System Capacity Grant Completion Report Template

Status: Accepted

Country	Grant ID	Grant Agent	Grant Type
Indonesia	GPE0000801	United Nations Children's Fund	SCG

Grant Effectiveness / Start Date	Grant Closing Date	Grant Amount	Date of Report Submission
10/20/2022	12/31/2025	700,000 (USD)	06/16/2026

Area(s) and activity group(s) covered by grant (check all that apply):

Window 1: Strengthen gender-responsive planning and policy development for system-wide impact

- System diagnostics, compact development and education sector analyses
- Gender-responsive sector planning, including operational planning and budgeting
- Supporting policies and plans to identify and address multiple forms of exclusion (planning for children with disabilities, system resilience and inclusion of displaced children)
- Strengthening evidence-based diagnosis of critical implementation bottlenecks and identifying potentially scalable, transformative solutions

Grant Implementation

Assessment of Grant Implementation: Relevance

Overall Relevance

Level of Overall Relevance 1

High

Detailed Description

The overall relevance of the grant is high, due mainly to the close coordination and inclusive communication maintained with the MoPSE and MoRA co-chairs, as well as MPI/LEG members; and the continued relevance of grant activities to the priority reform of ‘quality learning’.

At the end of 2024, Indonesia experienced a change in government administration, which led to changes in the name and structure of the former Ministry of Education, Culture, Research and Technology (MoECRT), now the Ministry of Primary and Secondary Education (MoPSE), as well as personnel and structural changes within the Ministry of Religious Affairs (MoRA), including the appointment of a new minister.

New strategies for MoPSE and MoRA were issued in mid-2025, to operationalize new government national development priorities and initiatives aimed at improving the quality of learning in Indonesia. These included initiatives such as the introduction of the Deep Learning approach by MoPSE and the Love-Based Curriculum by MoRA, as well as education infrastructure revitalization and learning digitalization, and new student-level learning assessments.

However, although new programmes and initiatives have been introduced and launched, MoPSE and MoRA overarching education priorities remain largely unchanged. There continues to be a strong focus on: (i) improving literacy and numeracy skills (foundational skills); and (ii) strengthening foundational and 21st-century skills, including character development. These two sub-priorities remain integral components of 'quality learning' as the priority reform under the Partnership Compact.

A. Education sector diagnostic research:
From the outset, the design of the education sector diagnostics research was developed through consultations with MoPSE and MoRA, as well as all MPI/LEG members, and was positioned to complement research undertaken by the then MoECRT, MoRA and other education partners. The research aimed to better understand the learning loss situation in the post-COVID context, identify factors associated with learning quality, and examine the challenges and opportunities for education system transformation (Attachment 1. Education Diagnostic Report).

A Research Advisory Group (RAG) was established to provide technical guidance throughout the research process, further strengthening the relevance of the study. The RAG consisted of representatives from MoPSE, MoRA and MPI/LEG members, including the non-state actors - Muhammadiyah and Nahdlatul Ulama (NU), which operate large networks of educational institutions in Indonesia - as well as bilateral agencies and local education organizations. In addition, visiting researchers from Muhammadiyah and NU collaborated throughout the research process – a significant collaborative research development given the organisations extensive knowledge and experience of the Islamic education sector. The close engagement of these diverse partners through regular meetings helped ensure that the research remained aligned with the needs and priorities of Indonesia's education sector.

Since the research began, changes in government administration have led to adjustments in education sector terminology, structures and implementation approaches. However, the study's focus remains relevant, as it analyses how school and madrasah characteristics, teacher and principal characteristics, and elements of school and madrasah transformation are associated with learning quality in literacy, numeracy and 21st-century skills, which continue to be government priorities.

B. Partnership Compact:
The Enabling Factors Analysis (EFA) and the development of the Partnership Compact were conducted in 2023 – 2024 (Attachment 2. EFA document, Attachment 3. Partnership Compact). In this process, extensive consultations were undertaken to ensure diverse views and evidence-based references were included through consultations with education stakeholders at national and subnational levels, including MPI/LEG members, national and sub-national government stakeholders across five provinces, and other education stakeholders, such as teachers and school principals of public and religious schools. Government of Indonesia's policy documents, such as the National Medium Term Development Plan 2020-2024, and MoECRT and MoRA's strategic plan also served as major references in the EFA and Partnership Compact development discussions. This process ensured strong relevance of the Partnership Compact with the priorities and needs of the diverse education stakeholders and partners in Indonesia.

The Mid-Term Review (MTR) of the Partnership Compact began in June 2025 to ensure its continued strong relevance to the Government of Indonesia's priorities and strategies in the education sector. With the new government administration, the 2025–2029 strategic plans for MoPSE and MoRA were officially issued in October 2025. The National Medium-Term Development Plan 2025–2029 (Rencana Pembangunan Jangka Menengah Nasional – RPJMN) was also issued in mid 2025. These changes in government strategy and plans made it important to review the Partnership Compact to ensure that it remained aligned with, and reflects the focus and priorities of, the new government administration.

