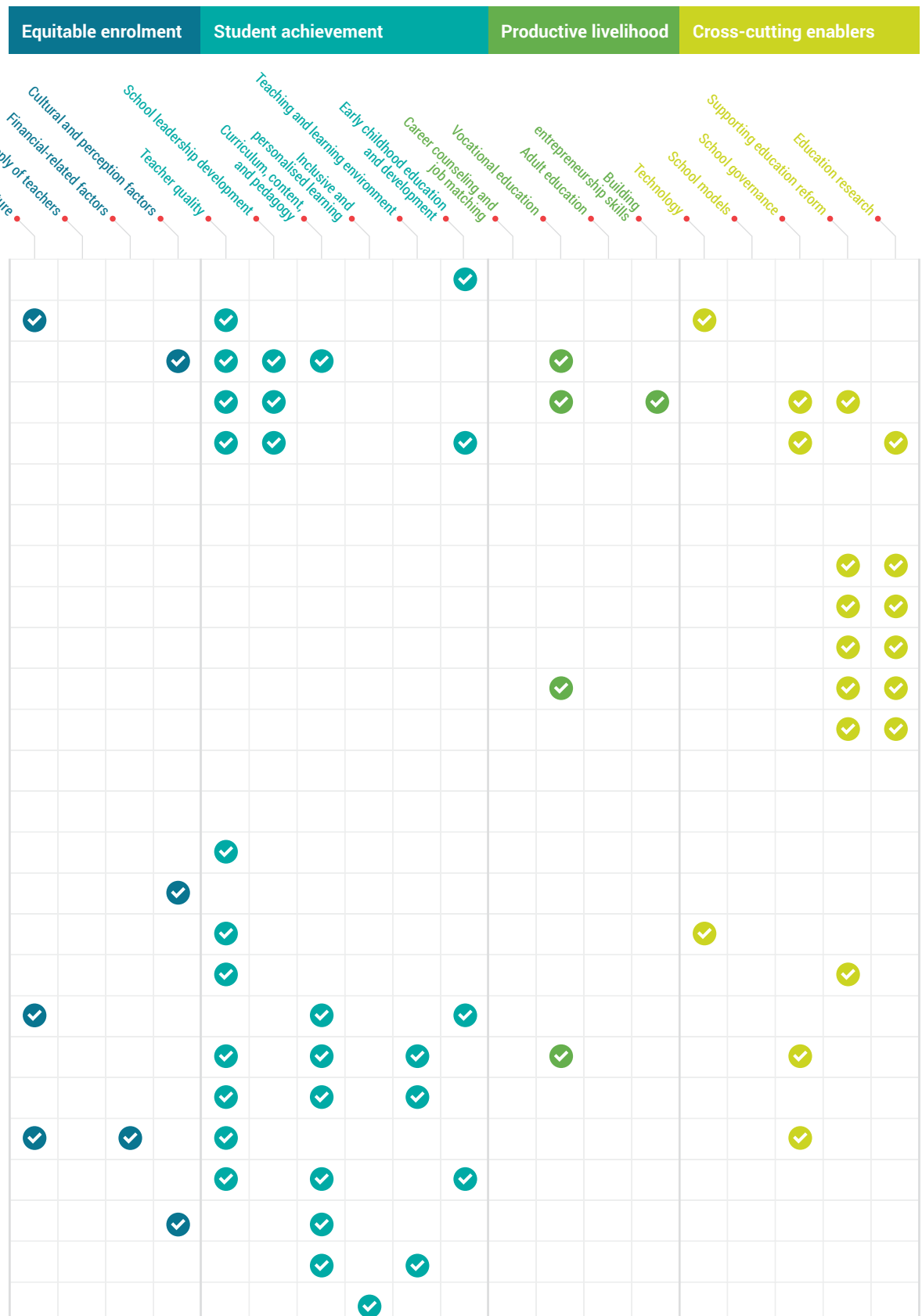


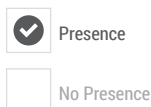
Heatmap of philanthropic organisation focus in Indonesian education (1/3)



