

# Indonesia

## Country Plan of Implementation

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## List of abbreviations

|          |   |
|----------|---|
| 3T       | Tertinggal, Terdepan, Terluar (Frontier, Outermost, Disadvantaged Region)                           |
| BAPPENAS | Badan Perencanaan Pembangunan Nasional (Indonesian Ministry of Development Planning)                |
| BKSP     | Badan Koordinasi Sertifikasi Profesi (Coordinating Agency for Professional Certification)           |
| BLK      | Balai Latihan Kerja (Vocational Training Center)  |
| BNSP     | Badan Nasional Sertifikasi Profesi (National Board for Professional Certification)                  |
| BPK      | Badan Pemeriksa Keuangan (Audit Board)  |
| BPS      | Badan Pusat Statistik (Central Bureau of Statistics)  |
| CILC     | Center for International Legal Cooperation  |
| CMEA     | Coordinating Ministry for Economic Affairs  |
| CMHDC    | Coordinating Ministry for Human Development and Cultural Affairs                                    |
| CPI      | Country Plan of Implementation  |
| CJP      | Central Java Province   |
| DUTEP    | Dutch Training & Exposure programme (DUTEP)   |
| EKN      | Embassy of the Kingdom of the Netherlands   |
| EPI-UNET | Eastern Part of Indonesia University Network  |
| FNS      | Food and Nutrition Security   |
| GoI      | Government of Indonesia   |
| HE       | Higher Education  |
| AIPJ     | Indonesia Australia Partnership for Justice   |
| IDLO     | International Development Law Organisation  |
| INLU     | Indonesia Netherlands Rule of Law and Security Update   |
| INNOCAP  | Innovative Capacity Building Projects   |
| IOM      | International Organization for Migration  |
| IPB      | Bogor Agricultural University   |
| ITB      | Bandung Institute of Technology   |
| ITS      | Institut Teknologi Sepuluh Nopember   |
| IWRM     | Integrated Water Resources Management   |
| JCLEC    | Jakarta Center for Law Enforcement Cooperation  |
| KADIN    | Kamar Dagang dan Industri Indonesia (Indonesian Chamber of Commerce and Industry)                   |
| KKNI     | Kerangka Kualifikasi Nasional Indonesia (Indonesian National Qualification Framework)               |
| KNAW     | Koninklijk Nederlandse Akademie voor Wetenschappen (Royal Netherlands Academy of Arts and Sciences) |
| KPK      | Komisi Penanggulangan Korupsi (Commission of Corruption Eradication)                                |
| LBH APIK | Lembaga Bantuan Hukum APIK Indonesia (Legal Aid Institute APIK)                                     |
| LPTK     | Lembaga Pendidikan Tenaga Keguruan (Teacher's Education Institute)                                  |
| LSP      | Lembaga Sertifikasi Profesi (Professional Certification Institute)                                  |
| MASP     | Multi Annual Strategic Plan   |
| MIB      | Multi-Annual Interdepartemental Policy Framework  |
| MoA      | Ministry of Agriculture   |

|        |  |
|--------|--|
| MoEC   | Ministry of Education and Culture  |
| Mol    | Ministry of Industrial Affairs   |
| MoU    | Memorandum of Understanding  |
| MoFA   | Ministry of Foreign Affairs  |
| MoM    | Ministry of Manpower   |
| MoRTHE | Ministry of Research, Technology and Higher Education  |
| MP3EI  | Masterplan for the Acceleration and Expansion of Indonesia Economic Development                            |
| NGO    | Non-Governmental Organisation  |
| NFP    | Netherlands Fellowship Programmes  |
| NICHE  | Netherlands Initiative for Capacity development in Higher Education  |
| NSA2J  | National Strategy on Access to Justice   |
| NWP    | Netherlands Water Partnership  |
| NWO    | Nederlandse Organisatie voor Wetenschappelijk Onderzoek (Netherlands Organisation for Scientific Research) |
| OKP    | Orange Knowledge Programme   |
| PJP    | Pembangunan Jangka Panjang (Development Long-Term Plan)  |
| PLPG   | Pendidikan dan Latihan Profesi Guru (Teacher's Professional Education and Training)                        |
| PPATK  | Pusat Pelaporan dan Analisis Transaksi Keuangan (Financial Transaction Reports and Analysis Center)        |
| PPG    | Pendidikan Profesi Guru (Professional Teacher Education Programme)   |
| RPJMN  | Rencana Pembangunan Jangka Menengah Nasional (Indonesia's National Medium-Term Development Plan)           |
| RPJPN  | Pembangunan Jangka Panjang Nasional (Indonesia's National Long-Term Development Plan)                      |
| RVO    | Rijksdienst voor Ondernemend Nederland (Netherlands Enterprise Agency)                                     |
| SDGs   | Sustainable Development Goals  |
| SKKNI  | Standar Kompetensi Kerja Nasional Indonesia (Indonesia Work Competency Standard)                           |
| SME    | Small-Medium Enterprises   |
| SOP    | Standard Operating Procedure   |
| SMK    | Sekolah Menengah Kejuruan (Vocational School)  |
| SRHR   | Sexual and Reproductive Health and Rights  |
| SRoL   | Security and the Rule of Law   |
| STP    | Sekolah Tinggi Perikanan (University of Applied Science in Fisheries)                                      |
| STUNED | Studeren in Nederland (Study in Netherlands)   |
| TFPs   | Technical and financial partners   |
| TVET   | Technical and Vocational Education and Training  |
| UI     | Universitas Indonesia  |
| UGM    | Universitas Gadjah Mada  |
| UNPAD  | Universitas Padjadjaran  |
| UU     | Undang-Undang (National Law)   |
| VEDCA  | Vocational Education Development Center for Agriculture  |
| WASH   | Water, Sanitation and Hygiene  |

## I. Introduction

This document describes the purpose and intentions of the implementation of the OKP programme in Indonesia. It follows on an identification process in which capacity needs in the country have been analysed in the light of the available information and discussions with stakeholders. This approach has helped to define the priority intervention area(s) and to formulate the outcomes to be achieved.

The Dutch organisation for internationalisation in education (Nuffic), administers this programme on behalf of the Ministry of Foreign Affairs of the Netherlands. Nuffic is responsible for its implementation and follow-up in accordance with each Country Plan of Implementation (CPI).

## II. Brief presentation of the Orange Knowledge Programme

The Orange Knowledge Programme (OKP) is the successor to the Netherlands Fellowship Programmes (NFP) and the Netherlands Initiative for Capacity Development in Higher Education (NICHE). The Orange Knowledge Programme merges the two preceding programmes into a single integrated approach, with the addition of new elements including increased involvement of alumni, attention to cooperation between knowledge organisations, and communication focusing on the presentation of results.

The main objective is to contribute to sustainable and inclusive development through the strengthening of organisations key to sectoral development in OKP partner countries. This will be achieved by developing the capacity, knowledge and quality of individuals as well as organisations both in the field of Technical and Vocational Education and Training and Higher Education (TVET/HE) and in other fields related to the priority themes in the OKP partner countries.

The Orange Knowledge Programme will last for 5 years and will be implemented through three types of interventions:

- individual scholarships,
- group trainings and
- institutional projects focusing on sustainable improvement of technical and higher education capacity.

For further information on the OKP reference is made to annex 1.

## III. Priority themes

The selected priority themes for Indonesia are:

1. Security & the Rule of Law (SRoL);
2. Water;
3. Food & Nutrition Security (FNS).

## Priority Theme 1 - Security & Rule of Law (SRoL)

### a. Current state of affairs

Two decades after *Reformasi* (political reform in Indonesia), the issue of strengthening rule of law and accountability remain a challenge for Indonesia. Both issues were part of *Reformasi* agenda in 1998, a political milestone for the country in restoring its political system. The Indonesia Mid-Term Development Plan 2015 – 2019 (*Rencana Pembangunan Jangka Menengah*) even specifically places legal reform as part of the national development agenda (number 4). This development agenda explicitly highlights the aspect of law enforcement and corruption eradication. Up until recently, Indonesia consistently faced serious issues on corruption, transparency of judicial process, capacity challenges of agencies responsible for law enforcement and legal drafting.

The Netherlands Government, through the Dutch MoFA and EKN, has a long history on collaboration with the Government of Indonesia (GoI) in strengthening Security and Rule of Law in Indonesia. In recent years, the Netherlands has provided extensive institutional support in a more coherent and coordinated manner, for instance through the Judicial Sector Support Program managed by CILC and the Rule of Law Fund managed by IDLO. The Rule of Law support relates to among others the environmental legal framework and natural resource management, anti-corruption and good governance. The Judicial Sector Support Programme of the embassy has invested specifically in support to the Mahkamah Agung for improved consistency and management of case law and court budgeting, and in judicial training. Funding by KNAW and NWO have enabled research on citizenship and natural resources respectively. Aside from support to the GoI, the Netherlands has invested in support to civil society, such as LBH APIK (Asosiasi Lembaga Bantuan Hukum Apik Indonesia) and Non-Government Organisations (NGOs) and the International Organization of Migration (IOM).

Administered by Nuffic, the Netherlands Initiative for Capacity development in Higher Education-programme (NICHE) has supported a variety of stakeholders both in the field of security and law enforcement. Institutional support to governmental organisations include the management capacity for the Indonesian National Resilience Agency (Lemhanas), curriculum development for legal drafters (Ministry of Law and Human Rights), blended learning for the Indonesian National Police, curriculum development on Combating Transnational Crime (Jakarta Center for Law Enforcement Cooperation (JCLEC)). Capacity support to higher education institutes has been provided to the departments of international public law at two universities: Universitas Indonesia (UI) and Universitas Padjadjaran (UNPAD). The total NICHE-budget for Indonesia for SRoL was € 8.208. 063.<sup>1</sup>

Lastly, the SRoL sector benefited from individual and organisational capacity support through scholarships and Tailor-Made Trainings funded by the Netherlands Fellowship Programme (NFP) and Studeren in Nederland (Study in Netherlands/STUNED). In the period 2015-2018, 61

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<sup>1</sup> The NICHE projectlist can be found through the following link: <https://www.nuffic.nl/en/files/documents/niche-project-overview.pdf>

scholarships were awarded for SRoL through NFP, 134 through STUNED. Tailor-Made Training has been provided to the Walisongo Mediation Center, Commission of Corruption Eradication, Ministry of Politics, Legal and Security, Ombudsman Commission, Expert Staff of House of Representative

## **b. Identification of needs**

### **b.1. The selected priority theme**

OKP will continue this commitment on security and rule of law by investing in capacity building on three priority themes. Based on analysis of various policy documents and upon consultation with the Dutch embassy and relevant stakeholders (see annex 4), the engagement of OKP in the context of security and rule of law in Indonesia will focus on three specific themes with the following main priorities:

- (1) Legal Certainty;
- (2) Strengthening accountability;
- (3) Cyber Security.

The rationale behind the selection of these priorities is related with the shared history of legal systems between Indonesia and the Netherlands, the key needs and Dutch added value as identified by the stakeholders and the opportunities identified by relevant stakeholders. As foreign Minister Blok mentioned during his visit to Indonesia in July 2018 "We share the same legal DNA, this is why we so actively exchange knowledge between our legal institutions."

The selection of three priorities was made upon the consultation meetings with different stakeholders (see annex 4 description of identification process). The Embassy Multi-Annual Interdepartmental Policy Framework (MIB) 2017 – 2020 served as point of departure to identify the priority themes. Those three themes are the bilateral priorities of the Embassy of the Netherlands in Indonesia. Yet, a stakeholders meeting on the Indonesia – Netherlands Rule of Law and Security Update (INLU) 2018, confirmed the shared concern on these three issues on the bilateral relationship between Indonesia and the Netherlands.

The continued cooperation in education on SRoL has added value in view of bilateral priorities and knowledge diplomacy. The Strategy Document of Netherlands – Indonesian Education Cooperation stated that the strategic objective behind Dutch investment to Indonesian education is to support capacity building as a way to achieve the Sustainable Development Goals. Four key instruments were developed to frame the interventions by the Embassy: (1) Knowledge Development Programme for mid-career level i.e. scholarships, Tailor-Made-Training, refresher courses, (2) Knowledge Management through matched funding, (3) people i.e. student exchange, staff exchange, alumni network and (4) spin-off to private sectors i.e. alumni database, investments. These instruments are references for developing the modalities of OKP in Indonesia.

In conjunction with the Indonesian development plan, the three priorities in SRoL are aligned with the priorities of Indonesia's National Medium-Term Development plan 2015-2019

(*Rencana Pembangunan Jangka Menengah Nasional (RPJMN)*) and the country's Development Long-Term Plan 2005-2025 (*Pembangunan Jangka Panjang (PJP)*). Of the nine priority areas set out in the RPJMN, OKP contributes to RPJMN priority agenda number 2 (effective governance), 4 (law and justice reform), 6 (global competitiveness) and 7 (economic independence). As for the PJP, Indonesia identified nine development focuses: politics, defence and security, rule of law, social and culture, human resources, economic, local development, infrastructure, natural resources and environment. For this, OKP contributes to Indonesian long-term development on defence and security (point 2), rule of law (point 3), human resources (point 5), economic (point 6) and natural resources and environment (point 9). In the aspect of security and rule of law, OKP works in line with the National Strategy on Access to Justice (NSA2J): access to justice in legal and judicial reform. This approach also contributes to the 2030 Agenda for Sustainable Development, in particular Sustainable Development Goal 16.3 to “promote the rule of law at the national and international levels and ensure equal access to justice for all”.

## **b.2. Analysis of Security & Rule of Law**

### *Capacity Gaps*

Referring to the strategic documents (*Recana Strategis (RENSTRA)*) of the Indonesian Supreme Court (MA), Constitutional Court (MK), the Commission of Corruption Eradication (KPK) and Ministry of Law and Human Rights, one of the consistent challenges for strengthening security and rule of law in Indonesia are the capacity gaps in institutional and organisational management, human resources and legal skills. The Strategic Document of the Indonesian state and government bodies on rule of law commonly address these capacity gap as a continuous area of improvement. For instance, the Supreme Court identified issues on human resources capacity on legal filing process, inconsistency on court decisions, poor understanding on court policy and poor coordination internally and externally by the Supreme Court and Judicial Commission). The Constitutional Court underlined the capacity gaps in legal skills, for instance in analysing judicial cases, curriculum development on Pancasila <sup>2</sup>and Constitutional Law, while the Commission of Corruption Eradication (*Komisi Penanggulangan Korupsi (KPK)*) and the Ministry of Law and Human Rights highlighted the ineffectiveness of human resources management. For higher education, the bridge between academic and legal practice raises a significant concern. Legal skills such as legal drafting, legal reasoning, legal evaluations is poorly engaged in the curriculum. Specific courses and extra curriculum are being offered by the universities such as legal drafting, audit, contract drafting and moot court, however, the capacity of law graduates on legal skills remain a concern. To equip graduates as a legal professional, law graduates need to be equipped with sufficient skills on performing specific tasks of legal-related work otherwise need from labour market would not meet the supply. This gap was acknowledged by various universities in Indonesia as a real challenge.

Aside from these capacity gaps, there is also a mismatch between demand and supply on the labour market. The law graduates in Indonesia work in different areas of employment: (1) government, (2) judicial institutions, (3) law firms (4) corporate, (5) notary public, (6)

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<sup>2</sup> Indonesian state philosophy

academician and (7) entrepreneur. The consultation meeting with the universities and Law Schools, revealed that the number of law graduates working for judicial institutions tends to be decreasing. The main reason behind this trend is the negative perception of the judicial institutions in Indonesia. Perceptions such as corrupt institutions, heavy bureaucratic coordination and poor welfare for the employee are associated with the sector. As a consequence, a significant number of graduates choose to work for a law firm or in the corporate sector. This trend does not meet the demands from the labour market where major judicial institution and law enforcement agencies, such as Indonesian Supreme Court (*Mahkamah Agung*) and KPK are willing to recruit more personnel for their institution. For 2018, the MA will open 1000 positions for new judges and the KPK identified the need for additional investigators.

A validation process to confirm these overarching identification of capacity gaps was undertaken during a number of stakeholders and consultations meetings, including the Security and Rule of Law Update 2018, Stakeholders meeting on Security and Rule of Law and various consultations meeting with the government and universities. These events addressed the capacity gap on legal drafting, legal disseminating, law enforcement, transparency on judge's selection, judicial training and curriculum development for the integration of legal ethics in any legal subject. Consultation meetings with several universities and Law Schools suggested the need to upgrade the curriculum by incorporating components aimed at skills development and legal practise. Another opportunity to bridge the gap between 'supply' of legal graduates and 'demand' in the labour market, is to review the system of apprenticeship and 'on the job training'. Suggestions were made to integrate legal ethics as a topic in the curriculum in order to develop integrity, impartiality and independence in thinking among law students.

Departing from the elaboration above, the mapping of the knowledge and capacity gap in the sector of security and rule of law is as follows:

**Table: Mapping of Knowledge and Capacity Gap**

|   |                 |  |
|---|-----------------|--|
| 1 | Institutional   | <ul style="list-style-type: none"> <li>● Judicial training</li> <li>● Quality of judges decision</li> <li>● Poor understanding on court policy</li> <li>● Poor intra &amp; inter-organisational coordination</li> <li>● Human resources management</li> <li>● Recruitment process</li> </ul> |
| 2 | Human Resources | <ul style="list-style-type: none"> <li>● Capacity gap on technical legal skill i.e. legal filling process<sup>3</sup>, legal drafting, legal disseminator</li> </ul>   |

<sup>3</sup> The act of submitting the document to the clerk of the court

|   |                     |  |
|---|---------------------|--|
| 3 | Knowledge and skill | <ul style="list-style-type: none"> <li>● Research skills in analysing legal case</li> <li>● Legal skills</li> <li>● Curriculum development on Constitutional Law</li> <li>● Legal ethics</li> <li>● Competence-based education and training</li> </ul> |
|---|---------------------|--|

OKP will address these gaps by prioritizing the following three selected themes:

### **Legal Certainty**

Legal certainty is an overarching concept used extensively to describe the predictability, acceptability and transparency of a legal system. <sup>4</sup> Neuheus defines legal certainty as 'clear, equal, foreseeable rules of law which enable those who are subject to them to order their behaviour in such a manner as to avoid legal conflict or to make clear predictions of their chances in litigation.' In the context of Indonesia, different aspects should be taken into account to ensure sound quality of laws and regulations.

