

# Country reference framework Indonesia

## Background

In FYP1 the VLIR-UOS country strategies presented the strategic niche for future VLIR-UOS cooperation in a specific country, leading to strategy-based calls for proposals. These country strategies created a framework for project formulation, but could limit project identification to geographical and/or thematic foci and/or to a limited number of partner institutions. Country strategies also aimed at enabling synergy and complementarity between VLIR-UOS projects and projects from other (Belgian) stakeholders working in that country.

In FYP2, however, we shift towards an approach whereby a country reference framework provides information rather than strategic guidance. The country reference frameworks will be used mainly to support teams of academics when identifying and formulating project proposals, by providing a context analysis focused on Agenda 2030 on Sustainable Development and the higher education sector in a given country, and by providing an overview of Belgian development actors, their ongoing projects and partners in that country in view of exploration of opportunities for synergy and complementarity.

The country reference frameworks consist of three components:

- (i) overview of VLIR-UOS projects in the country;
- (ii) context analysis focused on the Agenda 2030 framework and the higher education sector;
- (iii) overview of Belgian development actors (ANGCs involved in thematic or geographic JSFs & Enabel), their local partners and their regional/thematic focus.

The frameworks have been elaborated based on information available at the time of drafting this actor programme (1st half of 2021) and through consultations with both Flemish and local project promoters in 2020-2021, and with geographic JSFs, when applicable, to ensure relevant information for coherent project formulation is included.

Prior to the launch of competitive calls, the ANGCs active in the country/region will be invited to list a number of research themes/questions that can be addressed by HE&SIs in the framework of VLIR-UOS funded projects or scholarships. Synergy and complementarity will be integrated as an element in the selection of project proposals, more in particular when discussing the (developmental) relevance and coherence of the proposals and the extent to which the multi-stakeholder partnership principle has been reflected in the project's implementation set-up. By this mode of operation, the thematic JSF on Higher Education and Science for Sustainable Development links up with the other geographic JSFs.

Evidently, the frameworks will be updated regularly in consultation with the HEI&SI stakeholders and with the respective geographical JSFs and, where appropriate, also with ARES, and especially prior to the launch of competitive calls by VLIR-UOS, to be compatible and responsive to evolving/emerging needs and priorities of academic and development actors active in the country/region/sector.

# 1 VLIR-UOS in Indonesia

## 1.1 Overview projects & scholarships (2003 – 2021)



### Legend

Indonesian Soil Research Institute	●
Bogor Agricultural Institute	●
Wildlife Conservation Society	●
Brawijaya University	●
Bandung Institute of Technology	●
Universitas Gadjah Mada	●
Universitas Padjadjaran	●
Universitas Halu Oleo	●

Projects 2003-2021		
Type	Budget (€)	Number
<b>Total</b>	<b>1.278.128</b>	<b>10</b>
TEAM	855.181	3
SI	297.572	6
JOINT	125.375	1

Projects in Five-Year Programme 2017-2021		
Type	Budget (€)	Number
<b>Total</b>	<b>614.622</b>	<b>5</b>
TEAM	271.521	1
SI	208.625	3
JOINT	134.476	1

Scholarships 2003-2020		
Type	Budget (€)	Number
<b>Total</b>	<b>4.614.528</b>	<b>317</b>
<b>Ph.D.</b>		
<b>Subtotal</b>	<b>221.551</b>	<b>2</b>
ICP Ph.D.	221.551	2
<b>Short term</b>		
<b>Subtotal</b>	<b>617.782</b>	<b>191</b>
ITP	365.503	55
KOI	100.625	45
REI	79.470	78
Other scholarships	72.184	13
<b>Study</b>		
<b>Subtotal</b>	<b>3.775.195</b>	<b>124</b>
ICP	3.775.195	124

**Indonesia is a young partner country with an enormous potential for VLIR-UOS.** From 2003 to 2021 VLIR-UOS spent about € 5 million in cooperation with Indonesia, including 10 departmental projects. There are 5 ongoing projects (2021) in Indonesia and others are expected to be selected during the coming years.

More detailed information can be found on our [Indonesia country page](#) on the VLIR-UOS website.

## 1.2 Ongoing projects and future calls (2022-...)

List of projects 2022-...						
Type	Runtime	Title	Flemish promoter	Local promoter	Local institution	Total budget (FYP 2) (€)
		All projects will be finalized in 2021, no ongoing projects in 2022. Indonesia will be eligible for new projects calls as of 2022.				

*Table 1 Ongoing VLIR-UOS projects that will continue in FYP II*

Competitive calls for new SI and TEAM projects will be launched and announced on our website. Nationals of Indonesia are eligible<sup>1</sup> to apply for scholarships for the International Master Programmes (ICP) and International Training Programmes (ITP).

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<sup>1</sup> Admission requirements, application procedures and selection procedures differ across the programmes and host institutions.

