

# **SPOTLIGHT REPORT**

## **ON SDG-4 IMPLEMENTATION STATUS IN INDONESIA**

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### **I. COUNTRY CONTEXT AND EDUCATION SYSTEM OVERVIEW**

#### **A. General Introduction**

Indonesia, a vast archipelago comprising more than 17,000 islands, contains a population numbering around 269 million people; a number that makes Indonesia the fourth most populous country in the world. These impressive numbers also imply that significant cultural, ethnic, religious and linguistic diversity can be expected to be found within its boundaries, ranging from the daily Hindu rituals practiced on the island of Bali to the prevalence of Islamic sharia law in Aceh (Sumatra) or the semi-nomadic hunter-gatherer lifestyles of the Mentawai people.

Indonesia is situated in one of the world's most active disaster hotspots and is at high risk of a variety of natural hazards, including earthquake, tsunami, volcanic eruption, flood, landslide, drought and forest fires. Of 34 provinces in Indonesia, 30 are in high risk and four are in medium risk zones. Most disasters affect schools. During the period of 2016-2018, major disasters affected more than 41,000 schools in Indonesia.

Being located on the Pacific Ring of Fire (an area with a high degree of tectonic activity), Indonesia has to cope with the constant risk of volcanic eruptions, earthquakes, floods and tsunamis. On several occasions during the past 20 years, Indonesia has made global headlines due to devastating natural disasters that resulted in the deaths of hundreds of thousands of human and animal lives, plus having a destructive effect on the land area (including infrastructure, and thus resulting in economic costs). Therefore, many school infrastructures were damaged and school dropouts were caused by disasters.

On the other hand, despite facing those challenges, Indonesia has a good progress in reducing poverty. Poverty in Indonesia declined to the lowest level ever in March 2018 (Indonesia's Central Statistics Agency, or BPS, releases poverty figures twice per year, covering the months March and September). Based on the latest data, Indonesia's relative poverty figure fell to 9.82 percent of the total population. Thus, 25.95 million Indonesians are now categorized as poor.

	2014	2015	2016	2017	2018 (March)
<b>Relative Poverty</b> (% of population)	11.0	11.2	10.7	10.1	9.8
<b>Absolute Poverty</b> (in millions)	27.7	28.5	27.8	26.6	26.0
<b>Gini Ratio</b>	0.41	0.41	0.40	0.39	0.39

Indonesian Poverty and Inequality Statistics (BPS, 2018)

Moreover, there are dozens of millions of Indonesians who live just above the poverty line, implying that a relatively minor peak in inflation could push these people (back) into full-blown poverty. Therefore, there remains plenty of homework to be completed by the government. However, it has become increasingly difficult for the government to lift this remaining group out of poverty (especially now that economic growth has been stagnant around the 5 percent level).

Out of a population of around 260 million, about 25.9 million Indonesians still live below the poverty line. Based on March 2017 data, approximately 20.78% of the entire population remain vulnerable of falling into poverty, as their income hover marginally above the national poverty line.

While there are greater efforts at improving basic public services, the quality of health clinics and schools is uneven by middle income standards, contributing to alarming indicators, particularly in health. Approximately 1 in 3 children under the age of 5 suffer from stunting which reflects impaired brain development that will affect the children's future opportunities.

## **B. The National Education System**

Indonesia has a twelve-year education system on formal school (primary—grades one through six; junior secondary school—grades seven through nine; and senior secondary school—grades ten through twelve). In Indonesia educations begins with six years of elementary school, followed by three years of junior secondary school, followed by three years of senior secondary school. The system is supervised by the Ministry of National Education which is responsible for non-religious school (sekolah) and the Ministry of Religious Affairs which is responsible for religious schools (madrasah and pesantren).

The National Constitution Act of 1945 states that the state has an obligation to ensure access to education for every citizen. The Constitution does not provide specificity level of education will be guaranteed by the state. However, Act No. 20 of 2003 on National Education System guarantees for free payment on 9-years education compulsory program (equivalent to primary school until junior secondary school). Therefore, the

education policies and budget focus more on the formal education in primary and junior secondary school levels.

Actually, the Government has issued Government Regulation No. 47/2008 on Universal Secondary Education that allows the local government to develop a policy of compulsory education to 12-year. However, this policy has not been widely implemented by local government (province government), because it is not mandatory for local governments. The implementation of the 12-years compulsory education depending on the fiscal capacity of the province government.

STUDY LEVEL	GRADES	AGES	REQUIREMENT
Early childhood	-	2-6	Optional
Primary	1-6	7-12	Compulsory
Junior secondary	7-9	13-15	Compulsory
Senior secondary	10-12	16-17	Optional/Compulsory: depend on the policy and fiscal capacity of the province government.

Table: Formal School Structure

Based on this policy, many school-age students cannot continue to pursue higher education, from junior secondary school to senior secondary school. In fact, while the children in the age of 10 to 17 spend time in school and playing, some of Indonesian children must work to make a living. In Indonesian Central Statistical Bureau (BPS)'s data, the proportion of child labor is 1.5 percent of the 84.4 million total child population. They mostly are out-of-school students from poor families.

In order to respond to the needs of skilled workers, Indonesia also develops vocational education. This education has particular mission in preparing a ready for work and professional generation. In vocational education there are two parts of education, which are; vocational secondary education (SMK) and vocational higher education (Diploma).

STUDY LEVEL	FORMAL	AGES	NON-FORMAL	REQUIREMENT
Senior secondary	Vocational Secondary School (SMK)	16-17	Vocational Training Center (BLK)	Optional
	Vocational Diploma (D1, D2, D3, D4)	18 >		

Table: Vocational School Structure

The vocational education curriculum covers mostly practical field practices and skills training. Thus, vocational schools would tend to establish partnership with the industries, where they can put their skills into real practices in real jobs. The main challenges currently facing TVET in Indonesia come down to a lack of sufficient

correspondence between the practical training and skills taught in TVET institutions and the demands of the labor market. This is underpinned by an uneven balance between teachers with academic and practitioner background in TVET institutions, where the latter are underrepresented.

## II. DISCUSSION AND ANALYSIS OF SDG NATIONAL FRAMEWORK, IMPLEMENTATION PROCESS AND FINANCING STRATEGIES

### A. The Government's Rollout and Implementation of SDGs/SDG4

The Indonesian government make some attempts to achieve SDGs indicators. This began with the integration of the 169 SDGs indicators into the National Medium-Term Development Plan 2015-2019 (RPJMN). Presidential Regulation (Perpres) No. 59/2017 on the Implementation of Sustainable Development Goals (SDGs) issued on July 4, 2017 shows that the government's commitment to institutionalize the SDGs agenda into national development programs.

The presidential regulation emphasizes the involvement of all stakeholders through four participation platforms, which are: The government and parliament; Business and philanthropy; Civil Society Organizations; academics and experts, in order to achieving the in implementation of the SDGs' agenda. To date, there are 94 out of 169 SDGs targets that have been harmonized with the National Medium-Term Development Plan 2015-2019 (RPJMN).

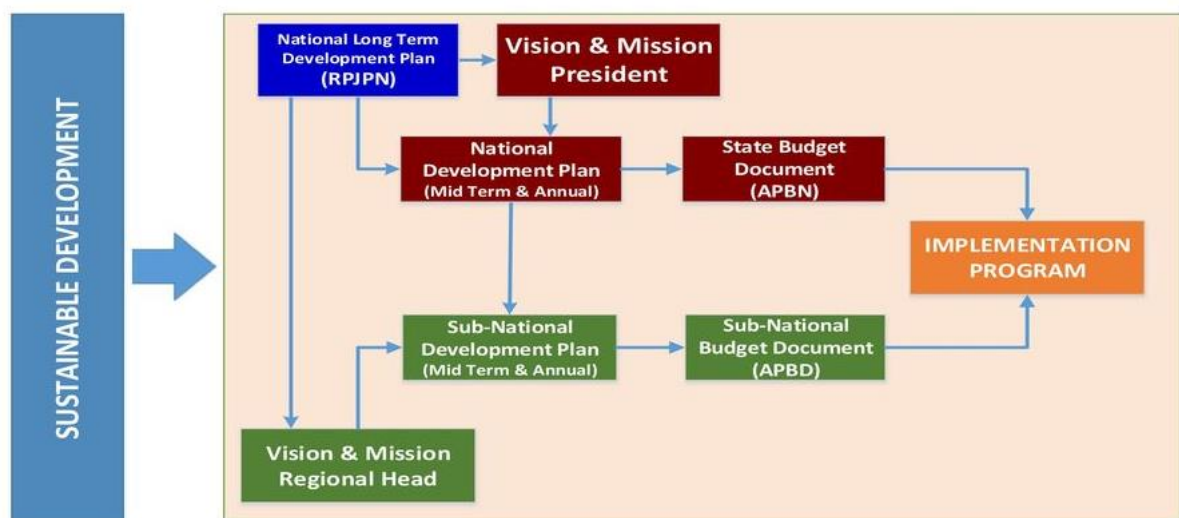
National Priority and National Long-Term  
Development Plan According to SDGs Target

GOAL	GLOBAL TARGET	TARGET OF RPJMN 2015-2019	NATIONAL PRIORITY
SOCIAL (1,2,3,4,5)	47	25	<ul style="list-style-type: none"> <li>- Poverty reduction</li> <li>- Welfare improvement</li> <li>- Improvement of food security</li> <li>- Improvement of education quality and the implementation of <i>Kartu Indonesia Pintar</i> (Smart Indonesia Card) and <i>Kartu Indonesia Sehat</i> (Healthy Indonesia Card)</li> <li>- Protecting the children, woman and marginalised group</li> </ul>
ECONOMY (7,8,9,10, 17)	54	30	<ul style="list-style-type: none"> <li>- Energi sovereignty</li> <li>- Acceleration of National economy development</li> <li>- Increase Labor Competitiveness</li> <li>- Building National Connectivity</li> <li>- Equitable Development Between Regions</li> <li>- Implementation of Free and Active LN Politics</li> </ul>
ENVIRONMENT (6, 11, 12, 13, 14, 15)	56	31	<ul style="list-style-type: none"> <li>- Water security</li> <li>- Build the Residential Area Housing</li> <li>- Handling Climate Change and Provide of Climate Information and Disaster</li> </ul>