Legal certainty is an important precondition for justice institutions to perform their tasks fairly and more effectively, as such it is essential to achieve Reformasi agenda to the benefit of all citizens. For this, we need (1) qualified law graduates, (2) better quality of law and (3) qualified and trained judges. Better trained graduates will improve the quality of the workforce in the judicial sector. Improved higher education can play a crucial role in this by improving legal skills and ethics which often become a serious challenge for legal practise. Secondly, qualitative and coherent drafting of laws is particularly challenging in a country like Indonesia with a large and multi layered governmental system. Better qualified human resources are needed to translate national laws and regulations consistently into sound laws and regulations at local level. Better qualified legal drafters could improve the quality of law which would also minimize overlap and the multi-interpretation of law and regulations. A third aspect to take into account, is the ambition of the Supreme Court to increase the number of judges nationwide in order to increase access to justice throughout Indonesia (approx. 1000 judges per year). However, the system for judicial training is not yet fully prepared to guarantee qualitative training and education in a sustainable way.

### **Strengthening Accountability**

The World Bank defines accountability as 'actions and decisions taken by public officials to guarantee that government initiatives meet their stated objectives and respond to the needs of the community they are meant to benefit.' Accountability is an essential pillar for ensuring healthy and good governance in a country like Indonesia with a large and social and ethnically highly diverse population. For Indonesia, corruption is a real and consistent threat which undermines the credibility and accountability of state institutions. In 2017, Transparency International ranked Indonesia number 96 in the corruption index, lower than Malaysia (62), Brunei (32) and Singapore (6). The rank shows that Indonesia need to raise their commitment on corruption eradication and not only rely to the work of the Corruption Eradication

<sup>4</sup> Raiño, J. 2003. The Principle of Legal Certainty in EC Law. Noth Carlina: Kluwer Academic Publishers

Commission (*Komisi Pemberantasan Korupsi (KPK)*). For this, an active and strong role of KPK only is not sufficient in improving Indonesia's global position in corruption eradication. The involvement of various stakeholders is essential to achieve effective action on corruption eradication ranging from the executive, legislative, judicative bodies and the corporate and industry sector.

### **Cyber security**

On July 3rd, 2018, the Dutch Foreign Minister, Stef Blok, signed a Letter of Intent with the Indonesian National Cyber and Crypto Agency (*Badan Siber dan Sandi Negara (BSSN)*). This commitment expresses the intention of the Dutch government to enhance bilateral cooperation in the field of cyberspace. The document explicitly highlighted the area of cooperation ranging from sharing information, exchanging views, strengthening capacity, facilitating discussion on the aspect of laws, legislation, national policies, management policies, institutional technological development. In specific, the Embassy of the Netherlands in Indonesia in their Multi-Annual Inter-Departmental Policy stated that cyber security is part of the bilateral priorities between Indonesia and the Netherlands for 2017 - 2020. The intended results for this cooperation are two-fold: (1) Indonesia embraced multi-stakeholders' approach on cyber security and (2) Indonesia's cyber security is well-coordinated, internationally linked and connected to Dutch counterparts.

As a background, there are about 132.7 million internet users in Indonesia, making the country the 5<sup>th</sup> largest internet user in the world. This huge number potentially makes Indonesia a high risk to breaches of cyber security. According to data from the Indonesian police, in 2017 only, there were 1.763 cybercrime cases in Indonesia. Looking into the scale and its links to terrorism, radicalization and defence, cybercrime is a real threat for Indonesia. The response of the country's top leadership confirmed this argument. In 2017, President Jokowi established a specific body called Cyber Security Agency to coordinate inter-sectoral bodies on cyber security, ranging from cyber defence in the Ministry of Defence, cyber intelligence in the State Intelligence Body and cyber-crime in the Indonesian National Police.

According to the report from the Indonesia – Netherlands Rule of Law and Security Update 2018, Indonesia is facing the following challenges in combating cyber security:

1. Lack of understanding by the government relating to cybercrime;
2. Legal issues of handling cyber-attacks and cybercrimes;
3. The incapacity of national cyber institutions;
4. How to integrate between government, private sectors, academics, and cyber communities;
5. Inattentiveness on cyber threats that could cripple the state's infrastructures;
6. Indonesian technology industry does not have the power to produce or develop ICT devices to strengthen cyber defence and resilience;
7. Limited access and availability of internet networks in remote areas (digital inclusivity);
8. The rapidness of cybercrime incidents, that makes them difficult to handle.

### **b.3. Gender and Inclusiveness**

It is important to actively promote gender equality and inclusiveness in the sector of security and rule of law. According to data from the Supreme Court, in 2018, the number of female judges only reached 27% from the total of judges in Indonesia. This number is lower compared to the number of female prosecutors which reached 40% while the percentage ratio for female police is only 5%. In the context of inclusiveness, the disparities between the development of Eastern and Western Indonesia remain significant. According to the Ministry data, 56 out of 118 disadvantaged regions in Indonesia are located in eastern Indonesia (47.45%). Therefore, any affirmative action to eastern Indonesia remains crucial to accelerate the development and reduce the gap between the Western and Eastern part of Indonesia. Indonesia has undertaken affirmative action to deal with regional disparities. A specific ministry working on the development of poor regions especially in Eastern Indonesia was established. However, along with government changes, the ministry experienced several adjustments in terms of name, mandate and structure of organisation. Currently, under the administration of President Joko Widodo, Indonesia assigned the Ministry of Villages, Development of Disadvantage Regions and Transmigrations to accelerate development in the rural and disadvantaged regions. The Law on Specific Autonomy also provides a legal framework to protect Papua indigenous groups. Indonesia also has the Law No 23 year 2006 on Citizen Administration serving as a legal instrument to protect ancestral believers (for instance, these groups are not required to fill the column of religion on the national Identity card). In general, the government also incorporated specific minority groups in its programme. For instance, the Ministry of Social Welfare has classified minority groups as part of a group with social welfare issues. In the Ministry of Home Affairs, the ministry targets minority groups as specific beneficiaries for government programmes.

In higher education, the Ministry of Research, Technology and Higher Education initiated a programme of affirmative action for Secondary and Higher Education. These programmes cover regions like Papua, Nusa Tenggara, Maluku Utara, and Aceh. An initiative by the universities called the Eastern Part of Indonesia University Network (EPI-UNET) has facilitated joined partnerships among 41 universities located in eastern and western Indonesia. This network coordinated by the Technology Institute of Surabaya (*Institut Teknologi Surabaya*) supports cooperation in the aspect of research partnership, internationalization and quality insurance. Another initiative is taken by Universitas Gadjah Mada who works under a Memorandum of Understanding (MoU) with several regencies qualified as disadvantaged regions.

### **b.4. Provision of Post-Secondary Education on SRoL in Indonesia**

Post-secondary education in Indonesia could play its role in filling the gap in legal capacities. According to the Ministry of Research, Technology and Higher Education (*Kementerian Riset, Teknologi dan Pendidikan Tinggi* (KEMENRISTEKDIKTI)), there are four ultimate contributions of higher education: a) innovating to develop local and national competitiveness, b) transferring culture, knowledge, technology to society and industry, c) researching basic and applicative problems and d) educating people. Higher education is also expected to contribute to problem solving through policy contributions. In view of this threefold mandate, there are opportunities to address the gaps of human resources in security and rule of law through improved curricula, revision of teaching methodologies, increased capacity of

teaching staff in skills-based education and improvement of (applied) research skills combined with more strategic outreach programmes.

The university (including law schools) and polytechnic are two post-secondary education institutions offering subjects on security and law. In specifics, Indonesia's National Accreditation Body (*Badan Akreditasi Nasional (BAN)*) reported about 369 universities offering Undergraduate Programmes on Law. Within this number, only 59 universities (15,9%) has good accreditation (A). The subjects of the study are various, ranging from civil law, criminal law, state administration law, constitutional law, customary law, trading law, tax law, society and development law, Islamic law, agrarian law, labour law, international civic law, international public law, environment law, human rights law to intellectual property rights law. Aside from the university, there are also Law Schools which offer education at undergraduate level. Data from the Ministry of Research and Higher Education reveals that there are about 33 Law Schools in Indonesia. At the polytechnic level, there are two polytechnics with specific majors for correctional officer and immigration. Both polytechnics resort under the Indonesian Ministry of Law and Human Rights.

In the context of cyber security, the topic is mostly taught as a mono-discipline subject. It is part of the subject of information network security, Faculty of Engineering. While, in practice, cyber security requires comprehensive and multi-disciplinary approach to deal with cyber crimes. This insufficient capacity could not feed the high demand from labour market on cyber security specialists. Indonesian Ministry of Communication and Information initiated a project called 'Born to Protect' to conduct a needs assessment for cyber security specialists. From this assessment, it reveals that Indonesia needs 10.000 specialists in this field.

### **c. Harmonisation and coordination with (inter)national projects and programmes**

Referring to the MIB, the Embassy outlined the engagement of the Dutch Government in Indonesia in specific areas of security and rule of law. It covers the aspect of peace, security and stability and the international legal order and human rights. On the country compact scan, these themes were narrowed-down to bilateral priority themes such as legal certainty and strengthening accountability.

Looking into the existing issues and gap in legal certainty, several donors are investing in capacity building. USAID is engaged in enhancing the performance of legal professionals by improving legal training and quality standards for the legal profession, increasing organisations and advocacy capacity of civil society, increasing media expertise to analyse and report legal affairs and promoting civic awareness campaign about equal and fair rights to justice. Australia through the Indonesia Australia Partnership for Justice (IAPC) aims to support activities on the themes of accountability, transparency, anti-corruption, extremism, transborder crime and correctional institution reform. The World Bank works on strengthening rights and economies for adat and local communities.

The donor projects on corruption eradication in Indonesia are varied, ranging from *Gesellschaft für Internationale Zusammenarbeit (GIZ)* with its contribution on the staff training, module development on corruption prevention action and initiation of dialogue forum between KPK and civil society in three pilot provinces. USAID works on the streamlining of

bureaucratic procedures, and on the improvement of internal control and citizen oversight on government performance. IAPC works on training for trainers on Women and Anti-Corruption.

Future capacity building interventions through OKP will need to actively seek for alignment between these and other (upcoming) programmes and initiatives that are being implemented on SRoL.

## Priority Theme 2 - Water

### a. Current state of affairs

The total area of Indonesia, the largest archipelago in the world, consists of about 70 % of sea. Indonesia has almost 8.000 watersheds managed in 131 river basins. There is a high number of groundwater basins in Indonesia with about 520 billion M<sup>3</sup>/year of groundwater potential, with an assuming ratio of 30%. Groundwater availability is dependent on the hydrogeological situation and differs per region. The average annual rain fall is around 2.350 mm depending on the distinct characteristics per climatic region.

The abundance of availability of water in Indonesia provides benefits for a number of social and economic activities in the field of aquaculture, tourism, maritime logistics and agriculture, particularly in coastal zone areas. These benefits are counterweighted by particular challenges: as a multipurpose natural resource and public good, water negatively impacts on a number of different subsectors if water is not managed and treated well leading to considerable health hazards. Indonesia faces particular challenges in the area of governance, water supply, waste water treatment and natural resource management. For instance, the proportion of households that has access to improved drinking water source in Indonesia is 66,8% (urban 64.3 % and rural 69.4 %), with the highest proportion in Java (82 %) and lowest in Papua (45.7 %). As to sewerage, centralized piped system sanitation can only be found in a limited number of cities. Of all sewerage produced in Indonesia, only less than 5 % is properly treated resulting in massive pollution of valuable resources. Urban areas are confronted with an overexploitation of deep groundwater as a result of lack of effective regulation and performance by water supply companies. Densely populated areas, especially in Java, are confronted with aggravated soil erosion as a result of deforestation for the benefit of agriculture. The negative impact of climate change in Indonesia has led to increased rain fall, intense storms and flooding. Coastal areas in Indonesia have been particularly affected by coastal environment degradation and resource depletion as a consequence of mangrove and coral reefs damage. Overfishing and land based marine pollution contribute to the complex of problems faced by coastal communities.<sup>5</sup>

The support of the Netherlands to Indonesia in strengthening human resources in the water sector goes back for years, ranging from interventions in the area of WASH, governance, port development as well as water safety and coastal protection. The continuous support in water management can not only be explained by the shared history of Indonesia and the Netherlands but also shared challenges in the field of water management.

Through the NFP and NICHE-programmes (administered by Nuffic) the Dutch government has in recent years invested in improved institutional capacity on integrated water resource management in the teaching offer of four leading universities as well as the Ministry of Public Works & Housing/Centre for Education and Training (PUSDIKLAT). The training centres for water and sanitation provision residing under the same ministry (BTAM I and II) have also been strengthened and are now better able to support Municipal Owned Water Companies

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<sup>5</sup> Asian Development Bank. 2016. *Indonesia Country Water Assessment*. <https://openaccess.adb.org>. Available under a CC BY 3.0 IGO license.

(PDAMS). Both Institut Teknologi Sepuluh Nopember (ITS) and Bandung Institute of Technology (ITB) receive support in Integrated Coastal Zone Management (ICZM) while ITS has also been strengthened in Maritime Logistics and Transportation. Through a small innovative project, young lecturers of the Universitas Gadjah conduct applied research to improve access to drinking water at household level. The total budget NICHE-budget (including Innocap) for Indonesia in the area of water amounts to € 8.018.610.<sup>6</sup>

Between 2015 en 2017 a total of 102 individual scholarships have been issued by NFP, in the same period two Tailor-Made Trainings have been implemented with the Ministry of Public Works & Housing and The Collaborative Knowledge Network Indonesia. A refresher course has been provided for the University of Sriwijaya, the employer of one of the NFP-alumni.

The Dutch Training & Exposure programme -programme (DUTEP), administered by Nuffic Neso Indonesia provides opportunities for staff from the Jakarta Capital City government to spend a period in the Netherlands to learn from best practices on integrated urban water management. DUTEP is an innovative capacity building programme between sister cities Jakarta and Rotterdam, supported by the Dutch embassy in Indonesia and partners from education, business and government. DUTEP phase 1 ran from 2014 to 2016 with 24 participants. The second phase runs from 2017 to 2019 with 30 participants.

## **b. Identification of needs**

### **b.1. The selected priority theme**

The Netherlands and Indonesia have a longstanding relationship in support of the Indonesian water sector. Interventions from the private sector, NGO's, water boards and knowledge institutes have provided expertise and knowledge in support of a wide range of areas, with specific focus on WASH, water management, water safety and integrated water resource management. To counter the many water hazards facing Indonesia today, interventions are increasingly geared towards water resilience, particularly in coastal zones where challenges are most prevalent. In recent years, the nature of the cooperation between the Netherlands and Indonesia is shifting from a traditional aid relationship towards a broader cooperation in which mutual benefits and reciprocity prevail. Aside from more traditional aid modalities, opportunities are sought in areas where the Netherlands has specific expertise and which provide mutual benefits. Concerted interventions in water safety, and more specifically integrated coastal zone management, are in line with these ambitions and are among the main priorities of the Netherlands government in support of the water sector in Indonesia.<sup>7</sup>

The commitment for continued bilateral cooperation in water between Indonesia and the Netherlands has been formalised in the form of a Memorandum of Understanding (MoU) for 2015 - 2019, which was signed in April 2015. Equity, reciprocity and mutual benefit are guiding

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<sup>6</sup> The NICHE projectlist can be found through the following link: <https://www.nuffic.nl/en/files/documents/niche-project-overview.pdf>

<sup>7</sup> Idem.

principles of the MoU. The objective of the MoU Water is to intensify cooperation in the field of water in an integrated way, addressing the following areas<sup>8</sup>:

- Integrated water resource management;
- Water supply and sanitation;
- Water for food and ecosystems;
- Water and climate.
- Water governance and capacity building

The priorities of the embassy in Indonesia are also in line with these focus areas. The MIB 2017-2020 specifically prioritises water management and water safety as areas of intervention. The different OKP-interventions will be in support of the MoU and the MIB and will seek for a niche vis a vis other donors in the area of water safety and Integrated Coastal Zone Management. An example is the NCICD (National Capital Integrated Coastal Development Programme, large scale programme currently being implemented, aiming to make the capital of Jakarta more resilient in facing interrelated challenges in water supply, flooding, waste water management and river pollution through concerted efforts of the Dutch public and private sector.

Aside from these investments in coastal protection of Jakarta, the Netherlands has a clear ambition to build institutional and strengthening coast zone management of Central Java. In November 2016 a Letter of Intent (LOI) was signed between the Ministry of Marine Affairs and Fisheries (MMAF) of Indonesia and the Dutch Ministry of Infrastructure and Environment on the Revitalisation of the North Coast of Java to promote sustainable and equitable use of the coastal areas. The cooperation will focus on exchanging information, expertise and experts, the joint development of cooperative and capacity building activities.