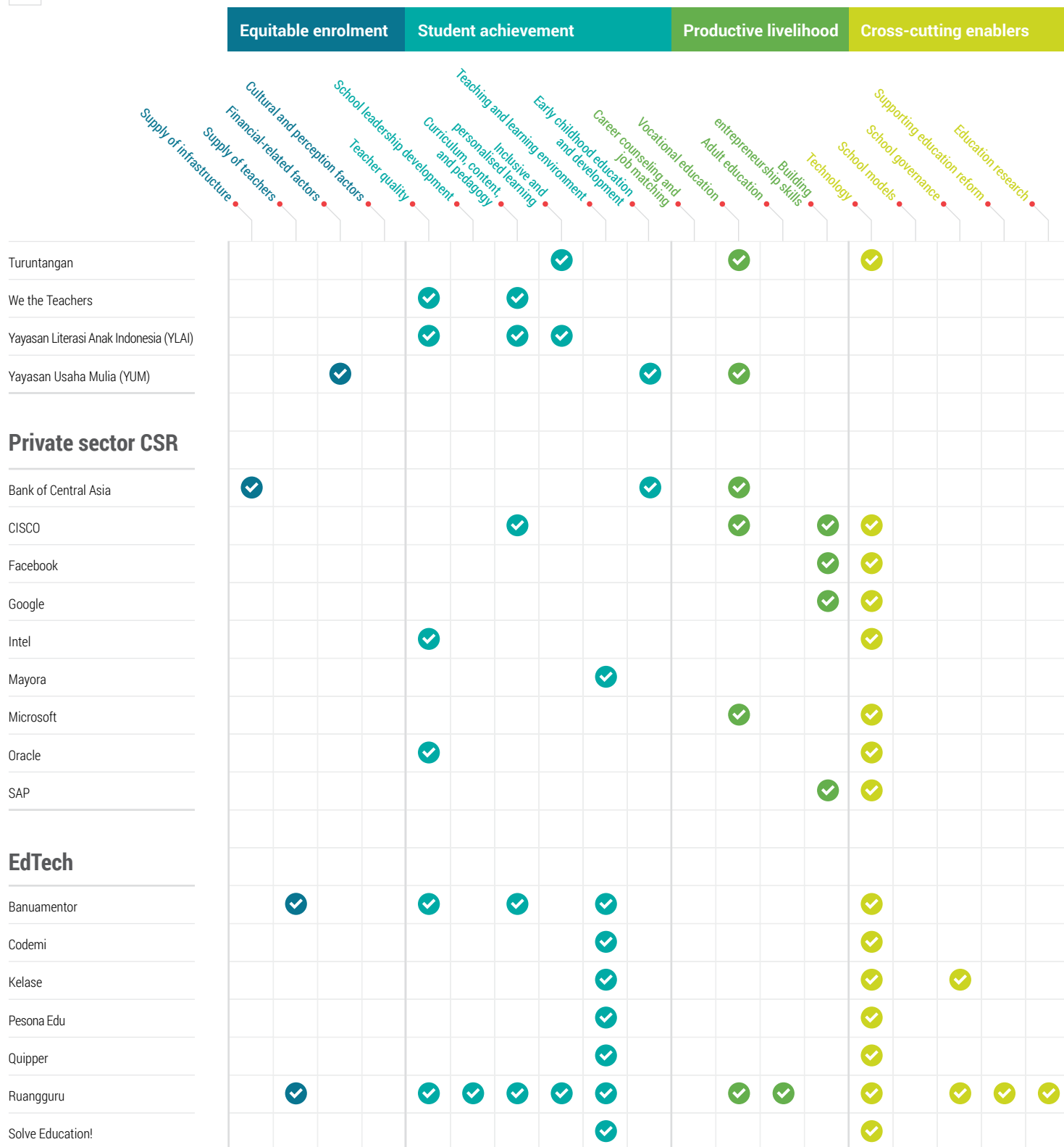
☒ Presence
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Heatmap of philanthropic organisation focus in Indonesian education (2/3)





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





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