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Innovation in Education:
Preparing for the next 10 years

DECENTRALIZATION AT WORK

The Case of Indonesia Mengajar

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ISSUES & MYTHS ABOUT DECENTRALIZATION IN INDONESIA

INDONESIAN EDUCATION IN NUMBERS

3.015.315
Teachers

268.965
Schools

506
Districts/Cities

34
Provinces

20.371.843
Children

17.920.270

SD	9.878.419	Luar Sek	592.191
SMP	3.022.942	Luar Sek	1.226.665
SMA	618.526	Luar Sek	734.989
SMK	800.383	Luar Sek	1.046.155
	14.320.270		3.600.000

2.451.573 Children

INDONESIA



THE BACKGROUND

Significant gap in educational quality in Indonesia, especially in the remote areas

Who got the best?

Who served where?

Little interactions, and thus understanding, among different communities in Indonesia, esp. the remote places

Transfer of knowledge?

tenun kebangsaan?

A complete understanding in the nation?

Confidence in the potential of our people, especially the civil society

LIGHTING UP INDONESIA'S FUTURE

INDEPENDENCE PLEDGE

To protect all the people of Indonesia and all the independence and the land that has been struggled for, and to improve public welfare, **to educate the life of the people** and to participate toward the establishment of a world order based on freedom, perpetual peace and social justice.

Excerpt from the preamble of Indonesia's constitution.

Building a Strong Nation

We believe that educational improvement cannot be fought merely by effective government nor great teachers or other actors who work directly for education. We believe that our dreams of a developed education in Indonesia is a result of a strong nation, where all citizens take their rights and responsibilities to struggle and take part in whatever ways to make the dream happen.

It is not a matter of a single great program design that can fix all problems, but it is a matter of building a strong and empowered citizens who can contribute creatively, actively and courageously to solve every challenge along the way.

It is a **MOVEMENT.**

Start doing the
challenging work
to engage others

BEST TALENTS

IN THE MOST NEEDY PLACES

We can't engage others to participate if we don't start working first. Therefore, we recruit Indonesian best graduates to serve as teachers for a year in remote villages.

The mission is to engage people in the area to finally become the main actors who fight hard for best of the children.

CITIZEN INITIATIVES

Providing learning experiences for our citizens to be directly involved in creating solutions and facilitating them to start various initiatives.

- Operating as a movement. People engagement is the key.
- Real action while learning.
- The best has to serve the most needed yet work as an equal partner. Real role models are more important than aids. [The main issue is not financial.](#)
- The best grow the best. The goal is not to become problem solvers but to grow a critical mass of problem solvers.
- Good education was only the consequences of a good environment (ecosystem). The key for a sustainable change was not in a good program design but to encourage an effective – active and positive – environment who are self driven and empowered.

The learning after 5 years

- **Findings:**
 - Behavioral changes are achievable. The main issue is really not financial and lack of capacity. It is lack of confidence and motivation.
 - Political power might be a significant challenge, but an empowered and engaged society is a significant driver.
 - The spirit of volunteerism and ‘struggle’ motivates more than financial resources.
 - The best could come from ‘below’.
- **Several success factors:**
 - Working intensively with a limited time as an equal partner
 - Selection and training of the key actors are crucial
 - Role models are the key
 - Focus on behavioral change and positive interactions
- **Next challenges:**
 - New regions
 - Pusat bukan selalu Jakarta. (The center is not always Jakarta)
 - Encourage more interactions