## **b.2. Analysis of the priority theme Water Safety & Coastal Zone Management**

### *Institutional framework*

In spite of being a relatively new policy area for Indonesia, the GoI has prioritised coastal zone management in its national legal framework to address the multifaceted challenges of coastal zones and the human resource capacity needed throughout the sector. The Masterplan for the Acceleration and Expansion of Indonesia Economic Development, 2011–2025 (MP3EI) which guides Indonesia's economic pathway for development, does prioritise improved human resources in water resource management both in the long-term development plan 2005–2025 (RPJPN) and the National Medium-Term Development Plan (RPJMN), 2015–2019. The MP3EI builds on the following three pillars:

- (i) developing the economic potential of six regional corridors;
- (ii) strengthening national connectivity locally and internationally;

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<sup>8</sup> Netherlands Water Partnership. 2016. *Indonesia-the Netherlands Partnership for Water Challenges*. Retrieved from <https://www.dutchwatersector.com/uploads/2016/05/2016magazine-indonesia-webversion2.pdf>

(iii) strengthening human resource capacity, science, and technology.

The MP3EI put forth food security and improved water and energy policies as prerequisites for its implementation.

The National Medium-Term Development Plan (RPJMN), 2015–2019, guides planning within and across the various economic sectors. The RPJMN follows the priorities set by the newly elected government *Nawa Cita* (a Sanskrit term for nine priorities). Together, the RPJMN and the new government policy provide an economic and development planning framework for Indonesia, within which the government has to prioritize water concerns to sustain economic growth.<sup>9</sup>

A few relevant components of the RPJMN are the following:

- economic development is directed to the use of environment-friendly services that do not accelerate degradation and environmental pollution. Restoration and rehabilitation of prioritized environmental conditions are targeted in an effort to increase the carrying capacity of the environment to support sustainable development;
- stimulate the economy by strengthening the domestic economy to be globally oriented and competitive; and
- adequate and modern infrastructures.

Specific for the management of water resources, the government set a Presidential Regulation (PerPres 33/2011) on the national policy of water resource management from 2011 to 2030.<sup>10</sup>

In addition, a number of supportive national laws have been developed which give priority to improved planning and coordination. In 2014, the Coastal Zone and Small Island Management Act was passed which offers a framework for coordination and integration in coastal management and planning. In specific, the Act also highlighted the development of coastal zone management through trained human resources. Article Number 12 underlines the need to have trained human resources to implement policy and procedures through education, training and counselling (Article 47). A National ICZM-strategy contains the essential elements for multilateral cooperation, and key principles of operation.

Integrated Coastal Zone Management is defined as a strategy for an integrated approach to planning and management, in which all policies, sectors and, to the highest possible extent, individual interests are properly taken into account, with proper consideration given to the full range of temporal and spatial scales, and involving all coastal stakeholders in a participative way (ICZM in Europe, 2006).<sup>11</sup>

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<sup>9</sup> Asian Development Bank. 2016. *Indonesia Country Water Assessment*. <https://openaccess.adb.org>. Available under a CC BY 3.0 IGO license.

<sup>10</sup> Idem.

<sup>11</sup> Terms of Reference for Call of Action for the Water as Leverage-Programme.2018. *Coastal Zone Management in Central Java*. Rijksdienst voor Ondernemend Nederland.

Coastal zone management is a relatively new policy area for Indonesia. Only in 1999 the ministry of Marine Affairs and Fisheries was established to harmonize and integrate different sectoral policies. Other ministries engaged in ICZM are the Ministries of Public Works & Housing, Forestry and Environment and Planning. A large-scale decentralisation programme started in the same year and led to a gradual transfer of powers from central government to province and district level. The transfer of power led to many institutional challenges, such as overlapping and conflicting laws regarding marine and coastal management, and unclear roles and responsibilities of governmental agencies. A lack of capacity, particularly at local level has been a recurring issue in inadequate integrated coastal zone management in spite of many donor interventions (a.o. by JICA, USAID, FAO).<sup>12</sup>

### *Coastal Zone in Central Java*

Note: In view of the ambitions by the Dutch government to join efforts in coastal zone management in Central Java, the CPI Indonesia will focus on this region. It should be noted that this geographical area will be prioritised for institutional projects, however, TMT and scholarships may become available for a wider geographical area. In addition, the TMT-modality is open for all topics within the water sector and is not limited to ICZM only.

The north coast of Java suffers from a number of mainly anthropogenic processes leading to erosion of the coastline, disappearing of mangrove belts, land subsidence and flooding from rivers and sea. The coast near Semarang has a fluctuating coastline, created by natural sedimentation and land harvesting by humans. The coast was formerly protected by mangrove forests but harbour expansion and aquafarming caused these forests to decline which in turn led to coastal erosion, flooding and salinization. The pressure on the coastal zone is increasing due to fast population growth and the need for urban extensions, economic and infrastructural development activities, fishpond (or other marine based livelihood opportunities) development in mangrove belts and the plans for toll roads along the coast.<sup>13 14</sup>

The area of Demak (along the coastal line of Central Java) is sinking with a speed of 10 - 13 mm/year as a result of mainly uncontrolled deep groundwater extraction in and around Semarang, the nearby capital city of the Central Java Province (CJP). Groundwater is the main source to supplying this fast-growing city and its water consuming industries for drinking and process water. To change to surface water as a more sustainable source requires a real paradigm shift and a radical change in mindset with respect to water supply in the coastal zone. What is happening in Jakarta and Demak serves now as an alarm bell for the rest of

<sup>12</sup> Nurhidayah, L (2010). *Towards Integrated Coastal Zone Management in Indonesia: Framework Assessment and comparative analyses* [Powerpoint-slides]. Retrieved from: [www.un.org/depts/los/nippon/unnff\\_programme\\_home/fellows\\_pages/fellows\\_papers/nurhidayah\\_0910\\_indonesia\\_PPT.pdf](http://www.un.org/depts/los/nippon/unnff_programme_home/fellows_pages/fellows_papers/nurhidayah_0910_indonesia_PPT.pdf)

<sup>13</sup> Terms of Reference for Call of Action for the Water as Leverage-Programme.2018. *Coastal Zone Management in Central Java*. Rijksdienst voor Ondernemend Nederland.

<sup>14</sup> Setting the Scene - Call of Action for the Water as Leverage-Programme.2018. Rijksdienst voor Ondernemend Nederland.

Java where the pressure of urbanization and industrialization is felt increasingly along the coastline.

The management of coastal ecosystems and resources involves a multitude of government agencies, which can lead to overlap and jurisdictional conflicts/confusion. All activities for the coastal management from central up to district levels are defined on a sectoral basis and supported legally. The lead government agencies aim to implement Integrated Coastal Zone Management (ICZM) in a coordinated manner and the ICZM framework has been mainstreamed throughout the district-levels. Since Indonesia's coastal areas are spread across administrative boundaries, the role of provincial government is very important.<sup>15</sup>

With the increased mandate through Law No.23/2014, the provincial government is now fully responsible for the integrated development and management of its coastal zone and will play a pivotal role between local governments (regencies and districts) and national ministries engaged in coastal zone management. The extended mandate of CJP to be responsible for the coastal zone (instead of the districts) has led to the notion that it should increase its capacity to be able to develop and sustain the coastal zone along the 400 km northern coastline in its province.<sup>16</sup>

The extended mandate of CJP to be responsible for the coastal zone (instead of the districts) has led to the notion that it should increase its capacity to be able to develop and sustain the coastal zone along the 400 km northern coastline in its province. As this goes beyond the management of just the coast line it requires to address the gap in understanding of both the physical and the institutional system in an integrated way in the coastal zone. As most problems in the coastal zone are interrelated in a complex system, an holistic approach is required to address this complexity and to eventually solve the present problems. Therefore, the concept of ICZM has been adopted with the ultimate ambition and goal to fully understand the ICZM process, to own it and to take the lead in implementing the full process.<sup>17</sup>

### **b.3. Education & training gap**

#### *Provision of post-secondary education in ICZM*

The challenges that Indonesia faces in its struggle against water are significant and multifaceted. Capacity building by the Netherlands in the various segments of the water sector of Indonesia is therefore characterized by a focus on an integrated and sustainable approach. Integrated Water Resource Management - which is also one of the UN's Sustainable Development Goals - has been the focus of various capacity building programmes, focusing on integrity, forward-thinkingness, interaction and a catchment area approach.<sup>18</sup> Similar principles apply in Integral Coastal Zone Management which is seen to

<sup>15</sup> Retrieved 17 July 2018: <https://www.mangrovesforthefuture.org/countries/members/indonesia>

<sup>16</sup> Terms of Reference for Call of Action for the Water as Leverage-Programme.2018. *Coastal Zone Management in Central Java*. Rijksdienst voor Ondernemend Nederland.

<sup>17</sup> Terms of Reference for Call of Action for the Water as Leverage-Programme.2018. *Coastal Zone Management in Central Java*. Rijksdienst voor Ondernemend Nederland

<sup>18</sup> Netherlands Water Partnership. 2016. *Indonesia-the Netherlands Partnership for Water Challenges*. Retrieved from [www.dutchwatersector.com/uploads/2016/05/2016magazine-indonesia-webversion2.pdf](http://www.dutchwatersector.com/uploads/2016/05/2016magazine-indonesia-webversion2.pdf)

be relevant for knowledge and training institutes in coastal areas of Indonesia, and specifically in Central Java Province where the Netherlands is coordinating efforts to build capacity in this field among different stakeholders.

As is the case in many other coastal zone areas globally, both science and training as well as government organisation in Indonesia are oriented around single disciplines and single sectors. Single disciplines such as geology have been applied to coastal problems. The discipline of physical oceanography is applied to determine the magnitude and direction of ocean currents and waves that affect the beach and its stability while engineering sciences have been employed to design and build structures mitigate the impact of coastal erosion. To determine the behaviour of coastal residents and user groups as well as the capacity of government agencies in coastal and ocean management, social sciences come to bear.<sup>19</sup> In general, different disciplines concerned with the study of oceans and coasts have operated independently, utilizing different language and with different underlying worldviews.

Equally, governmental functions and programmes concerned with oceans and coasts tend to be organised around specific resources or problems such as fisheries or the mitigation of natural hazards and not generally around particular geographical areas requiring an integrated approach such as the coastal zone. Indeed, the government organization for the management of oceans and coasts traditionally grew out of the management of single activities or sectors of ocean activity, such as shipping and fishing and port development.<sup>20</sup> University graduates – who are the future professionals working on ICZM in government and non-government structures - are not yet fully equipped to address challenges in coastal management in an effective and integrated manner. It is therefore highly desirable to increase the local skills, research and knowledge base.<sup>21 22</sup>

#### *Education and training gap for ICZM*

ICZM has over the past few years been integrated in the teaching offer of leading universities. For instance, UI has incorporated the topic through the Master of Sciences, UGM offers a Master Programme on Planning and Coastal Zone Management. Many other universities in coastal zones address topics related to coastal areas, yet mostly not in an integrated manner but indirectly through related courses, for instance through the faculty of Marine and Fisheries and the department of Civil Engineering at UNDIP. As a topic of research, ICZM is explored by the different institutes, for instance, the Indonesia Institute of Sciences (LIPI), the Research Centre for Coastal and Marine Resources of IPB and COREM (Centre for Coastal Rehabilitation and Disaster Mitigation Studies). ICZM has so far remained a topic for

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<sup>19</sup> Cicin-Sain, B., Knecht, R.W., Vallega A and Harakunarak, A. 2000. Education and training in Integrated Coastal Management: Lessons from the International Arena. *Ocean & Coastal Management*, Volume 43, Issues 4-5, pages 277-444.

<sup>20</sup> Idem.

<sup>21</sup> Cicin-Sain, B., Knecht, R.W., Vallega A and Harakunarak, A. 2000. Education and training in Integrated Coastal Management: Lessons from the International Arena. *Ocean & Coastal Management*, Volume 43, Issues 4-5, pages 277-444.

<sup>22</sup> Chuenpagdee, R. and D. Pauly. 2004. Improving the state of coastal areas in the Asia-Pacific region. *Coastal Management* 32:2-15.

academia, ICZM has so far not been integrated in the teacher and training offer at polytechnics or (community) colleges.

Higher educational institutes in Central Java Province have the potential to play a crucial role in building and providing expertise in Integrated Coastal Zone Management to the benefit of multiple local stakeholders engaged in coastal zone management, in particular to the CJP and coastal communities. The current educational offer by HE in Central Java offer specialised programmes such as aquaculture, civil engineering, social sciences and disaster risk reduction. An integrated multi-disciplinary study programme and is not yet part of their educational and research offer.

#### **b.4. Inclusion: gender/minority groups**

##### *Coastal zone communities*

The coastline of Indonesia consists of many coastal ecosystem types that provide a range of resources for the 300 ethnic groups scattered around 17,504 islands. All of the coastal ecosystems represent an important type of natural resources for people's livelihoods all over Indonesia. In Indonesia, there is a long history of public use of coastal ecosystems for and by various sectors, and also often for subsistence purposes, mainly related to fishery, aquaculture and tourism. Coastal communities, irrespective of ethnicity, face similar challenges in their immediate surroundings along the coast: overexploitation of nearby fishery resources, land based pollution, marine and coastal pollution, resource degradation and/or depletion. With the majority of coastal communities engaged in unskilled jobs, participation in coastal zone management initiatives remains a serious challenge. This is considered important as many local communities apply traditional coastal management and governance systems that fit their traditions, beliefs and financial means. Many initiatives are being deployed by the private sector and NGO's to support communities in restoring natural resources and/or increase sustainable economic maritime activities. Community based management is mainly triggered by international donors (COREMAP, MAMTI, CRMP). For example, in Bondalem village Buleleng Bali. The community (Planning, implementation, monitoring, law enforcement) established marine protected areas, enacted village regulation and planted coral reef with the assistance of NGOs and funded by international donors. The challenges, however lie in continuity and maintenance. Universities generally engage coastal communities through outreach activities or applied research.

Indonesian laws provide a solid legal framework that acknowledge customary 'adat' law and encourage the participation of local communities. The Autonomy Acts of 1999 and 2004 explicitly encourage collaborative management schemes and a growing number of ICM projects have been initiated over the past decade. The supporting legal framework for increased engagement of coastal communities in coastal zone management on the one hand and the ambitions of higher education in outreach, education and research, offers potential for structural participation in multi-disciplinary knowledge development and planning in ICZM.<sup>23</sup>

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<sup>23</sup> Chuenpagdee, R. and D. Pauly. 2004. Improving the state of coastal areas in the Asia-Pacific region. Coastal Management 32:2-15

### *Gender-relations*

Many women in coastal areas in Indonesia are employed in the fishing industry, predominantly in low-grade jobs. In the fisheries sector, men and women engage in distinct and often complementary activities. Male-female relations vary greatly and are based on economic status, power relations, and access to productive resources and services.

In fisheries value chains men and women have distinct roles, and their socio-economic status influences their power relations. In some regions women have become important fish entrepreneurs who control significant amounts of money, finance a variety of fish-based enterprises, and generate substantial returns for households and communities. Compared with men, women often face more problems related to technology, finance for enterprise expansion, and transport. Their plight is worsened at market level where they encounter price fluctuations for their products, or where social and/or cultural pressures limit their market opportunities to locations that are close to home.<sup>24</sup>

Recent case studies conducted by WorldFish and the Food and Agriculture Organization of the UN (FAO) in Indonesia, confirm that women make a significant contribution to aquaculture in Indonesia, yet they face more barriers in and receive fewer benefits from the sector than men. Closing this gender gap will enable the aquaculture sector to enhance women's social and economic empowerment, and drive economic development in the country. Sustainable coastal-marine zone management and conservation requires a clear understanding of the differences and inequalities between women and men.<sup>25</sup>

### **c. Harmonisation and coordination with (inter)national projects and programmes**

Integrated Coastal Zone Management in Indonesia is supported by multilateral development banks such as Asian Development Bank and World Bank as well as international donors such as AusAID (infrastructure) and JICA (disaster risk reduction + reconstruction infrastructure)

Aside from multilateral programmes, NGO's deploy different initiatives to make coastal areas in Indonesia more resilient. A good example is the programme implemented by The Nature Conservancy (TNC) and International Federation of Red Cross and Red Crescent Society's Global Disaster Preparedness Center (GDPC), aiming to develop a geospatial framework for Resilient Coastal Cities.

A Dutch-Indonesian consortium works on coastal restoration in Demak by applying the concept of Building with Nature (BwN). BwN is developing alternative, more sustainable, natural and affordable solutions for coastal protection and development, that create an attractive environment for ecosystems, recreation and tourism.

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<sup>24</sup> Food and Agricultural Organisation of the United Nations (FAO). *Promoting gender equality and women's empowerment in fisheries and aquaculture*. Retrieved from <http://www.fao.org/3/a-i6623e.pdf>

<sup>25</sup> Retrieved on 18 July 2018 from: <https://www.mangrovesforthefuture.org/assets/Repository/Documents/MFF-SEAFDEC-Gender-in-coastal-marine-resources-Literature-review.pdf>

Through a research programme between Dutch and Indonesian knowledge institutes, the Joint Cooperation Programme (JPC), innovative solutions for water safety are developed in joint partnership. Expertise on polder management is provided by the Dutch water boards to Indonesian stakeholders.

Future capacity building interventions on ICZM by OKP will need to actively seek for alignment between these and other (upcoming) programmes and initiatives that are being implemented on ICZM.

## Priority Theme 3 - Food & Nutrition Security

### a. Current state of affairs

Indonesia's agriculture sector (food safety and security) has historically served as a pillar of the Indonesian economy but has yet to achieve its full potential. The agricultural production lags the demand of an increasing number of urban consumers. Hence, the country still relies heavily on imported food. Likewise, the total contribution of agriculture to GDP has historically been hindered by weak processing capacity, and as a result, much of the nation's commodities are exported as raw materials. Even though Indonesia has witnessed steady economic growth in recent years, food insecurity and undernutrition are persistent challenges. Access to varied and nutrient rich food is limited – 37.2 percent of children are stunted. Sixteen percent of the population lives below 1.25 USD a day and 7.9 percent of the population is undernourished. Interrelated problems are:

- low productivity & quality;
- high production cost price;
- overuse of fertilizers/pesticides;
- high production risks (weather, erosion/flood, volcanism);
- high post-harvest losses;
- lack of technical skills & expertise at farm level;
- lack of qualified lower & mid-level management capacity;
- little consumer awareness on nutritional value vegetables.