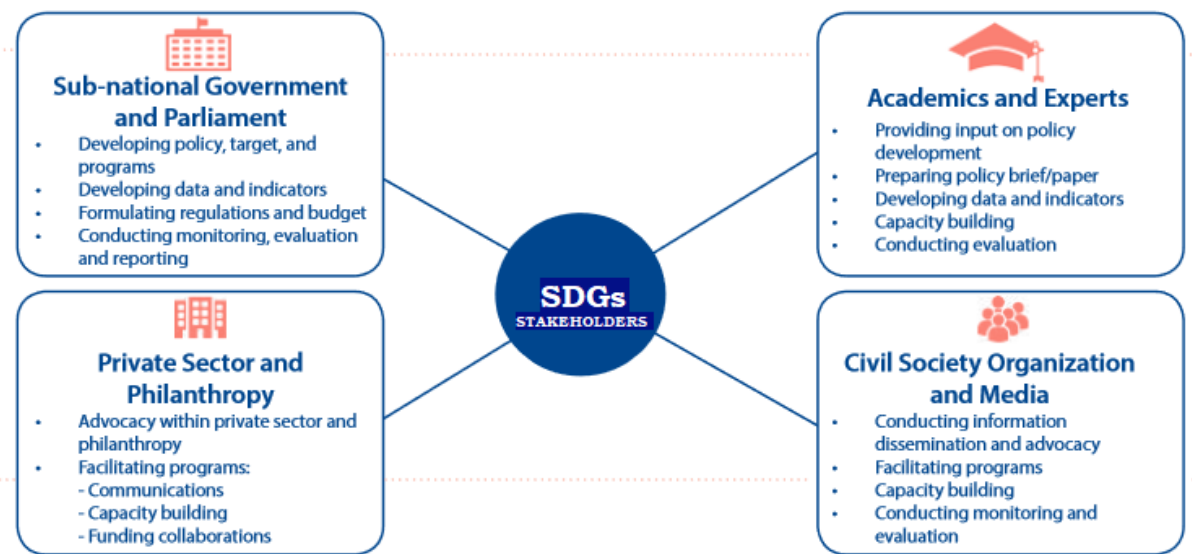
			<ul style="list-style-type: none"> <li>- Sea and Maritime Economic Development</li> <li>- Preservation of Natural Resources</li> <li>- Indonesia's Biodiversity Action Plan and Strategy</li> </ul>
LAW AND GOVERNANCE (16)	12	8	<ul style="list-style-type: none"> <li>- Improving the Protection quality for Indonesian Citizens</li> <li>- Increasing the Fair Law Enforcement</li> <li>- Building Transparency and Government Performance Accountability</li> </ul>
TOTAL	169	94	

These programs have been harmonized from the central to the regional government. This National Long-Term Development Plan (RPJPN) or Regional Long-Term Development Plan (RPJPD) is adapted by the President and Regional Head through their vision's and mission's. Then, it is adapted again into a national development plan (RPJMN) or region (RPJMD). From the results of the RPJMN / RPJMD, a strategic plan of the Ministry/institution as well as the strategic plan of the Regional Working Unit (SKPD) are prepared to become an annual Government Work Plan (RKP) or annual Regional Government Work Plan (RKPD).

#### Mainstreaming SDGs into Indonesia's Development Planning



In order to achieve SDG-4 targets, Indonesia always involves 4 main stakeholders in the implementation. Each stakeholder has their role in accordance with its capacity and authority. Firstly, the sub-national government and parliament. Secondly, academics and experts. Thirdly, CSOs and media. Fourthly, private sector and philanthropist. The picture below is a breakdown of the roles of each stakeholder in the implementation of SDGs in Indonesia:



The Rule of the SDGs Stakeholders in Indonesia

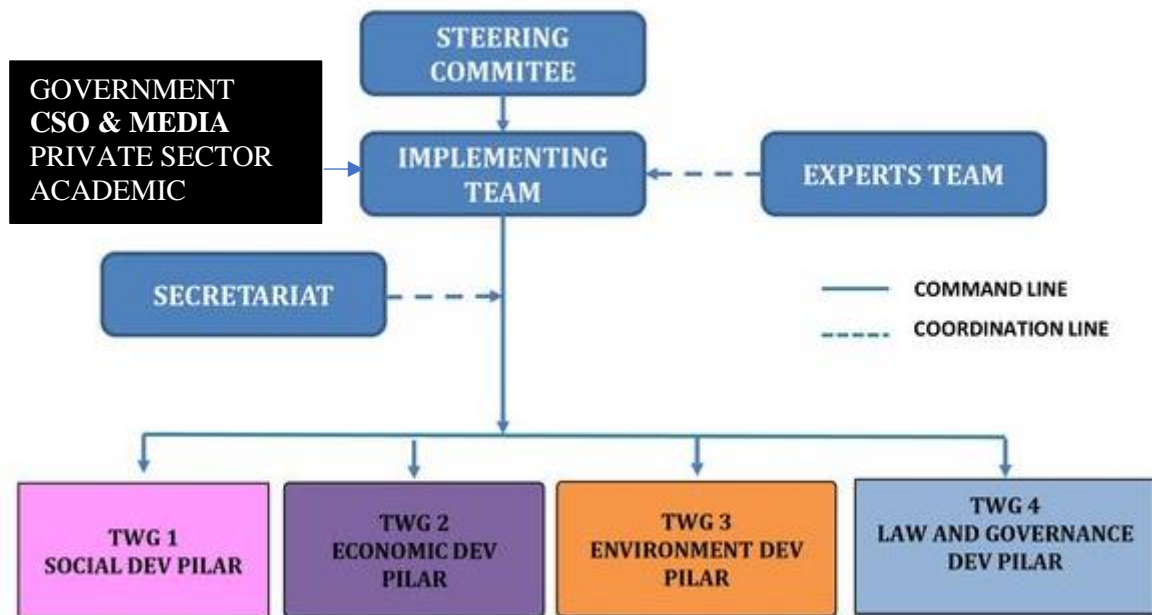
These four stakeholders should ideally walk together. However, unfortunately, it still needs a lot of effort to synergize it. All this time, several efforts have been made but hasn't optimal yet. Each party is still busy with their respective roles and their own targets. Even at the government level, there's a gap in understanding and implementing SDGs between the central and regional government. Not many understand fully about what SDGs are and how to implement them.

## B. CSO Role in the SDG implementation and review process

CSOs have a pivotal role in implementing the SDGs. This is reflected in the presidential Article 10 paragraph 2 (Perpres No.59 of 2017). The implementation of the SDGs is carried out jointly involving the ministries/institutions, philanthropic institutions, business people, academics, and CSOs. In fact, the involvement of the CSOs is started far before the Presidential Regulation No.59/2017 was issued. The involvement of these CSOs began to develop since the preparation of the SDGs, which is since 2015 through post MDGs forums. CSOs in Indonesia form a coalition of SDGs particularly for civil society. The CSO Coalition gave a draft proposal for the preparation of Presidential Regulation No. 59/2017 on SDGs. Moreover, they also did a coordination on the implementation and monitoring of the SDGs.

Besides that, in the woman and youth movement, are also develop some networks that guards the SDGs particularly in the implementation of the gender mainstreaming in the SDGs-4. Some of the network are, woman movement for incarnate the DIVERSITY of Indonesia, the multi actor movement for the SDGs' achievement particularly for the elimination of child marriage, the partner network is 'MAMPU' to developing a woman movement leadership for the SDGs' achievement that is gender responsive, inclusive, transformative and also network action. These networks are working on developing the piloting of SDGs implementation from the level of village, district/city, province and national scale.

Thus, in the implementation of the SDGs, CSOs are required to play an active role and not just waiting to be involved by the government. For instance, CSOs in Indonesia play an active role in meetings with the Ministry of national development Planning (the leader of SDGs Implementation) in the framework of preparing National Action Plans (RAN) in which there are important and urgent targets and indicators in the Indonesian context. The active involvement of CSOs in particular through the Civil Society Coalition for SDGs, the government involved civil society in the implementation of the SDGs by forming a National Coordination Team so that there was collaboration between the government, the community and universities



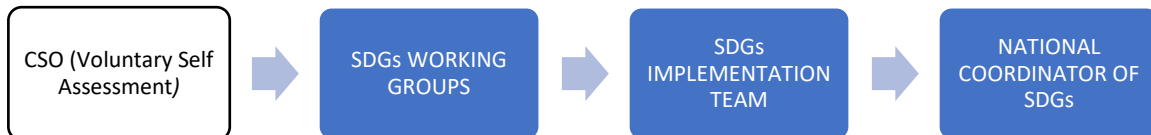
SDGs National Coordination Team and Position of CSO

Advocacy that is carried out by the CSOs in the village and regional levels begins with developing critical awareness and understanding of the implementation of the SDGs towards the "no one left behind" groups in SDGs, such as the poor (rural and urban), women, children, the elderly, teenagers, disable person, indigenous group, unemployed, refugees, minority groups and migrant workers. Due to the complexity of their problems, they are invited to understand that their problems and the goals of the SDGs are cross cutting that cannot be fought individually.

At the village level, the *no one left behind* groups is included through the Village Development Planning forum and village decision-making forums. In order for these proposals to be included in the RPJMD, RKPD and APBD, a forum was prepared that could accommodate these groups through the Village Development Planning forum on the district level, which confirmed the results to be proposed received in the Regular Meeting (Musrenbang). This Village Development Planning forum is also the result of CSO's advocacy, particularly from the women's organizations. After the Village Development Planning forum, the proposal must still be monitored so that it is included in the RPJMD and the budget is available by conducting a workshop training for the SKPD

(OPD) so that they understand how to integrate it.

Some of the regions that did not use the Village Development Planning forum as a media carried out an advocacy at the national level, such as giving a proposal for the objectives priority that is in accordance with the regional, preparing the matrix for the Action Plan, becoming a Working Team that received a mandate letter from the Governor or the regent, pressing and involved in drafting Regional Action Plans.

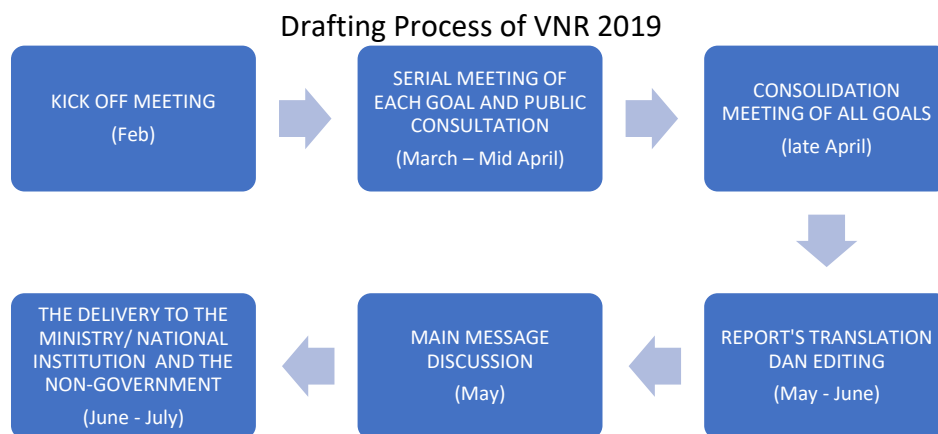


The monitoring process and evaluation of SDGs implementation, reported by CSO

In monitoring the implementation of the SDGs, CSOs carry out monitoring that has been done once in every six months, while the evaluation is conducted once a year. The mechanism used is the voluntary self-assessment model. The government provides a monitoring and evaluation form, then CSOs fill out the form and then report it to the working group secretariat (Secretariat of the SDGs Working Group).