## 2 Indonesia and the 2030 Agenda for Sustainable Development

### 2.1 Indonesia and the Sustainable Development Goals

Indonesia is committed to implement the SDGs through the enactment of the Presidential Decree No. 59 of 2017. The SDGs are institutionalised from the highest national level to the subnational entities (regional, provincial and district/city levels), and integrated in national and subnational development planning. The country has mainstreamed the SDGs into the **national development agenda** and the [Indonesia Vision 2045](#). The ambition is to become the world's fourth or fifth largest economy by 2045.

Two Voluntary National Reviews (VNR) of the Republic of Indonesia's Implementation of the SDGs have been published in 2017 and 2019. According to the [Voluntary National Review 2019](#), Indonesia has made **progress** in reducing inequality, complemented by sustained and inclusive economic growth and accountable governance. Poverty has been reduced for the first time in history, job opportunities and access to education increased at all levels, while GHG emission and disaster risks were reduced. Indonesia still faces several **challenges** in implementing the SDGs. These challenges can be grouped in **three categories**:

- limited access to public services including education and economic opportunity due to poverty and remoteness of locations;
- not all public services comply with national standards and are applied without discrimination;
- the availability of adequate, up-to-date and disaggregated data and information as a basis for inclusive development planning.

In the education sector, the most important challenge is to improve the **quality of teaching** and students' learning outcomes, as well as to **improve education governance** including quality of spending and management within the context of decentralization.

Indonesia has formulated a [National Long Term Development plan](#) (RPJPN) for the period 2005-2025. The objectives are aligned with the SDGs and focus on **four interconnected pillars**, resonating the integrated nature of the SDGs:

- Social development pillar consists of SDG 1, 2, 3, 4 and 5
- Economic development pillar consists of SDG 7, 8, 9, 10 and 17
- Environmental development pillar consists of objective 6, 11,12, 13, 14 and 15
- Justice and governance development pillar consists of SDG 16

The RPJPN is divided into 5-year Medium Term Development plans each with different development priorities. In the final **Medium Term Development plan (2020-2024)**, the **policy priorities** are:

- Improving community welfare
- Development of an advanced and robust economic structure
- Achieving biodiversity preservation
- Strong political and legal institutions

Taking into account the global aspect of the SDGs, the [Sustainable Development Report](#) of 2021<sup>2</sup> assesses where each country stands with regard to achieving the SDGs. Indonesia ranks 97<sup>th</sup> out of 165 countries included in the report. The [Indonesia Country Profile](#) shows that challenges remain for all goals, especially for SDGs 2, 3, 6, 9, 10, 11, 14, 15 and 16.

▼ SDG DASHBOARDS AND TRENDS



▼ AVERAGE PERFORMANCE BY SDG



<sup>2</sup> Sachs et al. (2021): The Decade of Action for the Sustainable Development Goals. Sustainable Development Report 2021. Cambridge: Cambridge University Press.

As an umbrella organisation that works with calls for proposals, VLIR-UOS supports interventions for and through higher education institutes, supporting them in the areas of education, research and uptake and thereby strengthening them in their role as development actor. Doing so, the impact of the interventions supported by VLIR-UOS can be found in a large variety of sectors. In line with its major intervention area, VLIR-UOS positions itself within the education sector, especially focused on higher education, research and innovation (SDG 4 and 9). However, through its interventions, VLIR-UOS intervenes in different sectors as well. VLIR-UOS recognises that given the complexity, scale and interconnectedness of current societal challenges, meaningful social, economic and ecological transformations can only be realised by starting from a holistic and integrated approach to the SDGs. When translated into SDGs, the projects that were financed by VLIR-UOS in Indonesia covered mainly, apart from SDG 4 and 9, SDGs 12 and 13. Top sectors for VLIR-UOS in this country for the past decade are environment (e.g. natural resource management, climate change), sustainable agriculture and food security (e.g. agri-food export sector), government/civil society (e.g., conflict, democracy) and the cross-cutting theme of higher education, research and innovation (e.g. statistics for development).

More background information and context analysis on Indonesia can be found in the **geographic Joint Strategic Framework** for Indonesia, which will be shared with (potential) project promoters when new calls are launched.

The **COVID-19** related health crisis and its consequences are interconnected with many domains of society. Data about the COVID-19 situation in Indonesia can be found [through this link](#). On the [COVID-19 website of the national government](#) more information is available (only in the local language).