The MTR was steered by the Core Task Team (CTT), which comprised MPI/LEG members and included representatives from MoPSE and MoRA. The CTT met regularly at key milestones, providing technical advice and inputs based on the extensive experience and knowledge of the education sector in Indonesia held by each CTT member. As part of the backward-looking phase of the MTR, where progress of the Partnership Compact was reviewed, extensive consultations were conducted over more than a month. Multiple directorates under MoPSE and MoRA, as well as provincial and district governments across West Kalimantan, East Java, East Nusa Tenggara, and Papua were consulted. In addition, school and madrasah principals, supervisors, teachers, caregivers and adolescents also participated in the consultations. This ensured that the voices and experiences of education stakeholders and partners at all levels and across different regions of the country – which is an important consideration given Indonesia's vast geography – were captured, helping to ensure that the MTR and the Partnership Compact remain relevant.

C. Strengthening education sector coordination

(1) Capacity Building Activities

Capacity building activities by and for MPI/LEG were carried out in close consultation with the MoPSE and MoRA co-chairs, as well as all MPI/LEG members. Prior to the publication of the Call for Expressions of Interest, discussions were held with MoPSE and MoRA, particularly on the range of topics to be included in capacity building workshops and learning sessions, and refinements were made to ensure strong alignment with the evolving needs and priorities of the education sector.

A similar approach was applied during the selection process. MoPSE and MoRA were actively involved in reviewing the Expressions of Interest and identifying the most relevant capacity building initiatives. Where there was a need to adjust or add important topics within the proposed activities, the respective MPI/LEG member organizing the activity made adjustments to their plan to ensure that the activities remained strongly aligned with the government's needs and priorities at the time.

MPI/LEG capacity building activities created opportunities for members to enhance their knowledge and skills, exchange expertise and research findings, and deepen their understanding of both longstanding priority areas, such as Gender Equality, Disability and Social Inclusion (GEDSI), and emerging topics, including deep learning, AI and coding in both school and madrasah contexts. This contributed to a stronger shared understanding among MPI/LEG members and helped ensure continued alignment with government priorities and overall relevance.

(2) Annual Joint Education Sector Reviews

Annual Joint Education Sector Review (AJSR) meetings were held in November 2023 and October 2024 (Attachment 4. 2023 AJSR Aide Memoire, Attachment 5. 2024 AJSR Aide Memoire). Both AJSRs were co-chaired by MoECRT and MoRA, with MPI/LEG members and government partners acting as co-presenters and panelists in multiple sessions, engaging in dialogue on different areas of the education sector. Presentations and discussions covered a wide range of topics relevant to the priority reform "quality learning" and to the priorities and initiatives of the Government of Indonesia. These included topics such as school financing, integrating GEDSI into education, and inclusive learning opportunities for rural and remote students, as well as girls and children with disabilities, all of which continue to be strongly relevant. In addition to the MoECRT and MoRA co-chairs and MPI/LEG members, other important education stakeholders, including the 10th Commission of the Parliament (DPR Komisi X), the Ministry of Finance, the Coordinating Ministry for Human Development and Cultural Affairs (Kemenko PMK), the Ministry of National Development Planning (Bappenas), the Ministry of Home Affairs, and the Ministry of Communications and Information (Kominfo), attended the AJSR. The AJSR served as a valuable opportunity for these diverse education stakeholders to come together to learn, share, and discuss topics highly relevant to the education sector's context and needs in Indonesia.

Overall, this approach ensured that interventions remained closely aligned with government priorities and responsive to the evolving needs of the education sector.

Beneficiaries' Views on Relevance

Detailed Description

N/A

Assessment of Grant Implementation: Efficacy

Overall Efficacy

Level of Overall Efficacy 2

High

Detailed Description

The education diagnostic study analysed factors affecting learning quality across both general and religious education systems and contributed to evidence to inform education system reform. The study applied

a GEDSI lens and used an innovative mixed-methods research approach, combining national assessment data with qualitative insights. The study's findings provided policy-relevant evidence on learning environments, teacher characteristics and inclusive practices, and have informed policy dialogue. This fully delivered against the planned target of completing the diagnostic study and disseminating findings to relevant stakeholders, including MoPSE and MoRA, with the study informing policy dialogue both during and following dissemination. The study also ensured inclusive participation through contributions from the MPI/LEG Research Advisory Group, as well as visiting researchers from Muhammadiyah and NU, marking a significant collaborative research development given these organisations' extensive knowledge and experience in the Islamic education sector. With 17 capacity building activities delivered over the three-year period (2023–2025), exceeding the planned target of 12 activities, the program has surpassed expectations, reflecting accelerated progress particularly in 2025.

