Digital Transformation on Education as a Catalyst for Agenda 2030: A Reflection from Indonesia

---

* Prepared by Stevie Leonard Harison (Indonesia)
for the UNOSD 2021-22 Executive Training for Policymakers
on the 2030 Agenda for Sustainable Development
April 11, 2022

Global Contexts

MDGs - SDGs
- MDG 2: "Achieve universal primary education" (EFA) has not been achieved globally in 2015
- SDG 4: "Quality Education" is in big disruption due to Covid19 pandemic.

100 year -gap
- 100 year-gap between schooling opportunities and outcomes for young people in the developed and the developing world.
- The goals of education systems, beyond literacy and numeracy, it is skills and competencies like problem-solving and perseverance
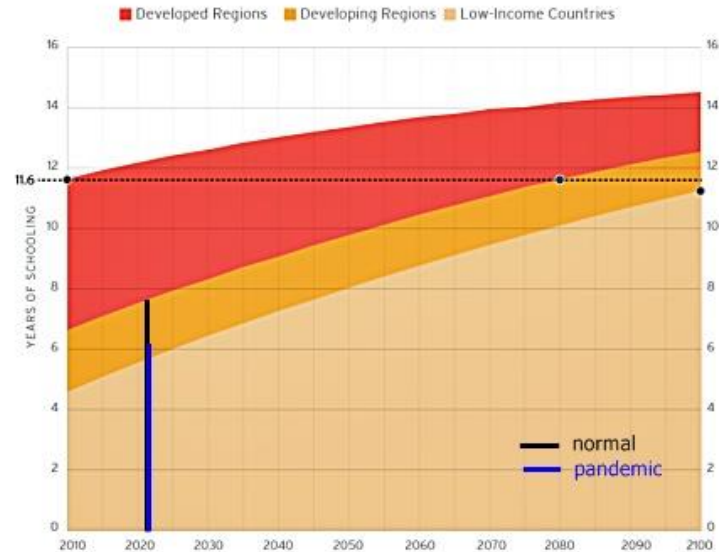
Digital Transformation
- 825 million children around the world not learning the skills they need and gap in access to education have been highlighted further by the Covid19 pandemic
- Multi-stakeholders partnership and innovative policy breakthroughs in digital learning sustainability

