

REPUBLIC OF INDONESIA



PARTNERSHIP COMPACT



**Ministry of Education, Culture,
Research & Technology**



Ministry of Religious Affairs

30th July 2024

Abbreviations

AN	Asesmen Nasional/National Assessment
AKMI	Asesmen Kompetensi Madrasah Indonesia (Indonesian Madrasah Competency Assessment)
BGP	Balai Guru Penggerak (MoECRT regional level emancipated learning teacher agency)
BOS	Bantuan Operasional Sekolah (School Operating Fund)
BOP PAUD	Bantuan Operasional Penyelenggaraan (Pre-School Operating Fund) Pendidikan Anak Usia Dini (q.v.)
BPMP	Balai Penjamin Mutu Pendidikan (MoECRT provincial level quality assurance body)
CPD	Continuous Professional Development
CSO	Civil Society Organisation
DFAT	Department of Foreign Affairs and Trade (Australia)
ECE	Early Childhood Education
EFA	Enabling Factors Analysis
EMIS	Education Management Information System
EOI	Expression of Interest
GEDSI	Gender Equality, Disability, and Social Inclusion
Gol	Government of Indonesia
GPE	Global Partnership for Education
INOVASI	Innovation for Indonesia's School Children
KKG	Kelompok Kerja Guru (Teacher Working Groups)
KKKS	Kelompok Kerja Kepala Sekolah (Principal working groups)
LEG	Local Education Group (MPI for Indonesia)
MA	Madrasah Aliyah (Senior Secondary Madrasah)
MAK	Madrasah Aliyah Kejuruan (Vocational Madrasahs)
MI	Madrasah Ibtidaiyah (Primary Madrasahs)
MTs	Madrasah Tsanawiyah (Junior Secondary Madrasahs)
MoCI	Ministry of Communication and Information
MoECRT	Ministry of Education, Culture, Research & Technology
MoF	Ministry of Finance
MoHA	Ministry of Home Affairs
MoRA	Ministry of Religious Affairs
MPI	Mitra Pendidikan Indonesia (Local Education Group)
NGO	NonGovernmental Organisation
OOSC	Out of School Children
PAUD	Pendidikan Anak Usia Dini (Early Childhood Education)

PBS	Profil Belajar Siswa (Student Learning Profile)
PGP	Program Guru Penggerak (MoECRT's Champion Teachers Programme)
PMM	Platform Merdeka Mengajar (MoECRT's digital Emancipated Teaching Platform)
PNS	Pegawai Negeri Sipil (Civil Servants)
Renstra	Rencana Strategis (Strategic Plan)
RA	Raudhatul Athfal
RPJMN	Rencana Pembangunan Jangka Menengah Nasional (National Medium Term Development Plan)
SCG	System Capacity Grant
SD	Sekolah Dasar (Primary School)
SDGs	Sustainable Development Goals
SLB	Sekolah Luar Biasa (Special Schools)
SMA	Sekolah Menengah Atas (Senior Secondary School)
SMK	Sekolah Menengah Kejuruan (Vocational Secondary Schools)
SMP	Sekolah Menengah Pertama (Junior Secondary Schools)
MSS/SPM	Minimum Service Standards / Standar Pelayanan Minimal
TaRL	Teaching at the Right Level
TPPK	Tim Pencegahan dan Penanganan Kekerasan (Violence Prevention and Handling Teams)
ULD	Unit Layanan Disabilitas (Disability Service Units)
UPT	Unit Pelaksana Teknis (MoECRT's Technical Implementing Unit)
3T	Tertinggal, Terdepan, Terluar (underdeveloped, frontier, and outermost regions)

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1. INTRODUCTION

1.1. Partnership Compact Development Process

The Partnership Compact development process has been led by the Mitra Pendidikan Indonesia (MPI), the Local Education Group (LEG) for the Republic of Indonesia. This group is co-chaired by representatives from the Ministry of Education, Culture, Research & Technology (MoECRT) and the Ministry of Religious Affairs (MoRA). All Partnership Compact development processes, starting from the initial Enabling Factors Analysis (EFA), have involved detailed consultations with stakeholders from all levels including: MoECRT and MoRA echelon one and echelon two officers; Ministry of Finance (MoF) echelon two and technical officers; development partner stakeholders; public sector workers; teacher association representatives; Civil Society Organisations (CSO); and representatives of the private sector.

The Government of Indonesia (GoI) appointed a Core Task Team and Review Committee in November 2021, with responsibility for oversight of requirements for accessing grants under the GPE2025 operating model. All work has been facilitated by these two groups, which contain key MoECRT and MoRA officers as well as interested development partner stakeholders. Members of the MPI, Core Task Team and Review Committee are referenced in **Annex 1**, together with a timeline of the comprehensive consultative process. Development of the Partnership Compact was on the agenda for every MPI meeting during all stages of the process.

All consultations have taken place in the context of Indonesia's commitment to the Sustainable Development Goals (SDGs) more broadly, and SDG4 Quality Education specifically, as outlined in the SDG4 Roadmap 2030,⁽¹⁾ and with reference to the National Medium Term Development Plan 2020-24 (Rencana Pembangunan Jangka Menengah Nasional - RPJMN), and the Education Strategic Plans 2020-24 (Renstra Pendidikan) for MoECRT and MoRA.

The Emancipated Learning (Merdeka Belajar) education reform movement was also a central consideration in Partnership Compact consultations. The Merdeka Belajar policy is a step towards transforming education to achieve Indonesia's goal of developing human resources with the Pancasila Student Profile² and is introducing ground-breaking modifications to educational standards, curriculum, assessment, and teacher management policies and practices, including hiring, professional development, in-service training and teacher education.

As the Partnership Compact is based on in-depth discussion of the situation in Indonesia during 2023/24, it will remain a living document throughout its timeframe, such that new data and evidence generated from forthcoming processes, including the development of grant programmes, education sector analysis and preparation of key documents as part of the next national planning cycle (2025-29) can inform and strengthen the Compact and ensure alignment and harmonisation of priorities according to the real situation. The endorsement of the Compact is in section 6.

The structure of this document was informed by the GPE Partnership Compact Development guidance.⁽³⁾ The Partnership Compact and referenced material (**Annex 2**) is accessible online at: [\[FINAL Endorsed Partnership Compact\]](#). EFA and supporting documentation are accessible online at: [\[EFA DOCUMENT\]](#); [\[Supporting Documents\]](#).

1.2. Education in Indonesia

Indonesia's education system, the third largest in Asia and fourth largest globally,⁴ serves over 60 million students, 3 million teachers, and over 300,000 schools and madrasah.⁵ In Indonesia, 75 per cent of schools are public schools under MoECRT, with the remaining 25 per cent being managed privately.⁶ MoRA covers over

¹ Bappenas (2019) *Roadmap of SDGs Indonesia: A Highlight*

² Refer to the link to MoECRT's Pancasila Student Profile website: <https://ditpsd.kemdikbud.go.id/hal/profil-pelajar-pancasila>.

³ Web reference: <https://tinyurl.com/59d8mz4d>

⁴ World Bank. 2014. Brief: World Bank and Education in Indonesia

⁵ MoECRT. 2023. Education Statistics in Brief.

⁶ *Ibid*

86,000 Islamic schools (madrasah), 10 million students and 800,000 teachers.⁷ Approximately 95 per cent of Islamic schools in Indonesia are privately managed, with only 5 per cent being public madrasah.⁸ Indonesia is also one of very few countries that has a constitutional guarantee of 20 per cent of the national budget being allocated to the education sector.⁹ This allocation is not solely managed by MoECRT and MoRA but is also shared among 24 ministries and subnational government agencies.¹⁰

Indonesia has a decentralized governance system that divides the responsibilities of managing education services between central and local government. MoECRT manages national level planning and policy making that is later adopted and implemented by provinces and districts at the school level, while the Ministry of Home Affairs (MoHA) is directly responsible for subnational oversight of public schools. At present, the provincial government is responsible for upper secondary schools (Sekolah Menengah Atas – SMA), senior vocational schools (Sekolah Menengah Kejuruan – SMK) and special schools (Sekolah Luar Biasa – SLB). District/city governments are responsible for primary schools (Sekolah Dasar – SD) and lower secondary schools (Sekolah Menengah Pertama – SMP). Pre-primary education (Pendidikan Anak Usia Dini/Taman Kanak-kanak – PAUD/TK) is provided by a) district/city government; b) village government; or c) the community. In contrast to MoECRT, madrasah pre-primary education (Raudhatul Athfal – RA), primary madrasah (Madrasah Ibtidaiyah – MI), junior secondary madrasah (Madrasah Tsanawiyah – MTs), senior secondary madrasah (Madrasah Aliyah – MA), and madrasah vocational education (Madrasah Aliyah Kejuruan – MAK) under the responsibility of MoRA are located within a centralised governance system.

According to the 2022 National Assessment (AN) more than half of all primary and junior secondary students, 61.5 per cent and 59 per cent respectively, and nearly half of senior secondary students (49.3 per cent) achieved minimum literacy competencies. For numeracy, 46.7 per cent of student at the primary level, 36.8 per cent at the junior secondary level, and 41.1 per cent at the senior secondary level achieved minimum competencies.¹¹ At all educational levels analysing national level learning data, girls consistently achieve higher literacy and numeracy levels than boys.¹²

Learning disparities between girls and boys become more variable when examining subnational data, driven by economic and socio-cultural factors effecting girls and boys in different ways. During the COVID-19 pandemic, for example, girls were reportedly 10 times more likely than boys to drop out of school due to child marriage, however when factoring in other reasons why children drop out of school, both girls and boys were equally at risk.¹³

Upon examining the root cause of low student performance, key factors are often attributed to the former content-prescription based 2013 curriculum, lack of continuous teacher professional and career development, and low efficiency in school management and decision making.¹⁴

Ongoing efforts to transform education and enhance learning quality, including student performance, have therefore, necessarily included initiatives like the Merdeka Curriculum (Kurikulum Merdeka). The Merdeka Curriculum, implemented voluntarily by over 80 per cent (around 300,000) educational units, aims to reduce teachers' workload and provide flexibility in adapting lessons to students' individual learning needs.

⁷ MoRA. 2023. EMIS Madrasah website: EMIS (kemenag.go.id)

⁸ *Ibid*

⁹ UUD 1945 (Constitution of Indonesia). Chapter 31 Article 4.

¹⁰ Analysis based on the Annex VI of the Presidential Regulation No. 130 Year 2023 concerning the *Details of the State Revenue and Expenditure Budget for the 2023 Fiscal Year*.

¹¹ Rapor Pendidikan Indonesia 2022. MoECRT. 2023.

¹² MoECRT, 2023. Indonesia SDG 4 Midterm Review Report, p.27.

¹³ The Impact of the COVID-19 Pandemic on Children's Learning in Indonesia. UNICEF Indonesia. Issue Brief. 2021. <https://www.unicef.org/indonesia/media/15231/file/Issue%20Brief%20-%20The%20Impact%20of%20the%20COVID-19%20Pandemic%20on%20Children's%20Learning%20in%20Indonesia.pdf>

¹⁴ Technology-Driven Education Reform in Indonesia – A look into the current status of the Merdeka Belajar program. MoECRT & Oliver Wyman. <https://repositori.kemdikbud.go.id/30538/1/Indonesias-K-12-Education-Quality-Improvement-English-05122023.pdf>

2. OVERVIEW OF THE PRIORITY REFORM

Indonesia has selected ‘**quality learning**’ as the priority reform. The principles of inclusiveness and gender equality were identified as a central and integrated part of the reform. Within the reform, two sub-priorities are identified for the two stages of basic education:

- (i) *Primary education: improving literacy and numeracy skills (foundational skills)*
- (ii) *Secondary education: improving foundational skills, and 21st century skills/character development.*

The first aspect and primary focus of the priority reform is to improve foundational skills, specifically literacy and numeracy of girls and boys. With basic competencies in place, students will build on the second aspect of the priority reform in 21st-century skills/character development – the skills, abilities, and learning dispositions that have been identified as being required for success in 21st century society. These are defined in Indonesia as having six primary dimensions according to the Pancasila student profile: (i) faith in and piety towards God; (ii) global diversity; (iii) mutual cooperation; (iv) creativity; (v) critical reasoning ability and (vi) independence.

The MPI selected the priority reform, together with the sub-priorities, after detailed discussion during the MPI meeting held on 11th November 2021.⁽¹⁵⁾ The intention to continue with this priority reform as a focus was re-affirmed during subsequent ad hoc MPI meetings concerning the GPE System Capacity Grant (SCG) in 2022, during EFA preparation in 2023, and at the inaugural Annual Joint Education Sector Review in 2023.⁽¹⁶⁾

2.1. Rationale for selection of the priority reform

The rationale for selecting quality learning as a priority reform is due to the remaining significant gaps in student learning performance. With the majority of students not meeting minimum competency assessments for literacy and numeracy prior to the onset of the pandemic, and with a deepening learning crisis due to the pandemic, focusing education sector efforts on improving the quality of learning through education transformation measures was assessed as a priority.

The priority reform is aligned with the high-level priorities of the GoI, as referenced in the RPJMN 2020-24 where the third development agenda is: “Improving the quality and competitiveness of human resources that focus on a healthy, smart, adaptive, skilled, and innovative workforce through: (4) improving the distribution of high-quality education services.”

Furthermore, the RPJMN (section IV.D) prioritises improving the distribution of high-quality education through improving the quality of teaching and learning, including by: a) applying [the] curriculum by providing reinforcement that focuses on mathematics, literacy, and science at all levels; b) strengthening early literacy instruction and new literacy (digital, data and social literacy) with effective and appropriate teaching strategies; c) increasing the competency and professionalism of educators; d) strengthening the quality of assessment of student learning outcomes, especially through strengthening the role of educators in the assessment of learning in the classroom, as well as increasing the use of evaluation to improve the learning process; e) increasing the use of ICT in learning, especially in synergizing distance learning models and online learning systems; f) integrating soft skills (non-technical skills) in learning; g) improving the quality of character, religious, and civic education; h) improving the quality of religious education, including the quality of education in religious schools; and i) improving the quality of equity and literacy in education.

Both MoECRT and MoRA strategic plans (Renstras) are also focused on improving the quality of learning, consistent with the RPJMN’s overall emphasis on this area. At the core of MoECRT’s strategic plan is a commitment to expand access to equitable, inclusive and relevant quality education by focusing on the development of learners. Promoting core competencies in literacy and numeracy is central to MoECRT’s goal to improve the quality of learning, and the plan sets similar targets for student performance in PISA (Programme for International Student Assessment) and the national competency assessments as per the RPJMN. Similarly, under MoRA’s strategic plan, achieving minimum competencies in literacy and numeracy underpins a core strategic goal

¹⁵ Meeting minutes available in the GPE google drive link, [here](#).