SCG 1 also supported the development and updating of Indonesia's Partnership Compact, which was completed as planned and conducted through a more extensive consultation process than initially envisaged, enabling the document to capture the voices of diverse education stakeholders. The Compact provides a shared, evidence-based reform framework focused on quality learning and aligned with national priorities. Through inclusive consultations and the Mid-Term Review, the process ensured strong government ownership and participation of diverse stakeholders, including subnational government and school-level stakeholders. GEDSI considerations were integrated throughout, with a dedicated focus on improving outcomes for girls and marginalized children, including those with disabilities, which can be seen in the Theory of Change, Results Framework Indicators and Critical Actions.

Sector coordination was also strengthened through the MPI/LEG, which functioned effectively as an inclusive multi-stakeholder platform. Capacity building activities and joint sector reviews were conducted as planned, in close consultation with government counterparts to ensure that the topics discussed and capacities strengthened remained aligned with government priorities and needs, an alignment that became increasingly important given the change in government during the SCG 1 grant period. These activities improved stakeholder knowledge, collaboration and alignment on priority reforms, and were demand-driven and responsive to government needs, covering both long-standing priorities (e.g., GEDSI) and emerging areas. This contributed to enhanced system capacity for coordinated planning and implementation.

Across all objectives, the grant contributed to reducing barriers to learning by embedding gender equality and inclusion in research, planning and capacity building processes. This strengthened the system's ability to better identify and respond to the needs of girls and the most vulnerable children. Overall, the grant demonstrated high efficacy, with fully achieved objectives, strong alignment between activities and results, and clear contributions to sustainable system capacity strengthening.

Efficacy by capacity area window

Detailed Description

Please see Annex 2.

Contribution to system capacity to deliver reforms

Detailed Description

Remediating system capacity gaps: The Enabling Factors Analysis conducted in 2023 identified key strengths and gaps in Indonesia's education system and informed the development of the Partnership Compact finalized in 2024. SCG 1 directly addressed these priority areas and related system constraints. The education sector diagnostic research generated robust insights on improving foundational and 21st-century skills, helping to inform ongoing system transformation efforts. In this way, the study strengthened analytical understanding of learning quality challenges and supported more informed sector dialogue and planning.

Strengthening system-wide capacity: The grant strengthened capacity at the system level through key institutional mechanisms, including the MPI/LEG as an ongoing multi-stakeholder coordination platform, the Research Advisory Group as a mechanism for strengthening the quality and relevance of research undertaken in a collaborative manner, the Partnership Compact as a shared reform framework with clear

outcomes and indicators, and the Core Task Team model as an efficient structure to drive technical workstreams. In addition, capacity building workshops provided opportunities for MPI/LEG members to design and deliver activities on priority topics aligned with government needs, while enabling a wide range of stakeholders to deepen their knowledge and technical understanding of key education issues.

The AJSRs further strengthened system-wide capacity by promoting the use of data and evidence in sector dialogue, improving collective understanding of education financing, and fostering constructive multi-stakeholder engagement. The AJSRs brought together diverse stakeholders, including government officials, teachers, development partners, civil society organizations, and parliamentarians, to discuss key sector priorities. This contributed to more informed and inclusive dialogue, strengthened alignment across stakeholders, and reinforced a culture of evidence-based decision-making within the education system.

Supporting delivery of education reforms: The Partnership Compact provides a multi-year roadmap for advancing Indonesia's quality learning reform, aligned with national planning frameworks (RPJMN, Renstra). The Mid-Term Review demonstrated the system's growing capacity to monitor progress and adapt implementation in response to evolving priorities. Furthermore, dissemination of the diagnostic research to MPI/LEG members and senior government stakeholders strengthened the use of analytical insights in informing policy and programme decisions related to teacher development, school transformation and inclusive education (Attachment 6. Education Diagnostic Report Dissemination Session PPT).

Overall, the grant strengthened institutional and collective capacity across the education system. These gains have already supported reform implementation and are expected to continue contributing to more coordinated, adaptive and evidence-informed education policy and practice.

Conditions which Affected the Grant

Detailed Description

Facilitating conditions:

• Strong MPI/LEG co-chair leadership: The commitment of MoPSE and MoRA as co-chairs was fundamental to the grant's success. When government administration changes in 2025 brought new MoPSE and MoRA leadership to the MPI/LEG, UNICEF, as grant agent, invested significant effort in orienting and briefing the new co-chairs, and discussing key issues with them, to build their familiarity with the SCG's objectives, activities and governance structures, enabling their active and informed participation from the outset. Their joint decision-making approach and shared leadership (i.e., co-presentation at Annual Joint Education Sector Reviews and joint chairing of the MTR) strengthened the quality and relevance of all major outputs.