### C. The VNR report and the role played by CSOs in its development

CSOs in Indonesia are also involved in the process of drafting the VNR report 2019. There are several stages in the preparation of the VNR. Firstly, the kick off meeting. This is the first step to mark the start of the preparation of the VNR 2019. Secondly, a serial meeting to discuss each indicator in the SDGs-4. Thirdly, consolidation meeting to discuss all the achievements of the SDGs-4 indicator. Fourthly, the process of translation and editing. Fifthly, discussion of the main VNR 2019 message that must be delivered in the 2019 HLPF. Sixthly, socialization of the contents and messages of VNR 2019 to ministries /state institution and non-government organization. The picture above is the process and timeline for preparing the VNR report 2019:





Unfortunately, in the drafting mechanism of the VNR 2019, not all of these stages are always followed by all parties involved. CSOs are only involved in certain stages, so they cannot guard the important issues and the main message proposed by the CSO, whether they are put into the VNR 2019 or not. Moreover, not all the CSOs are involved. The government only invites the well-known CSOs. Therefore, a lot of CSOs became proactive in involving themselves as well as lobbying the government so that to be involved and possible to put the proposal of CSO version in the VNR 2019. Finally, the government is quite cooperative with CSOs, finally the government also absorbs many aspirations and ideas from CSOs to be included in the VNR 2019.

#### **D. Financing Strategies on Implementing SDGs**

In Indonesia, financing for SDGs is not only dependent on foreign aid, but also domestic resources. At present, domestic financing resources – for example APBD – are combined with alternative financing resources that were not previously explored. Indonesia is exploring alternative financing resources, such as funding sourced from regional banks and philanthropy, SDGs financing through Islamic fund/zakat (in collaboration with the National Alms Agency/BAZNAS), crowdfunding to save Sumatran tiger, as well as seeking financial contribution from the private sector.

The Government of Indonesia through the Ministry of Finance and PT SMI seeks to achieve the SDGs through the establishment of an integrated platform called “SDG Indonesia One” which combines public and private funds through blended finance schemes to be channeled into infrastructure projects related to the achievement of SDGs.

With various experiences in managing various funds from donor/bilateral/multilateral institutions both in the form of grants, technical assistance and capacity building as well as strong support from the Government of Indonesia through the Ministry of Finance, PT SMI will be the implementing agency of this platform. PT SMI not only has the capacity to manage funds but also can accelerate deliverables through various innovative products and monitor the implementation of this project in the ground.

SDG Indonesia One is a platform that includes 4 (four) types of pillars that are tailored to the appetite of donors and investors, namely: Development Facilities, De-Risking Facilities, Financing Facilities, and Equity Fund. The platform aims to raise funding from investors, donors, and philanthropist to be channeled to projects in Indonesia that support the achievement of Sustainable Development Goals (SDGs).

The first pillar of the Development facilities is aimed at encouraging the preparation of infrastructure projects both at the national level and at the regional government level. With this development fund, the preparation of infrastructure projects will be better, both in terms of quality and quantity.

The second pillar is the De-risking facilities aimed at increasing bankability of infrastructure projects so that it is attractive to the private sector in this case commercial banks and investors to participate in infrastructure projects.

The third pillar is the Financing facilities aimed at encouraging and stimulate greater infrastructure financing, by attracting the participation of other parties such as commercial banks or private investors to be able to participate in infrastructure projects. Financing funds can play a role in the form of flexible financing products and function as closing the gap.

The fourth pillar is the Equity fund is intended to encourage the participation of private investors to be able to participate in infrastructure projects related to SDGs. With the existence of an equity fund, there will be a strengthening of capital capacity for new (greenfield) projects and can also act as asset recycling for projects that are already operating (brownfield).

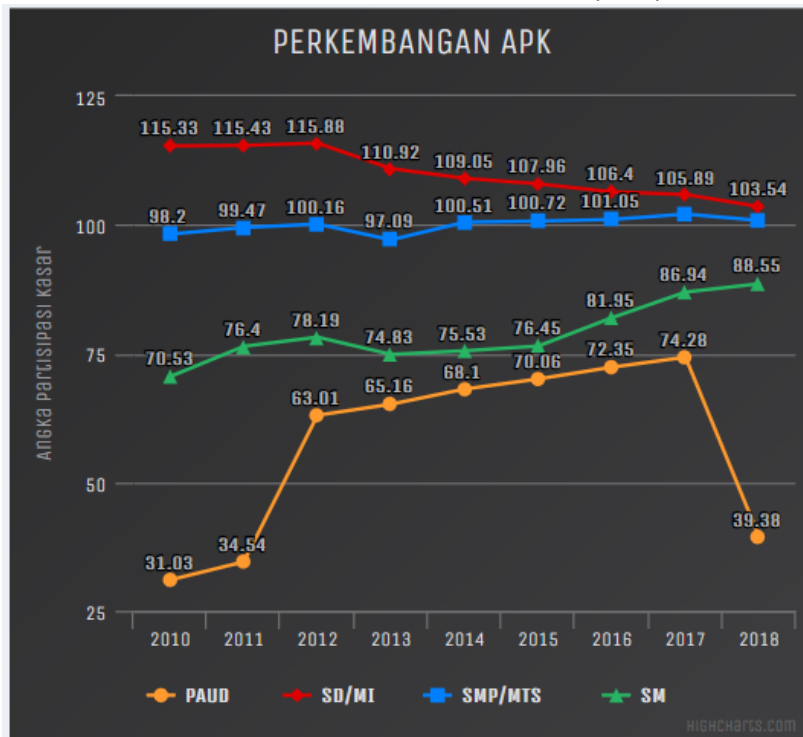
With this platform, the Ministry of Finance and PT SMI will transform needs into opportunities for many parties to be able to participate in various infrastructure projects related to SDG achievement.

In addition, this platform also ensures the development of the infrastructure sector from the beginning until the availability of funding and its implementation in the field. By combining the right instruments, the execution of infrastructure development will be better so that it can encourage inclusive development by managing various stakeholders, paying attention to economic, social and environmental aspects and always prioritizing good governance.

### **III. EDUCATION PERFORMANCE, GAPS, AND KEY CHALLENGES IN SDG 4 / EDUCATION 2030 IMPLEMENTATION**

Referring to the SDGs-4's objective which focuses on quality, inclusive education and supporting lifelong learning, thus the progress of education achievement in Indonesia is still far from expectations. Education in Indonesia still focuses on access in formal education and gives less attention to lifelong learning. In fact, the indicators set by the government are more focused on achieving participation figures, not indicators that lead to improving the quality of learning, character education, and strengthening the perspective of human rights, environment and gender. Even so, the target of access that is being predicted is also not yet achieved. From 2010-2018, in fact, the trend did not increase, but tended to stagnate, even decline.

Trends of the Gross Enrolment Ratio (GER) 2010-2018



(source: apkapm.data.kemdikbud.go.id, 2018)

Based on the Ministry of Education data, there is no Gross Enrolment Ratio (GER) target in every education level that has been proclaimed by the government is achieved. In fact, to be concern is, the is the reduction in GER participation number that occurred in primary school and early childhood education. While the stagnation in the performance of GER participation number occurs at the level of junior secondary school and good progress on senior secondary.

Target and realization GER on Education

STUDY LEVEL	GOVERNMENT TARGET (GER) 2019	REALIZATION (GER) 2018
Early childhood	77,2 %	39,38 %
Primary	114,09 %	103,54 %
Junior secondary	106,94 %	100,86 %
Senior secondary	91,63 %	88,55 %

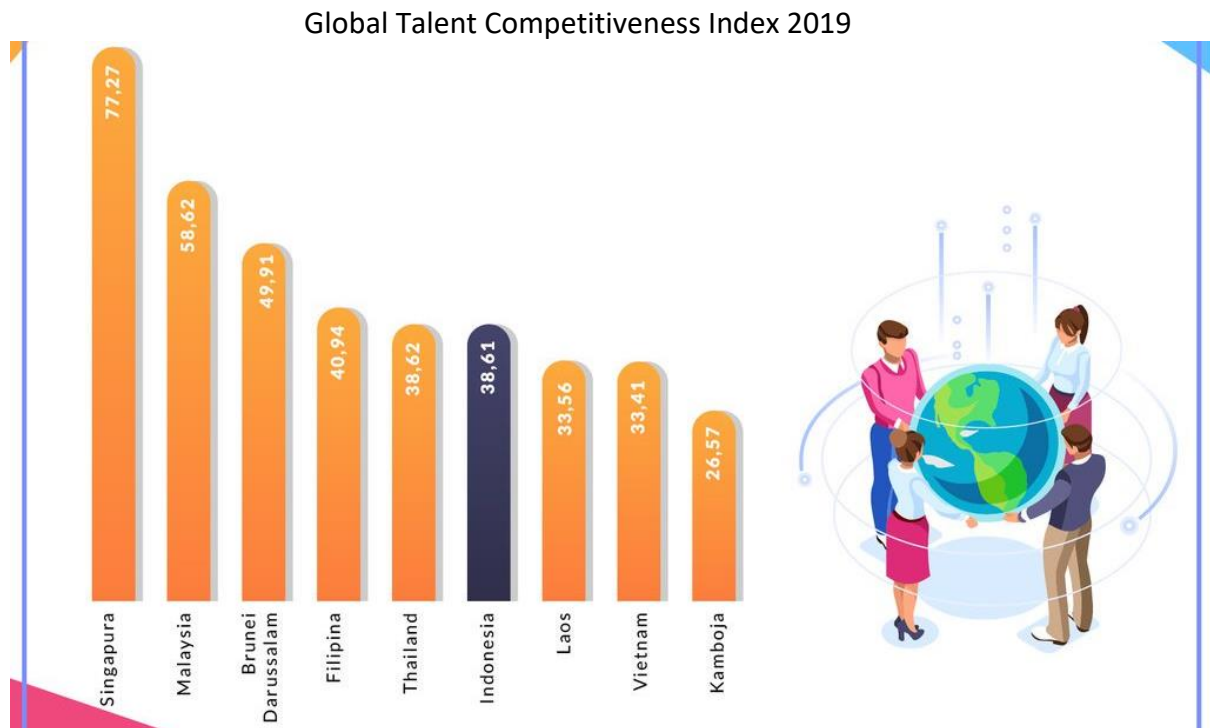
(Source: Presidential regulation 59/2017 and the ministry of education data)

If we observed, there is a quite far gap between the target and the reality. Seemingly, the realization of the target during the remaining one year will not enough to catch up with the lag. This shows the government's inability to formulate targets and make strategic steps to implement it.

