



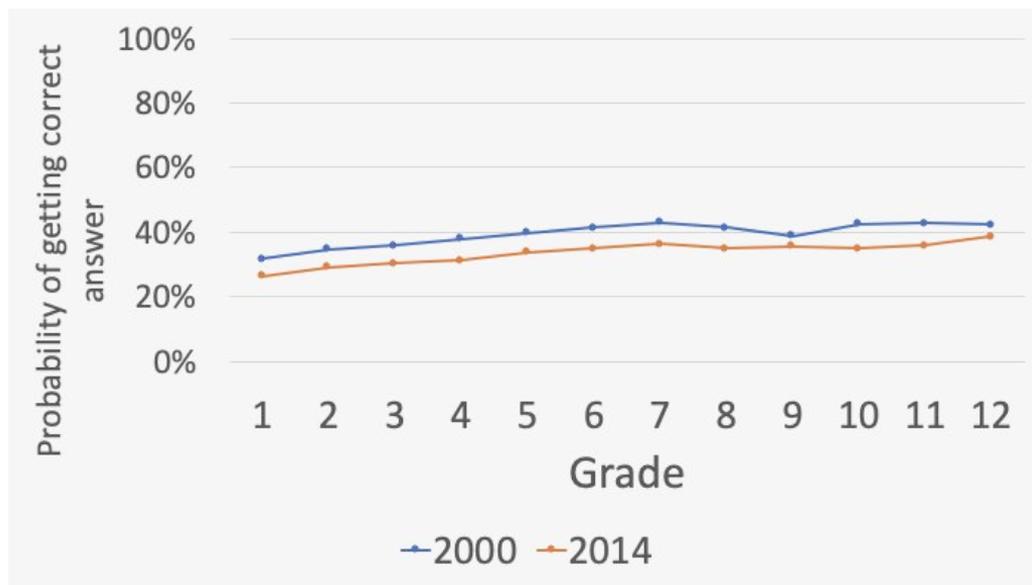
Learning to run before walking

A system-level analysis of
education in Indonesia

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Learning Crisis has become salient for some districts



How do they respond?

- Larger budget for education
- Most programs focus on “teaching to test” or tangible aspects (e.g., green school or infrastructure)



Central Government: Standardise, standardise, standardise!

- The 8 National Education Standards: focus more on the process than the outcomes
- The 5 school principal basic competencies: management, supervision, personality, social, and entrepreneurial skills
- The 4 teacher competencies: personality, social, professional, and pedagogical skills

Do all district governments, teachers, and principals have **sufficient capability** to meet the national standards?

Not all districts are capable of meeting the “standards”



Way Kanan
Incomplete System



Kebumen
Complete system,
but dysfunctional



**Bukittinggi &
Yogyakarta**
Functioning system

Why do districts have different outcomes?

The 4As CAPABILITY

Acceptance
of the existing
problem

Willingness to
take **Agency**

Ability to run
the solution

Awareness of
local values
and norms

Why do districts have different outcomes?



WAY KANAN

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BUKITTINGGI & YOGYAKARTA

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Our experience in building the 4As Capability



CO-DIAGNOSE

- Map actors, their power distance, and their agendas
- Co-diagnose the binding constraint of improving learning and its root causes
- Assess the capabilities of the actors



CO-DESIGN AND ADAPT

- Diagnose the pain points in the current system
- Find ideas of solution from positive deviant schools or brainstorm with local stakeholders
- Create a prototype
- Test and adapt!



EVALUATE AND ADAPT

Evaluate whether the solution can improve learning outcomes and understand the context of improvement