• UNICEF's established management systems: UNICEF's robust procurement, financial management and communication practices provided a strong foundation for grant implementation. This included transparent procurement processes, open competitive selection of research organizations, regular financial updates to MPI/LEG members, and consistent communication through multiple channels.

• Engaged and diverse MPI/LEG membership: The diversity of MPI/LEG members, which includes national and international NGOs, research institutions, faith-based organizations, government agencies, UN agencies and professional associations, enriched the quality of dialogue and brought complementary expertise to all major activities.

• Strong collaboration between Co-Coordinating Agencies and Grant Agents: Close coordination between UNICEF (Grant Agent for SCG), Save the Children (Grant Agent for Multiplier Grant), Pusat Studi Pendidikan dan Kebijakan (PSPK and Plan International Indonesia (Co-Coordinating Agencies) supported coherence between the SCG and the Multiplier Grant and contributed to efficient overall coordination.

Hindering conditions:

• Government transition (late 2024): The change of government administration at the end of 2024 resulted in changes to ministry names, personnel and strategic priorities. This required significant re-engagement and briefing of new officials and contributed to delays in finalizing and disseminating the education diagnostic research. Adjustments were also required to the MTR process to ensure alignment with new government strategies.

• Coordination with co-chairs: As SCG requires collaboration between two education ministries with distinct mandates, securing joint decisions from senior officials of both MoPSE and MoRA required significant coordination effort and time. Changes in staff within both ministries also presented ongoing challenges for maintaining continuity in technical engagement.

Risks: No SEAH-related risks or other major unforeseen risks occurred during the grant. The primary risks that emerged were effectively managed through adaptive management by UNICEF and ongoing

engagement with MPI/LEG co-chairs.

Lessons and recommendations, successful practices and innovative interventions

Detailed Description

1. Strong co-chair leadership and structured coordination are critical to effective implementation and effective and inclusive coordination:
The joint leadership of MoPSE and MoRA was central to ensuring the relevance, quality and ownership of key deliverables. Early and sustained engagement with co-chairs, particularly through in-person alignment meetings at the outset of new processes, proved important in maintaining responsiveness to evolving government priorities. This experience highlights the importance of establishing structured coordination mechanisms, regular communication channels, and clear decision-making processes from the beginning of future grants.

The establishment of smaller, purpose-driven groups, such as Core Task Teams and Research Advisory Groups, demonstrated a practical approach to balancing broad stakeholder participation with the depth of technical engagement required for complex processes. These mechanisms improved efficiency, accountability and ownership, and are recommended for replication in future initiatives.

2. Institutional continuity requires close coordination and management, particularly during government transitions:
Changes in leadership and staff highlighted the need for systematic approaches to ensuring continuity in knowledge and process and sustaining strong technical engagement. Strengthened documentation practices, structured handover processes and targeted briefing of incoming officials are recommended to mitigate disruption and ensure continuity in multi-year programmes. As Grant Agent, UNICEF supported this process through the development of clear concept notes, discussion papers and concise presentation materials that could be used consistently to reinforce shared understanding among existing partners and to brief new personnel. This strengthening of common understanding among stakeholders enabled more substantive and focused dialogue and informed decision-making.

3. Adaptive communication approaches are essential for maintaining engagement in large, multi-stakeholder platforms:
The use of a combination of formal and informal communication channels, including regular meetings, bilateral engagements and written updates, proved effective in sustaining engagement and ensuring informed participation, particularly during periods of transition.

4. Strengthening feedback mechanisms enhances the impact of capacity building efforts:
Through the capacity building activities, one of the lessons learned was the importance of incorporating structured monitoring and evaluation approaches to better assess effectiveness and the application of learning. To strengthen understanding of outcomes and impact, more systematic feedback mechanisms will be introduced, including feedback surveys, as well as clear action plans by the organizing MPI/LEG members for further policy dialogues and support. These measures are expected to generate stronger evidence on results and support continuous improvement in the design and delivery of future capacity building activities.

5. MPI/LEG as a policy dialogue platform:
The MPI/LEG platform has evolved from information-sharing toward more substantive policy dialogue. While this shift required additional time and facilitation, it reflects increasing ownership among members and highlights the platform’s potential as a sustainable mechanism for sector coordination beyond individual grants and projects. This highlights the importance of continued investment in MPI/LEG as a unique and value-adding coordination platform within the education sector in Indonesia.