Unequal Access, Unequal Outcomes

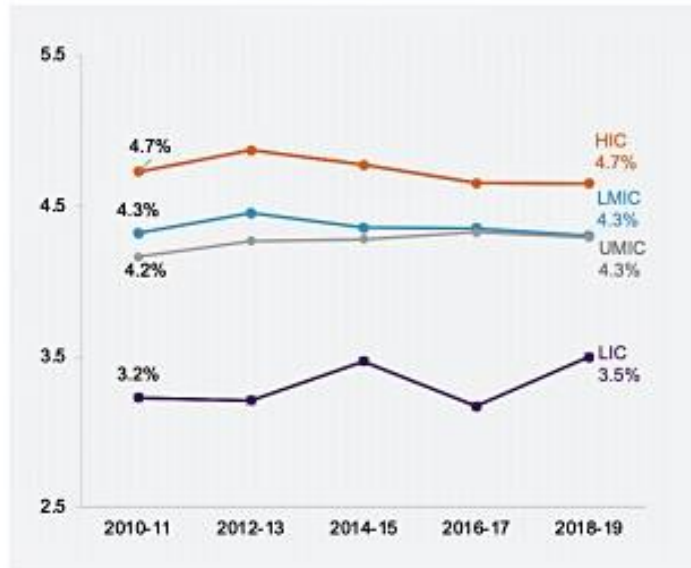(Winthrop & McGivney, 2015 – The Brookings Institution)
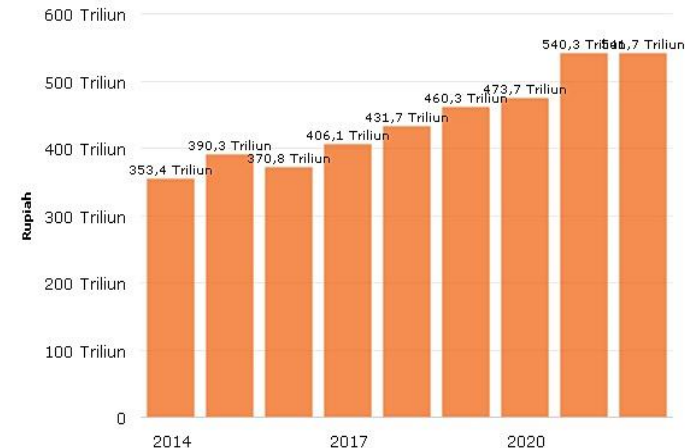
Education Spending
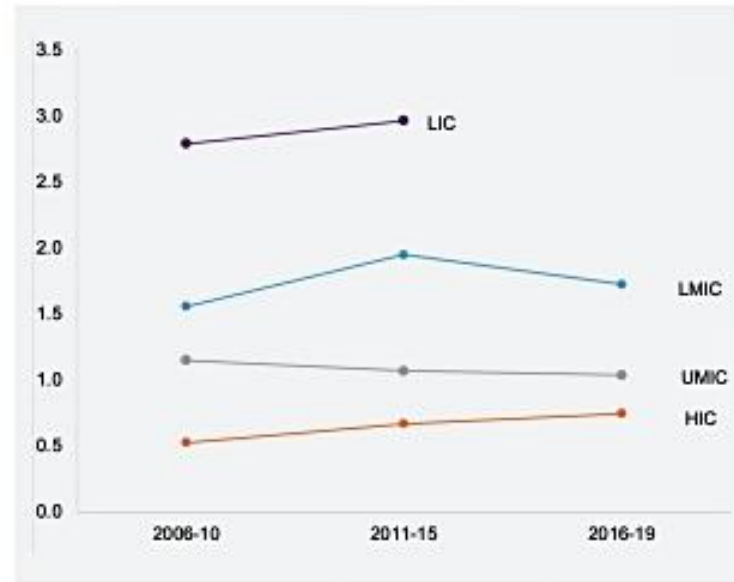
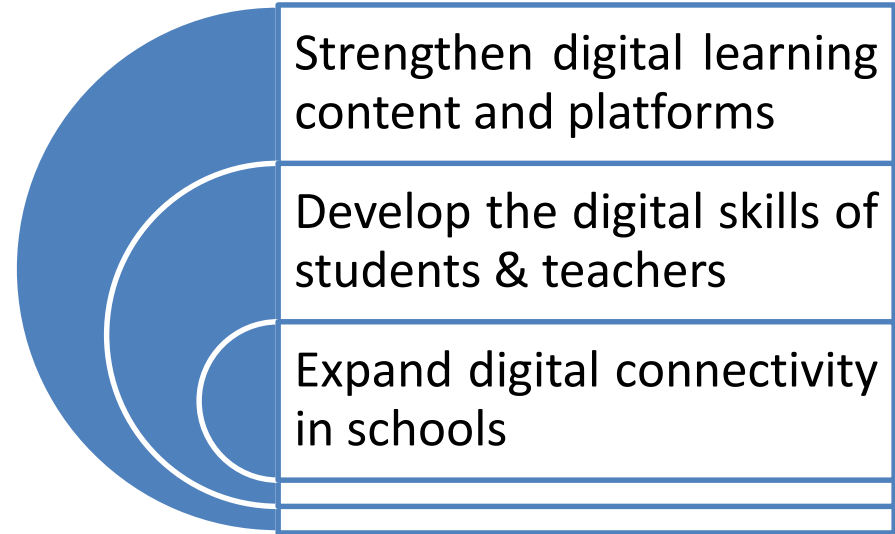(Education Finance Watch 2021, UNESCO-World Bank)
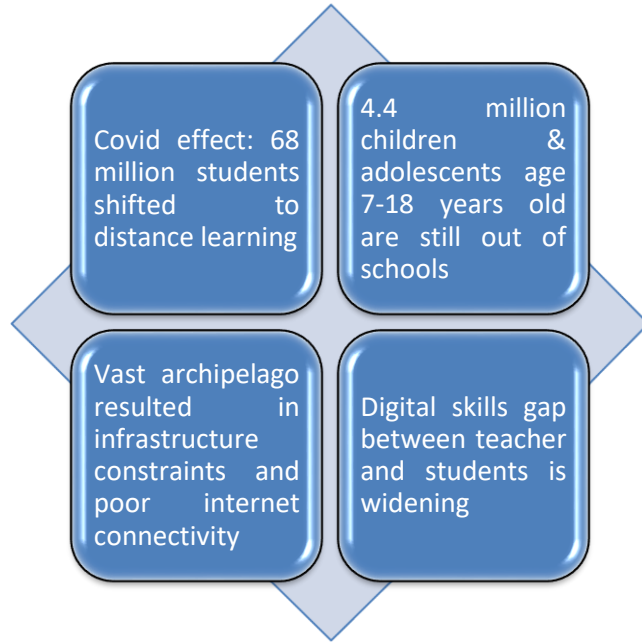
INDONESIA