#### A. Low Education Quality, Low Competitiveness

In terms of the quality of education, the progress is also still low. Based on the findings of the Global Talent Competitiveness Index (GTCI, 2019), the score of education quality

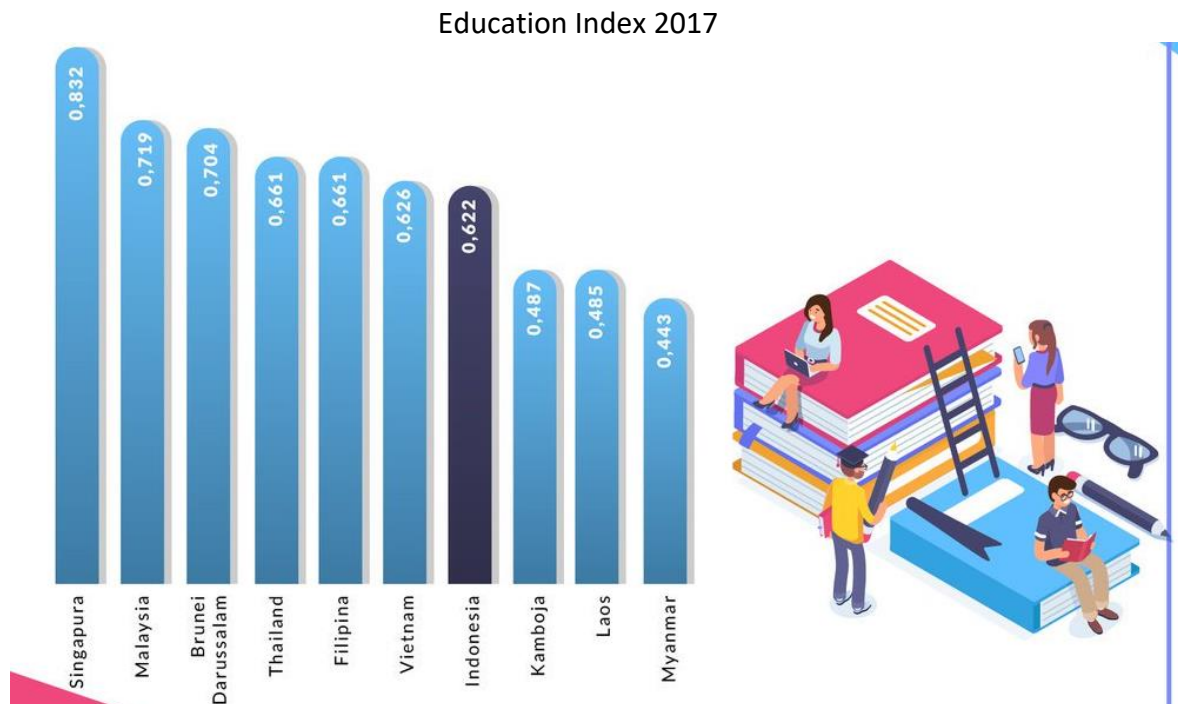
in Indonesian is 38.61. Indonesia is in the sixth place among ASEAN countries. The first rank is Singapore with a score of 77.27. Followed by Malaysia (58.62), Brunei Darussalam (49.91) and the Philippines (40.94).



(Source: GTCI, 2019)

This report compiles the ranks with an important emphasis on education. Some aspects of education that being a measures point including; formal education, vocational education, literacy, numeracy, international ranking of universities, scientific journals, international students, relevance of education to the business world, the number of technicians and researchers graduates, the number of research, and scientific journals.

Based on the Education Index that was issued by Human Development Reports, in 2017, Indonesia is in the seventh position in ASEAN with a score of 0.622. The highest score achieved by Singapore, which is equal to 0.832. The second rank is occupied by Malaysia (0.719) and followed by Brunei Darussalam (0.704). In the fourth position there are Thailand and the Philippines, both of them have a score of 0.661. This number is calculated using Mean Years of Schooling and Expected Year of Schooling.



(source: Human Development Reports, 2017)

The data shows that Indonesia has 8 years average in terms of length of school. In ASEAN countries, Singapore has the longest average school year, which is 11.5 years. The next country is Malaysia with an average length of school of 10.2 years. In addition, the Philippines has an average length of school of 9.3 years. Below Indonesia are Thailand (7.6 years), Laos (5.2 years), Myanmar (4.9 years), and Cambodia (4.8 years).

Average Length of School;  
Children Aged 15 Years and Over (2018)

A		B	
The Longest Average Length of School Year		The Shortest Average Length of School Year	
Province	Average Length of School	Province	Average Length of School
Jakarta	11,06	Gorontalo	7,83
Riau Island	10,01	East Nusa Tenggara	7,70
Maluku	9,78	West Nusa Tenggara	7,69
Yogyakarta	9,73	West Kalimantan	7,65
West Papua	9,73	Papua	6,66

For those who graduated from elementary school, it is calculated that the length of school is 6 years, graduating from junior high school is calculated for 9 years of education, graduating from high school is calculated for 12 years of education, without taking into account whether or not have they ever repeating the year or not.

In addition, there are also inequalities between rural and urban areas. Achievement of the average school years of residents over 15 years in urban areas is higher than in rural areas. The average urban population has completed 9 years of primary education, while

the rural population on average only goes until 7th grade of junior high school/equivalent (approximately 7 years).

High inequality also occurs in groups with disability. The difference in the average length of education between disable person and non-disable person reaches around 4 years. From the same source, it is known that those who are non-disable person can attend school up to 8th grade of junior high school/equivalent, while disable person are only able to attend school up to grade 4 elementary/equivalent. That means, our education system has not been inclusive and access to education is still very limited.

Indonesia is in 67th place out of 125 countries in the GTCI 2019 ranking. Important human resources are the government's priority. You could say that Human Resources competitiveness in Indonesia is still low when compared to other countries. One way to improve competitiveness is to improve the quality of education in Indonesia. Moreover, Indonesia's education budget is classified as high and the trend continues to increase from year to year. In 2014, for example, the education budget reached Rp375.4 trillion and rose to Rp492.5 trillion in 2019 or 20 percent of the National Budget Expenditures.

The government has allocated an education budget in 2019, some of which are for the Smart Indonesia Program, School Operational Assistance, construction/rehabilitation of educational facilities, and scholarships (Bidikmisi). If Indonesia wants its human resources to be ready to face the productive age, the implementation and monitoring of the education fund allocation is very important to become an attention of the government and all elements of society.

## **B. Problem of Literacy Ability**

This is related to the SDG target 4.6 to ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy. Indonesia is included into a country that has succeeded in completing illiteracy. According to data compiled from the Ministry of Education and Culture's Center for Education and Culture Data and Statistics from the project data of the Central Statistics Agency (2018), the literacy rate of the Indonesian population has reached 97.932%, or only around 2.068% (3.474 million) who are illiterate. But unfortunately, they can read, but are lazy to read. According to the Most Littered Nation in the World study conducted by Central Connecticut State University in March 2016, Indonesia's reading interest was ranked 60th out of 61 countries surveyed.

The government also has instrument for mapping, diagnose and evaluating the quality of education. Among them is referring to international benchmarks such as TIMSS (Trends in International Mathematics and Science Study), PIRLS (Progress in International Reading Literacy Study), and PISA (Program for International Assessment).

Indonesia is included in the assessment carried out by the international institution. Referring to the PISA research conducted by the Organization for Economic Cooperation

and Development (OECD) in 2015, the reading ability of Indonesian children is 15 years old, below the average of 72 other countries, with a score of 397. This figure is far behind neighbour countries such as Singapore become number one with a score of 535.

Felt that some of the points in the international assessment is using some contexts that were less relevant for Indonesian students, the Ministry of Education and Culture held an Assessment of Indonesian Student Competencies (AKSI). The SCAI is claimed to be an activity to monitor education quality nationally and is "longitudinal" to the primary, junior secondary, senior secondary and vocational secondary school. The results will be the basis for the formulation of policies and programs to improve the quality of education.

The survey was conducted in 34 provinces, with a sample of students in grades IV, VIII, and XI from primary, junior secondary, senior secondary and vocational education levels. Especially for primary school level, the sample in 2016 reached 48,682 students. The model is similar to the mix of TIMSS and PIRLS held by the IEA – the International Association for the Evaluation of Educational Achievement, based at Boston College's Lynch School of Education, Massachusetts, United States.

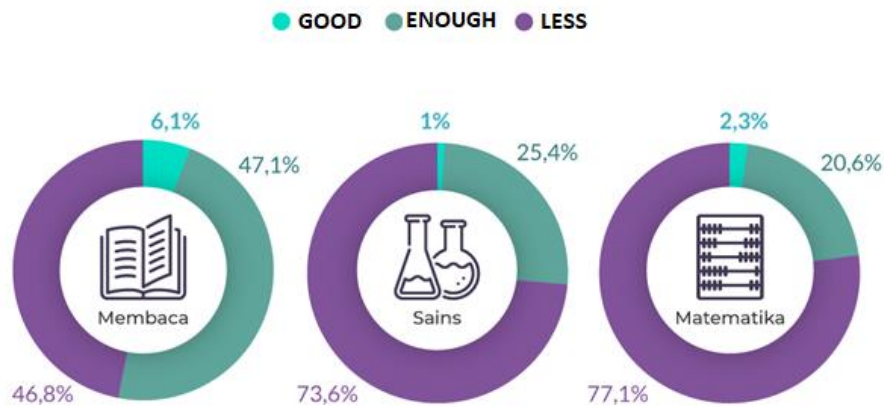
TIMSS and PIRLS are different from the results of the PISA study, because two studies evaluating the application of the applicable curriculum in advance. Meanwhile, the PISA study of 15 years old students is conducted to find out whether they are able to apply it in their daily lives – can extend beyond the scope of the curriculum.