Impact stories

Detailed Description

• Publication from UNESCO Indonesia which conducted capacity building on strengthening quality learning and gender equality in education: https://www.unesco.org/en/articles/policy-practice-insights-capacity-

building-strengthening-quality-learning-and-gender-equality?hub=66941

• Publication from Majelis Dikdasmen PNF PP Muhammadiyah which conducted capacity building on Sharing Best Practice for Green Schools/Madrasahs and Climate-Responsive Education for Climate Change Mitigation: https://tagar.co/muhammadiyah-dorong-sekolah-ramah-lingkungan-untuk-hadapi-krisis-iklim/

Other Effects

Detailed Description

N/A

Tangible outputs and knowledge products

#	File Name	Document Type	Description
1	Attachment 1. Education sector diagnostic research.pdf	Knowledge Product	Attachment 1. Education sector diagnostic research “Examining challenges and opportunities to improv
2	Attachment 2. Enabling Factors Analysis_30NOV2023.pdf	Knowledge Product	Attachment 2. Enabling Factors Analysis Document
2	Attachment 3. Indonesia Partnership Compact.pdf	Knowledge Product	Attachment 3. Indonesia Partnership Compact
2	Attachment 4. 2023 AJSR AIDE MEMOIRE.pdf	Knowledge Product	Attachment 4. 2023 Annual Joint Sector Coordination Meeting Aid Memoire
2	Attachment 5. 2024 AJSR AIDE MEMOIRE.pdf	Knowledge Product	Attachment 5. 2024 Annual Joint Sector Coordination Meeting Aid Memoire
2	Attachment 6. Launching of SCG1 Diagnostic Analysis PPT 10Mar2026.pdf	Knowledge Product	Attachment 6. Dissemination of education sector diagnostic research PPT slide

The documents listed were submitted with the progress report. If you’d like access to them, please contact the grant operations officer for your country.

Efficiency, Sustainability and Grant Management

Assessment of Project Implementation: Efficiency

Overall Efficiency

Level of Overall Efficiency 3

High

Detailed Description

The SCG activities were implemented efficiently in a timely manner, with only minor delays, and costs were reasonable for the results achieved.

• The full budget was utilized with no cost overruns. The final expenditure was US$748,965 against an approved budget of US$749,000 (effectively full utilization, underspend of US$35). Actual costs by year were also broadly aligned with plans, as reported in each annual report.
• Outputs of value relative to the investment were produced. With a total budget of US$749,000, the grant produced: a published education diagnostic research report, disseminated across major education stakeholders and partners in Indonesia; an MPI/LEG-endorsed Partnership Compact; 17 capacity building activities reaching MPI/LEG members and senior government officials; and three Annual Joint Education Sector Reviews each convening approximately 60 multi-stakeholder participants. This breadth and quality of this output represent strong value for money.
• The MPI/LEG members designed and facilitated capacity building activities themselves, rather than procuring external consultants, which is a cost-efficient approach. This peer-led model significantly reduced unit costs while simultaneously strengthening the organizational capacity of member organizations. Similarly, engagement of SMERU (a local MPI/LEG member) as the research contractor for the education diagnostics research, rather than an international contractor, reduced costs, deepened local ownership, and produced more policy-relevant findings, which will be further explored after the SCG 1 implementation.
• Administrative and procurement functions were also conducted efficiently within sector norms. UNICEF, as grant agent, ensured robust procurement through an open competitive process, financial management, monitoring, and multi-partner coordination, including close coordination with MoPSE and MoRA. These management functions were necessary and appropriately costed for the complexity of the grant context.

Timeliness

Detailed Description
There were no significant delays at grant start. Initial familiarization with the SCG modality, which was new for Indonesia, required additional communication efforts with MPI/LEG co-chairs and members in the early months of implementation.

Detailed Description
Minor delays occurred in several activity areas throughout implementation.

• Year 1 (2023): Expanded consultations for the EFA and difficulties in securing time for discussions with appropriate officials due to rotation of ministry staff, led to delays in completing the EFA and Partnership Compact against the planned timeline. However, the expanded consultation was deemed technically necessary for data validation, and careful coordination with MoECRT and MoRA ensured that the EFA documents and the Partnership Compact captured the diverse perspectives on education issues of MPI/LEG members and other education sector stakeholders. There were also slight delays in the education diagnostic research due to a late change in procurement modality (from international to local research organizations) at the co-chairs' request.
• Year 2 (2024): Delays in the education diagnostic study arose from data security concerns and the absence of protocols governing external use of government student assessment data. UNICEF and the MPI/LEG co-chairs supported the establishment of the RAG to facilitate coordination with data custodians, which led to data confidentiality agreements between SMERU, the former MoECRT, and MoRA.
• Year 3 (2025): The government transition from late 2024 required re-engagement with new officials and adjustments to work plans and timelines. The education diagnostic research report was finalized and published in December 2025, with the dissemination session implemented in March 2026 due to MoPSE and MoRA availability.

Grant costs

Detailed Description
The grant was implemented within its approved budget of US$749,000. Final cumulative expenditure was US$748,965, effectively full budget utilization. A minor budget revision was agreed in Year 1, where the budget for the Annual Joint Education Sector Review was reduced from US$94,000 to US$70,500 (reflecting a reduction from four to three reviews within the grant timeframe), and the MPI/LEG capacity building budget was increased from US$31,764 to US$55,264. This represented a minor revision within the same activity component (Activity C), not exceeding 10% of the total budget, and was agreed in

consultation with GPE and MPI/LEG members.