#### Additional sources on progress related to higher education & science (SDG 4)

- [UNESCO-UIS](#): overview data resources indicators [related to SDG4](#)
- [Our World in data](#):
  - Indicators related to [educational mobility and inequality](#)
  - Indicators related to [tertiary education](#)
  - Indicators related to [projections of future education](#) (demand)
  - Indicators related to [science](#) and [research](#)
- [Student mobility: UIS-data](#) showing shifting demand for higher education caused by COVID-19
- [COVID-19 and education: UNESCO data](#) on (duration of) school closures

## 2.2 Higher education landscape in Indonesia

Indonesia has the fourth largest education system ([World Bank, 2019](#)). It is decentralised and perceived as very complex. As of 2019, 3129 private higher education institutions (HEIs) and 122 public HEIs provide services to 8 million students. There are 5 types of higher education institutions: universities, institutes, colleges, (community) academies, and polytechnics. The four main groups of higher education institutes are:

- 5-7 'elite' public universities;
- other public universities of mixed but generally low quality;
- a vast private sector of highly variable quality (universities, institutes, academies and polytechnics). The top 15 or 20 private institutions "appear to have standards comparable with the better public institutions" ([OECD, 2015](#));

- a large number of universities and other institutions administered by the Ministry of Religious Affairs.

Universities have expanded rapidly in Indonesia in recent years. One of the **challenges** is that graduates do not match labour market needs of the private sector. There is also a lack of qualified staff at universities. The Indonesian government has launched various initiatives to improve the quality and competitiveness of universities and higher education institutions. Programs and incentives include introducing lecture-focused scholarships to improve the quality of faculty members, providing infrastructure funding, and offering online courses. Another issue is the large number of unaccredited universities, most of the underperforming universities are private. There is also a significant inequality in the distribution of institutions throughout the country, with poorer regions having the fewest institutions of higher education, and a number of provinces within these regions having no public higher education institutions at all.

Two **ministries** are in charge of the education sector. The Ministry of Education and Culture (MOEC) oversees state primary, junior and secondary schools and became recently also responsible for higher education because the former [Ministry of Research, Technology and Higher Education](#) became part of the Ministry of Education and Culture. It is now called the Directorate General of Higher Education, a subdivision of MOEC. The religious-affairs ministry (MORA) has control of the Islamic schools (also for higher education). Apart from these two ministries, some specialised higher education institutes fall under other ministries, depending on their technical discipline (e.g., the Polytechnic of Statistics STIS is an official school under Statistics Indonesia Government Bureau, the Indonesian State College of Accountancy is an official school under the Ministry of Finance, see list [here](#)).

The **Higher Education Law 12/2012** from the government notes that higher education plays a strategic role in developing the intellectual life of the nation and advancing science and technology with the aim to increase national competitiveness in the context of globalisation. The accreditation of higher education programmes and institutions is performed by a **National Accreditation Agency for Higher Education** (BAN-PT). They also publish a ranking of all Indonesian higher education institutions, which is annually updated ([see BAN-PT database](#)). The accreditation of programmes is conducted once in every 5 years. Although accreditation processes are well established, the limited capacity of BAN-PT restricts the agency of doing more than routine checks. Together with the rapid expansion of the sector, this results in a number of HEI that are actually not accredited (estimated to be more than 20%).

To improve quality of human resources, in line with the RJMPN, the government has two kind of **scholarships** to send young people to study abroad:

- DIKTI scholarship is funded by Indonesian Directorate General of Higher Education (DIKTI) of the Ministry of Research, Technology and Higher Education. This scholarship specifically is for lecturers either from public or private universities, also for candidate lecturers who will be deployed in one of Indonesian universities after they finish their study. This scholarship allows the awardees to study either in Indonesian Universities or abroad.
- The Indonesia Education Scholarship is funded by the Indonesia Endowment Fund for Education (LPDP), an institution of the Ministry of Finance. The Indonesia Education Scholarship is a very prestigious scholarship that aims to create future leaders of Indonesia in 3 (three) sectors: government, private and social sectors.

In 2020, a new scholarship program was launched by the Ministry of Research, Technology and Higher Education (Kemendikbudristek) called the [Smart Indonesia Card](#). This program supports access

to higher education in Indonesia, especially for the poor and vulnerable students. Special fields that are prioritized for Smart Indonesia Card-College recipients are science, technology, engineering and mathematics and digital business.

The participation of women has increased in the past decades and disparities have mostly disappeared. [UNESCO data](#) shows that gross enrolment rates in tertiary education grew from 24.1% in 2012 to 36.3% in 2018. More female than male students are enrolled in tertiary education (respectively 39% and 33.8% in 2018). According to [national statistics](#) of education in Indonesia, there were slightly more female than male students enrolled in universities in 2019 (31% and 29% respectively). Nevertheless, the numbers mostly reflect the situation of urban areas, while in rural and remote areas, gender disparity is still present. According to [OECD education statistics](#), the share of female doctoral graduates in the field of natural sciences, mathematics and statistics is relatively high (55.6%).

According to the international [Webometrics](#) university ranking, 13 Indonesian universities fall within the 2000 ranking worldwide. The first ranked Indonesian university is Universitas Indonesia on the 694<sup>th</sup> place in the World Rank.