In AKSI, students are asked to do reading, mathematic, and science questions. Measuring reading skills, children must answer literary and non-literary questions. While for mathematics, children answer questions related to numbers, geometry and measurement, and data and statistics. Different from the science that measures the ability of children through life science, earth science, and physics.

For the field of science and mathematics, it is measured through three cognitive domains, which are ; knowing, applying and reasoning Whereas to be able to read, the measurement is in terms of taking explicit information in the text; simple conclusion; interpretation and integration of ideas and information; and evaluation and reflection of content, language, and text elements.

Data shows that Indonesia's children's science skills are the worst compared to the other two fields. Only 1 percent 2.29 percent of children with "good" science skills. Students with "good" numeracy or math skills only reach 2.29 percent. While in the reading, 6.1 percent of students are considered to have good reading skills.

### Literacy Competence of Primary School Students



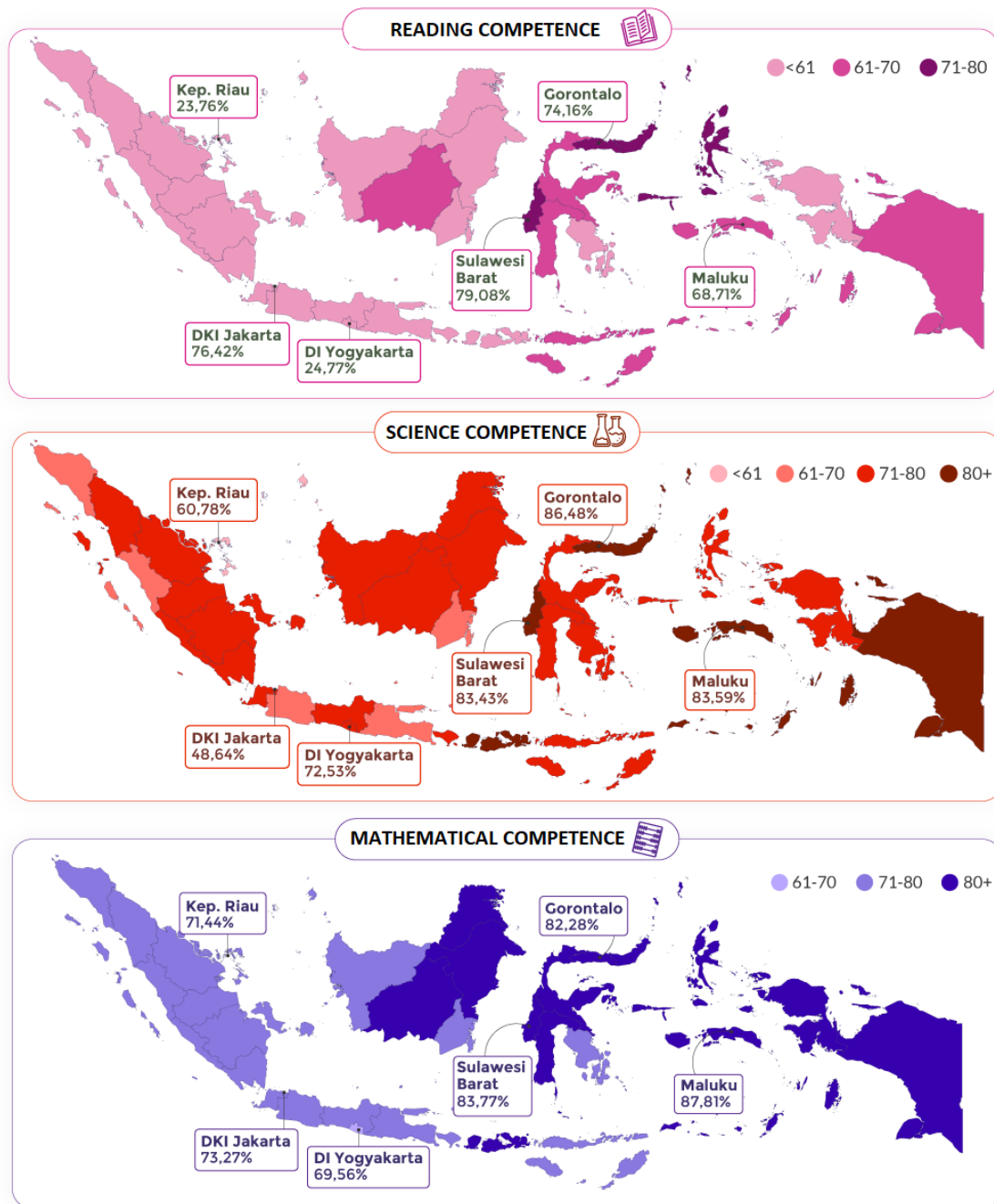
(source: INAP SD, MoE, 2016)

The tendency that arises from the assessment of the SCAI is the ability of students in the eastern part of Indonesia is lower than students in the western and central regions of Indonesia. However, it is called a tendency, which means that not necessarily all children in eastern Indonesia have a lower ability than children in other parts of Indonesia.

As many as 87.81 percent of children in Maluku in terms of numeracy are classified as "less", being the worst in all of Indonesia. In West Sulawesi, eight out of ten children have "less" numerical abilities and read these provinces are said to be the worst for these two competencies compared to other provinces. The best numbered children are found in DI Yogyakarta, with 4.3 percent. While children who can understand science are mostly in Aceh, although the figure only reaches 2.01 percent.



## Literation Competence of Primary School Students

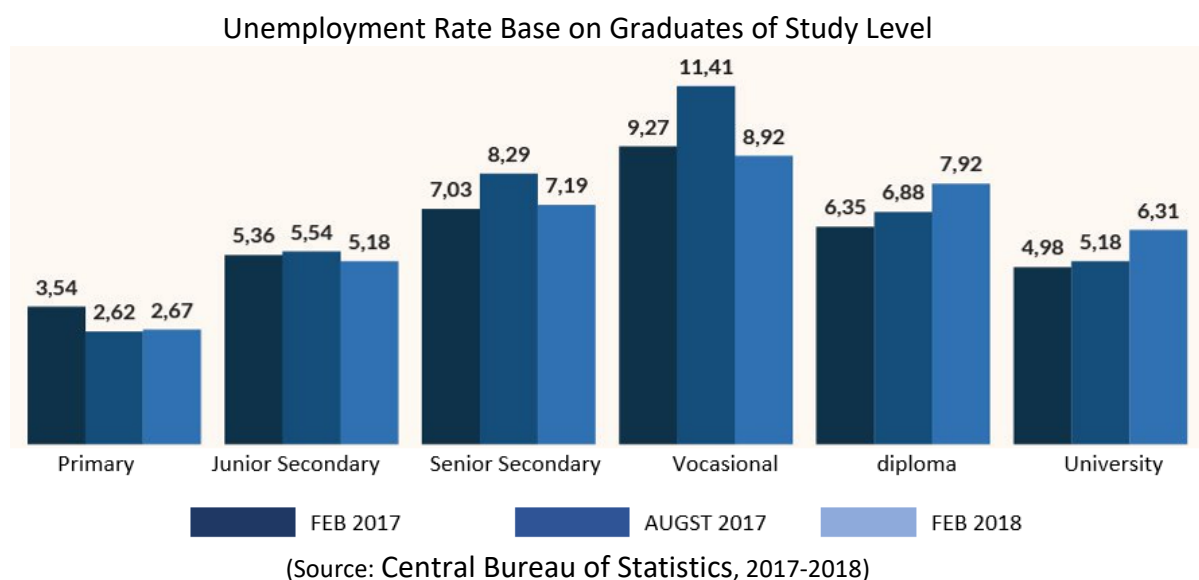


The literature study with titled “Socioeconomic status and child development” by Robert Bradley from Arizona State University, America and Robert Corwyn from the University of Arkansas at Little Rock, America showed evidence of the influence of family social and economic backgrounds on child development. including health, cognitive intelligence, and emotional development.

Social and economic parameters are varies, such as poverty and the educational background of parents that are proved to influence children's learning achievement and cognitive intelligence. The intellectual level of parents, particularly the mother, also plays a role in developing the intelligence of the child's brain.

### C. Vocational School (SMK) Creates Unemployment

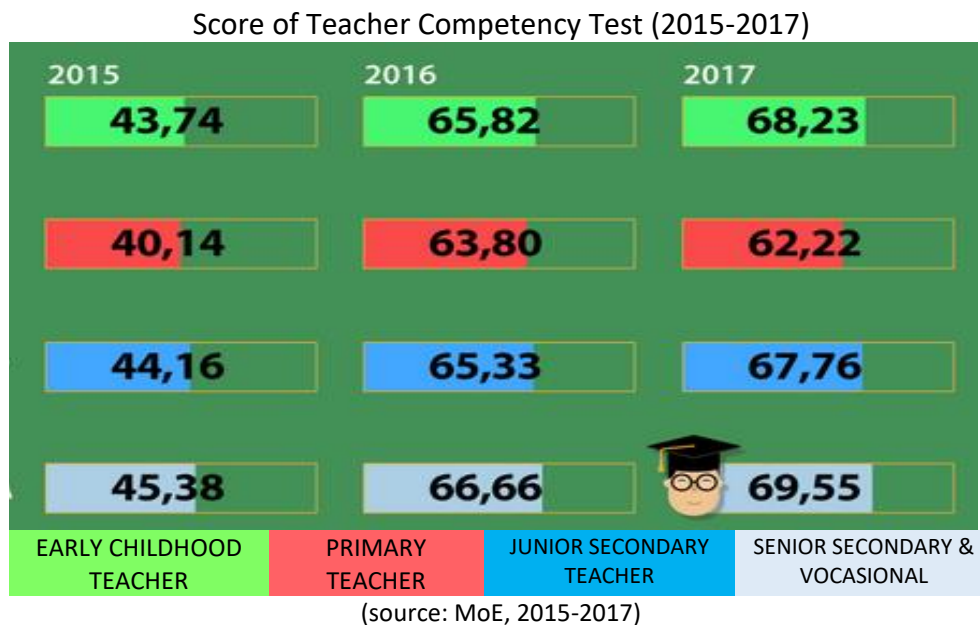
SDG Target 4.4: Increase the number of people with relevant skills for financial success. Indonesia has not been able to reach this target. In fact, Vocational School (SMK) graduates are being the highest contributor to the unemployment rate in Indonesia. Ironically, this is contrast to the original plan of making vocational graduates as graduates who can be directly used by the business world. Based on the Central Bureau of Statistics (BPS)'s data, the unemployment rate of vocational school graduates is the highest compared to graduates from other education levels. The unemployment rate of vocational school's graduates in August 2018 reaches 11.25%. This unemployment rate is higher than February 2018 at 8.92% but lower than August 2017 with 11.41%.