Unit costs were reasonable for the scope and quality of outputs delivered. The education diagnostic research was conducted with the research partner, SMERU, selected through an open competitive process. Capacity building activities were designed and led by MPI/LEG members themselves, keeping costs down while building local capacity and ownership. Annual Joint Education Sector Reviews brought together multi-stakeholder participants from government, civil society, Parliament and development partners, which represented high value for the investment.

Partnerships and Inclusive Dialogue

Detailed Description

The SCG both leveraged and strengthened a rich ecosystem of partnerships:

• The MPI/LEG's 20 member organizations, which include MoPSE and MoRA, UN agencies, international and national NGOs, faith-based organizations, research institutions, philanthropies, a teachers' association and multilateral agencies, provided the foundation for inclusive sector dialogue throughout the grant. Representatives from World Food Programme (WFP) Indonesia also participated in the MPI/LEG meetings in 2025, to strengthen coordination on Indonesia's National Nutritious Meals Programme.
• The collaboration between SMERU (an MPI/LEG member) and researchers from Muhammadiyah and NU (both representing large networks of religious schools) in the education diagnostic research created a partnership model with rigorous research expertise and deep reach into both MoPSE schools and madrasahs.
• UNICEF (Grant Agent for SCG 1) coordinated closely with Save the Children (Grant Agent for the Multiplier Grant), PSPK and Plan International Indonesia (Co-Coordinating Agencies) throughout implementation, ensuring coherence between the SCG and the broader GPE investment in Indonesia.
• The AJSRs consistently engaged the Ministry of Finance, Bappenas, Ministry of Home Affairs, Coordinating Ministry for Human Development and Cultural Affairs, and Parliament, reflecting and strengthening the cross-sectoral dimension of education reform dialogue. The Mid-Term Review of the Partnership Compact also brought together a broad range of education stakeholders and partners, including from national and subnational governments, MPI/LEG members, philanthropic organizations and teacher associations. Teachers, principals, school supervisors, parents/caregivers and adolescents were also included in consultations, providing valuable perspectives on progress in achieving the Partnership Compact's priority reform.

Sector dialogue was inclusive throughout the grant. MPI/LEG meetings, capacity building activities, Annual Joint Education Sector Reviews, and the Mid-Term Review all used deliberative approaches to ensure diverse voices were heard, including from subnational government, faith-based schools, children with disabilities, girls and communities in remote areas.

Use of data and Evidence for Improvement

Detailed Description

Data and evidence were central to grant implementation at every stage.

• EFA and Partnership Compact development: The EFA drew on government policy documents (RPJMN, Renstra), SDG indicators, education budget data, and multi-level stakeholder consultations to produce a rigorous evidence base for the Partnership Compact. The resulting Compact is anchored in existing government results indicators, ensuring continuity between the grant and national planning processes.
• Education diagnostic research: The Research Advisory Group reviewed research methodology, preliminary findings and draft outputs, providing a quality assurance mechanism grounded in evidence. The research used national assessment data (AN and AKMI) to generate novel evidence on factors influencing learning quality across school types, disaggregated by gender and disability status.
• Data-driven MPI/LEG dialogue: MPI/LEG meetings, capacity building workshops, Annual Joint Education Sector Reviews and the Mid-Term Review consistently drew on national data sources and qualitative data through extensive consultations to anchor discussions in evidence and build shared understanding.
• MTR as a learning and adaptation mechanism: The MTR of the Partnership Compact, initiated in Year 3, represents a systematic approach to using evidence for improvement at the system level, going

beyond grant monitoring to a broader assessment of the Partnership Compact's relevance and effectiveness in the new government administration context.

Use of GPE Processes

Detailed Description

The GPE system capacity grant processes broadly facilitated effective design and implementation of the grant in Indonesia.

• Grant flexibility was used effectively: A minor budget revision in Year 1, adjusting the balance between the AJSRs and MPI/LEG capacity building budget lines within Activity Component C, was managed efficiently and within GPE guidelines. The flexibility to adjust implementation approaches in response to co-chair guidance and the needs of the government was well-suited to Indonesia's education context.
• The Partnership Compact framework provided a strong structure: Linking SCG activities to the development and implementation of Indonesia's Partnership Compact gave the grant a clear and meaningful purpose that was well understood by all partners. The Compact's multi-year horizon also supported longer-term reflection about system capacity strengthening beyond the grant period.
• GPE Secretariat engagement was valuable: The involvement of GPE representatives (Javier Luque, Talia Miranda) at AJSRs and the MTR, monitoring missions, and key MPI/LEG meetings, provided useful support and visibility for the grant. The GPE Secretariat's responsiveness to questions and guidance on technical matters (e.g., budget revision processes, Partnership Compact process, MTR requirements) was appreciated.