#### *Labour market and market dynamics*

The percentage of Indonesians working in the agriculture sector is decreasing, falling from 55.1% in 1990 to 31.9% in February 2017 (BPS). This is a significant drop from 1976, when two-thirds of the population depended on agriculture for their income, according to World Bank figures. President Joko Widodo has high hopes that vocational schools will capitalise on the potential of Indonesia's youth, which accounts for 60% of the population.

The agricultural sector of Indonesia constitutes the largest sector with wage employment. The informal sector absorbs 72,5 % of the labour force. The sector comprises large plantations (both state-owned and private) and smallholder production modes. The large plantations tend to focus on commodities which are important export products (palm oil and rubber), while the smallholder farmers focus on rice, soybeans, corn, fruits and vegetables. A small holder farmer in Indonesia generally is at the bottom of the value chain, usually selling his crop as a non-value-added commodity, not benefiting from the margins added by middle men, processing companies manufacturers and exporters.

#### *Indonesia's Ambitions*

To address its food security challenges, the government of Indonesia has formulated a national long-term development plan spanning 2005-2025 (Rencana Pembangunan Jangka Panjang). The overall plan includes 5-year medium-term development plans (RPJMN), each with different development priorities. Food sovereignty and nutrition are central to the National Medium-Term Development Plan (2015–2019). The Indonesian government would like to increase food production and sustainable food self-sufficiency, increase competitiveness, added value and export, increase farmer income, improve the quality of food consumption and community nutrition and mitigate disruption to food security. The

fourth RPJMN (2020-2025) aims to realise an Indonesian society that is self-reliant, advanced, just, and prosperous through the acceleration of development in various fields by emphasising the realised economic structure that is more solid on the basis of competitive advantage in various regions and is supported by quality and competitive human resources.

From an international perspective the above-mentioned national priorities contribute to the 2030 Agenda for Sustainable Development, in particular SDG 2 “Zero Hunger,” to achieve food security and improved nutrition and promote sustainable agriculture.

In September 2016 president Joko Widodo released the Presidential Decree No.9/2016 addressing the needs of revitalising Technical & Vocational Education and Training<sup>26</sup> (TVET) in Indonesia. This is with regards to the Indonesian government's target for food self-fulfilment and strengthening the strategic sectors, i.e. agriculture, forestry, plantation and maritime. In November 2016, a Memorandum of Understanding (MoU) between the Government of Indonesia and the Netherlands has been signed in which both countries express their commitment to revitalise TVET in Indonesia.

Based on a desk study and identification mission conducted in 2017, the collaboration has been further elaborated in a three-year TVET pilot programme (2018-2020), including co-funding agreements by Indonesia and the Netherlands. Agriculture has been selected as a pilot sector for collaboration in TVET. The main objective of this pilot programme is to improve TVET in agriculture by delivering competent graduates that fit the needs of the labour market. By empowering vocational schools, students, farmers and industry, the programme contributes to the economic development in Indonesia. Starting with two agricultural SMKs<sup>27</sup> (SMKN 2 Subang and SMKN 5 Jember) the ambition is to scale-up this pilot programme to 60 or more SMKs throughout Indonesia. In addition, opportunities for longer term and wider scale of cooperation in education, knowledge and technology exchange between Indonesia and the Netherlands will be explored.

#### *History of VegIMPACT, NICHE, NFP and INNOCAP*

Previous Dutch-Indonesian agricultural projects financed by the Dutch government, such as VegIMPACT (2012-2017), contributed to improve food safety and development of private sector development in Indonesia by improving vegetable production chains and marketing for small farmers in Indonesia. VegIMPACT NL (2017-2020) contributes to the further ('next level') development of vegetable production and private sector development in Indonesia using horticulture knowledge and expertise from the Netherlands.

The Dutch government, through the NFP and NICHE-programmes administered by Nuffic, has invested in improved capacity in the agricultural sector in Indonesia. This resulted in improved

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<sup>26</sup> The TVET system in Indonesia consist of vocational school at the senior secondary level, polytechnics, academy and community college at the tertiary level, and a great variety of non-formal trainings equivalent to both secondary and tertiary levels of education. The non-formal stream consists of publicly funded training institutions and a great number of privately-operated training institutions.

<sup>27</sup> Sekolah Menengah Kejuruan (SMK), is comparable to an MBO diploma in the Netherlands at qualification level 2 or 3 depending on the specialisation. The unemployment rate of SMK graduates has been the highest among all levels and streams of education in the last five years.

vocational training in fish processing technology and research, food safety standardisation, certification and branding, and the establishment of a teaching factory at University of Applied Sciences in Fisheries (STP) in Jakarta of the Ministry of Marine Affairs and Fisheries. STP is being supported to improve the educational offer on fish processing technology. A curriculum for community colleges in fish processing is being developed together with the Ministry of Maritime Affairs & Fisheries through Innocap (small scale innovative project). Within the Faculty of Economics and Management of Bogor Agricultural University (IPB) the capacity is strengthened to run agribusiness programmes. Support to the Faculty of Livestock Sciences of IPB has resulted in improvements in education, training and materials in animal logistics, involvement of private and public stakeholders and improved food safety transportation methods of poultry and livestock. In addition, three Innovative Capacity Building Projects (INNOCAP) funded by Nuffic (as part of NICHE) started in September 2017 related to capacity building of 11 SMK's in Agricultural Vocational Education.

**b. Identification of the needs (priority theme and education gap)**

**b.1. The selected priority theme**

OKP will continue to invest in food security by improving TVET in the agricultural sector. The focus is especially on vocational and pre-professional high schools (Sekolah Menengah Kejuruan or SMK) since the skills of the SMK graduates are perceived as insufficient by the labour market. Consequently the unemployment rate of SMK graduates has been the highest amongst all levels and streams of education in the last five years while agriculture still offers significant economic potential for Indonesia. Prioritising TVET within OKP is in line with the ongoing TVET pilot programme and Strategy Document of the Dutch Embassy ("Strategy Document of Netherlands – Indonesian Education Cooperation"), in which is stated that food security is an important pillar for the Indonesian economic policy and that a healthy agricultural sector requires quality vocational training with room for practical training and internships. A decreasing agricultural labour force and lack of well-prepared and skilled human resources are a great barrier for both the private sector and public sector to develop the agricultural sector in Indonesia. Thus, education should meet the demands of the private sector. Investing in vocational education in the agricultural sector contributes to 'continuous quality improvement', which is mentioned as an intended result in the Multi Annual Inter-Departmental Policy Framework 2017-2020 (MIB 2017-2020) of the embassy of the Netherlands (EKN).

The Multi-Annual Strategic Plan (MASP 2014-2017) of EKN, emphasises that horticulture and aquaculture in Indonesia have a tremendous potential to supply the domestic market and to become major export products. With the rising middle class, animal protein from poultry and fish will be increasingly in demand. In 2020 Indonesia and the Netherlands will have a strong commercial partnership in the field of agri-food and horticulture. This partnership will be based on investments by the Dutch private sector in Indonesia, and on cooperation between Dutch and Indonesian knowledge institutes. Other areas for collaboration mentioned are the reform in production in the agriculture and fisheries sectors as well as the processing sector and export through added value in food crops and cash crops (MASP 2014-2017).

Recent trade missions have contributed to the focus outlined above. An example is the Netherlands trade mission in November 2016 which led to the signing of a MoU between the Governments of Indonesia and the Netherlands. In this MoU it has been agreed to revitalise TVET in Indonesia.

The rationale behind the focus on TVET is the strong commitment of the Indonesian government to continue increasing human resources' quality and capacity through vocational education. Employability of vocational graduates is lagging; statistics issued by the Central Bureau of Statistics (BPS) recently show higher rates of unemployment among the more educated, particularly those with senior secondary education. More specifically, unemployment rates among the graduates of vocational senior secondary schools has been highest among all levels and streams of education in the last five years. Unemployment rate of SMK graduates stood at 8.92% in February 2018, higher than those of general senior secondary school at 7.19%, junior secondary school at 5.18%, and primary school at 2.82%. Out of 7.56 million of the total number of unemployment, 20.76% was SMK educated. Less than 40% of the Indonesian workforce are working in the "formal" economy, and only 20% of these have a proper work contract<sup>[2]</sup>, so it will be difficult for everybody to find wage employment.

To improve the quality of human resources, the Coordinating Ministry for Economic Affairs continues to formulate the Vocational Development Policy Roadmap. This roadmap is designed to encourage the realisation of a competent workforce facing the era of global competition. Agribusiness is one of the sectors prioritised in the Vocational Development Policy Roadmap. To that end, the Indonesian government expects cooperation from various parties to actively participate in supporting government programmes, especially in encouraging businesses and industries to participate in developing vocations.

## **b.2. Analysis of Food & Nutrition Security**

### *The provision of TVET-education in agriculture*

Post-secondary vocational education programmes are governed by the National Law on Education (UU 20/2003) and are under the supervision of the National Ministry of Education and Culture (MoEC). The vocational track of higher education is called professional education and is part of the higher education system (Sistem Pendidikan Tinggi) provided in higher education institutions such as polytechnics (Politeknik), tertiary-level high schools (Sekolah Tinggi) and even at universities in diploma study programmes. Graduates can earn diploma I, II, III and IV (the figures denote the length of study in years).

- Diploma I can currently be obtained in extended vocational programmes in certain vocational schools, so-called SMK Plus;
- Diploma I and II can be obtained in community colleges;
- Diploma III and IV can be acquired in polytechnics, vocational high schools; academies and in universities. Diploma IV is considered as equivalent to an academic bachelor's degree (Sarjana 1 or S1).

SMK-graduates gain a high-school diploma which can give them access to Diploma I-II-education. Following the strategy by the Indonesian government to increase food security through a better trained workforce at upper senior level education level, this CPI will focus primarily on the provision of education at SMK-level. It should be noted however, that SMK's should not be considered in isolation of post-secondary vocational education and the overall vocational educational system in Indonesia. (ref. annex 6). It should also be noted that the CPI will not focus on a particular value-chain within agriculture as the capacity needs are prevalent throughout agricultural education at SMK-level in general.

SMK-teaching has been subject to a decentralisation process that started in 2017, the first year that SMK's were governed and coordinated by the province, previously SMK's were governed by the districts. Since 2017 the governor decides about the production land for the schools on which businesses can demonstrate, teachers instruct, and students can practice techniques. This transfer of responsibility is an important element to take into account when considering the cluster policy on SMK's that is planned to take place as part of the revitalisation programme. The policy aims to reduce the number of SMK's, hence also the number of agricultural SMK's. The cluster policy envisages three categories of SMK's: 1) Reference schools (envisaged 60 or 70), functioning as a mirror for other SMK's and will adopt 5 schools. The reference school is the top and a model for others; 2) Regular schools (200 envisaged) and 3) Alliance schools. These are characterised by limited resources and account for around 70% of the total SMK's.

### ***The education and training gap of TVET-education in agriculture***

The findings of a desk study and identification mission conducted in 2017 inform the parameters for future interventions at two levels. On the one hand the findings on capacity gaps are relevant for interventions specifically tailored to SMK N2 Subang and SMK N5 Jember) which are the two pilot schools of the TVET pilot programme. Secondly, the reports provide insight in the main capacity gaps of the agricultural educational system at national level.

During consultations with local stakeholders as part of the identification process, the capacity gaps mentioned below emerged as priority areas for future interventions. OKP intends to address these priority areas through a variety of modalities.

#### *Curriculum*

The SWOT analyses conducted as part of the identification mission found that the national curriculum for SMK's has seen recent improvements with the introduction in 2017 of the block system<sup>28</sup> replacing the spiral system, providing more focus in the study programme and allowing for more hours in vocational training. However, a major concern is that the study programme does not meet with the demands from industry. Generally speaking, SMK graduates do not have the relevant knowledge, skills and competences to work for employers in agribusiness nor are they sufficiently prepared to start as productive small holder

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<sup>28</sup> In a block system, students take one class or a limited number of classes at a time in order to fully focus on the content area and gain a complete understanding before moving on to the next course.

farmers. TVET institutions tend to adjust slowly to industrial needs: of the 37 thousand study programmes, only 9,500 (25%) have a level A accreditation. More than 41% of study programmes have not been accredited (Ministry of Education and Culture, 2015).

SMK curricula contain a relatively small share of vocational content. The load of general subjects in the curriculum is significantly higher than vocational-related subjects (31 out of 48 hours per week) and allocated to general courses such as history, Bahasa Indonesia, religion, state education and English, leaving limited time for topics specifically related to agriculture. Recently a shift has taken place to include more hours of vocational training. However, skill-specific courses are still heavily outweighed by generic courses.

In addition, the study programme does not take a value chain approach in the supply of skills for production and downstream activities in agriculture. Collaborative project-work, interdisciplinary learning is almost absent although needed in the work floor as expressed by agribusinesses that have been consulted. In addition, most graduates are not able to work with Standard Operating Procedures (SOP's) that are used in businesses. As expressed during stakeholder consultations: 'the vocational parts of the various programmes should get connected to each other, to bring the student into contact with the need for multi-disciplinary thinking, problem solving and innovation.' Business owners, SMK-alumni and industries emphasised the need for practical and soft skills, entrepreneurial and marketing skills, as well as communication skills and a flexible working attitude. Considering the dominant presence of small medium enterprises (SME) in agriculture (formal and informal), market-oriented thinking, entrepreneurial skills and competences in agribusiness, maintenance, digital competences, green technology competences are urgently needed.

Another area of improvement in the curriculum is skills development through 'on the job training' (OJT). Until 2018, internships took place for three months usually during the second half of the second year with some guidance from teachers and the local company. Recently, SMK's introduced a four-year programme, enhancing opportunities for OJT. On Java, the first students with a 4-year study, will graduate in 2021.

District officials of the ministries of Manpower and Agriculture declare that although the service for job placement and mediation exists through their job service and the yearly organised job fairs; a small number of agriculture businesses participate in comparison with other sectors. In agribusiness recruitment is mainly done through personal relations and relations of existing employees.

#### *National competency standards*

Competency standards are the point of departure for developing the national curriculum and the training of teachers, as such these standards inform the quality of SMK-graduates in Indonesia.

The Indonesian Work Competence Standards (Standar Kompetensi Kerja Nasional Indonesia - SKKNI) are developed under the BNSP. BNSP is an independent institution to the government, however, financially and administratively BNSP is attached to the Ministry of Manpower and Transmigration (MoM). The SKKNI are developed by working groups with participation of

representatives of professional associations and/or companies to assure their relevance for the world of work. Ideally, the curricula of the study programmes of SMK's should be based on the SKKNI's, which are developed under contribution of industry and enacted by the MoM. The BSNP issues detailed curriculum guidelines and also develops nationally unified students' final examinations. Annex 6 describes the qualification network more elaborately.

Starting in 2007 the Indonesian Education Ministry has defined a comprehensive set of education standards comprising curriculum, competence, administration, financing, equipment, teaching staff, assessment standards, etc. The standards and SKNNI also inform the education of future teachers at SMK's and should be integrated in the minimum formal qualifications for teaching staff.

While the blue-print of the qualification framework appears to be well designed, the overall quality and relevance of the SKKNI is questionable and receives much criticism from stakeholders in the field. Both the desk-study as the identification mission made clear that the national competency standards for SMK are outdated and not in line with the demands of industry in various sub-sectors of the agri-sector requiring specialised job skills. As the SKNNI directly inform the training of future SMK-teachers, the quality of training is equally not up to standard and responsive to industry needs. These standards still require some effort until they can be met, especially those for equipment or for the qualification of teachers. Lastly, coordination between the ministries and agencies engaged in the curriculum and the SKNNI's does not structurally take place.

#### *Teacher-training<sup>29</sup>*

One of the main elements of the education gap at SMK's is the availability of competent teachers, more specifically, the number of so-called 'productive' teachers who are assigned to teach subject matters related to a specific vocation.

In 2005, a teacher law was enacted (Law No. 14/2005) which sets minimum formal qualifications for teaching staff and which requires teachers and lectures to acquire a teaching certificate (ref. annex 6 for a description of criteria). There are different avenues in the attainment of SMK-teacher certification. The most commonly pre-service certification path is provided by 'Pendidikan Profesi Guru' (PPG), a one-year teacher professional education after the bachelor's degree education programme.

A large section of in-service training of SMK-teachers is provided by actors such as Teacher Education Institutes (LPTK). Since recently, only the LPTK in Bandung offers courses related to agribusiness.<sup>30</sup> One of the most important stakeholders engaged in training, curriculum development and certification of teachers of agricultural is PPPPTK Pertanian Cianjur (P4TK or Vedca) which provides courses and on-site backstopping to SMK-teachers all over Indonesia. Vedca is also engaged in developing learning materials, compiling national competency standards and provision of content for national examinations.

Although the structure and policy for teacher's education and qualification is comprehensive and well established, the implementation leaves much room for improvement. A large

<sup>29</sup> Reference is made to annex 6

<sup>30</sup> <http://www.tvet-online.asia/issue/5/hanafi-et-al>, accessed at 19 February 2019

segment of teachers have insufficient access to in- or pre-service training. In addition, absorption capacity of the teaching institutions is limited, leaving many teachers without up-to-date knowledge and skills. The curricula for teacher training are generally poorly aligned with industry requirements.

A large proportion of SMK-teachers only have a bachelor's degree in specialised areas, a large minority has an education degree or a relevant training in education. Even fewer have experience in the business they are teaching in. Even though there is more attention for didactics, innovative student-centred teaching methodologies are not structurally applied. Companies, students and graduates clearly express a need for specialised knowledge and practical skills and adopt a more continuous exposure to various skills needed in related production and industries. Qualification of teachers is very much needed through more intensive exposure to skills and practices supported by quality materials in school labs, factories and libraries (See also progress report INPRESS No 9/2016). Other shortcomings are for instance, the lack of teachers exchange, the proficiency in English, and the lack of relevant books and learning materials for the specialisations/competences.