The unemployment rate of vocational school's graduates is higher than the other graduates from equivalent education levels, such as the Senior Secondary School (SMA) and other graduates as shown in the graph above. The unemployment rate of university graduates' levels in August 2018 was 5.89%, Diploma graduates were 6.02%, high school graduates were 7.95%, Junior Secondary School (SMP) graduates were 4.8%, and Primary School (SD) graduates were 2.43%.

If we examined, there are many factors that make vocational school's graduates are the highest contributors to unemployment rates. First, there a lot of vocational school that do not have laboratories, thus they only learn the theory. Whereas, adequate facilities and infrastructure are key factors. This includes renewal on facilities and infrastructure that are adjusted to the era and industrial development. Therefore, even the teaching pattern will focus on mastering skills instead of theory. For instance,

in Jakarta there are 500 private vocational schools and only 63 public vocational schools. Unfortunately, many of these vocational schools open and engineering majors but do not have workshops or laboratories that are commonly used in companies or industries.



Second, the teacher competency. The majority of vocational school teachers only master the theory without have been involved in the industrial world. Teachers are not given adequate provisions to master the basic knowledge and skills development needed by the job market. As a result, the speed of business and industry needs is not followed. Based on the Teacher Competency Test (UKG) in 2017, the teacher's average value is 68. This is still below the standard value set by the Ministry of Education and Culture, which is 75. Ironically, the UNESCO data in the 2016 Global Education Monitoring (GEM) Report shows that education quality in Indonesia is only in the 10<sup>th</sup> place out of 14 developing countries. While an important component in education is teacher competency was in the 14<sup>th</sup> out of 14 developing countries in the world.

Third, between the number of labour and the need for employment are still unbridgeable. The government's program such as vocational and link and match programs in the last two years ago has not shown significant results. Which oversupply still occurs between the number of vocational graduates and industrial needs. Not to mention the quality problem of the vocational graduates who are not in accordance with industry standards and the problems of the age of graduates who are on average only 17 years old thus they have to wait another year to work.

The Minister of Industry of the republic of Indonesia argues that vocational schools and link and match need time to show an effective result. Airlangga, the minister of Industry of the Republic of Indonesia, explained that the high unemployment rate of vocational school graduates was because they had not been included in the vocational or link and match program launched by the government in 2016

Fourth, there has been no adjustment between Vocational Schools or vocational education with regional potency. This needs to be done so that vocational education and vocational education graduates can get jobs, and the businessmen can also get a supply of quality vocational graduates.

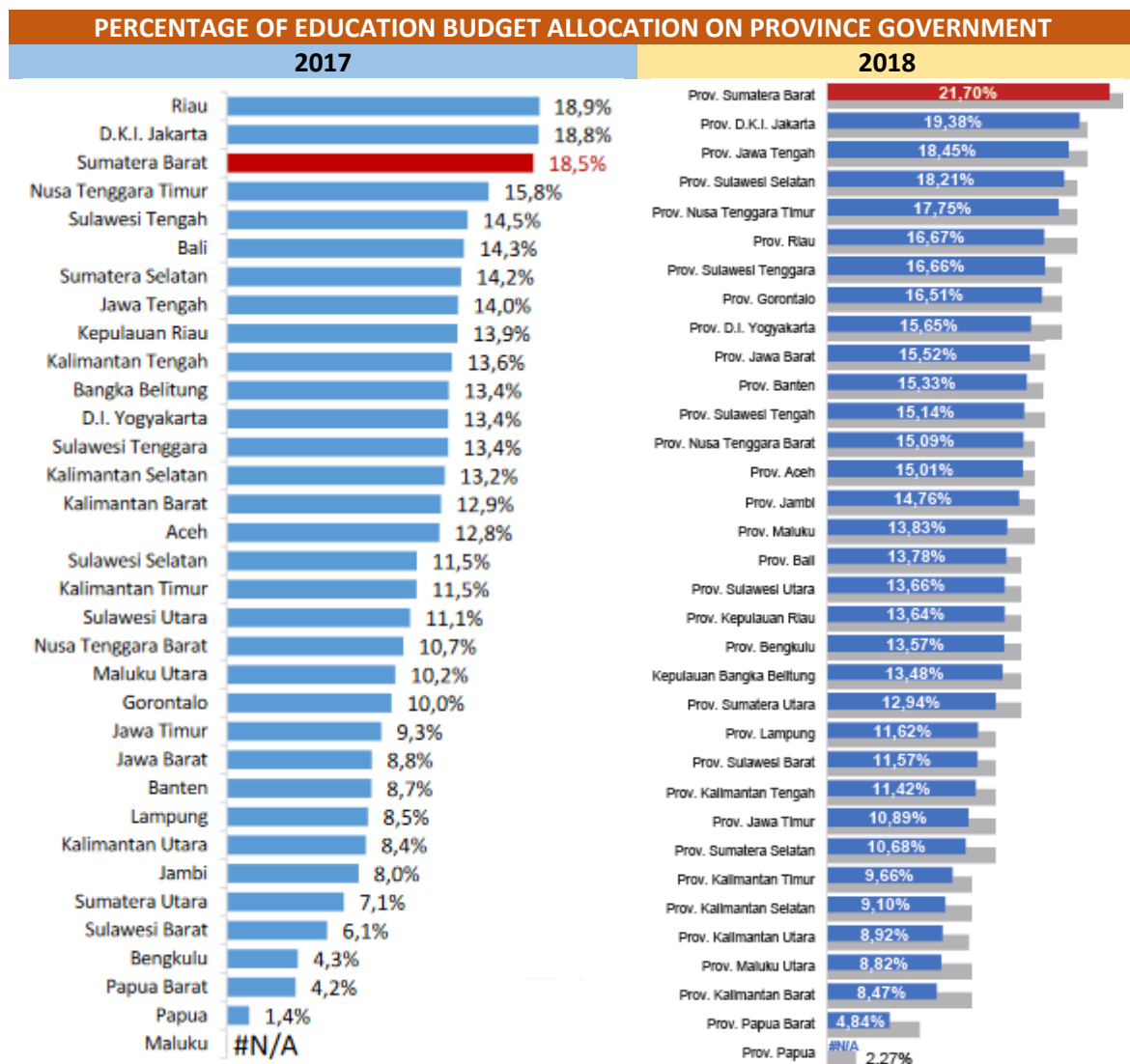
Local governments need to identify and propose what areas are needed in every region. The local government can set two to three industrial sectors which become the main potency in vocational development. That industrial sectors will then be adapted to teaching, practice, and internships with the business world. For example, the coffee industry can be optimized by vocational and vocational graduates from seeding, cultivation, to marketing. Appointment of the focus, so that the vocational graduates truly have the skills needed by the industry.

#### **D. Local Education Budget Less than 20%**

In target 4.1 of SDGs, clearly stated that "ensure that all girls and boys complete free, equitable and quality primary and secondary education." Indonesia also, has not been able to achieve this target thoroughly due to the education policy on the senior secondary school level is depends on the provincial government policy. Not all provincial governments have implemented free education at the senior secondary school level. Only few provinces have strong commitments and are able to free schools at senior secondary levels.

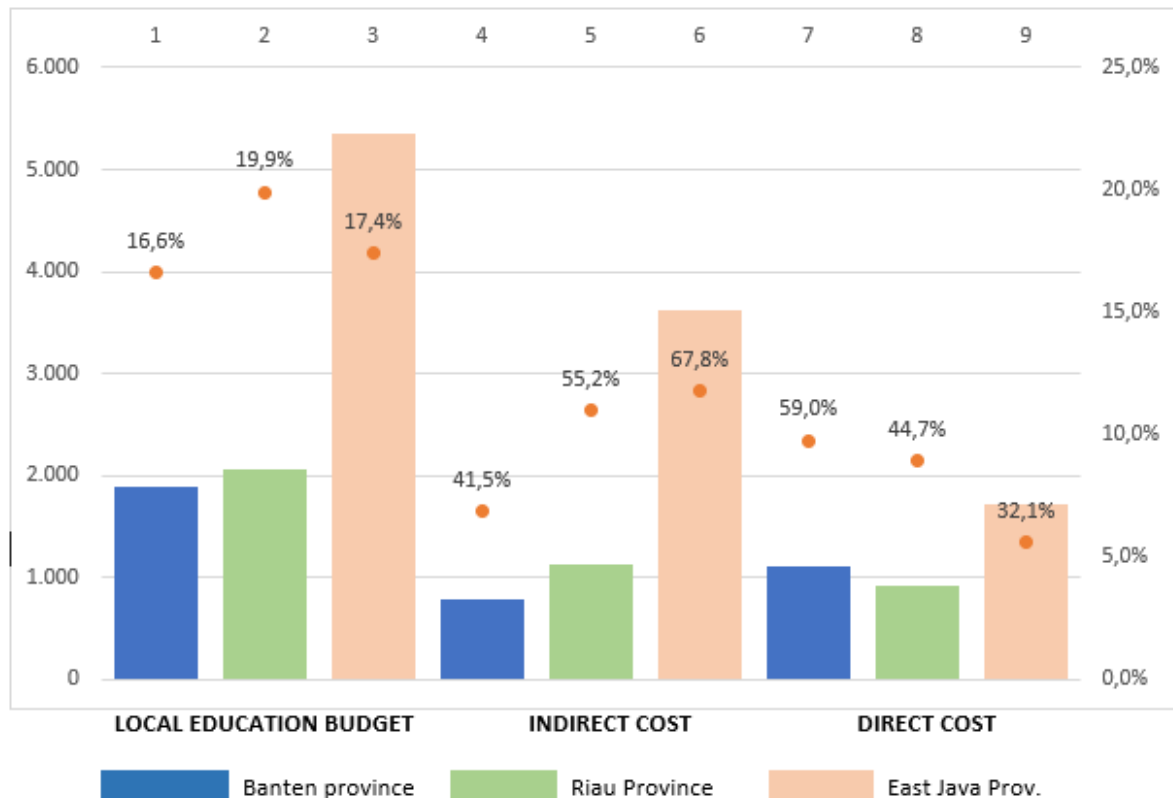
Synchronizing the education policies and their implementation at the Ministry of education level with local governance in Indonesia often creates problems. This is the part of the regional autonomy regulation that divides the authority between the central government (MoE), the provincial government and the district government in matters of education. The provincial government has the authority to manage education at the Junior Secondary School; while the district government has the authority to manage primary and junior secondary school education.

