

ID-TEMAN News

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The Promise of Education in Indonesia: Virtual Report Launch

The World Bank hosted a virtual launch of three reports on Indonesia's education system on November 18-19, 2020. The reports launched are:

- [Revealing How Indonesia's Subnational Governments Spend their Money on Education](#), a subnational education public expenditure review,
- [Measuring the Quality of Ministry of Religious Affairs' Education Services](#), which examines the quality of services that education spending pays for,
- [The Promise of Education in Indonesia](#), which brings together evidence from the sector and identifies ways to strengthen the education system.

The two-day event garnered over 700 participants and 600 live-stream viewers, including government officials from the Ministry of Education and Culture, Ministry of Religious Affairs, Ministry of Finance, National Development Planning Agency, Coordinating Ministry for Human Development and Cultural Affairs, and Ministry of Home Affairs from across Indonesia from both central and subnational levels.



Fachrul Razi, the Minister of Religious Affairs giving opening remarks

Day One

Fachrul Razi, the Minister of Religious Affairs, in his opening remarks highlighted the importance of Islamic schools (madrasahs) in the development of Indonesia's education sector, and that to face the challenges ahead Indonesia must reorient its education programs, focus on low-performing institutions and utilize the current COVID-19 pandemic as an opportunity to accelerate the digital transformation of the education sector. "Education must be oriented towards the future" he said, "and I wholeheartedly believe that education is the best way to break the chains of poverty."

These opening remarks were followed by a short presentation on the three reports by Noah Yarrow (Senior Education Specialist, World Bank) and Rythia Afkar (Economist, World Bank), and a lively panel discussion featuring: Nadiem Makarim, the Minister of Education and Culture, Unifah Rosyidi (Chairman of the Executive Board, Indonesian Teacher's Association), and Muhammad Zain (Director of Teacher and Education Personnel, Directorate General of Islamic Education, Ministry of Religious Affairs). The panel discussed using student assessments to bridge learning gaps, teacher recruitment and distribution, and student learning outcomes.



Panel discussion from Day One (top) and Day Two (bottom)



Nadiem Makarim, Minister of Education and Culture, during the panel discussion

Minister Makarim also highlighted the Ministry of Education and Culture's programs for student learning assessment reform, improving teacher trainings and adaptive funds to meet urgent needs during the COVID-19 pandemic. "We must change the paradigm of teacher trainings completely; they should occur in school settings with real students, not seminars" says Nadiem. "The quality of teachers is just as important or even more important than quantity."

Allaster Cox, (Australian Chargé d'Affaires to Indonesia, Australian Embassy Jakarta), provided closing remarks and reflections. "The three new reports from the World Bank show us the kinds of things that can be achieved by working together with research analysis and evidence that identifies where the education system is working well and where there are opportunities to improve."

Day Two

Key findings and recommendations of the three reports were presented by Noah Yarrow, Rythia Afkar, Ratna Kesuma (Senior Education Specialist, World Bank), and Andrew Ragatz (Senior Education Specialist, World Bank).

This was followed by a panel discussion featuring: Muhammad Ali Ramdhani (Director General, Islamic Education, Ministry of Religious Affairs), Didik Kurniaini (Director of Harmonization of Budget Regulations, Ministry of Finance) and Sutanto (Secretary of the Directorate General of Early Childhood, Primary, and Secondary Education, Ministry of Education and Culture). The panel discussed improving access to quality early childhood education, increasing accountability, and addressing gaps in education spending and inputs for learning.

Kirsten Bishop (Minister Counsellor for Governance and Human Development, Australian Embassy) provided closing remarks.

Livestream recordings of the event can be accessed here:

- [Day One Recording](#)
- [Day Two Recording](#)

In The News

Antara: [World Bank: Subnational governments only allocate 2.6 percent of their budgets for ECED](#)

Berita Satu: [World Bank appreciates Indonesia's education progress](#)

Kompas: [12 Recommendations from the World Bank for education in Indonesia](#)

Kompas: [Due to the pandemic, education challenges in Indonesia become more complex](#)

Kompas: [The 2021 National Assessment still in need of much development](#)

Liputan6: [Indonesia's education budget mostly goes to teacher salaries, how is its quality?](#)

Pikiran Rakyat: [Education Minister admits learning quality has decreased due to the pandemic](#)

Republika: [Minister of Religious Affairs: Digital transformation of madrasahs need to be accelerated](#)

The Jakarta Post: [In Indonesia, sizeable budget not translating into quality education: Report](#)

About ID-TEMAN

The Improving Dimensions of Teaching, Education Management, and Learning Environment (ID-TEMAN) aims to support Indonesia to improve learning outcomes through better policy, operations and implementation. Financed by the Australian Government and World Bank funds, it supports the Indonesian Government to improve governance, autonomy, and accountability of education actors at school, local, and central government levels.

Website: <https://www.worldbank.org/en/country/indonesia/brief/improving-teaching-and-learning-in-indonesia>