## 2.3 Leaving no one behind

With the adoption of the 2030 Agenda for Sustainable Development, the international community pledged to leave no one behind and to endeavour to reach the furthest behind first. The principle of leaving no one behind can be defined as a three-part imperative: to end absolute poverty in all its forms, to stop group-based discrimination that results in unequal outcomes for disadvantaged populations, and to take action to help the furthest behind.

According to the [Voluntary National Review 2019](#), the 'leaving no one behind' principle was consistently applied during the formulation process of the report. Specifically, for vulnerable groups the challenges are preventing violence against children and providing equal opportunities to youth and people with disability. Gender sensitiveness and respect for human rights, especially for the poor and vulnerable groups, were included as main principle. However, collecting and analysing disaggregated data of vulnerable groups remains an important challenge for the government.

In the past, Indonesian national policies have largely neglected two socially excluded groups, people with a **disability** and **women**. Since 2016, the attention has shifted to these groups and policies evolved from a charity-based to a rights-based perspective. This shift resulted in a more inclusive law to improve the participation of people with a disability in social-economic activities. A national committee for disability was established to monitor the implementation of the law. At the same time, disability issues have been captured in the National Action Plan of Human Rights.

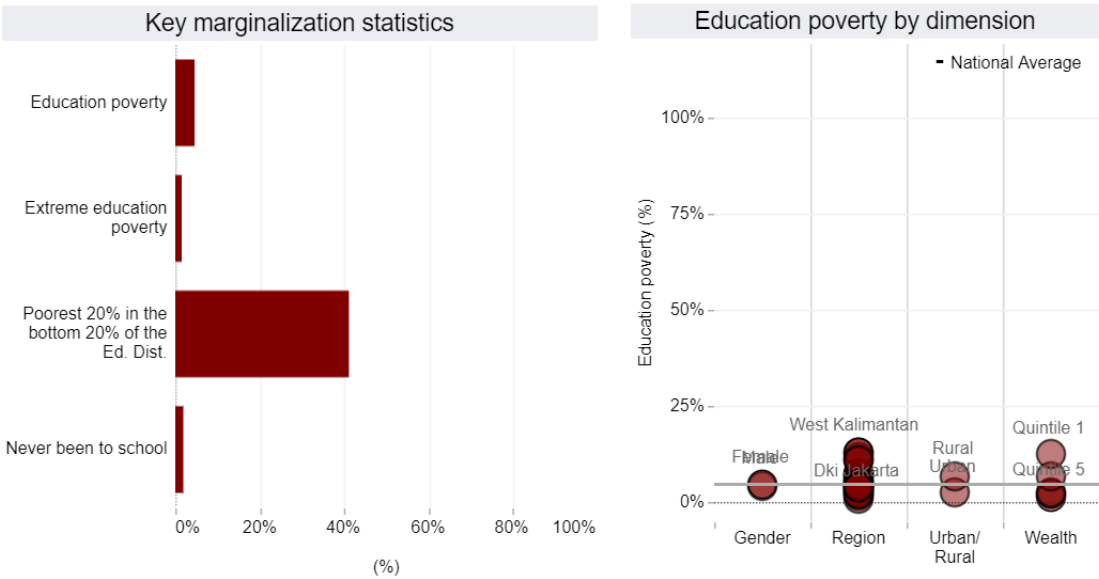
Regarding **gender equality**, the discourse has also changed. While the focus in the past was on woman emancipation, it now concentrates on human rights and justice (equality rights, opportunities and responsibilities) and the linkage between gender equality and sustainable, people-centred development. An important move forward was the adoption of a new regulation for gender-responsive budgeting. A set of policy measures were taken to improve women empowerment, namely to improve the quality of life and the role of women in various development sectors, to decrease violence, exploitation and discrimination of women and to strengthen the institutionalisation and network of gender mainstreaming.

More policy attention is also given to other marginalised groups in terms of their access to socio-economic resources, for example farmers without access to land. The government implements **social security programs** for vulnerable and poor groups, including the National Health Insurance (JKN),



education and financial inclusion to empower women. Other **pro-poor education policies** are the educational cash transfers for poor and at-risk students (including poor families, orphaned children, children with a disability, victims of natural disasters). While access to basic education has been relatively equal for the poorest and richest households, a challenge remains to improve participation of adolescents from poorer households in upper secondary education and tertiary education. For people with disabilities, the Government has organized an Inclusive Education Program for all to combat discrimination and build an inclusive society. Inclusive education is intended to provide equal opportunities for all school-age children regardless of their socio-cultural-economic background and physical and mental conditions, so that they do not experience social marginalization and exclusion.