It has impact on budget allocation and 12-year compulsory education policy (primary, junior secondary, and senior secondary). On the national level, the government makes a 12-year compulsory education program. However, on the provincial government level, this policy is not automatically implemented, because this is related to the commitment of the provincial government in allocating education budgets at the junior secondary levels. This is the problem.

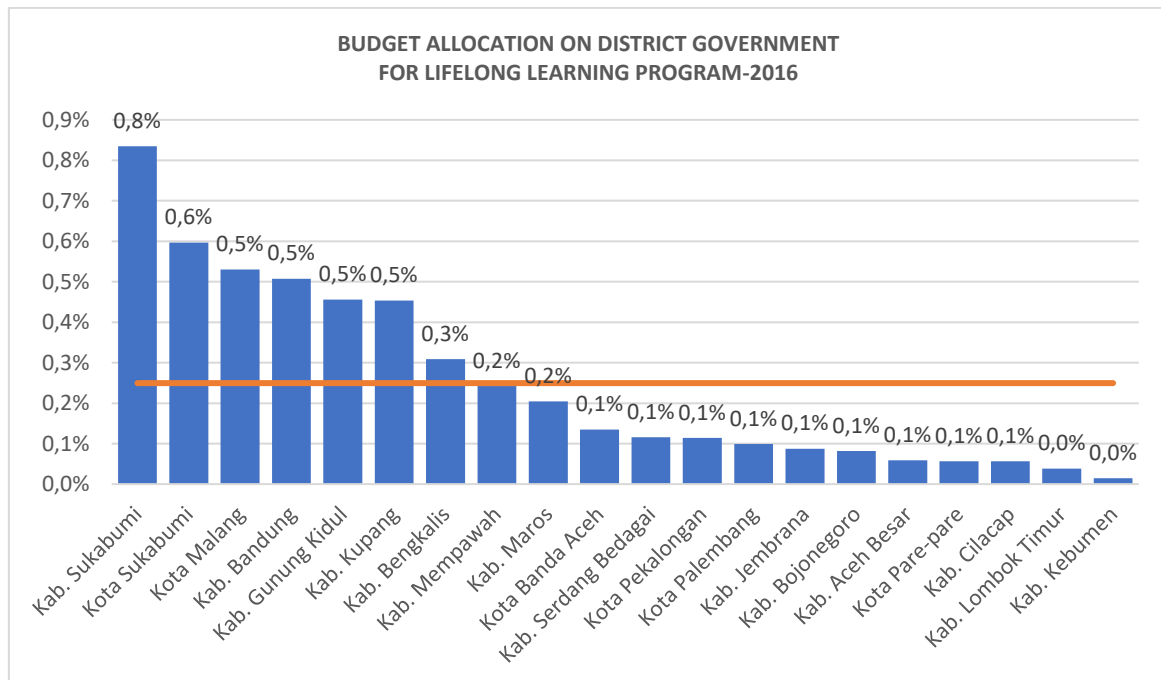


This provincial government policy clearly does not support the 12-year compulsory education program that has been programmed by the central government. The evident is that the provincial government allocates an education budget of less than 20%. Even though the rules is clear. The mandate of the law on the amount of the education budget of 20 percent of the Regional Budget and Expenditure (APBD) and State Budget and Expenditure (APBN) posture is contained in 1945 Constitution Article 31 paragraph 4 of the and the National education system law number 20/2003 article 49 paragraph 1.

Indirect and Direct Cost of Province Education Budget



Ironically, it is less than 20 percent, plus with the problem of allocation portion. The proportion of indirect costs that is generally bigger than direct costs. indirect cost is a regional expenditure whose benefits are not felt by the community such as teacher and teaching staff's salaries. While direct cost is regional expenditure, the benefits can be directly felt by the community, such as spending on improving school infrastructure. This condition illustrates that the proportion of the education budget set by the regions does not guarantee that everything is intended for the community and students. On average, the indirect cost of the regional education budget for the 2014-2018 period reached almost 70 percent.



Besides, the education budget for non-formal education and supports the lifelong learning program are still minimal. The average budget allocation for lifelong learning education programs is only 0.2 percent of the total education budget. With the lack of remaining budget allocations in the group, direct cost expenditure on education will also affect the minimum expenditure allocation for non-formal education. In fact, the proportion of the budget for non-formal education and lifelong learning compared to the total expenditure on education matters averaged only 0.2 percent. The largest amount of budget allocated for lifelong learning programs is allocated by Sukabumi Regency, which is 0.8 percent. While half of the districts/cities studied only allocate a budget for no more than 0.1 percent of total expenditure on education.

Generally, non-formal education and lifelong learning expenditures are allocated for early childhood education, study-group package, establishing library, eradicating illiteracy, youth sports activities, course institutions and still at the level of fostering non-formal educators, socialization and meetings that less direct impact on society.

Finally, the 12-year compulsory education program faces challenges after a change in decentralization policy that shifts the authority of junior secondary schools to provincial governments. District government is only authorized to take care of primary and secondary education. This challenge needs to be resolved immediately by building cooperation between the central government, the provincial government and local governments in improving management governance and education budget allocations. Public participation is needed to develop alternative education.

#### **IV. CHALLENGES IN GOVERNANCE AND THE MEANS OF IMPLEMENTATION:**

##### **A. Institutional and Organizational Challenges**

Although the goals and targets of the SDGs have been included in the National Long-Term Development Plan (RPJPN) and National Medium-Term Development Plan (RPJMN), the reality on the ground is different. Many government officials at the provincial and district levels have not fully understood the SDGs targets. This was reflected when CSOs advocated the out-of-school children in the province, held several meetings and discussions with the government and regional parliaments. There are not many people who understand what the SDGs are and their relation to improving the quality of inclusive education. They even questioned what the SDGs had to do with the role of CSOs. This expression certainly shows their ignorance about the SDGs and how they can implement SDGs properly. In fact, within the framework of implementation, this is not only a government obligation but also CSOs must have a role and synergy with other stakeholders. For this reason, the capacity building of the regional government as well as the regional legislative council are very important.

Also important is the implementation of 'no one left behind'. Many children from vulnerable groups are still excluded. For example, is the experience of children with disabilities. The number of children of primary and secondary education who do not go to school is still high in Indonesia. The Socio-Economic Survey from National Statistical Bureau of the Republic of Indonesia in 2016 showed that from 4.6 million children who did not go to school, one million of them were children with special needs. To date, the provision of education for children with special needs or children with disabilities is mostly done in special education units or inclusive schools (SLB). In fact, not all regions in Indonesia have these SLBs. Data from the Ministry of Education and Culture said, of the total 514 districts / cities in Indonesia, 62 of them did not have SLBs. The number of 1.6 million children with special needs in Indonesia is only 10 percent who attend the SLB. This can happen because many schools reject disabled children because they are not ready.

##### **B. Financing and regulation issues**

A fundamental shift needs to be made in looking at the SDGs as a trillion-dollar opportunity, and not a funding gap to be bridged. In middle income countries like Indonesia, Official Development Assistance plays a decreasing role and the national budget will not be sufficient to reach the SDGs. The key for a quantum leap towards the Goals lies in diversifying financial flows and unlocking investments. Initiatives have been taken at both the national and local levels in Indonesia. These include the issuing of a sovereign Green Sukuk (obligation) by the Ministry of Finance efforts underway to establish a first Sovereign Wealth Fund in Indonesia at regency level and new interest in impact investment and crowdfunding. Indonesia is also taking steps to harness the significant potential of Islamic Finance for the SDGs. Philanthropy institutions are working to support the collection of zakat for the SDGs, and there are also significant



opportunities in developing waqf (endowment fund) for the SDGs. Indonesia has huge potential to successfully develop innovative financing for the SDGs and the experience it is gaining is already of interest to many other countries.

In terms of the budget availability at the National Budget and Expenditure (APBN), the government focuses on financing formal education in interpreting the target of education in the SDGs. It can be seen that most of the 20% allocation of the education budget from the state budget is allocated for formal education. While the allocation for informal and non-formal education (lifelong learning) gets a very small portion, on average no more than 1%. Among these types of education; The provision of courses and training service, Provision of Early Childhood Education services, Provision and improvement of the teachers and teaching staff quality for early childhood education, non-formal education, and also provision of public education services (literacy, women). Therefore, the needs to increase the budget allocation for alternative education (lifelong learning) is a realistic proposal to the future. On the other hand, to strengthen understanding of lifelong learning and quality, capacity building for local governments, basic and youth-grassroots communities must be carried out. Furthermore, equitable access to technology cannot be postponed, and cooperation between the government and all stakeholders, especially with civil society continues.

In addition, the realization of the 20% education budget only occurs at the National Budget (APBN). While at the regional level (APBD), it is still very less than 20%. Therefore, this is very much related to the legal protection of the 12-year compulsory education that is not strong enough. Supposedly, the reference to the 12-year compulsory education is not from the regulation of the Minister of Education, but must refer to the National Education System Law (National Education System) No. 20/2003. The National Education System Law should be amended, because most of them are not in accordance with the needs and development of the era. One of them is about the compulsory education. In Law No.20 / 2003, the 9-year compulsory education is still mentioned, that in fact, the government program to improve access and quality of education services is a 12-year compulsory education program. Without strong 12-year compulsory education regulation support, the local government will ignore it. There will be no more events except amendments to the National Education System Law, because CSOs have submitted Judicial Review of 12-year Compulsory Education in the National Education System Law, but have ended with rejection decision. Therefore, the amendment to the National Education System Law No.20 of 2003 is a must.

### **C. Indicator framework and monitoring system**

Indonesia government has established a national indicator framework and provide national baselines for measuring the progress of SDGs. The monitoring and evaluating framework indeed play an important role in the implementation of SDGs. Therefore, by using innovations in the field of information and communication technology, the CSOs developed TRACK SDGs, a digital platform that provide an access the latest information related to programs and activities of development actors in the SDGs era. TRACK stands for Transparent, Reliable, Accurate, Credible Knowledge. TRACK SDGs will function as an

information center for SDGs non-state actors that are transparent and participatory, making it a space to accommodate success stories, aspirations and public complaints which will then have a referral system to the relevant person / agency responsible for the issue. TRACK SDGs also provide mapping for non-state actors on the issue of SDGs that are spread throughout Indonesia which are expected to trigger collaboration and become a planner tool to fill development challenges that have not been resolved or carried out in Indonesia.