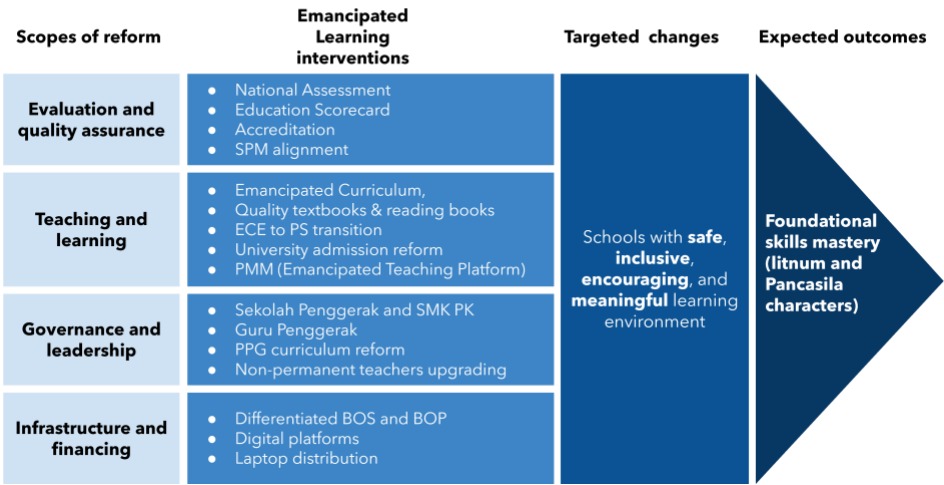
¹⁶ Held from 22nd to 23rd November 2023 with the link to the Aide Memoire [here](#).

to improve the quality of teaching and learning, which is essential for increasing the number of students who receive general education services within a religious education context.

Indonesia’s Merdeka Belajar reform movement is introducing transformative measures intended to re-shape Indonesia’s education landscape and quicken advancements in student learning performance. The reform movement focuses on freedom, adaptability, and ‘freeing up’ of previous administrative and regulatory restrictions to promote effective teaching and school leadership techniques. Teachers, principals, supervisors, and government officials must all adopt new perspectives on teaching practices, the process of learning, and behaviours that the education system rewards (refer to *Figure 1* below for an overview of the Merdeka Belajar reform structure). Evaluations by the government and development partners are beginning to show signs of improvements in teacher practice and mentality, positively influencing student learning outcomes.¹⁷

Figure 1: Schematic overview of the Merdeka Belajar (Emancipated Learning) structure

Merdeka Belajar (Emancipated Learning) aims to promote equitable quality education, focusing on the acquisition of foundational competencies of literacy, numeracy, and Pancasila characters



Source: PSKP, MoECRT PowerPoint on the “Overview of Indonesian Education” during the Annual Joint Education Sector Review 2023.

Indonesia’s early implementation of the Merdeka Belajar reform also brought lessons learned that can support strengthen implementation of activities linked to priority reforms delivered in reference to the Partnership Compact conceptual framework. These lessons include the need to strengthen collaboration between education departments to design and execute key reform programmes, as well as the need for improved communication through multiple channels to ensure subnational government and schools were able to implement and deliver the programmes well.¹⁸

2.2. Theory of Change

The Theory of Change for the Partnership Compact, presented below, proposes that by providing technical assistance to build capacities to strengthen education policies, systems and practices at national, provincial and district levels; by generating quality data and knowledge on effective solutions for students’ learning needs, particularly those with special needs and from disadvantaged groups; by supporting pilots, trials and scale-up of education transformation initiatives from primary to secondary education levels; and by supporting existing and new coordination, collaboration and harmonization between education sector stakeholders at local, national and international levels, that these strategies, and the activities supporting them, will lead to pathways of change resulting in a series of outputs and outcomes leading to improved learning quality through foundational skills acquisition and character development for all Indonesian primary and secondary students.

¹⁷ Aditomo, A. 2024. Laying the Foundations of Systemic Change in Education: Reflections on Indonesia’s Merdeka Belajar Reform. MoECRT, Jakarta.

¹⁸ Ibid.

This change will require sustained medium to long term commitment from education sector partners, particularly due to the longstanding learning crisis in Indonesia, including the major setback to learning created by the recent COVID-19 pandemic.

The Theory of Change incorporates support for both the demand for, and the supply of, improved learning quality by focusing on four main areas of change in: (i) teaching practices and education leadership; (ii) learning environments; (iii) support for students with special needs and from disadvantaged groups; and (iv) systems strengthening through improved governance and coordination of national and local education ecosystems. The theory has been informed by the Government of Indonesia's Merdeka Belajar education reform movement, and by consideration of Gender Equality, Disability and Social Inclusion (GEDSI) issues, which underpin the achievement of the end goal for all Indonesian primary and secondary students to improve the quality of their learning through the acquisition of foundational skills and character development.

To achieve the proposed impact two outcomes are expected:

- 1. Teachers and leaders of schools and madrasah demonstrate quality student-orientated practices that result in acquisition of foundational skills and character development for all primary and secondary students, including those with special needs and from disadvantaged groups.**

To achieve this outcome a range of inputs are needed, starting with efforts to improve teaching practices, driven by strengthening instructional leadership and change management practices at school/madrasah level, and through more effective use of self-study, direct training and collaborative learning and reflection with other teachers. Focusing efforts to improve learning environments is also an important input area, particularly to ensure that schools and madrasah are able to offer safe, inclusive, healthy, climate resilient, encouraging and meaningful learning environments to all children, including those with special needs and from disadvantaged groups. The engagement of parents and communities is an essential element of this work, which will lead to building their demand for quality learning opportunities to be offered to all students.

- 2. National and subnational education stakeholders have strengthened capacity to implement quality education policies, systems and services for acquisition of foundational skills and character development for all primary and secondary students, including those with special needs and from disadvantaged groups.**

To achieve this outcome a range of inputs are needed to build capacities at national level, with a primary focus on strengthening capacities of subnational government and non-government education stakeholders, because the responsibility for education service delivery and any quality improvements rests at this local level. Focusing efforts in this way will assist with building robust local education ecosystems to drive improvements in learning quality in schools and madrasah. Another essential part of achieving this outcome will be ensuring that support for students with special needs and from disadvantaged groups continue to be at the forefront of policy development and practice, ensuring children and adolescents from these groups are not left behind when it comes to quality learning opportunities. Improved capacity of local education ecosystems will enable communities to collectively influence and support national policy development.

This Theory of Change is underpinned by a set of operating principles that will shape all aspects of interventions implemented under the auspices of the Partnership Compact. All interventions delivered will assist with the implementation of national education reforms, and they will be child-centred, gender-responsive, and inclusive of disability, and overall responsive to the needs of all children. Geographically disadvantaged areas will be prioritised for support to improve learning quality. Promoting the use of digital technologies, as far as operating contexts allow, will also be an important principle, particularly to assist with maximising the reach of interventions. Taking a partnership-building approach at the outset of delivering interventions will be an inherent way of working, so too the promotion of local leadership in driving learning quality improvements. A core principle will be a dedication to continuous learning through generating knowledge through evidence-based evaluation and accountability, including through the provision of feedback to key stakeholders in the spirit of continuous quality improvement and professional growth.

Summary of the Theory of Change

IF

Technical assistance is provided to build capacities to strengthen education policies, systems and practices at national, provincial and district levels;

And IF

Quality data and knowledge is generated on effective solutions for students' learning needs, particularly those with special needs and from disadvantaged groups;

And IF

Support is provided for pilots, trials and scale-up of education transformation initiatives from primary to secondary education levels;

And IF

Support is provided for coordination, collaboration and harmonization between education sector stakeholders at local, national and international levels;

THEN

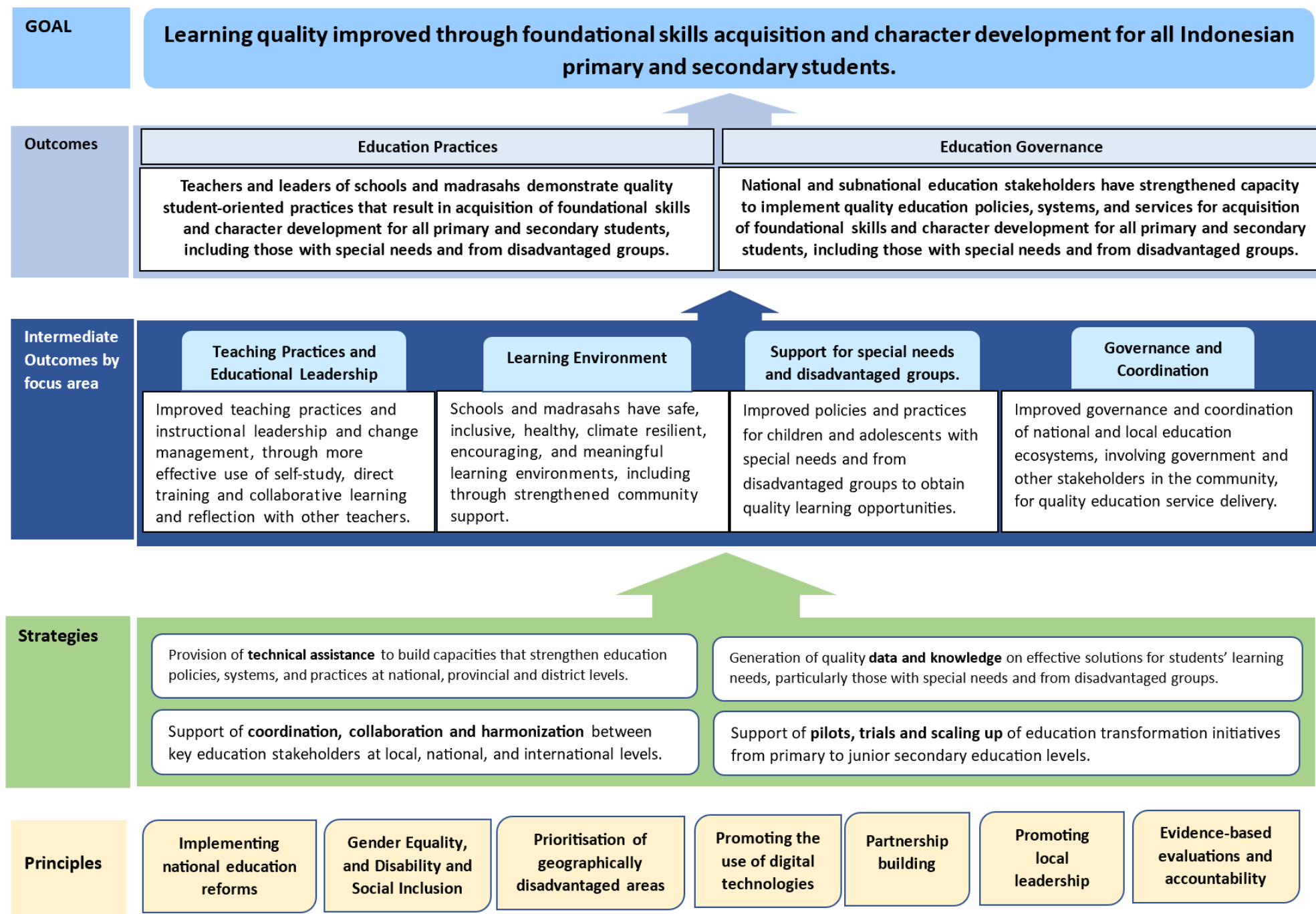
1. Teaching practices, instructional leadership and change management will improve through more effective use of self-study, direct training and collaborative learning and reflection with other teachers;
2. Schools and madrasah will have safe, inclusive, healthy, climate resilient, encouraging and meaningful learning environments, including through strengthened community support;
3. Improved policies and practices for children and adolescents with special needs and from disadvantaged groups to obtain quality learning opportunities;
4. Improved governance and coordination of national and local education ecosystems, involving government and other stakeholders in the community, for quality education service delivery.

LEADING TO

1. Teachers and leaders of schools and madrasah demonstrating quality student-orientated practices that result in acquisition of foundational skills and character development for all primary and secondary students, including those with special needs and from disadvantaged groups; and
2. National and subnational education stakeholders have strengthened capacity to implement quality education policies, systems and services for acquisition of foundational skills and character development for all primary and secondary students, including those with special needs and from disadvantaged groups.

CONTRIBUTING TO

Improved learning quality through foundational skills acquisition and character development for all Indonesian primary and secondary students.



3. ENABLING EDUCATION SYSTEM TRANSFORMATION

3.1. Enabling Factors Summary

The Enabling Factors Analysis (EFA) is presented here as a summary of the analysis from the consultative process led by MoECRT and MoRA, with support from MPI partners. The EFA and supporting documentation is available online at: [EFA DOCUMENT](#) and [Supporting Documents](#). The EFA was quality assured by the GPE Secretariat.⁽¹⁹⁾

EFA consultations with education sector partners at national and subnational levels were conducted in the context of the significant education quality improvement reform agenda being led by MoECRT and MoRA under Merdeka Belajar, in which key reform measures in evaluation and quality assurance, teaching and learning, governance and leadership and infrastructure and financing are taking place. The summary in this section presents an overview of the current systems in place, including recent reform measures, as well as a summary of the areas where additional areas for support were identified under each Enabling Factor.

3.1.1. Data and Evidence (Medium Priority)

Current systems in place

Indonesia's data and evidence systems have shown significant improvements in recent years and are considered to be well-established and show good internal alignment. Reporting systems are in place for most key indicator groups and information systems such as Dapodik (National Education Management Information System) are well-used at scale. A framework for measuring improvements in education quality is being put in place through the establishment of Minimum Service Standards (MSS; Standar Pelayanan Minimum – SPM), which includes education quality indicators. Gender disaggregation of data is universal within all systems. Reports, including necessary disaggregation according to need, can be produced on request. Disability data is in place and accessible for special schools (SLB).

Indonesia has made very significant progress in generating data on learning quality. Data from the National Assessment (Asesmen Nasional - AN) consists of three parts, namely: (i) Minimum Competency Assessment (Asesmen Kompetensi Minimum - AKM); (ii) Character Survey; and (iii) Learning Environment Survey. The AN is compiled with other basic education data into the Rapor Pendidikan platform. Furthermore, MoRA has developed its own assessment system (Indonesia Madrasah Competency Assessment or Asesmen Kompetensi Madrasah Indonesia - AKMI) and is in the process of integrating this into the National Assessment system. Use of data for action research is coordinated by the National Research and Innovation Agency (Badan Riset dan Inovasi Nasional – BRIN), which reports centrally.

The Directorate of Community Education and Special Education within MoECRT has an online resources site.⁽²⁰⁾ The site is clearly organised and contains resources for educators and students, categorised by education level and by disability type: visual impairment, hearing impairment, mental disabilities, mobility disabilities, and autism.

Additional areas for support

A key determinate for data accuracy is working capacity in schools and madrasah. At this level of the system, data correction is slow and verification processes are not yet robust. Within MoRA and MoECRT, data accuracy is affected by demands on teachers' time, as the requirement for teachers to undertake some data administration is made more challenging due to competing priorities, especially for those in small/understaffed schools and madrasah. Within MoRA, many data entry staff are untrained non-civil servants.

Data on students with special needs and from disadvantaged groups needs improvement in accuracy, identification and recognition of needs. Data accuracy issues relating to student disability status are hindered by a number of factors, including: (i) local level officers being unable to identify different forms of disability; and (ii) disability being classified on a binary system without recognising different conditions. National-level education officers are aware of

¹⁹ Submitted to GPE for quality review on 19th December 2023. Feedback was received on 23rd January 2024.

²⁰ <https://pmpk.kemdikbud.go.id/bukudigital/search?filter%5Bcategory%5D=tunarungu-5fbf4d47a9cf4>

the need for more nuanced data collection methods (e.g. use of Washington Group questionnaires⁽²¹⁾), which would require comprehensive orientation and training. Existing tools are available, but these are not yet harmonised into an effective at-scale system. Furthermore, data on students with disabilities in special schools (SLB) is available, but data on recognising disability in inclusive schools is constrained in terms of accuracy and relative availability. Resources available for disabilities are in place, but the effective usage of these resources requires additional support, including training for educators. Consolidation of these resources can also be beneficial to quality learning.