In addition, there is a lack of 'productive' teachers (in 2016, a total of 91.861 across all sectors was needed) who teach basic but specific skills related to a certain field of expertise (other categories are adaptive and normative teachers who teach generic courses). A major area of improvement is the development of teaching standards for productive teachers, as current standards and qualifications are based on the standards of normative-adaptive teachers who, given the nature of their subject-matter, require a different set of skills and competencies.

When considering the labour conditions of teaching staff, a challenging factor is the shortage in government employed teachers within SMK's, about half of the teachers is employed by government, the other half is privately employed. The way both type of teachers are contracted and receive additional incentives differs depending on their contract, which impacts on the performance and quality of teaching. However, both types of contracted teachers do not receive regular training in modern vocational pedagogy and vocational knowledge connected to opportunities offered in the geographic area of the school. Systematic support to continuous learning of teaching staff in both pedagogy as for vocational teaching is considered to be very weak, including the availability of recently published books for the teachers in their area of specialisation.

There is an uneven distribution of teachers over the various regions in Indonesia, with the 3T-regions (Frontier, Outermost, and Disadvantaged Regions) facing a disproportionately low number of qualified teaching staff. To overcome the shortage of teachers in remote areas, a SM3T-programme was developed, a government effort to send education personnel who just graduated in a Bachelor for Education to remote areas in Indonesia. Due to various reasons, the programme ended and prospective teachers taking part in PPG are no longer participants of the programme. The shortage of qualified teachers at SMK's in 3T-regions is still there.

**Table: Mapping of Knowledge and Capacity Gap**

| No | Capacity           | Gap  |
|----|--------------------|--|
| 1  | Institutional      | <ul style="list-style-type: none"> <li>§ Curriculum development</li> <li>§ Public-private partnerships</li> <li>§ Inter-ministerial communication</li> <li>§ Qualification &amp; certification framework</li> <li>§ Attractiveness of the agricultural sector</li> </ul> |
| 2  | Human Resources    | <ul style="list-style-type: none"> <li>§ Knowledge and skills of SMK teachers</li> <li>§ Lack of productive SMK teachers</li> </ul>  |
| 3  | Knowledge & skills | <ul style="list-style-type: none"> <li>§ Didactics</li> <li>§ Competence-based learning</li> <li>§ On the Job Training (OJT) / teaching factories</li> </ul>   |

### Gender & Diversity

#### *Food security and marginalised groups*

Rapid economic growth over the past ten years in Indonesia, coupled with significant government investments in social development, transformed the lives of millions of people and allowed the country to meet its Millennium Development Goal of halving the number of undernourished people by 2015.

Trends in economic growth, life expectancy and education are positive and food security improved between 2009 and 2016. Although the macro-economic sectors depict improvements, the distribution of wealth per capita at the grassroots level, is the opposite.

Development progress is not matched by equitable distribution of income across the nation, especially in those frontier, outermost and least developed regions, locally referred to as the '3T-regions'. At present 122 regions are referred to as 3T, it includes the regions in eight provinces in Aceh, Riau Archipelago, East Nusa Tenggara (NTT), East Kalimantan, West Kalimantan, North Sulawesi, Papua, and West Papua. Investments in social-economic development has been, and still is, primarily centred in Java and Bali. Java itself is packed with 60 percent of all Indonesian citizens (approximately 130 million) while the island only constitutes 7 percent of Indonesian territory.<sup>31</sup>

Poverty is concentrated in rural areas, where 14.3 percent of the population live below the poverty line. 58 out of 398 rural districts were found to be highly vulnerable to food insecurity and malnutrition is still widespread. Access to food is also uneven and influenced by factors like poverty and lack of infrastructure. High food prices – with rice being 50 to 70 percent more expensive than in neighbouring countries – compound the situation. As a result, 19.4 million people are unable to meet their dietary requirements. Stunting is prevalent among all income groups, with 37.2% of children under 5 are stunted. 30.8% of children between 6-59 months suffer from chronic malnutrition as measured in 2018.<sup>32</sup>

<sup>31</sup> <https://www.thejakartapost.com/academia/2016/06/07/address-frontier-regions.html>

<sup>32</sup> <https://www1.wfp.org/countries/indonesia>

As a response, the GoI has prioritised food security in 'The Grand Strategy of Agriculture Development (GSAD) 2015-2045', formulated as part of the constitutional mandate to achieve a dignified, independent, developed, fair and prosperous Indonesia by 2045. The Food Law enacted in 2012, strongly states that 'food Security in Indonesia has to be based on local food availability and food sovereignty. Indonesian policy of self-sufficiency has been defined as at least 90% self-sufficient. The implementation of the Food Security Policy is however still over weighted by political issues rather than improving accessibility to food, energy and nutritional issues which to date has not led to significant improvements in rural and marginalised areas.

#### *Regional differences in education provision by SMK's*

Indonesia has not yet achieved an equitable distribution of SMK schools across the country. There is wide variation in senior secondary provision across provinces. Indonesia has a total of 6800 sub-districts – of which 5853 have schools with senior secondary levels (86%). The more urbanised provinces such as Jakarta have approximately 300 students for every SMK school, whereas more rural provinces like Papua average nearly 400 students suggesting the access to such schools is more problematic in these provinces as schooling is concentrated in a few geographical areas. This is reflected in gross enrolment rates for vocational senior secondary schools, which range from around 65% in the more industrialised Yogyakarta and Jakarta to as low as 20% in the more rural and less developed Kalimantan, Aceh and Papua. In more than half of the provinces, the enrolment rates in SMK's average around 20%. Many provinces are a long way from the goal of providing 60% of learners enrolled in SMK's.

Access to vocational education in more remote provinces (3T-regions) is constrained by practical problems such as lack of intra-island transportation. The distance between Java and the outer islands hamper the physical construction/development of schools. Another major challenge is the lack of certified and capable teachers in SMK's. The teachers that are available, usually have not undergone schooling through the central government pre- or in-service programmes for teachers. The provision of quality education and learning in 3T-regions, is also limited by the inability of rural households to cover expenses for the financing of non-civil servant teachers which is the main source of non-salary operational finance of schools. In short, meeting the goal of providing vocational education evenly in all areas of Indonesia will be a challenge.<sup>33</sup>

In order to better provide basic services in the 3T-regions, the GoI has experimented with several affirmative policies. The SMK-3T program was designed around 2015 to help the regions to overcome the problem of the lack number of teachers to offer designated for pre-service teachers to teach in the Indonesian remote area for a year. This programme has stopped, no information could be found on the motivation to discontinue the programme even though positive results have been achieved. Other associated reforms have not yet resulted in significant quality improvements and may have actually increased the disparities between districts and, moreover, between schools within districts.

<sup>33</sup> OECD/Asian Development Bank (2015), Education in Indonesia: Rising to the Challenge, OECD Publishing, Paris. <http://dx.doi.org/10.1787/9789264230750-en>

### Gender

Labour division in agriculture sector is rather traditional and therefore an important cross-cutting aspect is gender equality and inclusiveness. A lot of jobs within the sector and especially a high number of informal jobs are typically female jobs such as food processing, packaging, hand labour for harvesting. Business owners and entrepreneurs in the formal sector usually are men, equally, cooperatives in the agricultural sector are usually male dominated.

When considering the position of women within the frame of education in the field of agriculture and agribusiness, several issues emerge that require attention. As in many other developing countries, female participation rates decline at higher levels of education, particularly in vocational schooling where the gender gap has been widening over the past 10 years. A review of gender parity in SMK's found a decline in the ratio of women to men of the past decade from 0.76 in 2000/01 to 0.71 in 2009/10 (ACDP, 2013a). This may be explained by the assumption that many of the courses offered by SMKs are regarded as male-oriented. Another factor that may explain the decline are social and cultural norms influencing the educational choice of parents and pupils. Gender stereotyping may be particularly prevalent in SMK's for agriculture.<sup>34</sup>

Other challenges concerning gender relations relate to the traditional role of female students who, generally, are not stimulated in taking up a leadership role in group work or presentations. Teachers tend to confirm underlying norms and values regarding a more traditional role of girls and women, equally so for teaching and learning materials. School policies for practical training and work placements usually are not engendered and do not take specific issues into account regarding mobility, image and identity. SMK's do have female teachers and staff, yet school management policies rarely take career development for female staff into account.

Since two decades the Gol has made serious attempts to take up gender equality and -mainstreaming at institutional level, evidenced a.o. by the establishment of a national Working Group on Gender Mainstreaming (Pokja Gender PUG) through the Directorate General of PAUDNI by MoEC and other structures which lead to established at provincial and district levels. To meet obligations set forth in international agreements and treaties, Indonesia adopted laws and regulations that promote gender equality in education. Currently policies related to gender mainstreaming is regulated by the Ministry of Women and Child, however, all ministries are mandated to integrate gender equality. A review conducted in 2013 recommended measures such as capacity building in gender at all levels to avoid gender stereotyping in text books, practice and training. The MoEC has introduced a special scholarship for female students at SMK's, it is not clear if this instrument is still being implemented at the time of writing of the CPI.

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<sup>34</sup> Idem.

### c. Harmonisation and coordination with (inter)national projects and programmes

Several bilateral cooperation programmes are supportive to vocational education development:

- VegIMPACT Next Level (2017-2019), a two-year program funded by the Dutch Embassy in Jakarta succeeds the vegIMPACT program that finished in 2017. VegIMPACT NL will train 30,000 farmers, develop and implement innovations in vegetable systems, and upgrade the agricultural vocational education and training system in Indonesia.
- GIZ (German Corporation for International Cooperation) recently completed a programme targeting 21 schools of which 15 SMK's and two in agriculture. Teaching factories were established, also one not too far from Subang (Punha, close to Bogor). GIZ's current focus is private sector engagement: Innovation and investment for inclusive Sustainable Economic Development (ISED). The main aim of ISED is employment promotion. VET is part of the programme in which they work closely with companies. The goal is employment creation in the value chain. The selected sector is tourism. Agriculture will be selected as a follow up sector, for promoting coffee, cacao, and rubber.
- INNOCAP: VET cooperation in agriculture in 11 SMK's, as from September 2017, under NICHE and NFP.

ADB (Asian Development Bank) and GIZ are cooperating together with RISTEKDIKTI on a new project, the 'Advanced Knowledge and Skills for Inclusive Growth Project (AKSI). AKSI aims to improve access, quality and relevance of Higher Education (HE) by supporting four universities – identified by RISTEKDIKTI – in the development of becoming a 'centre of excellence' for vocational training and education.

## IV. Envisaged Theory of Change and outcomes

Based on the analysis of needs and the consultations with the stakeholders, a theory of change for Indonesia for Water safety and Security & Rule of Law has been formulated. This ToC is based on the general [OKP ToC](#) and describes the way the OKP programme will contribute to the Dutch development cooperation policy as described [here](#). The OKP M&E framework is intended to make clear that all interventions within OKP should be geared to contribute coherently and measurably to common long term impacts, as defined by the Ministry of Foreign Affairs (<https://www.dutchdevelopmentresults.nl/theme/>).

The OKP programme in Indonesia aims to contribute to the following outcomes and impacts:

The following **long-term impact** will be aimed at:

### **Security and the Rule of Law:**

1. Rule of Law Strengthened: citizens are better able to access their rights through fair, efficient, impartial, independent and accountable institutions;

2. Peace processes & political governance: states, regional and local authorities and societies at large are able to effectively prevent and resolve conflict in a non-violent and inclusive manner;
3. Human Security: reduced levels of violence and levels of fear experienced.

**Water:**

1. Water is used sustainably and equitably, ensuring the needs of all sectors and the environment.

**Food & Nutrition security:**

1. Reduce malnutrition;
2. Promote agricultural growth;
3. Ecologically sustainable food systems.

The following **medium-term impact** will contribute to the long-term impact:

- (I) Education system (TVET/HE) is of good quality, relevant and accessible (SDG 4);
- (II) Partnerships between persons and organisations are inclusive and sustainable (SDG 17);
- (III) Organisations key to (sectoral) inclusive development of partner countries are strengthened by inflow of enhanced workforce.

This will be achieved by the following **outcomes**:

- A. TVET/HE organisations (in the selected partner countries and in NL) perform better their core tasks, firmly embedded in their environment (in line with country / regional specific labour market needs & aiming at inclusiveness);
- B. Enhanced knowledge and skills of individuals and organisations in line with country / regional specific labour market needs & aiming at inclusiveness (in partner countries and in the NL).

**Crosscutting issues** in all interventions are **gender, inclusion and the connection to the labour market**. Gender equality and inclusion of marginalised groups will be promoted through all levels of intervention: institutional, organisational, educational and individual. In addition, inclusion will be encouraged in Indonesia through partnerships between knowledge institutes on Java and institutes in peripheral areas of Indonesia.

Annex 2, 3 and 4 describe the Theory of Change and M&E-framework for SRoL, Water and Food Security.

## V. Articulation and calls

The OKP offers different kind of capacity building interventions (see Annex 1):

1. partnership projects between TVET and higher education institutions locally and in the Netherlands;
2. Tailor-Made Training (TMT) for groups;
3. individual scholarships for mid-career professionals;
4. Alumni events.

Nuffic will publish calls for institutional cooperation projects and group training. Based on those calls key organisations in Indonesia and in the Netherlands are invited to submit proposals that are aligned with the CPI and contribute to the ToC outcomes and impact in annex 2 and 3. Please refer to the [policy framework](#) that underlies the OKP and explanation of the various [OKP modalities](#).

For scholarships, please consult the [OKP scholarship website](#). For updates on calls and other OKP information, please register via the [OKP updates website](#).

Preliminary planning of implementation:

| Step                             | Planning              |
|----------------------------------|-----------------------|
| CPI published on Nuffic website  | 27 July 2018          |
| Call SRoL and Water published    | Q3 (September 2018)   |
| Selection partners               | Q4 2018               |
| Start of projects SRoL and Water | January 2019          |
| CPI including FNS published      | Q1 2019               |
| First call FNS                   | End Q1, start Q2 2019 |

## VI. Indicative budget for the programme

As a general indication, the agreed budget over the term of the programme is as follows:

| Period of implementation                 | FNS              | Water            | SRoL             | Total            |
|--|------------------|------------------|------------------|------------------|
| 2018 – 2022:                             | EUR              | EUR              | EUR              | EUR              |
|  | <b>2,000,000</b> | <b>2,000,000</b> | <b>5,000,000</b> | <b>9,000,000</b> |
| <i>Institutional projects &amp; TMT+</i> | 1,120,000        | 1,120,000        | 2,800,000        | 5,040,000        |
| <i>TMT and other group training *)</i>   | 180,000          | 180,000          | 450,000          | 810,000          |
| <i>Individual scholarships *)</i>        | 700,000          | 700,000          | 1,750,000        | 3,150,000        |
| <i>Alumni-activities</i>                 |                  |                  |                  | PM               |

\*) The budget for Tailor-Made Training, other group training and Individual scholarships is managed centrally and will be divided as much as possible evenly over all full programme countries provided that sufficient eligible and quality applications will be received.

*Note: The funds allocated to the programme as a whole and to each partner country's programme may be subject to change, and this may affect the above **indicative** budget. The budget may also change in line with political decisions taken by the Dutch authorities. As a consequence, Nuffic reserves the right to adjust this indicative budget and undertakes that, in this event, it will notify the relevant parties immediately.*

*Note: The TMT-modality is open for all topics within the water sector and is not limited to ICZM only.*

OKP promotes co-funding and matching of funds. Indonesia is classified by the OECD<sup>35</sup> as an LMIC-Country. Proponents applying for Tailor Made Trainings and Institutional Partnership projects are required to include co-funding in their proposals. This will contribute to reciprocity and ownership of results established within the collaboration between all partners. Integration of co-funding in the breakdown of budgets will be one of the assessment criteria in the selection of proposals. For Indonesia Nuffic will introduce a minimum level of co-funding as mandatory for applications as follows:

| % of Co-funding | In 2018 | In 2019 | In 2020 | In 2021 |
|-----------------|---------|---------|---------|---------|
| LMIC            | 5%      | 10%     | 15%     | 15%     |

*In forthcoming calls, more information will be given on the specific demands for co-funding.*

## VII. Monitoring programme progress

The organisations taking part in the OKP programme are asked to report on the progress of their projects and scholarships using a Results Oriented Monitoring tool that will be provided by Nuffic. They will also record their successes and setbacks so that lessons can be learned from them as part of an organisational learning approach.

Nuffic will monitor and evaluate the OKP at programme level and will regularly discuss progress with EKN and other stakeholders, especially regarding the progress achieved related to the outcomes indicated above and the successes and failures, together with suggestions for remedying setbacks and, if possible, redefining strategies and adjusting forecasts in line with the targeted outcomes.

If necessary, for example in the event of major changes, Nuffic will discuss proposed adjustments to the CPI with the embassy and other stakeholders which may lead to an adjusted CPI.

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<sup>35</sup> OKP countries are classified in accordance with the list of Development Assistance Committee ([DAC list](#)) of the OECD.

## Annex 1. Brief presentation of the OKP programme

The Orange Knowledge Programme (OKP) is the successor to the Netherlands Fellowship Programmes (NFP) and the Netherlands Initiative for Capacity Development in Higher Education (NICHE). The Orange Knowledge Programme merges the two preceding programmes into a single integrated approach, with the addition of new elements including increased involvement of alumni, attention to cooperation between knowledge organisations, and communication focusing on the presentation of results.