The UNESCO data on [Deprivation and Marginalization in Education](#) (DME)<sup>3</sup> presents the following scheme, showing that challenges remain between the two sexes, between rural and urban, as well as between regions. West Kalimantan region has the highest level of education poverty in contrast with Jakarta.



**Additional sources on Leaving No One Behind**

- Gender parity index: [school enrolment](#)
- [Global Gender Gap Report 2020](#), including country profiles
- ODI leaving no one behind index: summary [report](#) index 2019; annex [index 2019](#)
- World Inequality Database on Education: [Disparities in higher education attendance](#)
- Danish institute for human rights: [Human rights data explorer](#)

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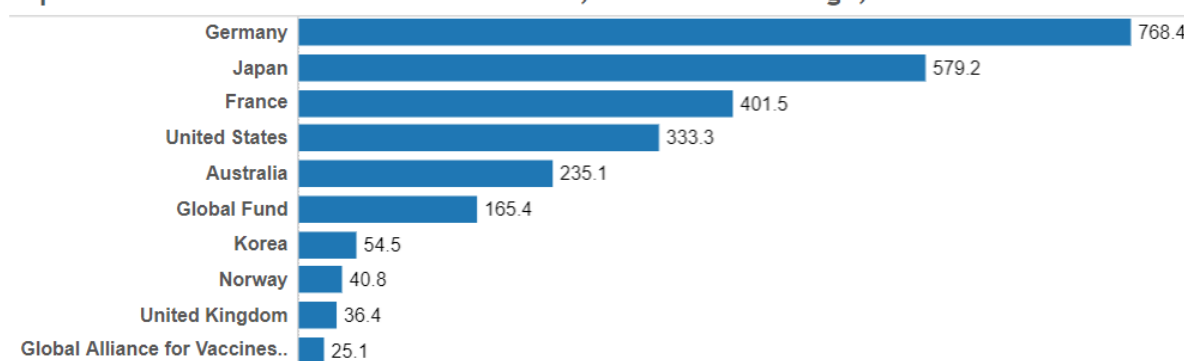
- Education poverty: the proportion of the population with less than 4 years of education
- Extreme education poverty: the proportion with less than 2 years
- Poorest 20% in the bottom 20% of the Ed. Dist.: what proportion of the poorest 20% are also in the bottom 20% of the education distribution
- Never been to school: what proportion of 7-16 year olds have never been to school

## 2.4 Multistakeholderpartnership - Stakeholder analysis

The complexity, scale, and interconnectedness of the current societal challenges that the SDG framework is seeking to address, requires a concerted effort of a wide variety of different stakeholders. As such, the principle of multistakeholderpartnership – which promotes cooperation and partnerships at different stages and spanning the boundaries of civil society, private sector, government, and academia – is ubiquitous across the 2030 Agenda. An analysis of these stakeholders is essential for each partnership.

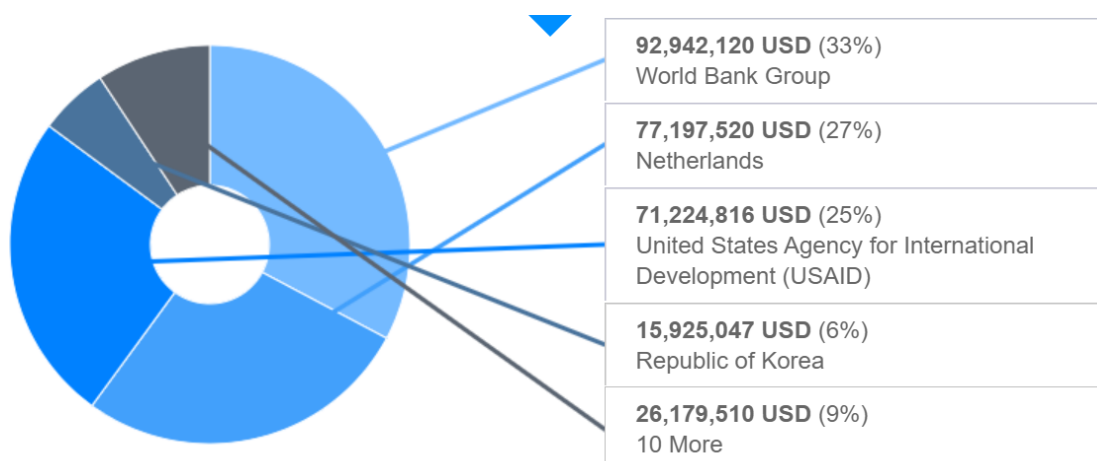
Taking a look at the **development partners** of Indonesia, Germany is the main donor of gross official development aid (ODA) in Indonesia, followed by Japan. The sectors receiving the biggest funding are the economic infrastructure and production. Only 5% is going to education.

Top Ten Donors of Gross ODA for Indonesia, 2017-2018 average, USD million



Source: <http://www.oecd.org/dac/financing-sustainable-development/development-finance-data/aid-at-a-glance.htm>

Based on data from the International Aid Transparency Initiative (IATI), the World Bank and the Netherlands are the main donors in the higher education sector.