Regional authorities report ongoing issues with the accuracy of data on out-of-school children (OOSC). Reliable data and evidence under national guidance is needed to ensure a consistent approach to this matter. Mapping the situation of OOSC requires multi-factored analysis of problems faced by children and adolescents that push them to drop out of school, in particular relating to bullying, gender-based violence, and social pressures to marry young.

Although the disaggregation of data by gender is universal within Indonesia's education system, it is usually only published on request, and at present, there is a lack of analysis on how gender issues and learning outcomes are related. A 'deep dive' into gender issues within the education sector could establish the root causes of learning outcome inequalities and how to support teachers and schools/madrasah in addressing these issues. This 'deep dive' could include analysis of gender aspects relating to learning outcomes, children with special needs, and out-of-school children.

The recent significant advances in learning outcome monitoring can deliver opportunities to help educators, local government, civil society and other sector stakeholders to better utilise Rapor Pendidikan and AKMI data to identify student learning needs. Improving data access permissions to key stakeholders, such as school supervisors, national research and non-government research bodies would also help to improve the quality of teaching and learning. Alongside this, more effective use of *formative* assessment is needed, starting from classroom level (increased teacher support for assessment skills and identifying support for students) up to national (AN) level. Additional resources are needed to identify and support teachers in disadvantaged locations (such as 3T areas⁽²²⁾) in the use of formative assessment.

Consultations reveal an incomplete understanding on the part of subnational governments on how to measure some education indicators. Ensuring solid understanding of these indicators requires more systematic socialization and inter-ministerial discussion.

3.1.2. Gender-responsive Sector Planning, Policy and Monitoring (Medium Priority)

Current systems in place

Indonesia has a comprehensive set of national development and sector plans that clearly articulate priorities for the education sector, including targets relating to improving learning quality. The RPJMN provides an overarching framework, while the ministry-level strategic plans (Renstra) for MoECRT and MoRA elaborate more specific strategies for development within the sector. Renstras are evaluated through an annual publicly accessible Performance Report (Laporan Kinerja, Lakin). The Merdeka Belajar reform initiative is the implementing mechanism under MoECRT's Renstra.

In the context of Merdeka Belajar, more technical plans, policies and innovations have been produced at national level, such as: the National Assessment (AN); simplified lesson planning; flexibility in student enrolment; more reliable and equitable School Operational Funds (Bantuan Operasional Sekolah – BOS) funds channelling; 'Champion' programs, such as Champion Teacher Programs (Program Guru Penggerak – PGP); the procurement information system (SipLAH); and the Education Report Card (Rapor Pendidikan) platform. All of these initiatives have content focused on marginalised and disadvantaged groups. Mechanisms for disaster preparedness and climate change resilience are also in place.

²¹ <https://www.washingtongroup-disability.com/>

²² '3T' is *tertinggal, terdepan, terluar*, translated as *underdeveloped, frontier, and outermost* regions

Additional areas for support

With the development of comprehensive national development and sector plans, there is further need to expand awareness of these key documents at decentralised local levels.

Further integration of marginalised and vulnerable groups' needs (including GEDSI-related issues) within planning documents is required. Improving the availability and accuracy of data concerning these groups (and GEDSI-related issues) will be an important step in this process. A recent attempt to revise the National Education System Law to include one year of pre-primary education as basic education to be provided to all children, shows commitment for education transformation, as do follow-up efforts to promote further national prioritisation of pre-primary education through the new RPJMN 2025-29. The MPI can support continued analysis of the feasibility of ensuring pre-primary education is legislated to become compulsory and available to all.

The geography of Indonesia requires substantive planning to mitigate the impact of natural disasters and climate change. Mitigation and prevention measures in place for Disaster Risk Reduction (DRR) and Climate Change Adaptation (CCA) are generally robust. For example, the use of an emergency curriculum (Kurikulum Darurat) during the pandemic was particularly effective. Consultations, however, indicate there is need to further bolster local/school level planning on school disaster preparedness to ensure continuous education in the event of an emergency.

Increased coordination and planning between ministries is required to ensure 'hard' infrastructure for digital learning is provided in a way that can best support disadvantaged schools and madrasah. Some education institutions, for example, are lacking electricity. To address this requires coordination with the National Electricity Company (Perusahaan Listrik Negara – PLN). Some localities have electricity, but lack connectivity, which requires Ministry of Communication and Information (MoCI) infrastructure support. Further coordination with other state-owned telecommunication companies and internet providers could be fostered, building on experience during COVID-19. MoCI provides cloud storage for all ministries, but further work is required to establish data access and management mechanisms.

Within the direct remits of MoECRT and MoRA, education reforms that relate to digital education and the use of ICT/online materials to facilitate learning require increased clarity of planning and improved coordination and monitoring. Subnational consultations indicate an ongoing need for supporting teachers in Continuous Professional Development (CPD) in a face-to-face capacity in addition to online support. Similarly, MoECRT's efforts to promote 'Champion Teachers' (from PGP) to school principals, should be expanded beyond a focus on developing pedagogical skills to developing broader skills in promoting schools as learning ecosystems, as well as to support and empower female teachers to become school principals, to tackle the lack of gender equality at the school leadership level.⁽²³⁾

To achieve at-scale education reforms, greater coordination between directorates (e.g. between curriculum development and personnel directorates) as well as cooperation with other ministries, such as Ministry of State Apparatus and Bureaucratic Reform, is required.

3.1.3. Sector Coordination (Low/Medium Priority)

3.1.3.1. Inclusive Sector Dialogue and Coordinated Action (Medium Priority)

Current systems in place

Indonesia, as an upper-middle income country, has relatively developed government systems and inter-sectoral coordination. Two ministries, MoECRT and MoRA, are responsible for the oversight of basic education, with additional ministries being involved in other areas of education.

²³ During the 2023 Annual Joint Education Sector Review the need to tackle gender inequality at all levels of the system was noted, including the lack of female school leadership within the education system.

Inclusive sector dialogue is supported by the recent establishment (in November 2021) of the MPI as the LEG for Indonesia. The MPI is co-chaired by MoECRT and MoRA, with the majority of the members being development partners and local CSOs. The group is mandated to meet quarterly. In 2023, Indonesia implemented a successful inaugural Joint Education Sector Review, further adding to the dialogue and coordination of the education sector.

Directly related to the focus of the priority reform, MoECRT has six strategies in place for teacher support: (i) online teacher access; (ii) webinar series; (iii) teacher working groups (KKG); (iv) training of ‘resource persons’ as local experts; (v) an online helpdesk for teachers; and (vi) leveraging of development partners.

Additional areas for support

Indonesia’s large and complex education sector means coordination mechanisms are not straightforward. There are 24 ministries with educational functions, so increased collaboration between these ministries can support improved sector coordination. Alongside this, implementation of decentralisation reform adds increasing complexity. Decentralisation legislation means that MoHA is responsible for the subnational oversight of schools in coordination with provincial, district and village governments. The division of roles and responsibilities with regard to education service delivery and the regulations that govern this are sometimes not well fully understood at subnational levels. Further clarifying these roles and responsibilities is necessary and this will also have an impact on the Minimum Service Standards for schools, enabling the development of clearer guidance for schools in the use of access and quality indicators.

Although the MPI has a mandate to meet quarterly (as per the agreed Terms of Reference), this has not yet been realised in a formal manner, although *ad hoc* meetings were convened as part of the Partnership Compact development process.

Coordination of teacher pre-service and in-service training is developing. There is clear direction that teacher support needs to focus on ensuring teachers have skills to deliver basic literacy and numeracy, in particular in early grades.

3.1.3.2. Coordinated Financing and Funding (Low Priority)

Current systems in place

Financing and funding for education have robust systems in place. GoI systems process planned development cooperation using a designated pooled account coordinated by Bappenas and MoF. The Foreign Loans and Grants mechanism (Pinjaman Hibah Luar Negeri – PHLN) is used by GoI for all foreign grants and loans and is counted as state budget; this is then subject to GoI auditing and other procedures.

Funding to schools is coordinated using BOS, allocated to all schools and madrasah. There are four policy items introduced to improve BOS.⁽²⁴⁾ These are: 1) direct channelling to schools/madrasah; 2) more flexible use of BOS funds by schools/madrasah; 3) increased unit cost per student per year; and 4) more standardised reporting to support more transparent and accountable practices. Additional support is from BOS Kinerja (performance BOS for high achieving schools/madrasah) and BOS Afirmasi (affirmative BOS, support to low-performing schools/madrasah). Included in BOS Kinerja are champion schools (sekolah penggerak) implementing emancipated learning. Schools in 3T areas are given BOS Afirmasi. BOS funding is also supplied to private schools, which is a significant help for small private madrasah. For pre-primary education, a separate operating fund (Bantuan Operasional Penyelenggaraan Pendidikan Anak Usia Dini – BOP PAUD) is used.

Additional areas for support

There are opportunities to further improve the equity of BOS and BOP, such as through further consideration of the increased unit cost attached to schools and madrasah with small populations (disproportionately private schools) and the increased unit cost attached to the integration of children with special needs and from disadvantaged

²⁴ MoECRT Ministerial Regulation (Permendikbud) #8 (2020)

groups within mainstream inclusive schools and madrasah. Consultative bodies, such as the MPI, and established review systems, can act to provide additional data to support GoI annual reviews of funding formulae.

3.1.4. Volume, Equity and Efficiency of Domestic Public Expenditure on Education (Medium Priority)

Current systems in place

Concerning the volume of domestic public expenditure on education, Indonesia has allocated 20 per cent of public expenditure allocated to education, meeting international benchmarks including GPE expectations. This constitutionally mandated ring-fenced funding is unique within the region. Monitoring expenditure under decentralisation shows that the 20 per cent expenditure is being achieved in a number of provinces and districts already.

Schools and pre-schools have a clear and transparent system for allocation of funding (BOS and BOP), which has robust delivery methods and is subject to annual review for efficiency improvements and to further enhance equitable funding for schools and madrasah. Annual improvements in funding equity are made and the recent Annual Joint Education Sector Review recommended further improvements under an inclusive dialogue and consultation with the MPI. Clear policies and legislation are in place for schools and madrasah to spend and report on their funding allocations.

Additional areas for support

Relative to GDP, the comparatively low GNI of Indonesia means that the actual available volume of funding for education could usefully be increased, although this is outside the control of the education sector. Although the 20 per cent budget allocation for education is achieved at national domestic financing level, the complexity, size, and decentralised nature of the education system means that actual expenditure at subnational levels in some localities is reported at below 20 per cent.⁽²⁵⁾

Budget allocation and execution for subnational levels can be reviewed to increase effectiveness in organisation and reporting accuracy, leading to improved accountability.⁽²⁶⁾ This would ensure that subnational funding is better targeted, thereby increasing fiscal space.

Concerning the equity of domestic public expenditure on education, inequalities in teachers' remuneration disproportionately affect those in private schools and madrasah, and all non-civil service teachers. The differences in pay are considerable, negatively impacting teacher motivation and causing teacher deployment issues in vulnerable regions (privately contracted teachers' salaries can be below 10 per cent of salaries for civil service (Pegawai Negeri Sipil – PNS) teachers in public schools). Teacher remuneration is being addressed over long-term strategies, and in the short-term, there is opportunity to prioritise non-PNS teachers.

Part of equity considerations is funding from BOP, which was reported in consultations as being below minimum requirements, and, as with BOS, does not have equitable allocations for children whose circumstances require additional financial support. Furthermore, with the large majority of pre-primary facilities being private, parents are required to pay fees for their children to attend. Extra funds can be taken from village funds (Dana Desa), but this does not often occur. A significant additional expense for parents is to support teacher remuneration, especially for non-PNS teachers. As outlined within *Coordinated Financing and Funding* (section 3.1.3.2), consultative bodies can establish mechanisms to support equitable funding formulae and allocations.

For efficiency of domestic public expenditure on education, consultations highlighted the need for additional support for school leadership (principals) to provide increased time and budget available to cover educational matters rather than financial and administrative costs. Schools may be supported in this also through capacity

²⁵ World Bank: *Revealing How Indonesia's Subnational Governments Spend Their Money of Education* (<https://www.worldbank.org/in/country/indonesia/publication/subnational-education-public-expenditure-review-2020>)

²⁶ Data on which provinces and districts meet the 20 per cent allocation is publicly accessible (WB Public Expenditure Review (PER) Report)

strengthening of school leadership to accelerate BOS supply to schools. In particular, small madrasah need administrative support to submit accurate financial documents on time to ensure that BOS can also be provided on time.

3.2. Focus Areas for Development

The impressive work on education transformation under the GoI, from both MoECRT and MoRA, shows clear strategies, implementation, and progress towards the priority reform of improving learning quality.

Based on EFA consultations, four key focus areas have been identified where increased support can contribute towards the achievement of the priority reform. These are:

- A. Improved teacher and principal competencies
- B. Improved learning environments
- C. Improved policies and practices for students with special needs and from disadvantaged groups
- D. Improved governance and coordination of national and local education ecosystems for quality education service delivery

3.2.1. FOCUS AREA A: Improved teacher and principal competencies

Intermediate outcome: Improved teaching practices, instructional leadership and change management, through more effective use of self-study, direct training and collaborative learning and reflection with other teachers

The platform for teacher development is the Emancipated Teaching Digital Platform (Platform Merdeka Mengajar – PMM), built to support the implementation of the new national curriculum (Merdeka Curriculum) to help teachers improve competencies, in particular through self-study. The material available on the platform is also relevant for use by teachers who use other curricula. Around 2.6 million teachers are registered to use their PMM accounts, and an estimated 400,000 teachers in recent years were reached by MoECRT's face-to-face teacher training delivery methodology.⁽²⁷⁾ Further development and support of teachers to use PMM is required in the short- and medium-term, in particular to support the access needs of teachers in remote areas with limited or intermittent online access. Improving teacher and principal competencies through the understanding and use of Rapor Pendidikan data can also lead to quality improvements in teacher and learning and therefore should also be prioritised.

Improved infrastructure and communications reliability (online connectivity) will increase teachers' confidence to use self-study materials and to improve clarity for educators on how to implement guidelines for effective study resources use (books and other materials) and, in particular, use of materials for formative assessment. Interventions based on formative assessment – such as differentiated learning and Teaching at the Right Level (TaRL) – will be further developed and scaled-up based on evidence.

Online learning alone is insufficient to transform teacher practice and will need to be combined with strategies including continued face-to-face coaching, mentoring and peer support through collaborative learning and reflection. The area of peer support will include further development and scale-up of Professional Learning Communities (PLCs) as teacher and principal working groups (Komunitas Belajar, Kelompok Kerja Guru and Kelompok Kerja Kepala Sekolah/Madrasah) as a means for improving teacher and school principal capacity to become instructional leaders and change managers.

Skilled human resources are required – prioritising the neediest locations – to support schools and educators in administrative duties and to assist disadvantaged learners, including students with special needs and those from disadvantaged groups.

Clear policies and procedures are in place to select school principals with a strong pedagogical background. The Champion Teachers Programme (PGP), being implemented as part of Merdeka Belajar, is helping with this selection

²⁷ Three categories of PMM support are: (i) self-development: self-learning, community, where more than 19,000 teachers exchange best practices; (ii) inspirational video contains a collection of videos to support understanding of Emancipated Learning and 'Proof of My Work' as a documentation centre; (iii) teaching: student assessment contains online and offline test items; teaching tools: contains text books and modules curated by MoECRT; and learning achievement: shows learning standards and benchmarks.

process. This delivers a six-month programme to develop instructional leaders to support their students' holistic development; to assist other teachers actively and proactively in adopting effective learning approaches; and to serve as role models and 'agents of transformation' within their local education ecosystems to facilitate the emergence of a movement of effective educators and leaders. Within this intervention, further support for female candidates is required.