Sustainability

Detailed Description

The grant has established strong foundations for continuity beyond the closing date.

1. MPI/LEG as a sustainable coordination platform: The MPI/LEG, co-chaired by MoPSE and MoRA, has grown to 20 member organizations and is institutionalized in Indonesia's education governance architecture. With active and established communication practices and regular engagement (through monthly email updates, a WhatsApp group, and regular coordination meetings), the MPI/LEG is well-positioned to continue as a coordination mechanism. The SCG 2 provides financial support for MPI/LEG coordination activities beyond the SCG 1 closing date.

2. Partnership Compact as a roadmap for coordinated education reform efforts: Indonesia's Partnership Compact, endorsed by the MPI/LEG and published in June 2024, provides a strategic roadmap for education partners to work in collaboration with the government toward the agreed priority reform of quality learning, with relevance extending well beyond the SCG period. The MTR process, initiated under SCG 2 and continuing into 2026, will produce a revised Compact that reflects the new government's priorities, further strengthening its relevance and sustainability. The Compact's alignment with Indonesia's RPJMN and Renstra documents, and national results indicators, anchors it in the country's own planning and accountability systems.

3. Education diagnostic research supporting ongoing policy dialogue: The SMERU research report, published in December 2025, provides an evidence-based resource for informing education policy discussions over time. Furthermore, the data confidentiality agreement established between SMERU and the two ministries creates a framework for future research using government assessment data, with broader implications for education research in Indonesia.

Potential risks to sustainability include staff rotation in government ministries, which could disrupt institutional memory and continuity of technical engagement, and dependence on GPE funding for formal MPI/LEG coordination activities. Mitigation measures include systematic documentation of MPI/LEG decisions and outputs; use of the MTR process to re-anchor government commitment; and support through SCG 2 to strengthen sustainable coordination mechanisms.

Grant Management and Use of Funds

Unspent Funds

Amount of funds that were not spent by grant closing

35

Detailed Description

N/A

Management Performance

Level of Management Performance 4

Highly Satisfactory (HS)

Detailed Description

Grant management performance is rated Highly Satisfactory across all three years, reflecting strong and consistent implementation across financial, procurement, monitoring and compliance functions.

• Expenditure was closely monitored against the work plan, achieving effectively full budget utilization (US$748,965 of US$749,000). Financial reporting was transparent and aligned with GPE requirements.
• All processes followed UNICEF's competitive procurement standards, including open selection of research partners and capacity building activity providers, ensuring transparency and value for money.
• Regular and structured communication was maintained with MPI/LEG co-chairs and members through meetings, updates and consultations, with key documents shared for input.
• Progress was consistently tracked, with challenges addressed proactively through coordination with co-chairs and flexible adjustments to implementation.
• All activities adhered to UNICEF's financial, procurement and safeguard requirements, with no major issues affecting delivery of outputs.

Annexes

Annex 1: List of Acronyms

Acronym	Description
EFA	Enabling Factors Analysis
GEDSI	Gender, Equality, Disability and Social Inclusion
GPE	Global Partnership for Education
MoECRT	Ministry of Education, Culture, Research and Technology
MoRA	Ministry of Religious Affairs
MPI/LEG	Mitra Pendidikan Indonesia / Local Education Group?
SCG	System Capacity Grant

AJSR	Annual Joint Education Sector Review
MoPSE	Ministry of Primary and Secondary Education (new changed name after, MoECRT)
PC	Partnership Compact
AI	Artificial intelligence
AKMI	Asesmen Kompetensi Madrasah / Madrasah Competency Assessment
AN	Assessmen Nasional / National Assessment
CTT	Core Task Team
LP Ma'arif NU	Ma'arif Education Institution of Nahdatul Ulama
MTR	Mid-term Review
NGO	Non-Governmental Organization
NU	Nahdlatul Ulama
PMF	Pendidikan non-formal / Non-formal education
PSPK	Pusat Studi Pendidikan dan Kebijakan / Centre for Education Standard and Policy
RAG	Research Advisory Group
Rencana	Rencana Strategis / Strategic Plan
RPJMN	Rencana Pembangunan Jangka Menengah Nasional / National Medium-Term Development Plan
SDG	Sustainable Development Goal
SEAH	Sexual exploitation, abuse and harassment
UNICEF	United Nations Children's Fund

Annex 2: Efficacy by Grant Window

Capacity Area Window
Window 1: Strengthen gender-responsive planning and policy development for system-wide impact

Level of Achievement at End of Grant
High

Detailed Description:

All activities under Window 1 were fully achieved, with high quality outputs delivered. The results chain is considered strong, as the planned inputs were effectively translated into outputs and contributed meaningfully to sector dialogue and system capacity strengthening.