Source: [http://d-portal.org/ctrack.html?country\\_code=ID&sector\\_code=11420#view=main](http://d-portal.org/ctrack.html?country_code=ID&sector_code=11420#view=main)

VLIR-UOS contributes to the 2030 agenda by realizing a societal impact, implying an impact on local communities, civil society, governments, private sector or other higher education institutions. In what follows we list the role and the desired change among the main actors involved in the change process that VLIR-UOS envisages to support through *its interventions*.

Actor	Role and interest/influence
<b>Higher Education Institutions in Indonesia</b>	<p>HEIs in Indonesia are important boundary partners in the realization of VLIR-UOS outcomes in terms of its contribution to Agenda 2030, and the potential contribution to local sustainable development. As project owners they are expected to contribute to HEIs' enhanced institutional performance in the core tasks relating to education, research and societal service delivery strengthening the HEI's visibility and recognition as a centre of excellence. In the long-term, partner HEIs are also expected to have a multiplier effect on the higher education system and development sector in the country or region through their engagement in (global) knowledge-driven partnerships with academic and non-academic stakeholders.</p> <p>Nine <b>SDGs Centers</b> are established in prominent national universities (including University of Padjajaran, University of Jember, University of Mataram, University of Hasanuddin, University of Bengkulu, Bandung Institute of Technology, Bogor Agricultural Institute, University of Indonesia, and Indonesia's Banking Development Institute) to provide evidence-based support for policies. These universities are expected to work with local government in developing their subnational action plans.</p>
<b>DGD (incl. Belgian embassies in partner countries)</b>	<p>DGD has an advisory role in the VLIR-UOS selection commissions and follows-up on the VLIR-UOS portfolio and the thematic JSF on Higher Education and Science for Sustainable Development. The Belgian Embassy in Jakarta can play a role in facilitating the uptake of knowledge, the identification, mobilisation and relation building with other stakeholders (e.g. links with European Union, national government, other donors), the contextual updates etc.</p>
<b>Students, professionals, and alumni</b>	<p><b>Students</b> can be direct (e.g. as a recipient of a PhD scholarship within a project) or indirect beneficiaries (e.g. enjoying improved/innovative didactical approaches) of the projects. As direct beneficiary, their</p>

	<p>changed role will be about the generation and use of newly acquired knowledge, competences (e.g. global citizenship) and networks in view of sustainable development. Alumni from VLIR-UOS-projects in Indonesia will be important stakeholders in connecting VLIR-UOS projects with each other, with other actors, etc.</p>
<b>Academics/researchers</b>	<p>As direct beneficiaries of the projects, academics and researchers affiliated within Flemish and partner HE&amp;SIs play an important role in co-creating, disseminating and creating conditions for uptake of knowledge relevant to the achievement of the SDGs in line with the needs, policies and priorities of the partner HE&amp;SIs, local/national or regional stakeholders.</p>
<b>Members of the thematic JSF on Higher Education and Science for Sustainable Development</b>	<p>VLIR-UOS, ITM and ARES have initiated the JSF on HESD4SD to further unlock the developmental potential of higher education and science cooperation for sustainable development and make it accessible to other local, Belgian and international partners as scientific advisor to other partners' projects, partners or policy bodies, as a platform for sharing state of the art scientific results, information, expertise and experience and for exploration of possibilities for synergy and complementarity. In Indonesia, only VLIR-UOS is present.</p>
<b>Belgian Actors of the Non-governmental Cooperation</b>	<p>VLIR-UOS continuously tries to identify and encourage synergy and complementarity between Belgian ANGCs and academic stakeholders. Through the uptake of research results, mobilisation of local stakeholders, participation in trainings or courses, identification and communication of relevant research questions/opportunities, hosting of international internships, facilitating student mobility... these actors play a critical role.</p>
<b>Belgian bilateral cooperation (BIO &amp; Enabel)</b>	<p>Indonesia is not a partner country of Belgian bilateral development cooperation. However, in case opportunities via Belgian foreign affairs or via BIO should appear, synergy and complementarity with academic projects of the partner HEIs (e.g. through country reference frameworks, JSF platform) will be looked into.</p>
<b>International organizations and other donors (e.g. WHO, UNESCO, World Bank, European Commission...)</b>	<p>Interventions undertaken by international organisations like UN agencies such as FAO or international donors active in higher education cooperation can be complementary in the achievement of the objectives of projects. They can, for instance, play a role in the use and upscaling of new knowledge or practices or serve as seed money for bigger interventions financed by these international organisations.</p>
<b>Academic/science (inter)national and regional networks</b>	<p>Regional or (inter)national academic/science networks (e.g. CAMES, IUCEA) are among the potential indirect beneficiary as targeted HE&amp;SIs strengthened in their research/educational capacities can improve the functioning of the networks they are part of through the co-creation, exchange and uptake of knowledge among academic stakeholders. Similar effects can be realized in the case of alumni and scholarship networks/associations when former scholarship students act as agents of change within these networks.</p>