Design process in Way Kanan

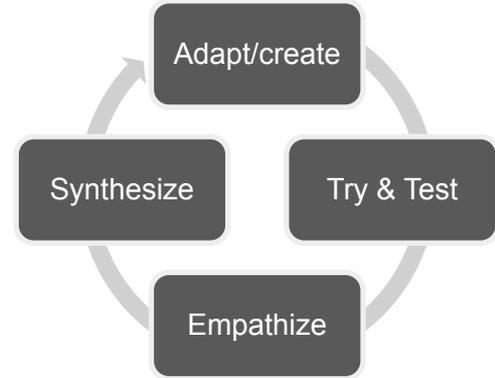


Identify the pain points of the current system

Brainstorm ideas with stakeholders



Assess the effort and impact of undertaking the solution



Design process in Way Kanan

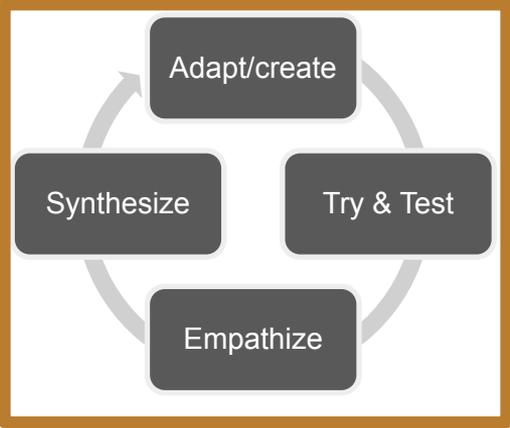


Identify the pain points of the current system

Brainstorm ideas with stakeholders



Assess the effort and impact of undertaking the solution



Only design a solution within the range of the stakeholders' capability



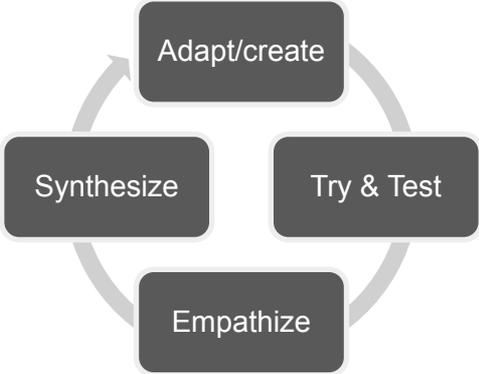
Design process in Kebumen



Identify the pain points of the current system

Grab ideas from **positive deviant schools**

Discuss the effort & impact of undertaking the ideas



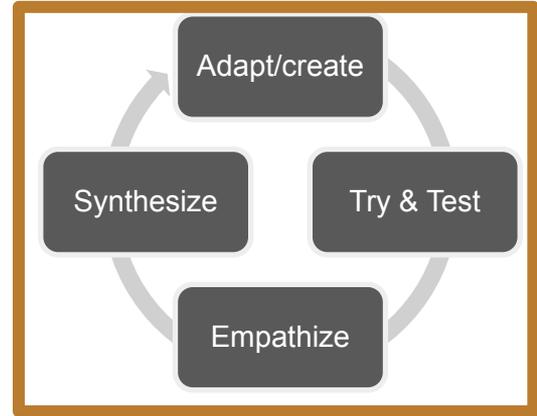
Design process in Kebumen



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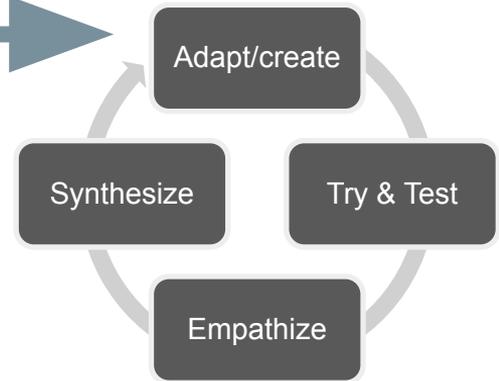


Design process in Bukittinggi and Yogyakarta



Identify the pain points of the current system

Add more components with direct link to learning quality



What have we learned?

1. Solutions should be designed within the range of the **stakeholders' level of capability**
2. **Spoon-feeding** education stakeholders with “**ideal**” **ideas** that they are not capable to take **will only push** them to **implement superficial programs**
3. Setting **ambitious standard** for low-capability districts will only force them to **comply administratively** to the standard
4. Being **empathetic** and mindful with the “**knowing-nothing**” **mindset** help researchers to diagnose beyond facts
5. Districts with **high awareness of local values and norms** are in a better position to **select practices that fits their context**

Thank You



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