MoECRT Regulation #26 (2022) stipulates that completion of the PGP is a prerequisite for principal candidates and that a PGP completion certificate could satisfy some supervisor selection requirements.⁽²⁸⁾

As per Regulation of Director General of Islamic Education #1815 Y (2021) on CPD for madrasah principals, all madrasah principals must go through a series of capacity building activities linked to a CPD programme (Pengembangan Keprofesian Berkelanjutan – PKB). Similarly, the Regulation of Director General of Islamic Education #1235 (2021) stipulates that madrasah supervisors are required to attend a CPD programme of three modules based on managerial competency, academic supervision and entrepreneurship. More than 150,000 teachers, principals and supervisors have attended CPD since 2020.

All interventions delivered within CPD, and other targeted interventions, are expected to lead to integration into the pre-service teacher training curricula.

Focus Area A priorities are:

- A1. Continued development of online support materials to improve teachers' and school principals' access to teaching and learning materials, including focus on formative assessment, and further development of teacher and school principal working groups. This also includes continued development of teachers and school principals' ability to leverage and utilize Rapor Pendidikan data for evidence-based planning, including for improvements in teaching and learning.
- A2. Further development and trialling of pedagogical support materials, including special needs-specific resources, with necessary face-to-face and online training for teachers and principals; in particular for principals as instructional leaders and change managers in ensuring their ability to implement the Merdeka Curriculum in an inclusive way, and to promote schools as learning ecosystems.
 - A2.1 As referenced in the Annual Joint Education Sector Review Aide-Memoire,⁽²⁹⁾ further analysis and interventions on supporting female candidates to undertake school leadership positions.
 - A2.2 Additional necessary training for educators in use of existing and new special needs-specific resources (in line with B.3. below).
- A3. Active monitoring and progress evaluation of PMM, gathering data from districts and schools, data analysis and policy action.

3.2.2. FOCUS AREA B: Improved learning environments

Intermediate Outcome: Schools and madrasah have safe, inclusive, healthy, climate resilient, encouraging and meaningful learning environments, including through strengthened community support

MoECRT and MoRA have clear reform strategies in place to develop school and madrasah environments that are safe, inclusive, healthy, climate resilient, encouraging and meaningful for students.⁽³⁰⁾

These strategies include improvements in: (i) basic school infrastructure, in particular with connectivity; (ii) inclusivity to ensure that all students have their learning needs met; (iii) policies to address student and teacher

²⁸ This focus contrasts to earlier initiatives to increase principal capacity and the Principal Standards (2007), which placed more of an emphasis on school management than instructional leadership.

²⁹ Indonesia Annual Joint Education Sector Review Aide-Memoire (2023), p15.

³⁰ <https://www.kemdikbud.go.id/main/blog/2021/02/kemendikbud-luncurkan-merdeka-belajar-episode-7-program-sekolah-penggerak>

health and wellbeing, such as safeguarding and anti-bullying policies and strategies; and, additionally, (iv) to develop climate-resilient education programming to promote education in a sustainable manner.

Elaborating on the four points above:

- (i) Improvements in school infrastructure, particularly in connecting schools and madrasah to the internet, are in place. Around 81 per cent of schools were connected by 2023,⁽³¹⁾ but continued support is required to ensure this coverage extends to all schools and madrasah and to all students. Development of connectivity must be delivered with necessary consideration for digital safety and security, including issues involving gender. Furthermore, improving the quality of other hard infrastructure in schools and madrasah to improve learning environments must be balanced with 'soft' investments to improve learning quality.
- (ii) Further development of safeguarding policies and procedures for all schools and madrasah is needed, including further development of anti-bullying programmes,⁽³²⁾ expansion of policies on child rights, child safeguarding and supporting schools and madrasahs in dealing with social problems (violence/gender-based violence, drugs and other health issues). Tackling these issues requires continued adaptation of existing tools, such as the Rapor Pendidikan and the utilization of the data it generates, to increase effectiveness and support for creating violence-free schools. Also of importance are the prevention of potential student dropout, coupled with greater community engagement, including engagement with parents in formal and informal ways, with local child protection committees and connections with local psychosocial service providers and related services to address child protection concerns.

Development of teacher wellbeing policies will include the use of professional support communities (refer A1, above). All wellbeing initiatives must be developed with reinforcement of existing policies on community support and through development of Standard Operating Procedures (SOP). This includes specific wellbeing policies and SOPs to support teachers with disabilities and teachers with additional needs, including temporary needs such as pregnancy or illness.

- (iii) Further development of school environments to be inclusive and allow trialling and integration of materials for special needs – hard and soft resources – also in line with Focus Area C below (policies and practices for students with special needs and those from disadvantaged groups) and continue progress on improvement of data on students and teachers, including SOPs and other provisions for temporary access to the education system, e.g., students with temporary limited mobility, pregnant teachers.
- (iv) District support for schools to be more resilient to the impacts of climate change through an approach that encompasses activities at the student and classroom level, the school and community level, and at the policy level. To include classroom-based environmental education, school training and policy development initiatives, school-community collaborations, and consultative policymaking at national level.

This links strongly with interventions in Focus Area D (governance and coordination of local education ecosystems) below, as improved school governance and coordination will enable the regulation and monitoring of these learning environment improvements.

Focus Area B priorities are:

- B.1. Continued development of school and madrasah hard and soft infrastructure with necessary governance and coordination mechanisms, including online connectivity and necessary supporting structures and policies to support this. Other necessary hard infrastructure to improve learning environments.
 - B.1.1. Consolidate existing data and evidence on girls' digital literacy to ensure gender equity in digital access and opportunities.

³¹ International Telecommunication Union, *Connecting every school in Indonesia to the Internet: Policy landscape assessment* (2023) p. vii

³² Such as the ROOTS programme (Program Disiplin Positif Program Pencegahan Perundungan).

- B.2. Consolidation of child rights and learner and teacher wellbeing policies and development of clear SOPs that are accessible to schools and inclusive of specific gender issues, such as gender-based violence and accommodation for pregnancy. Further development of strategies, including through the use of Rapor Pendidikan data, to ensure community involvement in areas where social problems are affecting teaching and learning at schools.
- B.3. Consolidation of support for assistive materials and technology available to special needs students and development of SOPs for accessing these resources; link with B.1. to ensure reasonable accommodation for special needs students in school environments and with A.2.2. to ensure pedagogical support for educators.
- B.4. Support for climate change adaptation and resilience initiatives at different levels, including classroom education environmental module delivery, district-level support for schools (as Focus Area D, below), and local-level consultation to support national policy-making decisions.

3.2.3. FOCUS AREA C: Improved policies and practices for special needs students and disadvantaged groups

Intermediate Outcome: Improved policies and practices for children and adolescents with special needs and those from disadvantaged groups to obtain quality learning opportunities.

EFA consultations showed aligned data and evidence systems and documentation over a large and complex education system, whilst emphasising the need to use this data more effectively. In particular, the use of data to improve targeting of assistance to disadvantaged groups in a multi-faceted manner was highlighted, including for children with specific needs (such as those with disabilities) and locations with disadvantages, such as 3T areas, as well as ensuring that any gender aspects are fully considered.

This focus area prioritises actions to improve identification and targeting of disadvantaged groups with the underlying intention of improving interventions for these groups, including targeted pilots and other necessary stages. However, the current Partnership Compact will focus on the medium-term aim of improved data usage as an enabling condition to pilot, trial and scale-up effective interventions based on good data.

Improvements in effective data usage require specific input on disadvantaged groups. Data systems contain records on disadvantaged groups, and strategies can be developed to increase access to this whilst maintaining data security. Regulatory frameworks are being put in place for improved identification and classification of marginalised groups (such as disability classifications) but these will require additional support over the duration of the Partnership Compact to ensure that sufficient and accurate disaggregated data is available for targeting of resources. Two areas for specific focus are: (i) extension and verification of data on children with special needs; and (ii) greater use of sex-disaggregated data to analyse how gender-specific disadvantages (multi-factored disadvantages) are impacting the education of girls (as part of a gender 'deep dive').

The Rapor Pendidikan is used by local governments (district and provincial) and schools to identify problems, analyse causes, and take action to improve learning quality. As the key data storage mechanism for public schools, further development of this platform is a priority. Specific development of aligned data structures to support madrasah under the authority of MoRA should be developed. With the 2021 National Assessment (AN) serving as a baseline against which the government and educational institutions can track progress on learning quality improvement over time, the ERC report uses data from the National Assessment (AN) program and the national education management information system (Dapodik) to support districts, provinces, and schools in their data-driven planning efforts.⁽³³⁾ Assessment data needs to focus on *formative assessment* (needs identification for targeted interventions) from school level to AN level.

The Partnership Compact will also support school readiness for all children. Technical support can be delivered through the MPI to support further analysis and policy dialogue to complement government efforts to make pre-

³³ In addition, the platform provides information on equitable dimensions by disaggregating student achievement data (for districts and provinces) according to socioeconomic level and urban/rural location. It is the responsibility of MoECRT provincial level quality assurance body to support provinces and districts with the ERC. Recently formed BGPs (MoECRT regional level emancipated learning teacher agency) support identified areas of need.

primary education compulsory and accessible to all children, such as through data and knowledge sharing at Annual Joint Education Sector Reviews.

Focus area C priorities are:

- C.1. Deliver additional support to schools and madrasah to ensure that learning data can be used as a formative assessment (needs identification) and to enable further access to stakeholders to improve evidence-based learning.
 - C.1.1. Develop further aligned mechanisms to support madrasah in using learning data to improve school performance and targeting of resources.
 - C.1.2. Support learning outcomes analysis with greater inclusion of gender aspects to identify areas where additional measures are required (as part of a gender ‘deep dive’).
- C.2. Consolidate resources to unify a multi-faceted disability classification tool with the necessary screening resources, with the aim to use at scale.
 - C.2.1. Design/deliver necessary related training to support district and provincial governments to identify lagging students and the reasons for this, including support to Disability Service Units (Unit Layanan Disabilitas – ULD).⁽³⁴⁾
 - C.2.2. Develop incentives to improve performance for targeted disadvantaged students.
- C.3. Review existing interventions for special needs and disadvantaged groups (individual needs, social barriers, poverty issues), through a gender lens, to consolidate good practice for improved interventions through education units and the wider community.
 - C.3.1. Analysing Rapor Pendidikan data to identify and evaluate learning gaps between genders, special needs status and socio-economic status at national and subnational levels.
 - C.3.2. OOSC situational analysis to prioritise continued development of opportunities for OOSC from (i) children who have never enrolled; (ii) children who have dropped out; (iii) children who failed to transition. Multi-factored analysis to include gender aspects as part of a gender ‘deep dive’.
 - C.3.3. National-level coordination of monitoring and intervention strategies.
- C.4. Review implications for school funding based on improved inclusion/recognition of disabilities (refer to Annual Joint Education Sector Review Aide-Memoire, November 2023).⁽³⁵⁾
 - C.4.1. Use improved BOS equity funding to assist schools in developing status as inclusive schools.
- C.5. Support school readiness for all children by continuing analysis of the feasibility of ensuring that pre-primary education is legislated to become compulsory and available to all.

3.2.4. FOCUS AREA D: Improved governance and coordination of national and local education ecosystems for quality education service delivery

Intermediate Outcome: Improved governance and coordination of national and local education ecosystems, involving government and other stakeholders in the community, for quality education service delivery.

In the context of this document, a *local education ecosystem* is considered on a holistic basis to consist of schools and madrasah, responsible local government bodies, communities, teacher training institutions, and active partners (CSOs and private sector).

³⁴ Disability Service Units (*Unit Layanan Disabilitas/ULD*) is part of an institution that functions as a provider of services and facilities for Persons with Disabilities.

³⁵ Indonesia Annual Joint Education Sector Review Aide Memoire (2023), pp20-21.

MoECRT works collaboratively with MoHA to improve education indicator requirements and the development of the required balance between education quantity indicators such as Net Enrolment Rate and Literacy Rate and quality indicators such as School Safety Climate and Diversity Climate. These ministries will continue to collaborate and improve capacity in data handling, such as Rapor Pendidikan data, so that indicators are relevant and accurate, relating to education access and the necessary education quality indicators (inclusive of GEDSI dimensions) for implementation of emancipated learning. MoRA uses a fully centralised system for school governance and monitoring and will collaborate with MoECRT to facilitate indicator alignment between MoECRT and MoRA schools and madrasah.

Additional administrative support for school and madrasah principals can lead to greater efficiency at school and madrasah level. For school and madrasah leadership and management, efficiency improvements in this area lead to improved data reporting (accuracy and punctuality), an area which will significantly support smaller madrasah with lower levels of resources whose principals struggle to manage the administrative load. Improved governance at school/madrasah and subnational levels will link with the underlying strategy of improving usage of data and evidence to deliver more equitable support to schools/madrasah and students, and from this to consolidate equitable funding allocations.

Focus Area D priorities are:

- D.1. Continued support for collaboration and coordination between central and decentralised bodies to ensure full alignment of indicators necessary for education quality improvement, with reference to GEDSI-dimensions, ensuring that district officials, school supervisors and school/madrasah leaders can interpret and use indicators (and the Rapor Pendidikan platform for MoECRT schools).
 - D.1.1. Alignment of quality assurance systems for public and private schools and madrasah.
- D.2. Capacity building for targeted local government offices, including the means to pilot new mechanisms for decentralised support and M&E.
- D.3. Building and strengthening coordination and collaboration between national, subnational government and non-government entities to improve the quality of learning, including broader education coordination and capacity building with MoECRT's Technical Implementing Unit (Unit Pelaksana Teknis – UPT), CSOs and education personnel institutions (Lembaga Pendidikan Tenaga Kependidikan – LPTK), amongst others.
- D.4. Increased support for management and administrative duties in schools and madrasah; development and trialling/evaluation of administrative training for school/madrasah education personnel.
 - D.4.1. Additional support for madrasah in provision of staffing and training resources for administrative work.
- D.5. Support consultation and policy dialogue through existing and newly established consultation mechanisms, including through the MPI and Annual Joint Education Sector Reviews.
 - D.5.1. Facilitate the MPI and Annual Joint Education Sector Review mechanisms to include appropriate subnational consultation and participation in policy dialogue.
 - D.5.2. Leveraging AN and the Rapor Pendidikan as materials/tools at the national and subnational level to inform policy dialogue around improved education sector governance and service delivery.

4. DELIVERING EDUCATION SYSTEMS TRANSFORMATION

4.1. Alignment of partner resources and activities

MPI members are already contributing to the priority reform of learning quality in diverse ways, which complement and reinforce their strengths and added value through the Partnership Compact approach. Development partner support to the education sector ranges from supporting learning and school readiness in Early Childhood Education, to interventions covering senior secondary and vocational education – both in schools and madrasah – and providing special assistance for out-of-school children. Partner investments are also helping to: (i) advance research and innovation at higher education levels; (ii) improve systems-level education transformation through supporting

the implementation of government programmes; (iii) promote evidence-based policy formulation through evaluations; and (iv) provide targeted technical assistance. Many partners are also contributing to the creation and growth of peer learning communities for educators across the country.

There is a clear interest in investing in digital skills and education technology, adopting GEDSI approaches in education interventions, as well as in supporting teacher professional development at both the policy and programme levels. Within these different interventions, MPI members collaborate closely with other partners in the education space external to the MPI – such as local universities, NGOs or implementing partners in intervention areas, as well as philanthropic organizations – to share knowledge and build capacity for delivering quality education services. Particularly in faith-based organizations, there are strong community-based and grassroots movements that focus on improving education access and infrastructure.