<p><b>Public sector: Local or central government and political community</b></p>	<p>Engage in evidence-based governance that puts knowledge to the test by being a stakeholder in the co-creation of inclusive (innovative) solutions and effective user of research results to foster good governance for sustainable and coherent policies. Since the start of the process of implementing the SDGs in Indonesia, a multi-stakeholder approach was followed. Indonesia designed and implemented an interdependent policy mix involving various stakeholders at different levels. The Presidential Decree of 2017 emphasized the importance of an inclusive principle by involving <b>four participatory platforms</b> for the implementation of SDGs: government and parliament; academics and experts; philanthropy and business actors; civil society organisations (CSOs) and media. In this way, the country's SDGs have become 'everybody's business'. During the review, all stakeholders were informed about the formulation process of the VNR report, as well as consulted for input.</p>
<p><b>Private sector</b></p>	<p>Individuals and companies who operate for profit and which are not controlled by the state can play a role within projects as users of the knowledge, applications and services (co-)created as result of the project and therefore contribute in particular but not only to SDG 9 on industry, innovation and infrastructure.</p> <p>Indonesian companies are represented by 15 associations who participate in the Philanthropy and Business platform for SDGs.</p>
<p><b>Civil society, social movements and local communities</b></p>	<p>Civil society actors, social movements and local communities are expected to co-create, access and use the knowledge and research products generated within the framework of projects thereby making a potential contribution to the entire range of SDGs. CSOs together with the Ministry of National Development Planning have developed a guideline for Multi-Stakeholder Partnership (MSP) to improve partnerships between the government and non-government organisations for the implementation of SDGs. CSOs in Indonesia, especially youth and disability organisations, have been very active in raising awareness about the SDGs. Although efforts have been made, significant challenges in democracy, violent conflict, human rights and governance remain. According to <a href="#">this report of Amnesty International</a> published for the elections in 2019, threats to freedom of expression, thought, conscience, religion and belief persist in Indonesia. The report highlights accountability for past human rights violations by security forces; women and girls' rights; the human rights situation in Papua; human rights abuses by oil palm companies; the death penalty, and LGBTI rights. A new law, called the omnibus bill on job creation passed on October 5, 2020, restricts labor rights and dismantles environmental protections, including by threatening Indigenous people's access to land and the country's declining rainforests.</p>

## 3 Synergy and Complementarity with other (Belgian) development actors in Indonesia

### 3.1 VLIR-UOS approaches to synergy and complementarity

Drawing upon their longstanding common history, VLIR-UOS, ARES and the Institute of Tropical Medicine (ITM) jointly developed the thematic Joint Strategic Framework on Higher Education and Science for Sustainable Development (JSF HES4SD). Through cooperation with civil society, private and public sector, the JSF initiators<sup>4</sup> aim to further unlock the huge developmental potential of higher education and science cooperation for sustainable development and make it accessible to other Belgian, local and international partners, in different ways: as partner in a multi-actor partnership, as scientific advisor to other partners' projects, partners or policy bodies, as a knowledge broker for sharing state of the art scientific results, information, expertise and experience and for exploration of possibilities for synergy and complementarity. This reference framework for Indonesia will feed into the **platform** that the initiators of the JSF HES4SD plan to create to proactively communicate opportunities and facilitate such cooperation. More precisely, the platform can be used to:

- (i) communicate about the launch and results of competitive calls for projects;
- (ii) communicate other opportunities for projects or scholarships;
- (iii) gather/exchange on collaboration opportunities (e.g. requests for scientific advice);
- (iv) share information about ongoing projects, events and seminars in the country/region.

### 3.2 Bilateral development cooperation (Enabel) in Indonesia

Belgium is not ranked in [the ODA overview for Indonesia](#). The country is only a small beneficiary of Belgian development cooperation through non-governmental support. Indonesia is not included as one of the 14 partner countries of the direct bilateral development cooperation of Belgium through Enabel.

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<sup>4</sup> The three JSF initiators represent 60 Belgian higher education institutions (HEIs), being 11 universities, 32 university colleges, 16 school of arts, and ITM.

### 3.3 Belgian actors of the non-governmental cooperation in Indonesia

#### 3.3.1 Thematic Joint Strategic Framework on Higher Education and Science

Indonesia is currently not a project country for ARES and ITM: they do not have any already identified partners in Indonesia.