The main objective is to contribute to sustainable and inclusive development through the strengthening of organisations key to sectoral development in OKP partner countries. This will be achieved by developing the capacity, knowledge and quality of individuals as well as organisations both in the field of Technical and Vocational Education and Training and Higher Education (TVET/HE) and in other fields related to the priority themes in the OKP partner countries.

In order to reach this vision, the programme will focus on the following medium and long-term outcomes:

- education system (TVET/HE) is of good quality, relevant and accessible (SDG 4);
- organisations key to (sectoral) inclusive development of partner countries are strengthened by inflow of enhanced workforce;
- partnerships between persons and organisations are sustainable (SDG 17).

Reference is being made to the [Theory of Change for the OKP programme](#).

The programme will be implemented through three types of interventions:

- individual scholarships,
- group trainings and
- institutional projects.

In Indonesia the three instruments will be offered in the form of an integrated approach.

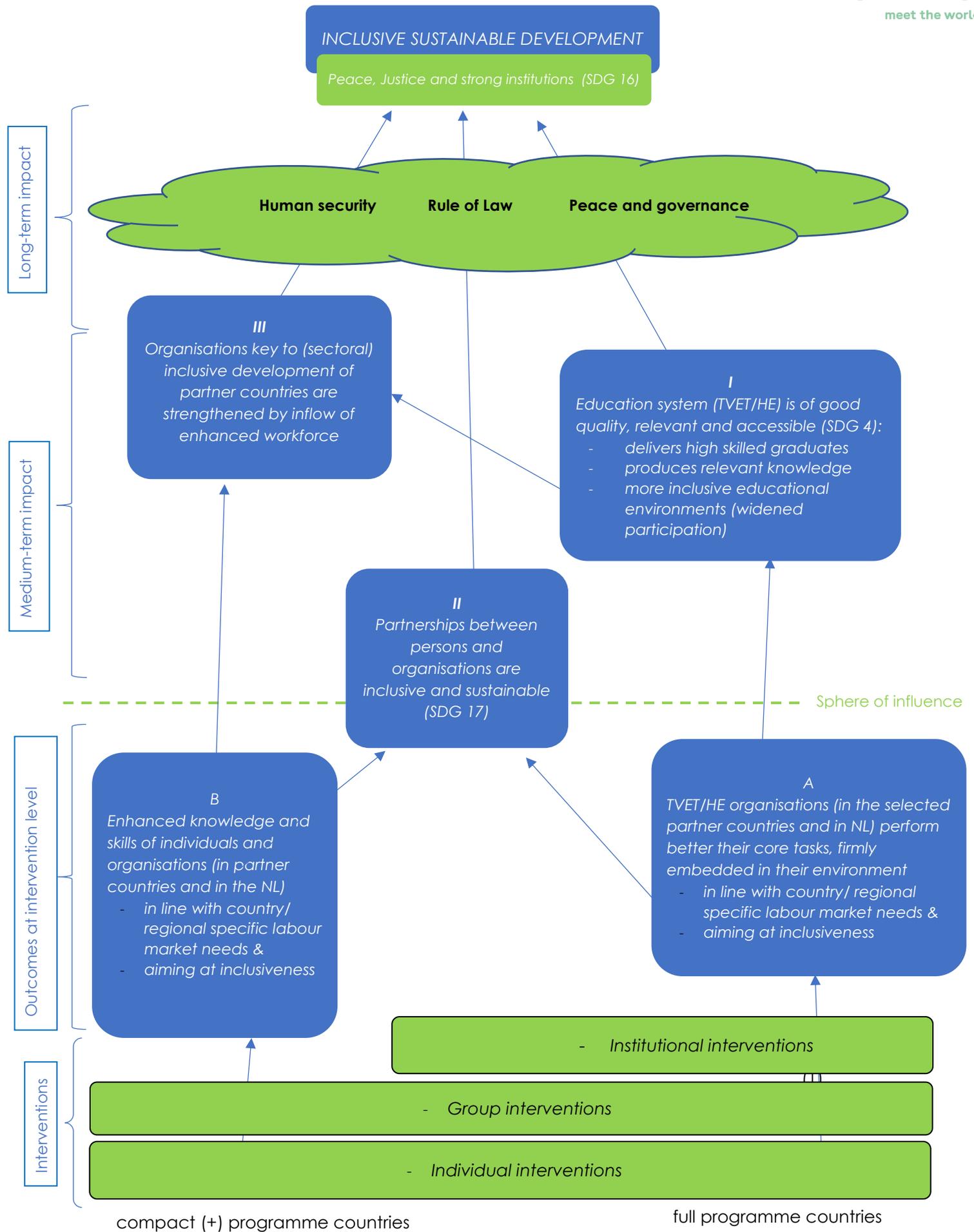
The following basic principles govern the programme:

- *Innovation:*  
Is key to the development and implementation of the programme and is incorporated in all aspects of the programme.
- *Reciprocity and equality:*  
More attention should be devoted to reciprocity and ownership should shift to the Technical and Vocational Education and Training and Higher Education (TVET/HE) organisations in partner countries. This means that the Southern partners play an active role in the design of collaboration projects, both as submitters and as reporters of progress. The new programme will also provide more opportunities for the joint funding of scholarships, training programmes or projects with the Southern region partners, reinforcing ownership and involvement.
- *Flexibility:*  
This concerns flexibility in implementing the programmes as far as themes, countries, duration and financing methods are concerned, depending on the demand and the

context. Flexibility is also required in any modifications that need to be made in response to changes in the context within which the programme is implemented.

- *Demand-driven approach:*  
Is key with regard to ownership, sustainability and the efficient use of resources. Important components include collaboration between Southern and Northern institutions, a comprehensive analysis based on available knowledge and reports, and the use of alumni.
- *Complementarity:*  
The Knowledge Development Programme must be closely aligned with other centralised and decentralised programmes.
- *Co-funding:*  
Where worthwhile and possible, the programme must stimulate co-funding.
- *Inclusion:*  
The programme provides opportunities for marginalised and discriminated groups and integrates a gender perspective.
- *Focus on results:*  
The programme focuses on presenting results stemming from knowledge development at individual, institutional and group levels.
- *Alumni:*  
The programme creates a connection between knowledge professionals in the Southern region and the Netherlands. The new programme therefore places greater emphasis on alumni policy in all instruments.

# Annex 2A. Theory of Change for SRoL of the OKP programme in Indonesia: Rule of Law and Peace & Governance



## Annex 2B. M&E framework Security & Rule of Law

This matrix is intended to make clear that all water interventions within OKP should be geared to contribute coherently and measurably to common long term impacts, as defined by the Dutch Ministry of foreign affairs (<https://www.dutchdevelopmentresults.nl/theme/srol>);

- It is important to be aware that this matrix is subject to adjustments, in line with the Dutch development policy;
- When designing an OKP/SROL intervention, projects have to **contribute at least to one long term impact**;
- The **indicators in bold** are compulsory;
- Nuffic is currently developing an online instrument based on this matrix intended to facilitate the monitoring and evaluation of OKP projects;
- When calls for proposals will be published per country, this matrix can be made more specific by focussing on specific long-term impact or choosing more compulsory indicators, depending on the country focus.

| Objective:<br>Contribute to promoting just, peaceful and inclusive societies and achieving legitimate stability through the strengthening of capacity, knowledge and quality of individuals as well as organisations in the fields of Technical and Vocational Education and Training and Higher Education (TVET/HE) in OKP partner countries. |  |  |   |
|--|--|--|---|
| Long-term impact at programme level (link with SROL ToC)   |  |  |   |
| Long term impact   | Long term impact indicator   | Medium-term indicator  | Outcome indicator (at project level)  |
| <b>1. Human Security:</b><br><br><b>Reduced levels of violence and levels of fear experienced</b>  | <ul style="list-style-type: none"> <li>- number of formal and informal security providers that perform their tasks more effectively, accountably, and are more transparent and responsive towards citizens and government</li> <li>- number of physical threats to personal safety are reduced and people are better able to cope with violence</li> <li>- number of violent extremist organisations that have become less attractive to vulnerable groups - especially youth - because better alternatives are available</li> </ul> | <ul style="list-style-type: none"> <li>- number and % of beneficiaries (f/m) who report a reduction in violent incidents in the area where they live</li> <li>- number and % of beneficiaries (f/m) who report they are feeling secure in the area where they live.</li> <li>- number and % of beneficiaries (f/m) who report increased levels of trust in security sector actors</li> <li>- number and % of beneficiaries who report having received positive service provision by formal and informal authorities with regard to human security</li> <li>- number and % of beneficiaries (f/m) who report that they have a more negative perception about violent extremist organisations</li> <li>- number of beneficiaries (f/m) from marginalised groups who report on reduced levels of violence and fear experienced</li> </ul> | <ul style="list-style-type: none"> <li>- number of policy influencing initiatives aimed at long-term stabilisation</li> <li>- number of beneficiaries with relevant knowledge and skills to support the formal security sector to strengthen reform processes that ensure increased accountability, transparency and gender-sensitivity</li> <li>- number of community-based security sector providers that have improved knowledge and skills to offer effective, accountable and responsive service to citizens and government</li> <li>- number of national/local authorities supported in addressing root causes and triggers of violent extremism, particularly through SROL (push factors)</li> </ul> |

|   |  |   |   |
|---|--|---|---|
| <p><b>2. Rule of Law Strengthened:</b></p> <p><b>Citizens are better able to access their rights through fair, efficient, impartial, independent and accountable institutions</b></p>   | <ul style="list-style-type: none"> <li>– number of citizens from all groups with increased awareness of rights and use of fair and effective formal and informal justice systems</li> <li>– number of legal frameworks that are revised</li> <li>– number of justice institutions that are better able to perform their tasks independently, fairly, effectively, accountably, and in better coordination</li> <li>– number of transitional justice mechanisms to more effectively address legacies of human rights violations and root causes that give rise to conflict</li> </ul> | <ul style="list-style-type: none"> <li>– number of beneficiaries (f/m) with access to justice [note: this is an official DGIS-indicator] (separate out: no. of women who present cases of sexual violence or domestic abuse)</li> <li>– number of beneficiaries (f/m) who have improved awareness of their rights and/or of how to address justice problems (claim, defend, and or recover rights)</li> <li>– number of beneficiaries (f/m) who access transitional justice mechanisms</li> <li>– number of beneficiaries (f/m) who have improved awareness of their rights</li> <li>– number of beneficiaries (f/m) from marginalised groups who have improved access to their rights and judicial service facilities.</li> </ul>  | <ul style="list-style-type: none"> <li>– number of beneficiaries with increased capacity to support policies that promote increase to access to justice</li> <li>– number of beneficiaries with increased capacity to provide (policy) advice on specialized topics such as informal justice, commercial justice, rehabilitation, juvenile justice, sharia, gender issues</li> <li>– number of justice innovations (e.g. scenario planning)</li> </ul>  |
| <p><b>3. Peace processes &amp; political governance:</b></p> <p><b>States, regional and local authorities and societies at large are able to effectively prevent and resolve conflict in a non-violent and inclusive manner</b></p> | <ul style="list-style-type: none"> <li>– number of inclusive peace agreements, conflict resolution and peacebuilding initiatives to reach and sustain peace</li> <li>– number of initiatives to support inclusive and accountable national and local governance</li> </ul>   | <ul style="list-style-type: none"> <li>– number and % conflicts that are addressed and resolved by community structures by the programme (note: this is an ARC indicator)</li> <li>– number and % of beneficiaries (f/m) who feel that community grievances of targeted groups (e.g. women, youth or a specific ethnic group) are effectively addressed (note: this is an ARC indicator)</li> <li>– participation (and satisfaction) in governance processes (political decision-making, mediation and dialogue) by representation of various groups, with special reference to women and youth</li> <li>– perception on accountability/transparency of governance structures</li> <li>– number and % of beneficiaries (f/m) who feel represented by the government structures</li> </ul> | <ul style="list-style-type: none"> <li>– number of national and/or local level conflict resolution and peacebuilding mechanisms supported</li> <li>– number of beneficiaries with increased knowledge and skills to support policy influencing of in-country and regional conflict resolution and peacebuilding interventions</li> <li>– number of beneficiaries with increased knowledge and skills to support interventions at national level to increase civil society engagement and at local level to increase community engagement in political decision-making</li> <li>– number of beneficiaries with improved capacity for policy influencing on aspects of political governance and state building</li> </ul> |

| Medium-term impact   | Indicator  |
|--|--|
| <p><b>I. Education system (TVET/HE) is of good quality, relevant and accessible</b></p> <ul style="list-style-type: none"> <li>- <b>delivers high skilled graduates</b></li> <li>- <b>produces relevant knowledge</b></li> <li>- <b>more inclusive educational environments (widened participation)</b></li> </ul> | <ul style="list-style-type: none"> <li>→ <i>Education</i> <ul style="list-style-type: none"> <li>- <b>number of knowledge institutions that perform better</b></li> <li>- <b>number of graduates (self) employed (male/female)</b></li> <li>- number of jobs supported/created</li> <li>- number of revised/newly developed curricula in NL and/or Southern partner organisation that integrate research results</li> <li>- number of knowledge institutions with an increased participation of students from minorities</li> <li>- education system represents needs of labour market/gender</li> <li>- graduate satisfaction (employed/non employed/self-employed) (male/female)</li> <li>- <b>employers' satisfaction over the graduates' skills and knowledge</b></li> </ul> </li> <li>→ <i>Research</i> <ul style="list-style-type: none"> <li>- number of research results/contributions translated into policy advice at national, regional or local level</li> </ul> </li> <li>→ <i>Society</i> <ul style="list-style-type: none"> <li>- <b>number of beneficiaries reached with knowledge, skills and techniques (indirectly**)</b></li> <li>- number of services to community (indirectly**)</li> <li>- number of businesses co-investing in activities</li> <li>- number of improvements in (inter)national policies/laws (indirectly**)</li> </ul> </li> </ul> |
| <p><b>II. Partnerships between persons and organisations are inclusive and sustainable</b></p>   | <ul style="list-style-type: none"> <li>- <b>number of MoUs or other types of formal collaboration agreements exist 1, 3, 5 years after end of project</b></li> <li>- number of joint (research) proposals submitted and financed</li> <li>- number of joint publications</li> <li>- number of joint/double degrees offered</li> <li>- <b>number of academic staff of partner country still cooperates with academic staff of other education organisation(s)</b></li> <li>- number of scholarship holders that became members of the alumni association of their host university (of applied sciences) (male/female) (NL/other)</li> <li>- number of Dutch training education organisations that have improved their training methods</li> <li>- number of staff of Dutch training education organisations that have gained new insights and ways of working</li> </ul>  |
| <p><b>III. Organisations key to (sectoral) inclusive development of partner countries are strengthened by inflow of enhanced workforce</b></p>   | <ul style="list-style-type: none"> <li>- <i>Individual</i> <ul style="list-style-type: none"> <li>- <b>% of alumni who state that they have applied in their workplace the knowledge and skills gained from the interventions</b></li> <li>- % of alumni promoted to more strategic positions within their own organisation or other organisation</li> <li>- narratives from alumni on policy and procedural changes, inclusive development, and innovations as a result of interventions</li> </ul> </li> <li>- <i>Organisational</i> <ul style="list-style-type: none"> <li>- % employer satisfaction on suitability of the training for the organisation</li> <li>- <b>% of alumni still employed by the organisation that nominated them</b></li> <li>- <b>% employers that states that their department/organisation has become more effective because of OKP intervention</b></li> <li>- % of alumni who have applied the acquired knowledge and skills within their working environment</li> </ul> </li> </ul>  |

|  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>- testimonials from employers on organisational changes (implemented procedure/techniques, work ethic etc. due to trained staff (critical mass))</li> </ul> |
|--|--|

\* Direct: target group who have been reached during project period by the new or revised outreach programme or have followed the new or revised curricula/short courses.