In total, approximately USD 930million has been mobilized by MPI members to support quality improvements in the education sector. This figure includes development cooperation, both grants and loans. Partner activities for 2024-27, the duration of the Partnership Compact, are referenced in Annex 2. These activities will be updated as the Partnership Compact is monitored. Some indicative partner activities related to each focus area of the Partnership Compact are referenced below. ⁽³⁶⁾

Focus Area A: Improved teacher and principal competencies

Indicative activities include support for GoI development of teacher quality (DFAT: Australia-World Bank Indonesia Partnership – Education); education digitalisation (LP Ma'arif NU, Majelis Dikdasmen Muhammadiyah); development of progressive, holistic and integrative education and increase in teacher capacities (Majelis Dikdasmen Muhammadiyah); development of formative assessment tools in literacy and numeracy (PSPK: Pengukuran Mandiri Literasi dan Numerasi PSPK (PEMANTIK)); early grades education (UNICEF); educational reform in Madrasah, including training, formative assessment, data handling (World Bank: Realising Education's Promise).

Focus Area B: Improved learning environments

Indicative activities include support for improving capacity and quality of education facilities (Majelis Dikdasmen Muhammadiyah).

Focus Area C: Improved policies and practices for disadvantaged groups

Indicative activities include policy work with consideration of disadvantaged groups under Swakelola Tipe III (Article 33 Indonesia); increasing access and education financing that ensure inclusive, gender-responsive, and equitable quality education for marginalized groups (NEW Indonesia/JPPPI); support for girls aged 10-14 in empowered decision-making (Save the children); support for girls' education, including in digital education (UK Foreign and Commonwealth Development Office (FCDO)); development of OOSC tools and inclusive learning pathways (UNICEF).

Focus Area D: Improved governance and coordination of national and local education ecosystems for quality education service delivery

Indicative activities include support for strengthening educational governance (LP Ma'arif NU, PSPK: Lingkaran Belajar (LDB)); and implementation of transparent and accountable local governance; support for development of collaborative networks (Majelis Dikdasmen Muhammadiyah).

4.2. GPE grants and other assets to be mobilized in support of the priority reform

The Partnership Compact includes proposals to support implementation of the 'quality learning' priority reform drawing upon two GPE grants that Indonesia is eligible for: (i) the System Capacity Grant (SCG); and (ii) the Multiplier Grant.

³⁶ Activities from INOVASI are not included in this section, as these have been covered in the Multiplier section.

4.2.1. System Capacity Grant (SCG)

The SCG is programmed and implemented according to the three financing windows adopted by the GPE guidelines and which can be found online at: <https://www.globalpartnership.org/content/guidelines-system-capacity-grant> (page 9).

Indonesia is already in the process of implementing a 'pre-partnership compact' allocation of the SCG (USD700,000) to undertake education sector diagnostics, development of this Partnership Compact, and to strengthen education sector coordination. Drawing upon the remaining USD4million available to Indonesia under the SCG, and guided by analysis and discussions within the MPI through EFA consultations, which informed the development of Partnership Compact focus areas, and subsequent discussions at the 2023 Annual Joint Education Sector Review, the SCG may focus on the following indicative reform-orientated activities. The budgets for SCG-financed activities will be finalised in the grant application for the relevant areas.

Focus Area A: Improved teacher and principal competencies

Indicative activities:

- Analysis of barriers and interventions for female candidates for promotion and females undertaking school leadership positions.
- Trialling and piloting of hybrid/face-to-face coaching, mentoring and peer support practices to support collaborative learning and reflection between teachers to support implementation of the new national curriculum (Merdeka Curriculum) with a prioritisation of inclusive practices.
- Improved teacher and principal competencies to utilize Rapor Pendidikan to improve learning quality.

Focus Area B: Improved learning environments

Indicative activities:

- Support consolidation of special needs resources⁽³⁷⁾ with evidence-based development of materials support (including hardware and software) for children with special needs, with necessary training for education personnel to ensure effective and equitable access to resources that can benefit children most in need.
- Development of wellbeing policies and SOPs to support teachers with permanent or temporary additional needs.
- Analysing AN and Rapor Pendidikan data to evaluate elements of the learning environment that effect student and teacher wellbeing.

Focus Area C: Improved policies and practices for disadvantaged groups

Indicative activities:

- Facilitate harmonisation and trialling of disability screening tools as well as trialling development of educator training tools for implementation (included within the gender 'deep dive').
- OOSC multi-factored situational analysis to support Gol in developing and trialling effective support measures (included within the gender 'deep dive').
- Analysis of learning outcome data through a gender lens to identify necessary measures for additional support (included within the gender 'deep dive').
- Coordinate with MPI to review implications for school funding (BOS/PAUD BOP), based on improved identification of disabilities, to target required support.
- Analyse Rapor Pendidikan data to evaluate learning gaps between genders, special needs status and socio-economic status at national and subnational levels.

³⁷ Working with MPI partners and existing programmes as part of this harmonisation process and using the existing online resources at <https://pmpk.kemdikbud.go.id/bukudigital/search?filter%5Bcategory%5D=tunarungu-5fbf4d47a9cf4>

Focus Area D: Improved governance and coordination of national and local education ecosystems for quality education service delivery

Indicative activities:

- Facilitate alignment of Quality Assurance systems for public and private schools; support trialling with treatment vs. control conditions and monitoring of education quality indicators within MSS/SPM.
- Support needs analysis for decentralised planning and budgeting, in particular to support funding volume (20 per cent allocation to education) and efficiency of budget delivery, with reference to responding to local GEDSI-related needs within the system.
- Further needs analysis and development of support structures for education personnel in schools and madrasah, in particular relating to training and online support for efficient management and administrative processes and requirements.
- Finalisation of M&E indicators for the Partnership Compact (section 5) and establishment of initial progress targets aligned with MoECRT and MoRA 2025-29 Renstras.
- Continued support to sector coordination functions and mechanisms: MPI meetings (quarterly), MPI member capacity building and work supporting the Annual Joint Education Sector Review (organisation, reporting, etc.) including support for policy dialogue regarding:
 - Necessary legislation for full integration of compulsory pre-primary education; and
 - Increasing levels of subnational consultations.
- Leveraging AN and the Rapor Pendidikan as materials/tools at the national and subnational level to inform policy dialogue around improved education sector governance and service delivery.

4.2.2. Multiplier Grant

Indonesia has a maximum country allowance for the Multiplier Grant of USD50million, which requires the leveraging of broader resources from the MPI to support the implementation of key learning quality-related reforms and scale-up of implementation particularly in schools and madrasah with support of national and local education ecosystems. New additional development partner co-financing of USD150 million (or USD50 million from private sector sources) is needed to 'unlock' the maximum country allowance for the multiplier for Indonesia, representing a value-for-money approach to accelerating systems transformation in the country.

4.2.3. Multiplier Grant Investment Activities

An Expression of Interest (EOI) was endorsed by the Local Education Group (LEG) / Mitra Pendidikan Indonesia (MPI) and approved by GPE on 13th September 2023 for the unlocking of USD 24.27 million Multiplier funding by leveraging a new investment by DFAT, through the Innovation for Indonesia's School Children (INOVASI) Phase 3 program, valued at AUD 110 million (USD 72.8 million) over an 8-year period covering 2024 to 2031.

The selection of the Multiplier-funded program districts of intervention considers various factors: (i) representation from the western, central, and eastern parts of Indonesia, (ii) areas with low Human Development Index (HDI) scores, including low average years of schooling; (iii) island geography to balance opportunities between developed areas and those supported by other development partners; (iv) presence of religious schools in potential intervention areas; and (v) recommendations from the Co-Chairs and feedback from LEG members.

The Multiplier funded program that represents co-financing with DFAT program, should align with the goals of INOVASI Phase 3, which aims to improve learning and achievements of foundational skills for all pre-school and primary students. The program will be independent but coordinated with the DFAT-INOVASI program to extend the reach of its approaches through additional provinces and districts, targeting pre-school and primary school (grades 1-3) students. The program will include DFAT-INOVASI target areas, namely (i) curriculum and assessment, (ii) teaching practices and (iii) educational leadership. In addition to that, the Multiplier-funded program will add a new target area namely (iv) child protection. All those four Multiplier Grant goals will integrate the principles of GEDSI, and also introduce climate change adaptation and mitigation.

I. Curriculum and Assessment

Assessments, designed to accurately monitor student learning outcomes, should align with learning objectives to effectively gauge students' mastery of—in the context of the Multiplier-funded program—foundational skills (literacy, numeracy and character development). Teachers play a crucial role in developing and employing assessment methods within the classroom to ensure they are both relevant and reflective of the learning objectives—the results of which will then provide them the basis for designing differentiated learning based on students' needs. Furthermore, in a diverse country like Indonesia, educational equity is essential for social cohesion and development. Hence, a GEDSI-responsive curriculum with inclusive approaches is critical and can help identify and remove biases in learning and teaching materials and assessment methods, ensuring that all students can perform to their highest potential. In addition, integrating climate change into the curriculum and assessment is vital to equip students with the knowledge and skills needed to mitigate its ever growing effects and adapt to its impacts. This is also in line with the improvement of character through the Pancasila Student Profile.

In March 2024, Kurikulum Merdeka became an official curriculum through MoECRT Ministerial Regulation No. 12/2024 on 'Curriculum for Early Childhood, Primary, and Secondary Education.' The curriculum, which is made more flexible and focuses on foundational skills, supports teachers in conducting diagnostic assessments and delivering learning that matches each student's abilities (differentiated learning). Moreover, MoECRT and MoRA, through INOVASI, have pioneered the development of the Student Learning Profile (Profil Belajar Siswa – PBS) as a means for schools/madrasahs to identify the needs of students with special needs and for local governments in formulating programs and policies related to inclusive education services.

The government has initiated National Assessment or Asesmen Nasional (AN), to evaluate the quality of education in a comprehensive manner across schools and regions annually. Beyond literacy and numeracy skills, AN also measures students' character and various aspects of the learning environment. In the case of Islamic Education, the instrument equivalent to AN is Asesmen Kompetensi Madrasah Indonesia (AKMI) or Indonesian Madrasah Competencies Assessment. AKMI is a form of evaluation organised by the MoRA to measure the competency of madrasah students, also covering reading literacy, numeracy, scientific literacy, and socio-cultural literacy. The results of AN/AKMI, delivered through Rapor Pendidikan (Education Scorecard), serve as a foundation for schools/madrasahs, local governments, and the national government to plan and improve the quality of education.

Nevertheless, there are several key challenges. A notable concern is the lack of teachers' comprehension in effectively promoting literacy and numeracy proficiency, alongside difficulties in implementing differentiated learning practices. Despite the existence of government support, there is a lack of awareness among educational stakeholders about these resources. Teachers have shown an awareness of the importance of focusing on students who require additional learning assistance. However, the utilisation of available learning resources needs significant improvement to fully support student learning outcomes.

In parallel, there are significant strides towards embedding GEDSI principles within curriculum and assessment practices in schools/madrasahs. Despite this progress, there is a gap in the diagnostic processes and assessments tailored for students with special needs and from disadvantaged backgrounds. Furthermore, in rural and remote areas where communities speak in their mother tongues rather than Bahasa Indonesia, children fall behind their peers from the beginning of schooling. Additionally, while some teachers and schools have incorporated climate change issues through their local curriculum module or through initiatives like waste collection projects and planting trees, there remains a great deal of work to do to ensure comprehensive climate change awareness among both students and teachers.

To address the challenges highlighted above, the Multiplier-funded program proposes the following indicative activities:

1. Adopt and expand the use of adaptive, classroom-based formative assessments to ensure teaching is differentiated based on students' level of learning, drawing from Teaching at the Right Level (TaRL) methodologies that prioritise foundational skills, including measures for social-emotional learning. This will be achieved by:

- a. Providing in-service and pre-service teachers with the tools and feedback necessary to tailor instruction for diverse learning needs in line with the Kurikulum Merdeka;
 - b. Leveraging PBS to identify the needs of students with special needs and from disadvantaged backgrounds; and
 - c. Creating and supporting catch-up intervention clubs using targeted teaching strategies.
2. Support District Education Office (DEO)'s systemic capabilities to guide, support, and monitor the development of school-based curriculum, learning and teaching materials, and assess progress made on the foundational skills of all students in schools/madrasahs. This will entail:
 - a. Supporting the process of school-based curriculum development to ensure effective choices are made by schools/madrasahs for achieving foundational skills for all students;
 - b. Identifying local curriculum gaps;
 - c. Developing and utilising localised, inclusive educational materials that are sensitive to the cultural, linguistic, and diverse needs of students by sourcing, developing, and distributing children's books that are contextually relevant, age-appropriate, gender-sensitive, and disability-inclusive;
 - d. Supporting the establishment and/or strengthening of Disability Services Unit (Unit Layanan Disabilitas – ULD) in ensuring the education of students with special needs;
 - e. Integrating environmental and climate change topics more deeply into the curriculum, including the development of educational modules that address broader environmental challenges and promote climate resilience; and
 - f. Digitising curriculum and learning modules through PMM and other platforms to improve accessibility and providing comprehensive information to educators on leveraging government-provided and other recommended digital resources.
3. Advocate at the local/district level the usage of government support and facilities on Merdeka Belajar—Kurikulum Merdeka, AN/AKMI—into their policies and development planning, regional/provincial/district/village regulations, and local technical guidance. Enhance this advocacy by:
 - a. Engaging community support and ensuring community and stakeholder involvement in educational planning, implementation, monitoring and evaluation; and
 - b. Participating in curriculum alignment and policy enhancement efforts according to Merdeka Belajar to ensure consistency and effectiveness in educational delivery across different administrative levels.

II. Teaching Practices

Teaching practices enable teachers to adapt instructional strategies that resonate with the curriculum's goals, including its GEDSI-responsiveness and adoption of climate change subject matter, and meet the nuanced needs assessed through evaluations. The Renstra of both MoECRT and MoRA and the Partnership Compact recognize teachers as the principal change agents for innovative instructional practices to improve foundational skills and learning outcomes among students. In the context of Kurikulum Merdeka, the aim is for teachers to create their own contextual teaching materials and share through communities of learning.

The government has introduced three mechanisms serving as communities of learning where teachers can enhance their skills: (i) the PMM that provides materials for supporting curriculum planning and new pedagogies, (ii) the change agent school (*sekolah penggerak*), and (iii) Balai Guru Penggerak (BGP) or PGP. Another teacher support system is the KKGs.

However, teachers demonstrated challenges in grasping the principles of the Kurikulum Merdeka, with many relying on traditional teaching models and lacking understanding of differentiated instruction. Despite attempts to engage students through methods like storytelling and rule-making, there's a limited application of innovative and GEDSI-sensitive and climate change-focused teaching strategies. The use of PMM and other official resources is inconsistent, hindered by factors such as time constraints, lack of encouragement from educational authorities, and limited internet access, leading to a reliance on internet materials or inadequate teaching aids due to budget constraints. Furthermore, while some teachers actively participate in communities of practice, these activities often do not leverage PMM for enhancing teaching practices or align with the goals of improving student achievement, indicating a gap in the support system for teachers' professional development.