Elementary school : > 148,000
Junior high school : > 40,000
Senior high school : almost 14,000
Vocational high school : > 14,000
University : 3,115
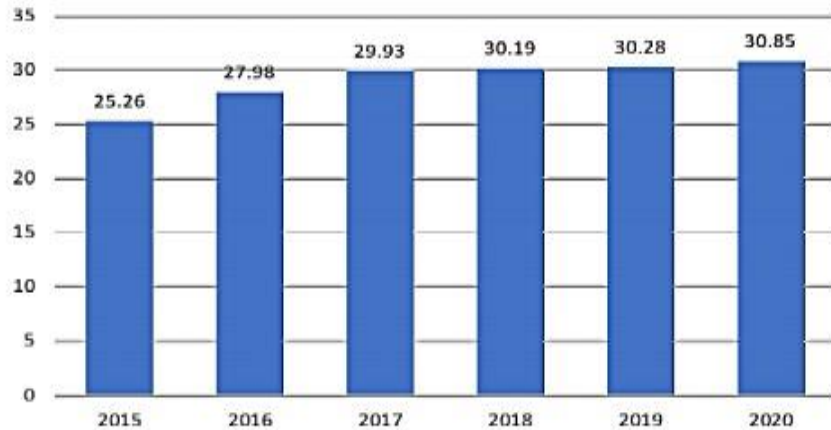•(Indonesia Statistic Agency, 2021)

Government spending on education > $ 30 billion (Ministry of Finance, 2022)

The Dynamics

Covid effect: 68 million students shifted to distance learning

4.4 million children & adolescents age 7-18 years old are still out of schools

Vast archipelago resulted in infrastructure constraints and poor internet connectivity

Digital skills gap between teacher and students is widening

Strengthen digital learning content and platforms

Develop the digital skills of students & teachers

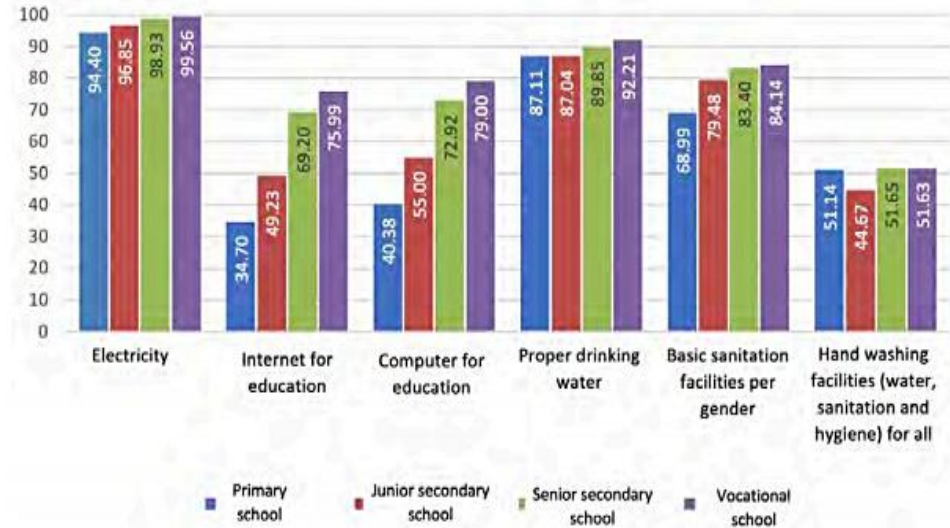Expand digital connectivity in schools

(Strengthening Digital Learning across Indonesia - UNICEF, 2020)

The Opportunities

Higher Education Gross Enrollment Rate 2015-2020

Proportion of Schools with Access to Educational Facilities

Source: Indonesia Voluntary National Review (2021)

POLICY BETTERMENT

Policy stakeholders

- True mapping and SWOT analysis
- Intensive and comprehensive collaboration based on mutual respect and mutual benefits.