Among the key achievements of the SDGs lies in the diversification of financial and investment streams. The experience of the Millennium Development Goals 2000-2015 has shown that contributions from the private sector are often not adequately captured by government statistics, which usually focus on government programs. Thus, the presence of the TRACK SDGs is expected to more easily bring together governments, investors, companies, philanthropists, civil society and academics. For donors, this platform is functioning as market data so that their channeling aid will be more accurate. Unfortunately, these TRACK SDGs have not been well socialized, so there is not much data collected and CSO participation is still very limited. Therefore, it is necessary to optimize the existing platform, so that it can be optimized properly.

Similarly, with the monitoring tools provided by the government. The reporting scheme plan is not implemented properly.

#### **D. Transparency, participation and accountability concerns**

If using the old approach, the administration control that will be assigned in the SDG regulation will be repeated and not difference from the Millennium Development Goal (MDG) rules, which the government that will do the work. The approach of 'seeing like a state' will succeed as long as the capacity, integrity, and implementation (delivery) and the government budget are adequate. If the conditions are less or absent, the prospect of success in achieving the SDG target will be low. The "present country" approach is interpreted narrowly as an overestimation of all planning, budgeting and implementation capacities.

In terms of accountability, if successful, all praise and thumbs go to the government and so does if it fails. A new approach, on the other hand, considers the existing governance and regulations in the SDG regulation is the implementation and achievement of teamwork and collaboration. This is an application of 'seeing like a citizen' approach where operations, performance, and success of the government are always measured and remeasured with what is good and valuable for citizens.

Countries presence are interpreted as "optimizing" the capacity by moving the role of stakeholders - civil society, the private sector and academics. Information, intelligence and social capital will be supplied by these stakeholders. In terms of accountability, if the SDG fails it will be a joint responsibility by all and if its success, not just a success of the government, but also the community partnerships and cooperation are the secrets

of success of the Implications of the new approach It's time the government turns to a new approach

There are several urgency and benefits, among others, first, learning from the governance of the MDG 2000-2015, the lessons that can be learned are all decided and implemented "from, by, and for the government". As a result, Indonesia's four goals and objectives were not achieved (off track), such as the target of access to drinking water and sanitation, a reduction in maternal mortality, a decrease in the number of people with HIV / AIDS, and strengthening environmental protection. Second, the 2016-2030 SDG has a wide range of 17 objectives, 169 targets, and 230 indicators that must be achieved for 5-15 years. For example, all residents have a national identity card and birth certificate. All residents have access to drinking water and sanitation. Development inequality is overcome, including educational inequality and labor market imbalances, so that 40 percent of the population with the lowest income enjoys faster income growth than the 10 percent of the richest.

Therefore, the government develops a road map or action plan, as a form and priority decision for five years. Third, the SDG also has an ambitious goal. Due to the 'no one left behind' spirit, if there were one or 10 Indonesian children dropping out from school, all education targets achievement was not considered successful. If the income between the A (jobholder) and the B (jobless) income is too high, the SDG is also less successful (goal number 10). Therefore, it is impossible for the government to work alone, let alone only the central government, or only Indonesia's National Development Planning Ministry, even though with a good intention. Input, contributions, and roles of stakeholders must be occurred and recognized.

If not, SDGs will only repeat the MDGs story, fail again. Fourth, learning from the unsuccessful MDGs era due to the lack of role from local government, district and city governments, if SDGs wants succeed in all fields and regions of Indonesia, the city and regency governments must be involved, prepared and supported from the start achievement of the 17 goals of the SDG. Fifth, the President's direction in a meeting with CSOs in December 2015 has stated that the important role of stakeholders. This means that stakeholders are not to take over the roles and duties of the government, but together, giving the right direction towards solving problems.

The implications of the new approach to SDG's governance in the SDG presidential decree must be able to manage and answer two main questions: (i) how to ensure a participation architecture that guarantees the quality and quantity of stakeholder participation. (ii) How the work procedures and work methods to be regulated and stipulated in the SDG presidential regulation - the steering team and working groups, can anticipate and provide technical support to (a) the role of regional, district and city governments; (b) revolution/improvement of data collection and accountability; (c) partnerships and funding; (d) preparation of road maps and action plans.

### **E. Civil Society Space; the Shrinking/Restrictive Environment and The Breakthroughs Made.**

Various CSO activities, especially the women's movement carried out with the self-help principle, have not received funding support from the government. CSOs develop various efforts to achieve SDGs that are implemented from the village to the national level with self-financing or looking for funding sources from the public, CSR and funding institutions.

For instance, CSOs conduct an advocacy on the district level to organize SDGs forums, create Regional Action Plans, establish SDGs Implementation Teams, conduct network capacity strengthening, build SDGs data. All of these activities are sought by CSO supporting facilities for their implementation and funding. Learning from this experience, in the future it will be advocated for the use of village funds to achieve SDGs. Even so, CSOs have carried out several initiatives in order to socialize and improve understanding of SDGs, such as:

- TOT of SDG Facilitators for CSO cadres
- Workshop on preparing regional action plans
- Regional SDGs training
- Seminar and discussion in 12 villages in 3 districts / cities
- Develop guidelines and reading materials to socialize to the government and the community
- Ensure SDGs become an advocacy framework to encourage policies that ensure education programs that are principled with No One Left Behind for the public can access education.
- Workshop on the preparation of voluntary reports involving disadvantaged groups
- SDGs socialization at both the national and village levels through: seminars, radio talk shows, traditional arts performances, advertisements in the public transportation.
- Making reading material printed in the form of leaflets
- Make a short video about efforts to achieve the SDGs
- Mapping the achievement of 1-8 SDGs in several provinces

### **V. CONCLUDING STATEMENT**

Education in Indonesia still focuses on access to formal education and less attention to lifelong learning and the application of the principle of no one left behind. It is time for the Indonesian government to enter education policies that adopt long-life education. Life-long education includes formal education and community-developed education known as "alternative" models. In the National Education System Law, and the 2014-2019 Indonesian Government National Long-Term Development Plan (RPJPN) implied adopting lifelong education as stated in SDGs 4, namely the 2014-2019 National Medium-Term Development Plan (RPJMN) on education that ensures all boys and girls to get basic education free and equal, and targets Quality implementation of the 12-year compulsory education covers the education process of students to complete

secondary education.

Sub-section 4 of the National Medium-Term Development Plan (RPJMN) which discusses the Improvement of Access, Quality and Relevance of Higher Education, needs to be added to early childhood education and life skills education. This is to complete the target 4.4 on improving the ability of young people and adults to absorb skills in education skills, and in chapter 6 which discusses the already good "Improvement of Work Skills and Strengthening Adult Education". Then, education for the marginalized, certainty of the eradication of illiteracy rate for adult women and men and about the promotion of sustainable development education (such as human rights, anti-violence, gender equality, etc.) must be integrated into the education RPJMN.

Along with the allocation of education funds, it turns out that the commitment of local governments (particularly in the province level) is still weak and allocates the budget of education in less than 20%. Ironically, the education budget is still widely allocated to support access to formal education and teacher salaries. Supposedly, the government should focus more on improving the quality of inclusive education and achieving lifelong learning. Even though there is no sufficient budget allocation, it will certainly make it difficult to schools' access and obtaining quality education. For this reason, the education budget allocation in the province must be increased. Even so, it should also be noted, that the increase in the budget allocation is also accompanied by the emergence of several risks, such as the problem of efficiency, effectiveness, and even corruption in education funds. This is the main concern, not only in the matter of rising budget allocations, but also in the calculation of the usage of the education budget of 20 percent, for what necessity, whether it has led to quality improvements, and also how the priorities are.

For this reason, the first recommendation is: the government has to ensure that education policies and alignments of affirmative action to vulnerable and excluded groups, which are still constrained by access. These include disability groups, indigenous group, women, urban poor groups, poor families, orphans, students who are prisoners, and children in refugees due to natural disasters or conflicts.

Second, to improve access and quality of inclusive education, the provincial government must allocate 20% of the local budget (APBD) for the education sector, as well as strengthening public participation in the education enforcement through alternative education. The utilization of a 20% education budget must be fully oriented to compliance of infrastructure, accessibility and quality control, thus the budget no longer sucked into Indirect Expenditures (such as teacher salaries).

Third, align the priorities of government and non-government programs in planning and implementing SDG-4. To date, the collective coordination in the program planning has not been done optimally. Therefore, it must be synergized so that the targets in SDG-4 can done structurally and systematically. With program alignment and synergy, a good division of labor will be established: the government will focus more on formal

education, while non-government will focus more on lifelong learning with a human rights approach and ensure the role of the state in protecting, respecting and fulfilling human rights for all, without exception and the realization of social inclusion.

Fourth, acceleration is required at provincial and district levels to localize the SDGs. By July 2018, local Governments should have adopted an SDGs Local Action Plan as mandated by the Presidential Decree. They should also have prepared for the integration of the Goals, targets and indicators in the next generation of local Medium-Term Development Plans. The experiences of provinces that have taken the lead in SDGs: where Government, civil society and private sector are working together on prioritization and planning actions with the help of a data analysis tool will be most valuable for nation-wide acceleration. There is also an urgent need to build local Government capacity around the SDGs, which could be achieved through the establishment of an SDG Academy for local officials.

Acceleration is also required in data collection. The National Bureau of Statistics has collected data for the SDG indicators, which now need to be complemented by data from the technical ministries as soon as possible. This is required to establish a strong baseline that will credibly measure progress towards the SDGs.

Fifth, strengthening inclusion and participation. A key principle of the new development agenda is inclusion and participation. Beyond consultations, platforms are needed at national and local levels that will bring together Government, investors, companies, philanthropy, civil society and academic institutions and foster actual partnerships. Those partnerships will require improvements in recognizing the respective contributions made by different actors to the SDGs. Experience from the Millennium Development Goals of 2000-2015 has shown that contributions from the private sector are often inadequately captured by government statistics, which typically focus on government programs.

A measurement of private sector contributions will be important to track the full scope of national efforts towards the SDGs. An SDG seal awarded to private companies would help give due recognition and provide incentives to the private companies that support the SDGs in Indonesia. While philanthropy and civil society organizations are actively engaged in the SDGs in Indonesia, more needs to be done to include the youth.

There are still more than twelve years left to achieve the Goals. This seems like a long time. It is not. The ambition of the 2030 agenda means there is no time to lose. Acceleration needs to happen now to deliver results in time, financing needs to be leveraged now to improve quality of life, and inclusion is needed now for everyone to make the SDGs a success story in Indonesia. []