To address the challenges highlighted above, the Multiplier-funded program proposes the following indicative activities:

1. Strengthen teachers' community of learning by:
 - a. Supporting local governments to establish and revitalise communities of learning, such as KKGs, BGP, which are central in improving teacher capacity for pedagogy learning incorporating GEDSI and climate change adaptation and mitigation principles;
 - b. Enhancing the activities within these communities to include sharing of best practices and local adaptations of the Kurikulum Merdeka; and
 - c. Ensuring the aforementioned communities remain active through financing by various available resources, with initial funding supported by the Multiplier-funded program.
2. Support teachers in using the PMM, by:
 - a. Improving their digital skills, and providing peer support/buddies, through communities of learning to motivate and help with technical issues;
 - b. Developing and enhancing learning resources and environments, especially leveraging digital educational platforms that support literacy and numeracy skills development; and
 - c. Providing digital literacy and fluency training to prepare teachers for flexible educational demands.
3. Support the ecosystem to provide capacity for pre-service and in-service teachers' capacity on using differentiated instruction as an approach that allows them to tailor teachings to meet the diverse students' needs.
4. Collaborate with districts and schools to:
 - a. Ensure strategic allocation of BOS and BOP PAUD for teacher professional development programmes, including programs that support the improvement of students' foundational learning;
 - b. Increase the quality of teaching practices according to Merdeka Belajar; and
 - c. Improve the supportive, safe, and inclusive professional environment for teachers.
5. Enhance the capacity of school principals and school supervisors to encourage, motivate, and provide equal opportunities for male and female teachers to participate in PGP. The strategies include:
 - a. Documentation and publication of good practices and success stories by teachers, appreciation and rewards; and
 - b. Incentivising and supporting teachers by assisting in the formulation and implementation of policies and models that support teacher career advancement.
6. Support the development, dissemination, and contextualization of GEDSI-sensitive and climate-smart teaching strategies and contents on PMM.
7. By engaging KKGs, BGP, BPMP, advocate at the local/district level the essence of Merdeka Belajar—continuous teacher professional development—into their policies and development planning, regional/provincial/district/village regulations, and local technical guidance.

III. Educational Leadership

Effective leadership by school/madrasah principals, with data-driven planning, is essential in ensuring that the curriculum, assessment, and teaching practices enhance students' learning outcomes. Principals play a vital role in evaluating teacher performance, providing feedback on instructional quality, and supporting teacher professional development. Moreover, when the goal of improved students' learning outcomes is to be equitable based on GEDSI principles, it is important that educational leadership also reflects this commitment. This means that not only should those in the position of leadership embrace GEDSI awareness, but the accession to the position must also be GEDSI-sensitive. Similarly, in relation to climate change adaptation and mitigation, school principals should not only ensure that these elements are integrated into the curriculum, assessment and teaching practices, but also create a school environment that supports sustainable practices and where the students, teachers and the physical environment are resilient to climate-induced disasters.

The government has launched Rapor Pendidikan, an instrument that portrays the students' foundational skills (literacy and numeracy) and character and the condition of schools/madrasahs/learning environments, based on AN/AKMI results and other surveys involving educational institutions and districts. School/madrasah principals and local governments can use the Rapor Pendidikan as a reference to identify issues, reflect on their root causes, and

comprehensively improve the quality of school performance, including teaching and learning practices. Rapor Pendidikan is a primary data source that assists educators, including school principals and teachers, in developing data-driven program planning as outlined in the MSS/SPM.

On the ground, school leadership exhibits challenges in engaging effectively in collaborative planning, budgeting, and evaluation, with a tendency towards top-down decision-making and inadequate use of data for informed planning. Principals struggle to clearly articulate and implement visions and missions that resonate with their schools' needs. While there is some use of teacher assessments and educational data in decision-making, and occasional efforts to accommodate students from diverse backgrounds, these practices are not consistently applied to enhance teaching quality or infrastructure comprehensively. Climate-smart education and GEDSI principles are yet to be fully integrated into school programs; efforts remain superficial, focusing on basic cleanliness or simple activities like park visits without a strategic approach to addressing broader environmental challenges or promoting equitable learning opportunities.

To address the challenges highlighted above, the Multiplier-funded program proposes the following indicative activities:

1. Support principals in leveraging Rapor Pendidikan data for school/madrasah performance improvement by:
 - a. Offering capacity development opportunities on data-driven school management and planning for principals through workshops, training sessions, and technical assistance;
 - b. Scaling-up capacity development modules and materials on data-driven school management and planning dedicated to school/madrasah leaders using PMM;
 - c. Integrating climate-smart education tools into training sessions to support the assessment and design of educational programs that incorporate climate resilience;
 - d. Developing principals' abilities to provide instructional guidance to teachers through GEDSI-sensitive differentiated instruction and classroom assessments to improve students' foundational skills; and
 - e. Assisting in the implementation of classroom-based assessment processes to enhance teaching and learning outcomes.
2. By empowering principal working groups (Kelompok Kerja Kepala Sekolah - KKKS) and taking into consideration GEDSI principles:
 - a. Work with district officials to identify strong principals and teachers to be potential champion teachers (guru penggerak);
 - b. Support the schools in accessing available budget resources for funding the teacher professional development;
 - c. Provide female empowerment programs for select teachers to become principals; and
 - d. Enhance leadership and managerial skills across educational institutions to foster effective collaborative planning, budgeting, and evaluation.
3. Support principals in implementing a whole-school approach in the integration of climate change adaptation and mitigation.
4. Build capacities for school digital leadership to integrate technology in educational management and teaching practices.
5. Collaborate with district governments and school/madrasah principals to ensure strategic allocation of BOS and BOP PAUD for supporting essential areas such as implementing Kurikulum Merdeka and conducting diagnostic assessment.
6. Assist district governments, local education offices, and principals in implementing the Regulation of the Director General of Teachers and Education Personnel of MoECRT No. 7607/B.B1/HK.03-2023 on Technical Guidance for Performance Management for Teachers and Principals.
7. Advocate for increased local government support for Early Childhood Development (ECD) and parenting initiatives to ensure fun transition from early childhood education transition to primary school.
8. Support policy initiatives at the regional/provincial/district level for Safe Schools and secure funding for educational enhancements.
9. Host educational conferences and workshops to share experiences and best practices, enhancing national educational strategies and cohesion.

IV. Child Protection

A secure and nurturing learning environment, free from bullying, sexual violence, and intolerance, enables students—regardless of their gender, disability, socioeconomic status, and cultural backgrounds—to focus on learning without the fear of harm, fostering better educational outcomes. A GEDSI-responsive learning environment acknowledges and addresses the unique vulnerabilities and needs of all students, dismantling barriers that can arise from discrimination. For example, (a) a student from an ethnic/religious minority may think twice about speaking up because they feel that nobody is on their side; (b) a female student might choose not to speak up because of internalised gender norms and a strong patriarchy culture not providing space for girls/women to speak up; (c) a student with disabilities may not reach out to others because they believe nobody would care to understand them; and (d) any other students, due to the lack of appropriate support system in an environment of bullying, intolerance and violence, are afraid to speak up and express their ideas. Furthermore, as climate change impacts can exacerbate vulnerabilities and can be a significant source of stress within school communities, a comprehensive child protection and school safety policy that includes climate risks ensures that students are prepared for, and protected against, potential environmental stresses, learning loss and dropouts.

To address bullying, sexual violence, and intolerance in schools, both MoECRT and MoRA have issued ministerial regulations on the prevention and mitigation of violence—including sexual violence—in school environment. This underscores that the issue of violence in schools/madrasahs is a top government priority. MoECRT has also included a Learning Environment Survey—consisting of School Safety Climate, Gender Equality Climate and Diversity Climate—in Rapor Pendidikan, which depicts schools' and districts' achievements in addressing the aforementioned issues.

In practice, while strategies for handling sexual violence cases have been implemented, the levels of commitment and understanding vary widely among educational stakeholders. Although various measures to ensure safe learning environments have been put in place—such as teacher supervision during breaks, anti-bullying campaigns, and active communication with parents—the enforcement and regular review of child safeguarding policies remain unclear. Efforts have been initiated to form Violence Prevention and Handling Teams (Tim Pencegahan dan Penanganan Kekerasan – TPPK) to address violence, using persuasive approaches and integrating religious, social, and customary legal frameworks into learning materials to foster child-friendly environments, yet detailed execution and consistency in policy application still require significant attention.

Regarding GEDSI, stakeholders tend to prefer sending students with special needs to special schools (SLB). While SLB has the role to support specific categories and spectrum of disabilities and as a resource centre, students with special needs have the rights to learn and develop the skills that they need to thrive with their peers. Furthermore, there appears to be a need for enhanced awareness among some stakeholders regarding child safeguarding practices, particularly in preventing potential sexual harassment or violence. Lastly, there is no clear understanding among stakeholders of the importance of integrating climate change into child protection mechanisms to strengthen resilience in the face of climate-induced stresses and disasters that lead to school disruption to prevent learning loss and dropouts.

To address the challenges highlighted above, the Multiplier-funded program proposes the following indicative activities:

1. Support the implementation of MoECRT Ministerial Regulation No. 46/2023 on 'Prevention of and Response to Violence in School Environment' by:
 - a. Disseminating technical guidance for the regulation;
 - b. Establishing a Violence Prevention and Handling Task Force (Satuan Tugas Pencegahan dan Penanganan Kekerasan – SATGAS PPK) at district level consisting of various sectors such as education, women empowerment, and child protection;
 - c. Developing and disseminating comprehensive guidelines for teachers and caregivers on violence prevention and response, incorporating Mental Health and Psychosocial Support (MHPSS);
 - d. Promoting safeguarding policy at school level to prevent bullying, sexual violence, and intolerance; and

- e. Implementing violence-free school programs that train teachers in Positive Discipline in Everyday Teaching (PDET) and engage parents and the community in efforts to eliminate violence against children.
2. Support the implementation of MoRA Ministerial Regulation No. 73/2022 on 'Prevention and Mitigation of Sexual Violence in Educational Units under MoRA' by:
 - a. Developing and/or distributing technical guidance for the regulation; and
 - b. Implement campaigns to raise awareness and prevent sexual violence in schools.
3. At individual level, strengthen students' resilience and participation; and for teachers, improve their capacity for PDET and fun learning methods and self-care.
4. Provide technical training on preventing child violence, incorporating aspects of positive discipline, gender and inclusion awareness, and understanding the root causes of violence.
5. Support the TPPK and SATGAS PPK to improve awareness and capacity in case management, including:
 - a. Developing a referral system and integrating MHPSS; and
 - b. Working with schools and district education offices to bolster education resilience monitoring systems, ensuring robust mechanisms are in place to prevent learning loss and manage dropouts effectively, especially pre- and post-disaster.
6. At the school/madrasah level, ensure that safeguarding policy and Child-Friendly School (Sekolah Ramah Anak) standards are in place and functioning.
7. At community level, support parents to improve awareness and skills on positive parenting and early detection of the impact of violence against children and psychological first aid through Community-Based Integrated Child Protection (Perlindungan Anak Terpadu Berbasis Masyarakat) and Women- and Child-Friendly Village (Desa/Kelurahan Ramah Perempuan dan Peduli Anak).
8. At the district level, support the government to ensure SATGAS functioning; referral system and support budget allocation.
9. At provincial level, support the government to provide technical assistance, supervision, and monitoring evaluation.
10. At national level, support the government in:
 - a. Strengthening village institutions and local government bodies to draft and enforce child protection regulations, ensuring schools are included as part of the village ecosystem to support comprehensive child protection programs; and
 - b. Advocating for and supporting the implementation of school and community-level child protection initiatives, ensuring they are integrated into local work plans and budgets.

4.3. Government-led Interventions

The GoI will have key initiatives relating to the implementation and successful completion of the Partnership Compact. These initiatives are contained within the Renstras and will be updated according to changes in GoI policy, practice and targeting; in particular, the upcoming Renstras (2025-29) will lead changes in these areas.

Supporting Focus Area A to improve teacher and principals' competences, the GoI will continue to: (i) develop online platforms and support materials for teachers' access; (ii) provide online and direct training for teachers, including for special needs materials and formative assessment tools; and (iii) monitoring as active feedback for development and use of the PMM platform.

Supporting Focus Area B to improve learning environments, the GoI will continue to: (i) connect schools and madrasah to the internet to promote online access to learning opportunities, in cooperation with other relevant ministries and national/subnational bodies; (ii) develop policies and SOPs for teacher and student safeguarding and wellbeing; and (iii) harmonise, trial and refine special needs materials (hard and soft).

Supporting Focus Area C to improve policies and practices for disadvantaged groups, the GoI will continue to: (i) develop the Rapor Pendidikan to ensure effective use of learning data for formative assessment by teachers, principals and other school personnel; (ii) for MoRA, continue to align mechanisms to ensure effective learning data usage; (iii) develop and implement training for ULDs; (iv) lead reviews of the situation of OOSC and other disadvantaged groups; (v) consider findings of the Annual Joint Education Sector Review to improve funding equity with BOS, BOP PAUD, and other government funding sources.

Supporting Focus Area D to improve governance and coordination of national and local education ecosystems, involving government and other stakeholders in the community, for quality education service delivery, the GoI will continue to: (i) promote collaboration between central and decentralised bodies for alignment of education indicators for access and quality; (ii) lead in capacity building for national and local government and strengthening collaboration with non-government bodies for decentralised coordination; (iii) develop and implement training for schools in administrative work; and (iv) for MoRA, continue to focus on deployment and redeployment of trained administrative staff according to local needs.

4.4. Roles and responsibility of partners

The GoI, represented by MoECRT and MoRA, as ministries with primary responsibility for the education sector in Indonesia, including for driving the priority reform of improving learning quality, will lead coordination and oversight of proposed interventions under the Partnership Compact. As co-chairs of the MPI, MoECRT and MoRA will ensure their coordination and oversight is conducted in partnership with the MPI, a coordination and inclusive policy dialogue platform involving civil society, including several CSOs responsible for the management of a large number of schools and madrasah in the country, and bilateral and multilateral partners with ongoing programmes directly contributing to learning quality improvements. Upon endorsement of the Partnership Compact, MPI partners commit to ensuring effective coordination, communication, and resource utilization in support of priority reform realisation.

4.5. Funding Modality

4.5.1. SCG funding modality

The SCG funding modality will be decided according to the selection of the Grant Agent following the endorsement of this Partnership Compact. There is no pooled funding mechanism in place.

4.5.2. Multiplier funding modality

The multiplier program will follow DFAT's off-budget funding modality for the new INOVASI programme. As a result, this will be additional financing to the constitutionally mandated 20 per cent national budget for education. Using this approach, the multiplier program will help scale up key approaches in additional provinces and districts in the country. Save the Children will be the Grant Agent responsible for managing the funding.

5. MONITORING AND EVALUATION

5.1. Partnership Compact Results Indicators and Targets

This section details the results indicators and targets that will be used to monitor the progress of the Partnership Compact over the period of implementation. The M&E framework will be monitored on an annual basis through the Annual Joint Sector Review mechanism. Monitoring of this framework will be led by MoECRT and MoRA as MPI/LEG co-chairs, with input from the MPI/LEG members.

Within this section, indicators have been selected according to the principles of:

- Small number of Indicators
- Indicators at goal and outcome levels
- Indicators that are already being measured
- Indicators that can harmonise MoECRT and MoRA practices
- Indicators that can be measured annually to inform the Annual Joint Education Sector Review

Baselines for indicators that do not have an existing working baseline will be established over the first year of Partnership Compact implementation, using support from the SCG to ensure that reliable data can be used and to ensure realistic target setting for the duration of the Partnership Compact.

Goal level:

Learning Outcomes: Proportion of students who have scores above the minimum threshold in the minimum competency assessment (literacy and numeracy as separate indicators).

Success in the learning outcome will be measured by improvements in the literacy and numeracy scores of students (Grades 5, 8, and 11, as used in the existing indicator). This will be gender disaggregated.