\*\* Indirect: target group reached beyond the project period by graduates of the new or revised curricula/short courses.

| Outcomes at project level   |  |
|---|--|
| Outcome   | Indicator  |
| <b>A. TVET/HE organisations (in the selected partner countries and in NL) perform better their core tasks, firmly embedded in their environment, in line with country/regional specific labour market needs &amp; aiming at inclusiveness</b> | <ul style="list-style-type: none"> <li>➔ <i>Education</i> <ul style="list-style-type: none"> <li>- <b>number of knowledge institutions supported directly</b></li> <li>- increased participation of students from minorities</li> <li>- <b>number of teachers/ trainers have gained qualitative and relevant knowledge and skills to develop and offer the revised/developed study programmes (# trainers trained, male/female/minorities/PhD/MSc/short training)</b></li> <li>- number of graduates delivered (male/female/minorities degree/non-degree) (directly*)</li> <li>- number of curricula for degree, non-degree and short courses revised/newly developed</li> <li>- number of students enrolled in revised/newly developed study programmes (male/female)</li> <li>- student satisfaction (male/female)</li> </ul> </li> <li>➔ <i>Research</i> <ul style="list-style-type: none"> <li>- number of research strategies/agenda/methodologies revised/strengthened and implemented</li> <li>- number of relevant publications (level, gender, inclusion)</li> <li>- number of relevant innovations</li> </ul> </li> <li>➔ <i>Society</i> <ul style="list-style-type: none"> <li>- number of beneficiaries reached with knowledge, skills and techniques (directly*)</li> <li>- number of MoUs or other types of collaboration agreements signed (education, private, public, surrounding community) (in NL, own country, other country)</li> <li>- number of students performing an internship or practical work (male/female)</li> <li>- number of SMEs supported</li> <li>- number of improvements in (inter)national policies/laws (directly*)</li> </ul> </li> <li>➔ <i>Organisational</i> <ul style="list-style-type: none"> <li>- <b>improved gender equality and gender awareness in the knowledge institution</b></li> <li>- number of organisations revised/developed and implemented a strategic plan</li> <li>- number of organisations revised/developed institutional mechanism for quality assurance</li> <li>- number of organisations with a revised/developed system to register and monitor its alumni</li> <li>- number of organisations have developed and implemented a system to regularly survey the satisfaction of students, short courses participants, graduates and/or employers</li> <li>- number of laboratories established/strengthened</li> </ul> </li> </ul> |

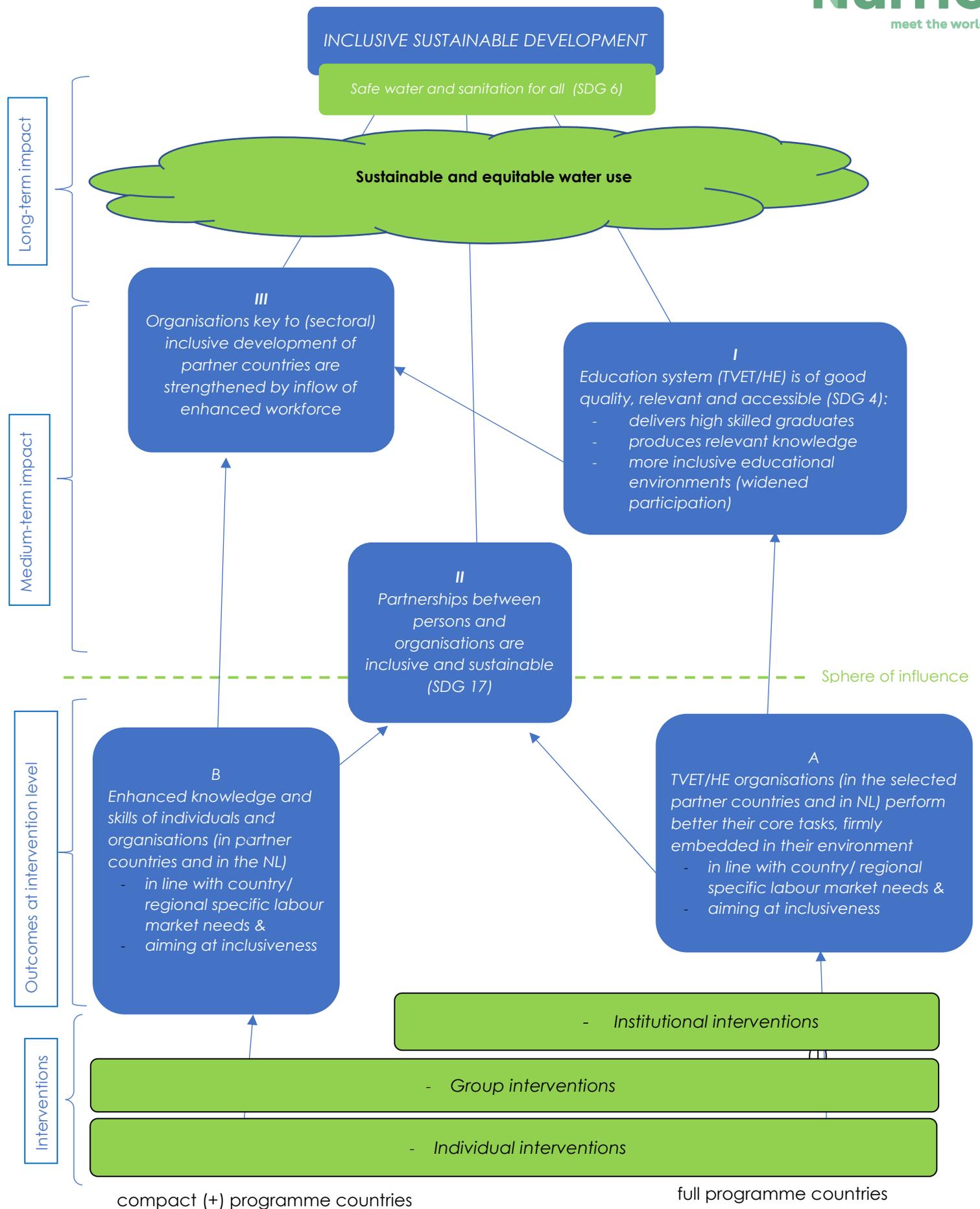
|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>- number of libraries/resource centres established/strengthened</li> <li>- % of men and women in management of faculty/department</li> <li>- % of men and women of teaching staff of faculty/department</li> <li>- number of organisations with improved policies or procedures to encourage access to education of minorities</li> <li>- <b>diversity in participation of project activities for management and teaching staff (i.e. balance junior/senior staff, women/men, minorities)</b></li> <li>- number of organisations with policies and procedures to ensure an environment which is gender sensitive</li> <li>- number of organisations with policies and procedures to ensure an environment which is conducive for minorities</li> </ul> |
|--|---|

|   |   |
|---|---|
| <p><b>B. Enhanced knowledge and skills of individuals and organisations (in partner countries and in the NL) in line with country/regional specific labour market needs &amp; aiming at inclusiveness</b></p> | <ul style="list-style-type: none"> <li>→ <i>Individual</i> <ul style="list-style-type: none"> <li>- <b>number of scholarship holders that have successfully completed course/training (level/male/female/minorities)</b></li> <li>- % scholarship holder's/alumni satisfaction</li> <li>- % of scholarship holders/alumni employed post-study within region and same employer (men/women)</li> <li>- % of scholarships awarded to women</li> <li>- % of scholarships awarded to minorities</li> <li>- % of quota for scholarships for women</li> <li>- % of quota for scholarships for minorities</li> <li>- number of stimulating measures/extra facilities aimed at preparation, supervision and aftercare of female candidates</li> <li>- number of stimulating measures/extra facilities aimed at preparation, supervision and aftercare of minorities</li> <li>- % alumni who state that they have acquired new knowledge and skills; e.g. problem solving, effective communication</li> <li>- % alumni who are promoted to a more strategic position post-study</li> <li>- changes in personal, academic and professional attitudes and attributes through training and education programmes</li> <li>- improved gender equality and gender awareness in the workplace</li> </ul> </li> <li>→ <i>Organisational</i> <ul style="list-style-type: none"> <li>- <b>number of organisations strengthened by individual and/or group training (private/public)</b></li> <li>- % of alumni who have applied the acquired knowledge and skills within their working environment</li> <li>- employers satisfaction on the added value of return scholars to the initial working environmental</li> <li>- number of organisations with institutional mechanism for quality assurance</li> <li>- number of organisations developed and implemented a gender strategy</li> </ul> </li> </ul> |
|---|---|

\* Direct: target group who have been reached during project period by the new or revised outreach programme or have followed the new or revised curricula/short courses.

\*\* Indirect: target group reached beyond the project period by graduates of the new or revised curricula/courses.

# Annex 3A. Theory of Change for Water of the OKP programme in Indonesia



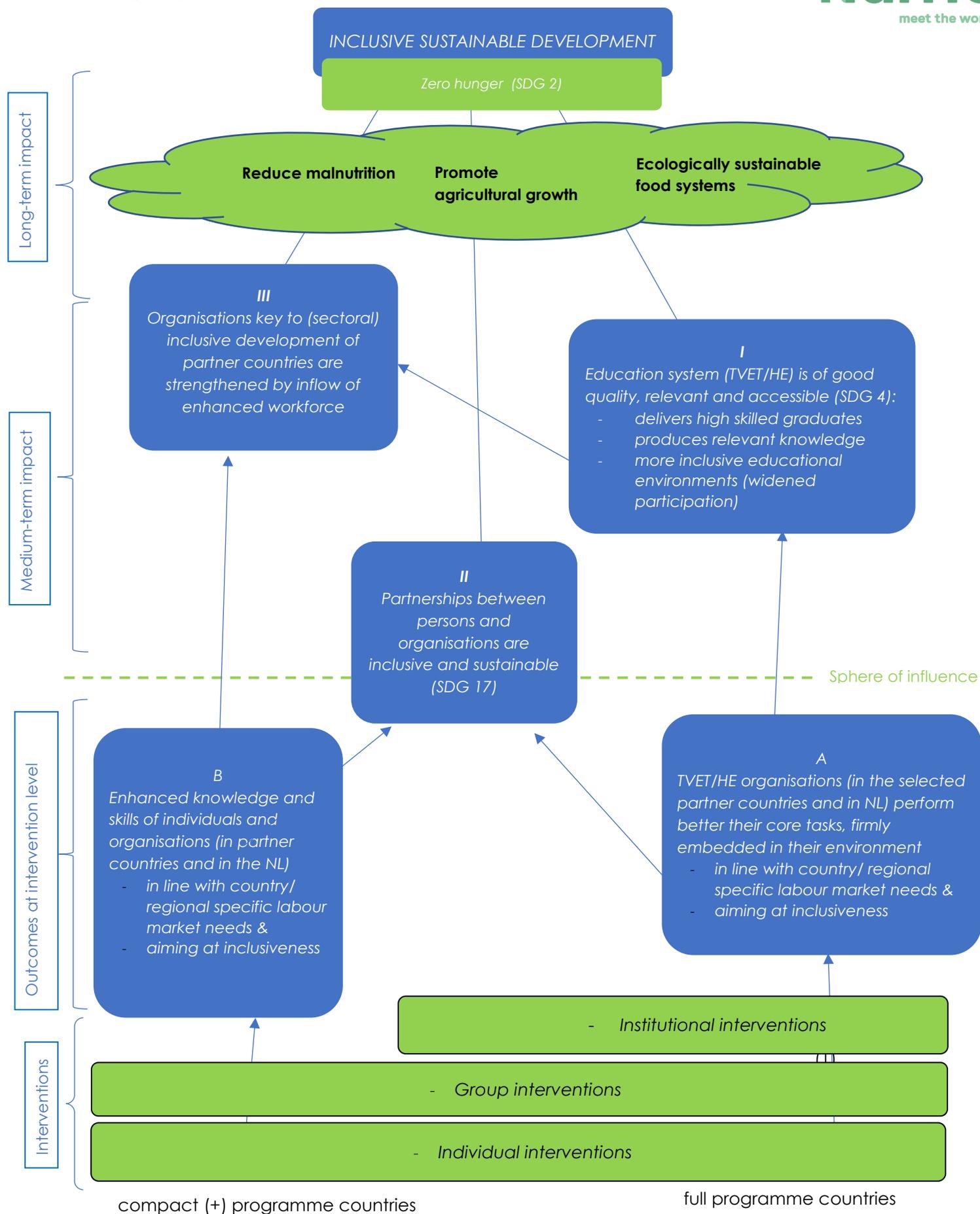
### Annex 3B. M&E Framework for Water safety/coastal zone management

- This matrix is intended to make clear that all water interventions within OKP should be geared to contribute coherently and measurably to common long term impacts, as defined by the Dutch Ministry of foreign affairs (<https://www.dutchdevelopmentresults.nl/theme/water>);
- This M&E Framework is based on the M&E Framework for Water of the Dutch Ministry of Foreign affairs. These objectives and indicators are a selection of the specific sub-theme. The overall M&E-framework for Water will become available on the website of Nuffic.
- It is important to be aware that this matrix is subject to adjustments, in line with the Dutch development policy;
- Nuffic is currently developing an online instrument based on this matrix intended to facilitate the monitoring and evaluation of OKP projects;
- When calls for proposals will be published per country, this matrix can be made more specific by focussing on specific long-term impact or choosing more compulsory indicators, depending on the country focus.

| Objective:<br>Contribute to ensuring availability and sustainable management of water and sanitation for all (SDG 6) through the strengthening of capacity, knowledge and quality of individuals as well as organisations in the fields of Technical and Vocational Education and Training and Higher Education (TVET/HE) in OKP partner countries. |  |  |  |
|---|--|--|--|
| Long-term impact at programme level (link with Water ToC of MoFA)   |  |  |  |
| Long term impact  | Long term impact indicator   | Medium-term indicator (at country level)   | Outcome indicator (at project level)   |
| <b>1) Water is used sustainably and equitably, ensuring the needs of all sectors and the environment</b>  | Number of people having enough water of good quality throughout the year | <ul style="list-style-type: none"> <li>- number of river basin delta organizations supported on water management (indirectly)</li> <li>- number of professionals trained in water management (indirectly)</li> <li>- number of people benefitting from operational plans for integrated water resources management of basins (indirectly)</li> <li>- area of basins with an operational plan for integrated water resources management (indirectly)</li> <li>- number of people supported for protection against floods (indirectly)</li> <li>- number of people supported for improved irrigation and drainage (indirectly)</li> <li>- number of people supported for improved watershed protection (indirectly)</li> <li>- number of people supported for safe drinking water and adequate sanitary facilities (indirectly)</li> </ul> | <ul style="list-style-type: none"> <li>- number of river basin delta organizations supported on water management (directly)</li> <li>- number of professionals trained in water management (directly)</li> <li>- number of people benefitting from operational plans for integrated water resources management of basins (directly)</li> <li>- area of basins with an operational plan for integrated water resources management (directly)</li> <li>- number of people supported for protection against floods (directly)</li> <li>- number of people supported for improved irrigation and drainage (directly)</li> <li>- number of people supported for improved watershed protection (directly)</li> <li>- number of people supported for safe drinking water and adequate sanitary facilities (directly)</li> </ul> |

**Please note: For the medium-term impact (incl. indicators) and Outcomes at project level, please refer to the table above included in the SROL-framework (this is a generic table, not linked to a specific theme).**

# Annex 4A. Theory of Change for Food & Nutrition Security of the OKP programme in Indonesia



## Annex 4B. M&E Framework for Food & Nutrition Security

- This matrix is intended to make clear that all FNS interventions within OKP should be geared to contribute coherently and measurably to common long term impacts, as defined by the Ministry of Foreign Affairs of the Netherlands (<https://www.dutchdevelopmentresults.nl/theme/food>);
- It is important to be aware that this matrix is subject to adjustments, in line with the Dutch development policy;
- When designing an FNS intervention, projects have to **contribute at least to one long term impact**;
- The **indicators in bold** are compulsory;
- Nuffic is currently developing an online instrument based on this matrix intended to facilitate the monitoring and evaluation of OKP projects;
- When calls for proposals will be published per country, this matrix can be made more specific by focussing on a specific long-term impact or choosing more compulsory indicators, depending on the country focus.

| Objective:  |   |  |   |
|---|---|--|---|
| Contribute to End hunger, achieve food security and improved nutrition and promote sustainable agriculture (SDG 2) through the strengthening of capacity, knowledge and quality of individuals as well as organisations in the fields of Technical and Vocational Education and Training and Higher Education (TVET/HE) in OKP partner countries. |   |  |   |
| Long-term impact at programme level (link with FNS ToC)   |   |  |   |
| Long term impact  | Long term impact indicator  | Medium-term impact indicator   | Outcome indicator (project level)   |
| <b>1) Reduce malnutrition</b>   | Number of people lifted out of undernourishment   | <ul style="list-style-type: none"> <li>- number of undernourished people with improved food intake (indirectly**)</li> <li>- number of undernourished people with improved access to healthy/diverse food (indirectly**)</li> <li>- number of undernourished people whose nutritional situation became more resilient to shocks (indirectly**)</li> </ul>  | <ul style="list-style-type: none"> <li>- number of undernourished people with improved food intake (directly*)</li> <li>- number of undernourished people with improved access to healthy/diverse food (directly*)</li> <li>- number of undernourished people whose nutritional situation became more resilient to shocks (directly*)</li> </ul>  |
| <b>2) Promote agricultural growth</b>   | Number of family farms (sub-sector, male/female, age: % < 35) that doubled their productivity and/or income | <ul style="list-style-type: none"> <li>- number of family farms (sub-sector, male/female, age: % &lt; 35) with increased productivity and/or income (indirectly**)</li> <li>- number of family farms (sub-sector, male/female, age: % &lt; 35) with improved access to input and/or output markets (indirectly**)</li> <li>- number of family farms (sub-sector, male/female, age: % &lt; 35) whose farming enterprise became more resilient to shocks (indirectly**)</li> </ul> | <ul style="list-style-type: none"> <li>- number of family farms (sub-sector, male/female, age: % &lt; 35) with increased productivity and/or income (directly*)</li> <li>- number of family farms (sub-sector, male/female, age: % &lt; 35) with improved access to input and/or output markets (directly*)</li> <li>- number of family farms (sub-sector, male/female, age: % &lt; 35) whose farming enterprise became more resilient to shocks (directly*)</li> </ul> |

|  |   |   |  |
|--|---|---|--|
| <b>3) Create ecologically sustainable food systems</b> | Number of hectares of farmland converted to sustainable use | <ul style="list-style-type: none"> <li>- number of hectares of farmland used more eco-friendly (indirectly**)</li> <li>- number of hectares of farmland that became part of improved watershed/landscape management (indirectly**)</li> <li>- number of hectares of farmland that agro-ecologically became more resilient to shocks (indirectly**)</li> </ul> | <ul style="list-style-type: none"> <li>- number of hectares of farmland used more eco-friendly (directly*)</li> <li>- number of hectares of farmland that became part of improved watershed/landscape management (directly*)</li> <li>- number of hectares of farmland that agro-ecologically became more resilient to shocks (directly*)</li> </ul> |
|--|---|---|--|

\* Direct: target group who have been reached during project period by the new or revised outreach programme or have followed the new or revised curricula/short courses.

\*\* Indirect: target group reached beyond the project period by graduates of the new or revised curricula/short courses.

**Please note: For the medium-term impact (incl. indicators) and Outcomes at project level, please refer to the table above included in the SROL-framework (this is a generic table, not linked to a specific theme).**

## Annex 5. Description of the identification process

The identification of the selected priority theme in Indonesia was made upon consultation with the Embassy of the Kingdom of the Netherlands (EKN) in Jakarta. The Embassy Multi-Annual Interdepartmental Policy Framework (MIB) 2017 – 2020 served as point of departure to identify the main priority themes. Referring to the MIB, the Dutch Government in Indonesia is engaged in the following areas: (1) peace, security and stability (2) international legal orders and human rights (3) sustainable trade and investments (4) sustainable development, food security and water (5) partnership and higher education (6) consular advocacy and international promotion of Dutch values and interests. In the country compact scan conducted by Nuffic, these themes were narrowed-down to three bilateral priority themes for capacity building: (1) water (2) agriculture and (3) security and rule of law.