Policy environment

- Fixing bottlenecks, mostly in policy management and coordination
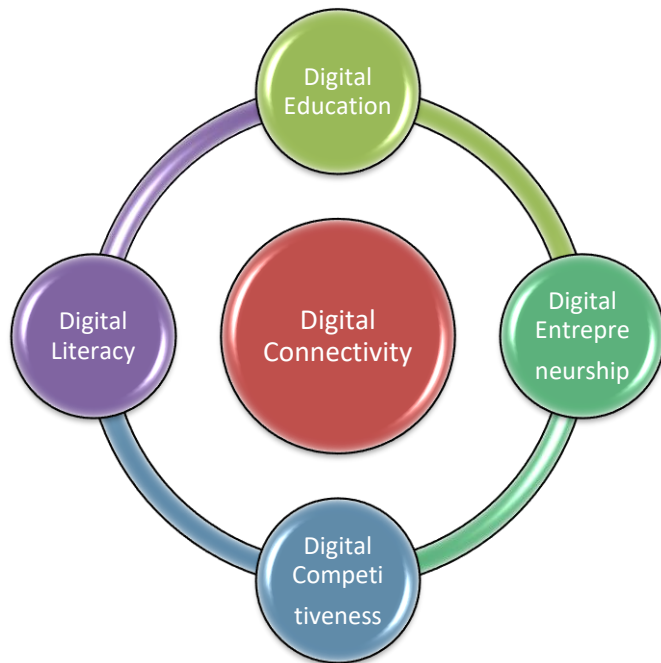- Efficient resources allocation and careful risk analysis and management

Public policy

- Delivering the deliverables (policies meets the needs)
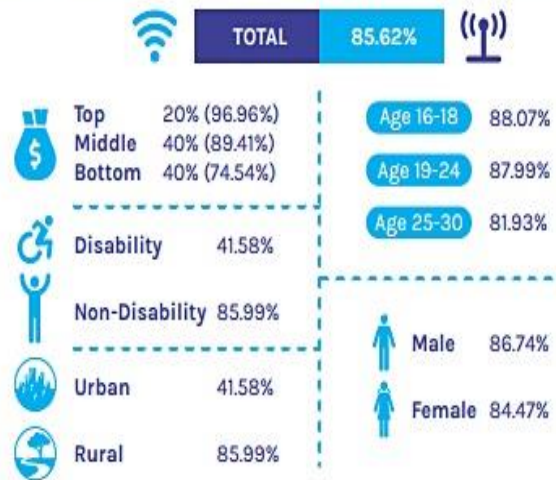- Maintaining public trust through policy credibility and integrity

(Understanding Public Policy - Thomas R. Dye, 1972)

Digital Transformation, Improving Education

Proportion of youth who have accessed the Internet in the last three months (2020)

TOTAL 85.62%

Top 20% (96.96%)
Middle 40% (89.41%)
Bottom 40% (74.54%)

Age 16-18 88.07%
Age 19-24 87.99%
Age 25-30 81.93%

Disability 41.58%

Non-Disability 85.99%

Urban 41.58%

Rural 85.99%

Male 86.74%

Female 84.47%

Source: BPS. Statistics of Indonesian Youth. 2020

Digital Transformation, Improving Education

Raising digital learning and tech-based educational platform awareness

Improving digital infrastructure and promote digital inclusion and equity

Partnering with private sectors & other stakeholders on digital education development

Enhancing the National Roadmap on Education 2020-2035
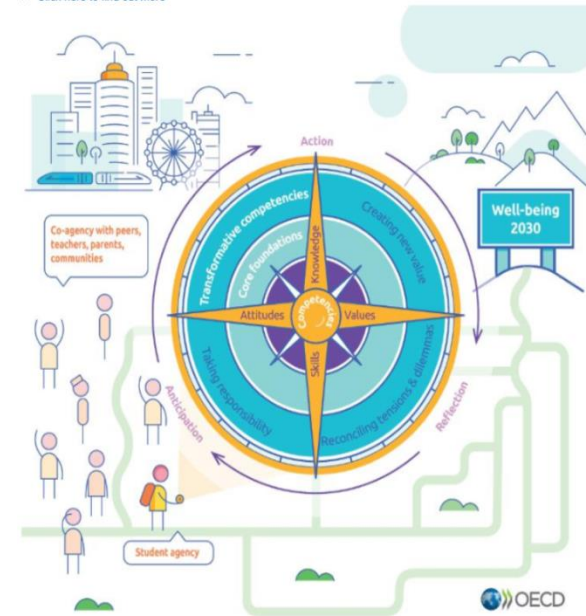
15 education startups

New Satellite, SATRIA 2023

Gov't spending increasing

More innovative & impactful programs

The OECD Learning Compass 2030 is a learning framework that aims to help students navigate towards future well-being. It creates a common language about broad education goals.

>> Click here to find out more

FOR A BETTER WORLD

Terima kasih. 감사합니다. Thank you.

_/_