Disadvantaged Students: Disaggregation by socio-economic status will be used as a proxy indicator for learning outcomes for disadvantaged students, by measuring the learning outcomes of the lowest socio-economic quintile. This measure will require the establishment of a baseline for the 2025 review of the Partnership Compact to allow target setting for this indicator.

Students with Disabilities: At current time, GoI does not have the capacity to disaggregate by disability status: the Partnership Compact will support the establishment of a baseline for this for further development. The relevant measurement of learning is based on students achieving the minimum required proficiency in the standardised tests for the target subjects.

This indicator and all disaggregated data will be expressed as a percentage of students reaching the required standards.

Intermediate outcome level:

Teaching Practices: Percentage of teachers achieving expectations in category of *reflection and learning improvement* in the school environment survey.

Instructional Leadership: Percentage of school principals achieving expectations in category of *instructional leadership* in the school environment survey.

These indicators for teaching practices and instructional leadership will be based on indicators used within the upcoming MoECRT and MoRA 2025-29 Renstras. This will be put in place at the first review of the Partnership Compact during the 2025 Annual Joint Education Sector Review. The sources of data will be MoECRT and MoRA teacher competency assessments, the Teacher Competency Test (Uji Kompetensi Guru – UKG) and the Teacher Competency Evaluation (Evaluasi Kompetensi Guru – EKG) respectively.

These indicators will be a measure of teacher and principal competencies, so will be expressed as a percentage of teachers/principals assessed on the system.

Learning environment: Education units (schools/madrasah) that reach standards in three key learning environment measures that relate strongly to the priority reform as: character index, school safety climate index, and inclusiveness and diversity index. The measure is a combined index and will count education units that achieve the minimum service standards on the combined measure of the three indices. The indicator measuring learning environment, referenced in the results matrix below, will leverage MoECRT's School Environment Survey, in which the measure of a student's level of character education is a key aspect.

The indicator will be expressed as a percentage of education units reaching the required standards.

Governance and coordination: Percentage of subnational bodies (at district/city level) that show improvements in their Minimum Service Standards (MSS/SPM) index. This data is publicly available through MoHA.

This indicator will be expressed as a percentage of subnational bodies showing improvements.

This indicator needs finalising for the precise Means of Verification, considering:

- Units showing *improvement*
- Units reaching *target levels of 'minimum level'*
- Units reading *expected improvement level in MSS/SPM index*.

Disadvantaged groups: Covered by disaggregation within the Goal Indicator.

Table 5-1 Results Indicators and Targets for the Partnership Compact

Level	Indicator	Disaggregation	Unit	Baseline (Renstra)	Target (2024)	Target (2026)	Target (2028)	Verification
Learning Outcomes (Goal)	LITERACY: Proportion of students who have scores above the minimum threshold in the minimum competency assessment (MoECRT Renstra: IKSS 2.2; MoRA Renstra: SS6)	Male vs. Female Special needs (establish baseline) Socio-economic status	%	43.0	52.0	TBC	TBC	AN/AKMI
	NUMERACY: Proportion of students who have scores above the minimum threshold in the minimum competency assessment (MoECRT Renstra: IKSS 2.2; MoRA Renstra: SS6)	Male vs. Female Disability (establish baseline) Socio-economic status		22.9	30.1	TBC	TBC	AN/AKMI
Teaching Practices and Educational Leadership (Intermediate Outcome by Focus Area)	Teachers achieving expectations in reflection and learning improvement (TBC in 2025 Joint Education Sector Review, based on Renstra Indicators)	TBC		TBC	TBC	TBC	TBC	Rapor Pendidikan Learning Environment Survey (teachers)
Teaching Practices and Educational Leadership (Intermediate Outcome by Focus Area)	Principals achieving expectations in instructional leadership (TBC in 2025 Joint Education Sector Review, based on Renstra Indicators)	TBC		TBC	TBC	TBC	TBC	Rapor Pendidikan Learning Environment Survey (principals)
Teaching Practices and Educational Leadership (Intermediate Outcome by Focus Area)	Percentage of schools and madrasahs implementing the Merdeka Curriculum	National/District levels	169,379 (MoECRT, 2023) 30,290 (MoRA, 2023)	360,000 (MoECRT) TBC (MoRA)	100% excl. 3T areas (MoECRT) TBC (MoRA)	100% incl. 3T areas (MoeCRT) TBC (MoRA)	169,379 (MoECRT, 2023) 30,290 (MoRA, 2023)	Rapor Pendidikan data

Teaching Practices and Educational Leadership (Intermediate Outcome by Focus Area)	Percentage of Guru Penggerak teachers who have been appointed as school principals and supervisors.	District level Male vs Female (*note: targets to be confirmed annually due to nature of the 'penggerak programme')	%	TBC	TBC	TBC	TBC	Rapor Pendidikan data
Learning Environment (Intermediate Outcome by Focus Area) <i>*note: proxy for character education</i>	Percentage of [targeted] education units that obtain good category for character index, school safety climate index, and inclusiveness and diversity index (MoECRT Renstra IKSS 2.3; MoRA Renstra: SS9)	Location (urban/rural/3T)	%	-	32.5	TBC	TBC	ERC Learning Environment Survey (schools/ madrasah)
Systems Strengthening (Intermediate Outcome by Focus Area)	Percentage of subnational units achieving overall increase in mean MSS/SPM (MoHA reference)	District / City / 3T	%	-	TBC	TBC	TBC	MSS (district/city)

5.2. Reviews and Evaluations

The Partnership Compact will be reviewed as part of the Annual Joint Education Sector Review, as instigated in 2024. The following reviews and evaluations are expected to take place.

- Annual review of the Partnership Compact through the Annual Joint Education Sector Review
- Mid-Term Review of SCG (mid 2026)
- Mid-Term Review of Multiplier Grant (mid 2026)
- Mid-Term Review of Partnership Compact (mid 2026), through the Annual Joint Education Sector Review)
- Final review of SCG (early 2028)
- Final evaluation of Multiplier Grant (early 2028)
- Final review of the Partnership Compact (early 2028)

Quarterly and necessary *ad hoc* MPI meetings will provide further information, as well as providing the forum to prepare content and other necessary meeting arrangements for these reviews and evaluations.

Within the programming for SCG and Multiplier Grant, suitable indicators will be developed, some of which will be the same as those used in the Partnership Compact. In some instances, these indicators may be simply split into ‘treatment’ vs. ‘control’ groups to monitor the success of interventions.

6. STATEMENT OF ENDORSEMENT

This Partnership Compact for the Republic of Indonesia under the Global Partnership for Education 2025 Operating Model has been developed under the leadership of the MoECRT and the MoRA, jointly with other members of the education sector, including development partners, civil society organisations and subnational and local-level representatives.

We have agreed to mobilise efforts to develop **Quality Learning** in order to develop the human resources for Indonesia’s development and to ensure that *all* children receive inclusive and equitable quality education with life-long learning opportunities.

Together we shall support efforts to reach this goal based on two sub-priorities of:

- Primary education: improving literacy and numeracy skills (foundational skills)*
- Secondary education: improving foundational skills, and 21st century/character development*

This Partnership Compact will remain as a living document throughout its timeframe, such that new data and evidence made available from forthcoming processes including the development of grant programmes, education sector analysis and preparation of the next Renstras can inform and strengthen the Compact and ensure alignment and harmonization of priorities

Accordingly, we the representative members of the MPI, having read and discussed the content of the *Republic of Indonesia Partnership Compact*, to which we have contributed through a consultative and participatory process, hereby endorse Indonesia’s Partnership Compact.

No.	Name	Organisation	Designation	Signature
1.	Dr. Anindito Aditomo	MoECRT	Head of Agency of Standards, Curriculum, and Assessment Co-Chair of MPI	
2.	Prof. Abu Rokhmad	MoRA	Director General of Islamic Education Co-Chair of MPI	

3.	Nisa Felicia	PSPK	Executive Director Coordinating Agency	
4.	Maniza Zaman	UNICEF	Country Representative Coordinating Agency	
5.		Article 33	(Title/position) MPI/LEG member	
6.		Asian Development Bank (ADB)	(Title/position) MPI/LEG member	
7.		Australia DFAT	(Title/position) MPI/LEG member	
8.		UK Foreign Commonwealth Development Office (FCDO)	(Title/position) MPI/LEG member	
9.		Islamic Development Bank (IsDB)	(Title/position) MPI/LEG member	
10.		Majelis Dikdasmen PP Muhammadiyah	(Title/position) MPI/LEG member	
11.		LP Ma'arif NU	(Title/position) MPI/LEG member	
12.		Jaringan Pemantau Pendidikan Indonesia (JPPI)	(Title/position) MPI/LEG member	
13.		Plan International	(Title/position) MPI/LEG member	
14.		Save the Children	(Title/position) MPI/LEG member	
15.		Semua Murid Semua Guru (SMSG)	(Title/position) MPI/LEG member	
16.		The SMERU Institute	(Title/position) MPI/LEG member	
17.		World Bank	(Title/position) MPI/LEG member	

7. Annex 1: Consultative Groups and Development Timeline

1.1 Mitra Pendidikan Indonesia/Local Education Group

Indonesia's Mitra Pendidikan Indonesia (MPI) forms the Local Education Group (LEG), which was established in November 2021 with MoECRT and MoRA as co-chairs.

The Terms of Reference for the MPI allows the group to meet at least once per quarter with additional working groups and ad hoc meetings as required. The Terms of Reference can be found in this link:

The members of the MPI are as follows:

MPI Co-chairs	
Ministry of Education, Culture, Research and Technology	
Ministry of Religious Affairs	
No.	MPI member organization
1	Article 33
2	Asian Development Bank (ADB)
3	Australia DFAT
4	UK Foreign Commonwealth Development Office (FCDO)
5	Islamic Development Bank (IsDB)
6	Majelis Dikdasmen PP Muhammadiyah
7	LP Ma'arif NU
8	Jaringan Pemantau Pendidikan Indonesia (JPPI)
9	Plan International
10	Pusat Studi Pendidikan dan Kebijakan (PSPK)
11	Save the Children
12	Semua Murid Semua Guru (SMSG)
13	The SMERU Institute
14	UNICEF Indonesia
15	World Bank

1.2 Core Task Team and Review Committee

For the development of the Partnership Compact, Indonesia established a Core Task Team, to conduct regular meetings and provide inputs to the partnership compact development process, and a Review Committee, which consists of all MPI members, who would provide higher-level inputs in key drafts that have been prepared by the Core Task Team.

The members of the Core Task Team are:

No.	MPI member organization
1	Article 33
2	Majelis Dikdasmen PP Muhammadiyah
3	LP Ma'arif NU
4	Jaringan Pemantau Pendidikan Indonesia (JPPI)
5	Pusat Studi Pendidikan dan Kebijakan (PSPK)
6	UNICEF Indonesia

1.3 Consultative processes

Indonesia undertook an extensive and thorough consultation process for the development of the Partnership Compact. The list below summarises the key meetings in the timeline.

The meeting minutes for the discussions for the discussions can be found in this link:

- Meeting minutes from 2021 and 2022: https://drive.google.com/drive/folders/1o_oEjGPCh4kkVZeGAJ1M5vncq4MBzXi?usp=drive_link
- EFA discussions (2023): https://drive.google.com/drive/folders/1TCylVpR6_6l-fEU00tk6nm3427kpg5CP?usp=drive_link

No.	Discussion Topic	Participants	No. of participants	Day/Date
2021				
i.	MPI meeting and selection of Priority Reform	GPE co-chairs (MoECRT, MoRA), MPI members: NU, Muhammadiyah, SMERU, SMSG, PSPK, Article 33, JPPI, Plan International, Save the Children, UNICEF Indonesia, DFAT Australia, World Bank, Asian Development Bank, UK FCDO, Islamic Development Bank	32 people	11 Nov 2021
2022				
ii.	GPE visit	GPE country lead (Javier), Co-chairs (MoECRT & MoRA), Grant Agent (UNICEF), Co-Coordinating Agent (PSPK)		22 June 2022
iii.	GPE Small Group Discussion on the Education Sector Analysis, System Capacity Grant	Co-chairs (MoECRT, MoRA), Muhammadiyah, NU, PSPK, SMSG, SMERU, UNICEF, World Bank, UK FCDO, Save the Children	23 people	12 July 2022
iv.	Meeting on Draft Concept Note for System Capacity Grant	MoECRT, MoRA, Article 33, JPPI, Muhammadiyah, NU, PSPK, Save the Children, Semua Murid Semua Guru (SMSG), SMERU, UNICEF, World Bank	25 people	23 August 2022
2023				
1	Introductory meeting with Partnership Compact consultants	Co-chairs (MoECRT, MoRA), PSPK, UNICEF, Nick (Int'l Consultant), Arief (Nat Consultant)	9 people	08 May 2023
2	Initial drafting discussion of Enabling Factors Analysis (EFA) questionnaire	Co-chair focal points (Okky, Esy – MoECRT; Riska – MoRA), PSPK (Nisa), UNICEF (6)	10 people	11 May 2023
3	Progress update with co-chairs	Co-chairs (MoECRT, MoRA), PSPK, UNICEF, Nick (Int'l Consultant, UNICEF), Arief (Nat Consultant, UNICEF)	16 people	23 May 2023
4	Introductory meeting with Partnership Compact Core Task Team to finalize Part 1 of EFA	UNICEF, Muhammadiyah, NU, JPPI, Article 33	21 people	06 June 2023
5	Preparation meeting for GPE Enabling Factors Analysis (EFA) consultations.	MoECRT, UNICEF, PSPK Apologies: MoRA	11 people	16 June 2023
6	Full MPI Review Committee discussion on Part 1 of EFA document validation	Co-chairs, 15 MPI members, UNICEF consultants	24 people	21 June 2023

7	Full MPI Review Committee discussion on Part 2 of EFA document (Country Context) discussion	Co-chairs, 15 MPI members, UNICEF consultants	23 people	27 June 2023
8	GPE mission visit – Partnership Compact discussion	GPE leads (Javier, Mohamed), UNICEF	7 people	04 July 2023
9	GPE mission visit – Partnership Compact Workshop	GPE Leads, Co-Chairs, GA, CA, Core Task Team	15 people	06 July 2023
10	Follow-up discussion(s) on necessary issues/EFA themes from Part 2 EFA country context discussion	i. MoECRT technical staff from relevant DGs	23 people	17 July 2023
11		ii. MoRA technical staff from relevant DGs	20 people	21 July 2023
12	Review Committee discussion on Part 2 of EFA document (Country Context) discussion – subnational validation	Subnational Level: (a) East Java and South Sulawesi	23 people	25 July 2023
13		Subnational Level: (b) NTT and Papua Provinces	25 people	01 August 2023
14	Domestic Financing Matrix discussion for EFA submission package	Ministry of Finance (2 people), Pak Ali (UNICEF Social Policy), UNICEF (3)	6 people	01 August 2023
15	Technical subgroup discussions on EFA part 2	Teacher workforce directorate MoECRT (GTK), UNICEF (2)	12 people	03 August 2023
16	Consultation with chairman and vice-chair of Ikatan Guru Indonesia (IGI) - or Indonesian Teachers Assoc.	Pak Danang (IGI chair), (IGI vice-chair), UNICEF (2)	4 people	08 August 2023
17	Consultation with MoECRT Planning Bureau	Ibu Vivi, Mbak Nela, UNICEF (2)	4 people	10 August 2023
18	Initial discussion for EFA document development process for verbal inputs	Core Task Team	20 people	07 Sept 2023
19	Core task team revised EFA document circulated to MPI members via email for written inputs (1 week period)	MPI members; Pak Irsyad (PSPK, MoECRT)	(emailed)	14 Sept 2023
20	MPI revised EFA document shared to co-chairs for their review and endorsement	Grant Agent email to co-chairs (MoECRT & MoRA)	(emailed)	19 Sept 2023
21	GPE EFA update with MoECRT	Pak Nino, Pak Suhadi (MoECRT), UNICEF (3), PSPK (2)	7 people	30 October 2023
22	EFA discussion with MoECRT	Pak Nino, Mas Oky (MoECRT), UNICEF (3)	5 people	6 November 2023
23	EFA Discussion with MoRA	Pak Ali Ramdhani, Pak Rohmat Mulyono, Pak Zain, Pak Papay, Pak Zul (MoRA); UNICEF (6)	11 people	9 November 2023
24	Annual Joint Education Sector Review to inform sector wide consultations, including reference to the Partnership Compact and future monitoring arrangements	GPE co-chairs (MoECRT, MoRA), Coordinating Ministry of Human Development and Culture, Ministry of Finance, Ministry of National Development and Planning, Ministry of Communications and Information, MPI members, Tanoto Foundation, INOVASI, Embassy of Japan.	64 people	22-23 November 2023
25	Co-chair EFA signing meeting	GPE co-chairs (Pak Nino, Pak Ali), MoRA (Pak Papay, Pak Zul, Pak Rohmat) GPE representatives (Javier, Mohamed), Grant Agent (Jazz, Anissa, Eni), Co-coordinating agents (Dinda, Nisa)	12 people	24 November 2023