#### 3.3.2 Indonesia Joint Strategic Framework

	Description of the strategic goal	Approaches	ANGCs
<b>SG1</b>	Ecological Justice and Protection of Rights Defenders <i>CSOs contribute to a comprehensive agenda of ecological justice, which aims to improve environmental management and strengthen climate justice while defending and protecting the rights of HRDs</i>	1A Strengthen organizations and their members (such as farmers, fisherfolks, women, children and youth, IPs) to protect and sustainably manage their natural resources and ecosystems and adopt climate action strategies that promote alternative development models, including low-carbon development	11.11.11
		1B Enforce stricter implementation of the current environmental protection laws (such as AMDAL) and guarantee the inclusive consultation of local communities in the exploitation of natural resources and land use conversion	
		1C Strengthen advocacy and lobby for ecological policies that mitigate climate change, manage natural resources sustainably, increase disaster resilience, and create healthy environments and working conditions.	
		1D Strengthen capacities of CSOs to promote the respect for all Human Rights, monitor Human Rights Violations, and demand accountability. Develop diverse strategies to ensure broadening of civic space, expose HRVs and push to scrap and or amend harmful policies and programmes, especially those hitting vulnerable groups.	
<b>SG3</b>	Economic Justice	3A Strengthen the capacities of farmers and farmer organisations to produce sustainable and quality products that enable them to experience economic, social and	Rikolto

<p><i>CSOs contribute to a comprehensive agenda of economic justice towards promoting sustainable agriculture and entrepreneurship</i></p>		environmental benefits. This includes promoting the diversification of production and improving farm resilience to climate change.
	3B	Strengthen the capacities of farmer organisations to become professional market players
	3C	Promote and strengthen the inclusive business relationship between all chain actors, including producers and consumers
	3D	Advocate youth involvement and make sure that women and men have equal opportunities in agri-business development
	3E	Through multi-stakeholder engagement, promote policies and legal frameworks to mainstream sustainability and inclusion (including women and youth) and improve urban food governance
	3F	Improve access of smallholders and farmer organisations to finance

In the table below, actors active in the JSF Indonesia are listed. Rode Kruis Vlaanderen / Red Crescent Indonesia will no longer have a programme in Indonesia as was outlined previously in strategic goal 2 of the JSF Indonesia.

ANGC	JSF - Strategic goals	Local partners	Contact person
11.11.11	<p>SG1</p> <p>Themes: healthy environment, just transition and human rights</p>	<p>Socio-environmental organisations, women's organisations, human rights organisations</p> <p>To be updated based on programme 2022-2026 11.11.11</p>	Kris Vanslambrouck
Rikolto	<p>SG3</p> <p>Themes: sustainable agriculture &amp; entrepreneurship</p>	<p>Farmers, consumers, small entrepreneurs organisations</p> <p>To be updated based on programme 2022-2026 Rikolto</p>	Nonie Kaban



### 3.3.3 Other Thematic Joint Strategic Frameworks

Thematic JSF resilience is not present in Indonesia.

ANGC	JSF	Focus/theme impact	Local partners	Target audience	Contact person
<b>ACV-CSC international</b>	Decent work	Pillar 2: Guaranteeing rights at work Pillar 3: Extending social protection Pillar 4: Promoting social dialogue CEPA EU-Indonesia trade agreement	Trade union Confederation and its affiliated federations	Workers in MNEs & their supply chain (incl domestic companies, informal economy workers linked to the SC) active in the sectors of: Garment, Plantation, hotels, banking-insurance, metal & electronics, construction, chemicals, transportation, services, mining & energy, platform workers	Stijn Sintubin
<b>IFSI-ISVI</b>	Decent work	Pillar 2: Guaranteeing rights at work Pillar 3: Extending social protection Pillar 4: Promoting social dialogue CEPA EU-Indonesia trade agreement	Global Union Federation and National Union Federations	Formal workers in Textile, Garment, Shoes, Leather and textile services sectors	Frederik Cappelle
<b>WSM</b>	Decent work	Pillar 2: Guaranteeing rights at work	Trade union confederation and its affiliated federations	Workers in the formal and informal economy	Jeroen Roskams

		Pillar 3: Extending social protection	Garment union federation	Workers in textile, garment, shoes, leather industries	
<b>Rikolto</b>	Sustainable cities	<p>SG1 (governance): Co-constructing and implementing the local sustainable development policy</p> <p>SG2 (capacities): Strengthening the capacities of local non-governmental actors to contribute to the sustainable city</p> <p>SG3 (business models): Local actors in cities are adopting inclusive business models to stimulate sustainable consumption and production and the development of stronger links between urban and rural areas.</p>	To be updated based on programme 2022-2026 Rikolto	Smallholders farmers, food processors, retailers, consumers, schools and city governments to establish sustainable and inclusive city region food systems (Food Smart Cities); access to healthy, sustainable and nutritious food for all citizens in Depok, Bandung, Solo and Denpasar	Nonie Kaban