### *SRoL*

The Indonesia – Netherlands Rule of Law and Security Updates (INLU) held in January 2018 served as a first point of reference for the identification process of SRoL. In April 2018 a stakeholder meeting was held to validate the priorities and capacity gaps identified by EKN and by the INLU. These meetings were followed up by validation meetings with The Ministry of Law and Human Rights, Commission of Corruption Eradication (*Komisi Penanggulangan Korupsi*), Constitutional Court (*Mahkamah Konstitusi*), University of Indonesia, Gadjah Mada University, Airlangga University, Padjajaran University.

### *Water*

Consultations have been held with the sector specialist of the EKN in Indonesia, and representatives for the NCICD and RVO in Indonesia respectively. These consultations have been followed by validation meetings with the Central Java Province and affiliated university.

These documents including but are not limited to the Memorandum of Understanding (MoU) Indonesia – the Netherlands, The Multi-Annual Strategic Plan (2014-2017), Country Compact Scan and report of the Indonesia – Netherlands Rule of Law and Security Updates 2018.

### *Food security*

The identification of the needs within food security has been a continuous process since April 2016 when the MoU between the Netherlands and Indonesia was signed on the joint intention to extend cooperation between both countries to vocational education and training. The starting point has been the needs assessment which was commissioned by the embassy of the Netherlands in 2017. Nuffic Neso has been assigned by the Dutch Embassy as the coordinating body for the MoU and as such has been part of a Steering Committee In Indonesia responsible in overseeing joint interventions to strengthen TVET-education. Continuous consultations with relevant stakeholders have taken place within the framework of the MoU Green TVET, which have informed the identification of the capacity gaps as outlined in this CPI.

## Annex 6. Background information – Food & Nutrition Security

### *The TVET educational system*

The TVET system implementation and development in Indonesia involves multiple institutions, including line ministries, non-ministerial public institutions, as well as private entities. At the policy level, two coordinating ministries, i.e. Coordinating Ministry for Economic Affairs (CMEA) and Coordinating Ministry for Human Development and Cultural Affairs (CMHDC) plus the National Development Planning Agency (BAPPENAS) play a role in coordinating policy making. At a more technical level, there are Ministry of Education and Culture (MoEC), Ministry of Research, Technology, and Higher Education (MORTHE), Ministry of Manpower (MOM), Ministry of Agriculture, and Ministry of Industry (MOI). Besides those, there is the National Board for Professional Certification (BNSP) to organise implementation of professional certification at the national level. MoEC develops policy, including curriculum, evaluation system, and conducts quality assurance system for vocational schools. The Ministry of Manpower manages the implementation of much of the non-formal vocational training by means of the Work Training Center (BLK) and oversees the BNSP. The Ministry of Agriculture manages some industry specific vocational schools and polytechnics. The high number of engaged ministries and agencies present real challenges in terms of coordination to achieve coherence in policy to operational implementation of technical and vocational education and training nationally.

### *Competency standards*

The qualification framework (Kerangka Kualifikasi Nasional Indonesia - KKNi) has 9 levels, SMK being at level 2. Each of the Diploma-variants has its own level, and the D4 certificate lies together with the BNSP, besides being responsible for the development of SKKNI, also develops the framework for competence certification against SKKNI. The corresponding institutions at the provincial level are the Coordination Agencies for Professional Certification (Badan Koordinasi Sertifikasi Profesi - BKSP). BKSP does not exist in all of the 33 provinces. BKSP are tripartite institutions, governed by government, employers and employees organizations. The driving force in BKSP usually is KADIN, the Indonesian Chamber of Industry and Commerce. The function of BKSP is to coordinate all stakeholders of professional certification at the provincial level, to drive the application of professional certification and the creation of Professional Certification Institutes (Lembaga Sertifikasi Profesi - LSP) as well as the recruiting of assessors. LSP are often run by training institutes, professional associations or educational institutions. LSP need a certification by BNSP, and the assessors who do the certification work, need an accreditation by BNSP<sup>36</sup>.

### *Teacher training/criteria*

Teachers are required to meet several criteria, namely (1) having a minimum undergraduate academic qualification (SI) or fourth diploma (D IV); (2) master competence; (3) having an educator's certificate; (4) physically and mentally healthy; and (5) have the ability to realize the goals of national education. According to the act, becoming a professionally certified

<sup>36</sup> <https://www.unevoc.unesco.org/go.php?q=Indonesia>

teacher prerequisites four distinct competencies: pedagogic competence, personality competence, social competence and professional competence.

The in-service teacher certification is performed by universities which operate teacher education study programmes. Participants who not pass the minimum score should enrol the PLPG program. PLPG – stand for 'Pendidikan dan Latihan Profesi Guru' (Teacher Professional Education) – means a short course on some main competencies of the teacher profession to refresh their knowledge and pedagogical skill, including class action research. This certification model exists next to the pre-service teacher certification via PPG. PPG – stand for 'Pendidikan Profesi Guru' – which is a one-year teacher professional education after the bachelor's degree education programme. In terms of sustaining teacher professionalism the Continuously Professionalism Development (CPD)-programme is essential during the teaching career, consisting of (1) continuing professional development / CPD; (2) regular competency test; (3) performance assessment; and (4) career promotion.<sup>37</sup>

To safeguard the quality of the teachers, the MoEC in collaboration with the BNSP has established seven Second Party Professional Certification Agencies (LSPP2) where productive teachers in SMK's undergo competence certification according to the field of skills they teach.

In an attempt to improve the quality of teaching in Indonesian schools, a national programme of teacher certification commenced in 2007. The aim is to upgrade teacher qualifications over a five to seven- year period, to achieve a minimum standard for all school teachers at degree level and higher education lecturers at postgraduate level.<sup>38</sup>

The upgrading of many teachers in a brief period has required a massive in-service programme using teacher training universities as providers. With resources stretched to the limit, serious questions have arisen about the quality of this training. Teacher certification is directly linked to salary increases and as a result an informal payment-for-results system has allegedly developed. Meanwhile the teachers' union, representing senior teachers, lobbied the government to soften its policy, enabling experienced teachers to gain certification on the basis of portfolio assessment rather than academic achievement or professional competence. The result is that the aim of increasing quality in the teaching force has been seriously compromised in the short term while the cost of the programme remains high.<sup>39</sup>

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<sup>37</sup> <http://penerbit.uthm.edu.my/ojs/index.php/JIET/article/viewFile/1499/1110>

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<https://www.researchgate.net/publication/316014298> Indonesia the challenges of quality and equity in education

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<https://www.researchgate.net/publication/316014298> Indonesia the challenges of quality and equity in education

## Annex 7. Other references

### Indonesia's education system: a brief overview

The Indonesian Government hopes to develop a 'world-class' education system by 2025. However, numerous assessments of the country's education performance suggest that it still has a long way to go before it will achieve this goal. Many Indonesian teachers and lecturers lack the required subject knowledge and pedagogical skills to be effective educators; learning outcomes for students are poor; and there is often a disparity between the skills of graduates and the needs of employers. From almost 4,500 universities, only about 25 have a ranking that measures up to international standards, and only 3 are in the top 500. The main challenge for Indonesia is how to improve the quality of its education system.

State educational institutions dominate the education system, particularly at primary and junior secondary levels. However, the private sector also plays a significant role, accounting for around 48 per cent of all schools, 31 per cent of all students, and 38 per cent of all teachers. It also accounts for 96 per cent of all higher education institutions (HEIs) and almost 63 per cent of higher education enrolments. The state educational system is mostly non-sectarian although it includes some religious (typically but not only Islamic) schools and HEIs. The private educational system, by contrast, is dominated by religiously oriented schools and HEIs, in particular those associated with Indonesia's two major Islamic social organisations, Muhammadiyah and Nahdlatul Ulama, although it also includes non-religious commercially oriented institutions especially in higher education. Generally, state educational institutions are considered to be of higher quality than private educational institutions although there is great variation among both public and private institutions.

Responsibility for managing the education system has changed significantly over time. Under the New Order, the regime that ruled Indonesia from 1965 to 1998, education was highly centralized. The Ministry of Education and Culture had primary responsibility for managing all levels of the education system with a number of other central government ministries and agencies also playing significant roles. In 2001, the central government transferred authority over education policy and management to district-level governments in line with decentralization, although this shift did not extend to higher education. The Directorate-General of Higher Education within the Ministry of Education and Culture continued to coordinate, supervise, and direct all state and private HEIs while the Ministry of Religious Affairs maintained close oversight of the network of religious HEIs. In October 2014, then newly elected President Joko Widodo removed the Directorate-General of Higher Education from the Ministry of Education and Culture and merged it with the Ministry for Research and Technology, creating a new Ministry for Research, Technology and Higher Education. The Ministry of Education and Culture was left with responsibility for managing primary, junior secondary, and senior secondary education. The Ministry of Religious Affairs retained responsibility for religious schools as well as matters related to religious education.

The government's policies to expand the supply of education have intersected with rising income levels, demographic changes, and government efforts to provide free education, all of which have served to increase the demand for education. The result has been a marked

increase in student enrolment rates at all levels of the education system. For example, between 1972 and 2015, the country's gross enrolment rate increased from 85 per cent to 105 per cent for primary schools, from 18 per cent to 85 per cent for secondary schools, and from 2 per cent to 24 per cent for HEIs. Importantly, this growth in enrolment is closely associated with increased female participation in education, improving gender equity in the sector. The country's gender parity index (GPI) scores for primary, secondary, and tertiary education all improved significantly between 1972 and 2015. The GPI measures the ratio of girls to boys enrolled at the relevant level of schooling in public and private schools.

However, this dramatic improvement in access to education has not been matched by improvements in educational quality and learning outcomes. Indonesia's performance in international standardised tests of student achievement from 1999–2015 suggest low levels of achievements. In the most recent iteration of PISA (Programme for International Student Assessment) in 2015, 42 per cent of Indonesian 15 year olds failed to meet minimum standards in *all three* areas covered by the test: reading, mathematics, and science. At the same time, Indonesia's scores on PISA, TIMSS (Trends in International Mathematics and Science), and PIRLS (Progress in International Reading Literacy Study) have improved little over time. This trend has served to cement Indonesia's place towards the bottom of the list of assessed countries in these tests and behind neighbouring countries such as Malaysia, Vietnam, and Thailand.

Higher education outcomes have been no better. Recent assessments of the Indonesia's higher education system suggest that it continues to produce graduates who lack the skills employers need, in particular, those required for professional and managerial roles. Nor does it “provide the necessary research needed to support innovation”. The quality of research and teaching in Indonesia's higher education system — even at the country's best institutions — is generally regarded as poor relative to both global standards and those of neighbouring countries in Asia. According to the World Bank, Indonesian researchers published 16 139 scientific papers between 1996 and 2011, an average of 1000 papers per year, placing the country in 63rd position globally and 11th place within the region. At the same time, as a study of the education system in Indonesia noted, “few researchers based at Indonesian HEIs produce research papers without international cooperation, which suggests limited research capacity”. It is more difficult to judge the quality of teaching at Indonesian HEIs but Ministry of Education and Culture accreditation results provide some insight. In 2012, only 23 per cent of state university undergraduate degree (S1) programmes and 4.5 per cent of private university undergraduate degree programmes received the maximum grade of A.

### **What are main shortcomings and challenges?**

In explaining the poor quality of education and learning outcomes in Indonesia, we can identify four main factors. The first is the level of government spending on education. Government spending on education has grown markedly since the fall of the New Order and, in particular, since 2002 when the national constitution was amended to require the central and regional governments to spend at least 20 per cent of their respective budgets on education, a goal that was achieved only by 2009/2010. However, while education spending is now at a level similar to other lower middle-income countries, it is still less than

comparable neighbouring countries. Nevertheless, the current Indonesian government continues to be strongly committed to sustaining a sufficient level of government budget for education.

The relatively low level of government investment has undermined education quality in a variety of ways. For example, it has encouraged the growth of low-quality private educational institutions to absorb demand for education not met by public schools and HEIs; limited the state's ability to pay teachers competitive salaries and, therefore, reduced incentives for high-quality school/HEI graduates to pursue teaching careers; made it difficult for the state to ensure that adequate teaching supplies, textbooks, and facilities are available at the institutional level; and limited the ability of Indonesian HEIs to support research.

The second factor is the quality of Indonesian teachers and lecturers. Prior to 2005, most Indonesian teachers had low-level qualifications with less than 40 per cent holding a four-year bachelor's degree. At the same time, many teachers lacked the basic subject knowledge and pedagogical skills to be effective educators. In 2012, the central government introduced a competency test for teachers to assess their subject knowledge and pedagogical skills. The almost three million teachers who took the test in 2015 scored on average 53.02, below the designated target of 55. The enactment of Law 14/2005 on Teachers and Lecturers led to the introduction of a teacher certification program that linked generous pay rises to improvements in qualifications and skills. However, numerous studies have shown that this program has had little, if any, positive impact on teacher subject knowledge or pedagogical skills or, indeed, student learning.

The situation has been much the same in higher education. According to the World Bank, more than one-third of Indonesia's academic labour force has a bachelor's degree or less. Only about 10 per cent have PhDs. This imbalance is more pronounced in private than public HEIs but is a feature even of the country's top universities. Domestic production of masters and PhD graduates has grown steadily in recent years but has been too small to provide the amounts of human capital needed for an increased critical mass of qualified instructors and professors.

The third factor is reward/incentive systems that discourage Indonesian teachers and lecturers from delivering high-quality teaching and, in the case of university academics, high-quality research. Teacher and academic appointments have tended to be made on the basis of loyalty and connections rather than merit; promotions have tended to occur automatically after staff have met particular administrative requirements rather than on the basis of a track record in delivering high-quality research and teaching; and terminations have been rare even when staff performance is poor. At the same time, low salaries at both public and private educational institutions have encouraged teachers and academics to take on extra work, sometimes of a non-academic nature. The result has been widespread absenteeism in both the school and higher education systems. Recent analysis suggests there has been a significant reduction in absenteeism rates among school teachers over the decade from 2003 to 2013, but that on any given day 10 per cent of teachers are still absent when they are scheduled to be at work.

The fourth factor is poor government management of public educational institutions, in particular excessive government control over their activities. Under the New Order, public educational institutions were formally units within the bureaucracy rather than separate legal entities and their staff were classified as civil servants. They had virtually no managerial or financial autonomy. Decentralization transferred authority over public schools to district governments but did not change their formal legal status as part of the bureaucracy. In recent years, the central government has endeavoured to give public schools and HEIs greater financial and managerial autonomy including by changing their legal status and, in the case of schools alone, designating some as 'international standard'. However, these endeavours have largely failed.

Indonesia is expected to become the world's 5th largest economy by 2030, assuming that it will manage to sustain an ambitious 7% annual growth target. With growth rates hovering between 5-5,5% annually at the moment, the government is working hard to close the gap, in particular with regard to teachers' qualifications, vocational education and tertiary education. According to estimates from the Government's Masterplan for the Acceleration and Expansion of Economic Development, the country will need to add almost 60 million new skilled workers by 2030, and vocational training needs to play a major role in providing these workers. The Ministry of Education and Culture hopes to increase enrolment rates at vocational schools, and the most recently available statistics indicate that vocational secondary students represent around 37% of all secondary students in the country.

### **The OKP: Strategic relevance and priorities**

The Netherlands and Indonesia have longstanding relationships in the field of education. This is partly a reflection of a shared history, partly the result of conscious efforts over the years to invest in knowledge and education as an essential element of a mutually beneficial relationship. An example is the presence of almost 10.000 Holland alumni in Indonesia, people who have studied in the Netherlands, and are now at various stages of their personal and professional life working in government, the private sector, academia or civil society. The Orange Knowledge Programme (OKP) is thus building upon a sustained record of engagement and a broad and deep ecosystem of relationships between Indonesian and Dutch knowledge and education institutions.

Three priorities have been selected for the OKP in Indonesia. The OKP will focus on Food Security, Water and Security and Rule of Law (SRoL). The priorities correspond with Sustainable Development Goals 2, 6 and 16 respectively. The selection of these priorities is based on high-level political consultations and agreements, usually laid down in written formal commitments, and included in the multi-year plan of the Netherlands Embassy. The priorities represent a match between key Indonesian needs with areas of comparative advantage in what the Netherlands has to offer.

### **Collaboration on academic research between Indonesia and the Netherlands**

NWO, in close cooperation with the Indonesian Ministry of Research, Technology and Higher Education (RISTEKDIKTI), launched a call for research proposals on Food security and Agriculture, Regional Planning that includes Water Management and Hydrology or

Governance and Rule of law. This call is the first one to be launched under the Cooperation Indonesia - The Netherlands programme. The call aims at financing inter- and trans-disciplinary research and invites consortia of research institutes and other organisations (both public and private) in the Netherlands and in Indonesia to submit joint proposals. This call results from a collaboration between NWO and RISTEKDIKTI. The intention is to establish a partnership with joint financing, where each country supports its own research. The initiative has been supported by the Netherlands Embassy and the Nuffic Neso office in Jakarta. The aim of the [Cooperation Indonesia-The Netherlands programme](#) is to:

- strengthening cooperation in the fields of science and innovation;
- address the pressing current problems in society, to strengthen research capabilities and to encourage scientific excellence in Indonesia and the Netherlands through interactions of scientists and scholars at institutions in both countries;
- promote interdisciplinary research in areas of medium and long-term interest, particularly those related to mutual priorities.

More information on the Indonesian education system can be found through:

<https://www.nuffic.nl/en/subjects/education-and-diplomas-indonesia>.