26	Submission of final endorsed Enabling Factors document to GPE	-	(email to GPE)	18 December 2023
27	Initial meeting on the zero draft of the Partnership Compact development to discuss priority areas - Core Task Team meeting	Core Task Team, UNICEF consultants (2)	17 people (hybrid)	19 December 2023
28	Initial meeting on the zero draft of the Partnership Compact development - GPE co-chairs	GPE co-chairs (MoECRT, MoRA), PSPK, UNICEF	(online)	21 December 2023
2024				
29	Update meeting with MoRA on Partnership Compact development	MoRA (Pak Ali, Pak Papay, Pak Zul), PSPK (Dinda, mas Hatim), UNICEF (KB, Ibu Eni, Pak Arief, Jazz)	9 people (offline)	Friday, 12 January 2024
30	DFAT INOVAS Phase 3 discussion for Partnership Compact	DFAT, STC, GPE Representatives, Co-chairs, UNICEF, PSPK	(online)	Friday, 12 January 2024
31	Follow-up meeting with Core Task Team to discuss sub-priority areas	UNICEF, PSPK, DFAT, STC, Article 33, JPPI, LP Ma'arif NU, Muhammadiyah	14 people (online)	Thursday, 25 January 2024
32	Discussion with PSKP, MoECRT on Partnership Compact M&E Indicators	Pak Irsyad (PSPK), Pak Santoso (A33), Katheryn, Tess, Jazz, Arief, Nick (UNICEF)	(online)	Thursday, 1 February 2024
33	MPI meeting 2024 - with specific discussion on Partnership Compact priority areas	MPI members	(hybrid)	Tuesday, 13 February 2024
34	Meeting with co-chairs on Partnership Compact update (MoECRT)	MoECRT, UNICEF, PSPK	(online)	Friday, 16 February 2024
35	Follow-up meeting on Partnership Compact SCG activities	Core Task Team	(online)	Friday, 16 February 2024
36	Meeting with co-chairs on Partnership Compact update (MoRA)	MoRA, UNICEF, PSPK	(online)	Monday, 19 February 2024
37	Follow-up meeting on Partnership Compact M&E indicators	Core Task Team	15 people (online)	Thursday, 22 February 2024
38	Send draft final Partnership Compact to MPI members for their written inputs	MPI members	(email to MPI)	Week of 11 March – 18 March 2024
39	Final discussion on Partnership Compact with co-chairs	MoECRT	(online)	Tuesday, 04 April 2024
40	Discussion with GPE on the Partnership Compact and Multiplier Grant	GPE, Save the Children, PSPK, UNICEF	(online)	Friday, 08 April 2024
41	Discussion on final draft Partnership Compact with co-chairs	MoRA, PSPK, UNICEF, Save the Children	(offline)	Wednesday, 17 April 2024
42	Discussion on final feedback with Co-CA, Multiplier GA, and GPE prior to endorsement from co-chairs	MoECRT, PSPK, UNICEF, Save the Children	(online)	Friday, 05 May 2024
43	MPI/LEG member to provide endorsement to the PC	MPI members	(by email)	Week of 20 th May 2024
44	Submission to GPE secretariat		(email to GPE)	Week of 27 th May 2024

8. Annex 2: Partner Programming 2024-2027

No.	Organisation	Programme/ Project Title	(Expected) Start Date	(Expected) Completion Date	Total Budget (USD)	Other details and key information
1	Article 33 Indonesia	Swakelola Tipe III for the Ministry of Education, Research, Culture and Technology (MoECRT) (2020-2024)	January 2020	December 2024	\$14,483,144	Article 33 Indonesia has been a trusted partner for MoECRT to manage more than 180 specialist teams in 4 departments at MoECRT who take charge in developing, monitoring, evaluating and distributing educational policy. This covers various educational issues, including: strategic policies in education system transformation, vocational program, childhood-basic-middle level education, and teacher and educator personnel program.
2	Asian Development Bank (ADB)	Advance Knowledge and Skills for Sustainable Growth in Indonesia (AKSI)	08/04/2019	30/06/24	\$200,000,000	Partnering with universities (UNIMAL, UNJA, UNR) to focus on natural resources management & conservation, bio-energy, wetland ecosystem; and with UPI: strengthening vocational teacher education
		Higher Education for Technology and Innovation (HETI)	13/01/2022	31/05/27	\$79,480,000	ITS: strengthening science and technology park, with focus on automotive, ICT & robotics, marine technology and creative industry; UNILA: strengthening medical education by providing teaching hospital and integrated research centre
		Promoting Research and Innovation through Modern and Efficient Science TechnoPark (PRIMESTEP)	23/01/2023	30/06/28	\$138,500,000	UI: vaccine, medicine, artificial intelligence, startup incubation; IPB: food processing technology; halal centre, startup incubation; ITB: artificial intelligence and robotics, nanotechnology, renewable energy, electric vehicle, startup incubation; UGM: healthy food, beverage, and herbs; startup incubation
		Support for Human and Social Development in Southeast Asia	15/09/2021	30/09/24	\$4,874,000	
		Support for Transition to Renewable Energy	Q1 2024	Q4 2027	\$8,000,000	
3	DFAT Australia	INOVASI Phase 3.1 Currently in the mobilisation stage	01/01/2024	31-Dec-27	\$36,900,000	(Exact budget: AUD 55,000,000) Currently in the mobilisation stage. Supporting the Government of Indonesia in the implementation of national education reform policies that aim to improve literacy, numeracy, and character education learning outcomes in public schools and madrasah. INOVASI Phase 3.1 will work in North Kalimantan, West Java, East Java, NTT, NTB, Maluku (districts to be selected). Key program areas include: Curriculum and assessment, teaching practices, educational leadership, gender equality, climate change
		Australia-World Bank Indonesia Partnership - Education	February, 2020	December, 2024	\$528,000	Working with the World Bank to support the Government of Indonesia's education reform program and inform policies to improve teacher quality in the service of accelerating human capital development.
4	Islamic Development Bank (IsDB)	N/A				
5	LP Ma'arif NU	Strengthening educational governance	March, 2022	February, 2025	\$6,000,000	

		Strengthening Aswaja values and character	May, 2022	May, 2025	\$1,000,000	
		Teacher's Quality Improvement	March, 2022	June, 2025	\$1,000,000	
		Education Digitalization	June, 2022	February, 2025	\$7,000,000	
6	Majelis Dikdasmen Muhammadiyah	Improving learning quality system	December '23	2027	\$20,000,000	Strengthening the main character of Muhammadiyah progressive education; Developing holistic and integrative education; Enhancing the quality of graduates.
		Strengthening educational organization and leadership	December '23	2027	\$10,000,000	Implementing transparent and accountable modern governance; Organizing inclusive education; Strengthening leadership and managerial competencies.
		Improving collaborative networks	December '23	2027	\$5,000,000	Strengthening and developing collaboration networks with internal and external educational institutions; Promoting international collaboration networks.
		Strengthening educational resources	December '23	2027	\$40,000,000	Developing innovation in human resource development; Increasing teacher capacity and performance; Fulfilment of teacher adequacy and distribution; Developing new funding resources; Increasing the capacity and quality of educational facilities/infrastructure.
		Improving service delivery	December '23	2027	\$15,000,000	Developing digitalization of education services; Developing transformation of quality education and learning services; Improving the image and expand the menu of educational services.
7	NEW Indonesia/ JPPI	Increasing access and education financing that ensure inclusive, gender-responsive, and equitable quality education for marginalized groups	01/01/2024	30/12/26	\$400,000	
		Reducing gender-based violence at School Level	01/01/2024	30/12/25	\$200,000	
8	Plan Indonesia	Vocational skills	01/09/2022	31/08/24	\$856,650	Life skills for work readiness and career enhancement, through upskilling digital skills; target beneficiaries include selected vocational schools in Kupang (NTT), Surabaya (East Java), Bandung, Jakarta, Wonogiri, and Bali, working together with MoECRT's Directorate for Vocational Schools as well as local NGOs in each district.
		Young Health Program (YHP)			\$684,000	
		Disaster risk reduction at school	01/09/2022	31/08/25	\$612,500	
9	Pusat Studi Pendidikan dan Kebijakan (PSPK)	Lingkar Daerah Belajar (LDB)	2020	2035	\$3,727,597	LDB is a joint initiative to activate the regional education ecosystem to ensure the policy implementation that favours the children.
		Pengukuran Mandiri Literasi dan Numerasi PSPK (PEMANTIK)	2021	2035	\$576,168	PEMANTIK is an assessment tool developed to encourage best practices in measuring children's proficiency in literacy and numeracy.
		Promoting policy to increase equitable access to education	2021	2029	\$202,609	To meet the requirements of Mandatory Education, addressing issues related to ensuring access to education has become a significant undertaking for the country. This project encompasses the creation of regulations, monitoring and evaluating policy impacts, as well as publishing policy research in academic journals and international forums.

		Strategic and technical assistance for curriculum reform and implementation in schools and madrasah	2019	2029	\$1,899,456	Assisting the Ministry of Education and Culture, the Ministry of Religious Affairs, as well as several regions through LDB to ensure that policies and implementation strategies of the curriculum at both the national and subnational levels consistently align with the needs for enhancing the quality of children's learning.
		Strategic and technical assistance for the reforms on the Teacher Professional Education Programme (PPG), Teacher's Talent Management for general and vocational education, and "Guru Penggerak"	2019	2025	\$354,565	Assisting in the formulation of studies, model development, and policies related to teacher careers, while supporting the synchronization of teacher career policies with the Teacher Professional Education Program (PPG) and Competency Indicators for Vocational High School Teachers. PSPK also participates in the development of curriculum, selection, and exit exams for PPG Prajabatan. Additionally, PSPK plays a role in enhancing leadership capacity in learning, child-friendly learning, and the development of competencies to mobilize learning communities and lifelong learning competencies for champion teachers (Guru Penggerak).
10	Save the Children Indonesia	Global Partnership for Education (GPE) for Multiplier Grant	2024	2028	\$24,300,000	Together with Save the Children Australia as the authorised Grant Agent, will manage the replication of INOVASI Program by DFAT. Areas of intervention will be discussed.
		Sponsorship Project for Early Childhood and Care Development (ECCD) Program, Basic Education (BE) Program, School Health Education Program, Adolescent Sexual and Reproductive Health (ASRH) Program, Youth Education and Employability (YEE) Program	2014	2024	\$8,000,000	Area of intervention: Central Sumba and West Sumba districts, East Nusa Tenggara (NTT) Province Pre-School, Primary School, Junior High School, Vocational School levels.
		Skills to Succeed (\$2S) Global Grant (GG) Program to Support Youth to be Ready to Work, to become Entrepreneur and to continue Education	2013	2025	\$6,000,000	Area of intervention: Districts surrounding Bandung, West Java Province Districts surrounding Surabaya, East Java Province Districts surrounding Semarang, Central Java Province Vocational Schools and Special-Needs Schools
		We See Equal (WSE) Program to Support Very Young Adolescents (VYA) in Understanding Their Rights on Assessing Basic Needs (Education & Health Services), both for Girls and Boys	2018	2024	\$900,000	Areas of intervention: Bandung and Cianjur Districts, West Java Province
		Girls Unstoppable Program for Supporting 10 - 14-Year-Old Girls Living in Urban & Rural Areas to Empower Them in Decision Making	2023	2025	\$852,667	Areas of intervention: DKI Jakarta; Nusa Tenggara Provinces
11	Semua Murid Semua Guru (SMSG)	Coaching Penggerak Pendidikan (Coaching Movement Education)	January 24		\$9,800	
		Temu Penggerak Pendidikan (Network Session for Education Actors)	January 24		\$7,820	
		Inkubasi Komunitas dan Organisasi Pendidikan (Educational Communities and Organizations Incubation)	April 2024	September 2024	\$260,900	

		Dana Hibah Kolaborasi (Collaborative Grants for Educational Communities and Organizations)	May 2024	August 2024	\$130,460	
		Konferensi Pendidikan Indonesia (Indonesian Education Conference)	November 2024		\$130,500	
		Belajaraya	April 2024	August 2024	\$195,750	
12	The SMERU Institute	Research				
13	UK FCDO	Supporting the Advancement of Girls Education (SAGE)	2023		£30,000,000 *Funding for ASEAN + Timor Leste. Specific funding for Indonesia is yet to be determined	"SAGE is part of ASEAN-UK programmes, where Indonesia is one of the target countries, aiming to improve foundational learning outcomes for girls and boys in ASEAN along with enhanced education and skills training system. The program puts forth four priority outputs: (i) Foundational Learning Crisis, post-pandemic; (ii) Leave no one behind - out of school girls and children with disability; (iii) gender barriers to digital skills and employment; and (iv) Cross cutting enabling work on education technology.
14	UNICEF	Early Grade Learning programme	01/02/2021	30/01/27	\$6,452,939	Focused on the primary school level, UNICEF works together with MoECRT and MoHA to target public and private primary schools in NTT, South Sulawesi and Papua Provinces, as well as pre-service universities in the Papua Provinces to improve early grade literacy in schools, through supporting EGL teaching and learning in the classroom
		Promoting 21st Century Skills	01/09/2019	31/12/2025	\$1,850,317	(i) Enhancing Life Skills Education at the national level, through focusing on ensuring all secondary schools (including madrasah) are connected to MoECRT's digital teacher training platform, done in collaboration with MoECRT; (ii)
		Out of School Children (OOSC)	1/6/2021	31/12/2025	\$2,272,319	(i) Evidence-based education planning, strategies, and policy development to support reduction of OOSC at subnational level, (ii) Developing gender-responsive and disability inclusive learning pathways for OOSC.
15	World Bank	Realizing Education's Promise: Support to Indonesia's Ministry of Religious Affairs for Improved Quality of Education	26/11/2019	31/12/24	\$250,000,000	Focused on Madrasah reform, teacher training, learning assessments, EMIS, madrasah improvement, capacity building; primarily targeting basic and secondary education at the national level, with MoRA as main counterpart

9. Annex 3: References

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