Under the education sector diagnostic research, a study was conducted to identify challenges and opportunities for improving the quality of education in Indonesia. The study focused on elements that enhance foundational skills and 21st-century skills (creative thinking and critical reasoning), applying a GEDSI lens. The study was innovative in combining a large dataset drawn from the National Assessment (MoPSE) and the Madrasah Competency Assessment (MoRA) with qualitative data. This enabled a more comprehensive analysis of how factors within the learning environment, including gender-related behaviours and attitudes towards disability, are associated with learning outcomes.

The final report was published in December 2025, followed by a dissemination session on 10 March 2026 with participation from MoPSE and MoRA. Feedback from stakeholders highlighted that the findings were highly relevant and provided important insights for evidence-based policymaking, particularly in identifying priority areas for improving learning quality. This demonstrates that the research outputs effectively contributed to strengthening the evidence base for sector planning and reform.

Through the development of the Partnership Compact and the MTR, a wide range of stakeholder perspectives were captured, not only from national and subnational government stakeholders but also from teachers, school principals, supervisors, parents and caregivers, and adolescents, including those with disabilities. This inclusive approach strengthened both the relevance and ownership of the Compact. GEDSI considerations were systematically embedded throughout consultations and discussions, ensuring that the specific needs of girls and marginalized groups were reflected. For instance, gender specialists were engaged during the MTR to ensure that critical gender issues were adequately addressed, and the revised Results Framework now includes more disaggregated indicators, improving the system’s ability to track disparities related to gender and vulnerability. This indicates that the grant contributed effectively to strengthening system capacity to respond to equity-related priorities.

Across the programme implementation period, a total of 17 capacity building activities were completed over three years (2 in 2023, 5 in 2024 and 10 in 2025), delivered by MPI/LEG members. These activities covered a broad range of priority areas, including GEDSI, education data and assessment, minimum service standards, green schools, and inclusive education. The activities were demand-driven, with topics selected based on recommendations from MoPSE and MoRA co-chairs, ensuring alignment with evolving sector needs. The integration of GEDSI across activities helped ensure that the needs of vulnerable groups remained a key consideration.
One of the main challenges encountered during implementation was the transition to a new government administration, which involved changes in institutional structures, personnel and policy priorities. This created the need for adjustments to planned activities. However, these challenges were effectively mitigated through close communication and coordination with MoPSE and MoRA co-chairs, as well as through established mechanisms such as the Research Advisory Group and Core Task Team. These mechanisms provided timely technical guidance and enabled adaptive management, ensuring that activities remained relevant and responsive to evolving priorities.

No significant deviations from the original grant design were observed. Rather, adaptations made during implementation strengthened alignment with government priorities without adversely affecting the overall budget or achievement of intended results.

---

1 High - There were no shortcomings or at most minor shortcomings in the continued alignment between grant activities and the capacity needs/priorities. The grant provided clear evidence of such alignment. If circumstances changed, the objectives were changed accordingly to keep objectives fully relevant. Substantial - There were moderate shortcomings in the continued alignment between grant activities and the capacity needs/priorities. The grant provided limited information on such alignment. If circumstances changed, the objectives were changed accordingly to keep objectives fully relevant. Modest - There were significant shortcomings in the continued alignment between grant activities and the capacity needs/priorities. The project provided limited information on such alignment. If circumstances changed, the objectives were not changed accordingly to keep objectives fully relevant. Negligible - There were severe shortcomings in the continued alignment between grant activities and the capacity needs/priorities. The grant differed from those current needs or did not provide information to assess such alignment. If circumstances changed, the objectives were not changed accordingly to keep objectives fully relevant.

2 High-The project exceeded or fully achieved its objectives (intended outcomes) or is likely to do so. Substantial -The project almost fully achieved its objectives (intended outcomes) or is likely to do so. Modest- The project partly achieved (or is expected to partly achieve) its objectives (intended outcomes). Negligible-The project barely achieved or did not achieve (minimal achievement, if any) its objectives (intended outcomes).

3 High-Efficiency exceeded expectations. Substantial-Efficiency was what would be expected in the sector.Modest-Efficiency was below expectations in the sector. Negligible- Efficiency was very low compared

to both the benefits (if any) and recognized norms in the sector.

[4] Highly Unsatisfactory – Overall grant management performance prevented the achievement of one or more outputs. Unsatisfactory – Overall grant management performance limited or jeopardized the achievement of one or more outputs. Moderately Unsatisfactory – Overall grant management performance delayed the achievement of one or more outputs, but issues were resolved during the grant life cycle. Moderately Satisfactory – Overall grant management performance supported the grant to achieve most of its major outputs efficiently with moderate shortcomings. Satisfactory – Overall grant management performance supported the grant to achieve almost all of its major outputs efficiently with only minor shortcomings. Highly Satisfactory – Overall grant management performance supported the grant to achieve or exceed all of the major outputs efficiently without significant shortcomings.