

Six-Monthly Progress Report

January – June 2021



INOVASI – Innovation for Indonesia’s School Children

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The governments of Australia and Indonesia are partnering through the Innovation for Indonesia’s School Children (INOVASI) program.

INOVASI is an Australia–Indonesia Government Partnership – Managed by Palladium.



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LIST OF ACRONYMS

AITSL	Australian Institute of Teaching and School Leadership
AKM	Minimum competency assessment (<i>Asesmen Kompetensi Minimum</i>)
APBD	Local government budget (<i>Anggaran Pendapatan dan Belanja Daerah</i>)
AUD	Australian dollars
Balitbangbuk	MoECRT's Research, Development and Book Affairs Agency (<i>Badan Penelitian dan Pengembangan dan Perbukuan</i>)
Bappeda	Regional Development Planning Agency (<i>Badan Perencanaan dan Pembangunan Daerah</i>)
Bappenas	National Development Planning Agency (<i>Badan Perencanaan dan Pembangunan Nasional</i>)
BOS	Schools' operational grants (<i>Bantuan operational sekolah</i>)
Comms	Communications Unit
COVID-19	2019 Novel Coronavirus
CSO	civil society organisation
DFAT	Australia's Department of Foreign Affairs and Trade
EPO	End-of-program outcomes
EPP	Education Pilots and Partnerships Unit
GEDSI	Gender equality, disability and social inclusion
Gol	Government of Indonesia
INOVASI	Innovation for Indonesia's School Children (an Australia-Indonesia partnership program)
<i>madrasah</i>	Islamic school
MERL	Monitoring, Evaluation, Research and Learning Unit
MoECRT	Ministry of Education, Culture, Research and Technology (Indonesia)
MoRA	Ministry of Religious Affairs (Indonesia)
NTB	West Nusa Tenggara (<i>Nusa Tenggara Barat</i>)
NTT	East Nusa Tenggara (<i>Nusa Tenggara Timur</i>)
PDIA	Problem-driven iterative adaptation approach
RPJMD	District medium-term development plan
S&P	Systems and Policy Unit
TASS	Technical Assistance for Education System Strengthening (an Australia-Indonesia partnership program)

EXECUTIVE SUMMARY

The Innovation for Indonesia's School Children (INOVASI) program is a partnership between the governments of Australia and Indonesia. INOVASI includes Indonesia's Ministry of Education, Culture, Research and Technology (MoECRT), the Ministry of Religion (MoRA) and the Ministry of National Development Planning/National Development Planning Agency (Bappenas), as well as partners at the regional level in the provinces of West Nusa Tenggara, East Nusa Tenggara, North Kalimantan, and East Java.

INOVASI is an eight-year program, managed by Palladium on behalf of the Australian Government, through the Australian Department of Foreign Affairs and Trade (DFAT). Phase II commenced on 1 July 2020 and is due to finish on 31 December 2023. It brings together the INOVASI Phase I and the Technical Assistance for Education Systems Strengthening (TASS) programs. This is the second six-monthly progress report of INOVASI Phase II. It covers the period January–June 2021. During this period our focus was on supporting the reform of Indonesia's basic education system, while simultaneously supporting Indonesia's response to the COVID-19 pandemic in the basic education sector.

Six-month context update

The COVID-19 pandemic continued to impact profoundly on Indonesia and on INOVASI throughout this period. The political situation remained stable. The opportunities for INOVASI to contribute to Indonesia's recovery and longer-term education reform are significant.

COVID-19 context: This six-monthly progress report (SMPR) reports against INOVASI's annual workplan for the period July 2020 – June 2021 (note that an indicative workplan was submitted on 30 June 2020 and a comprehensive workplan was approved on 27 October 2020). While the workplan anticipated a return to 'new normal' in early 2021, this did not occur. Schools remained closed in most areas throughout this six-month period, with children continuing to learn from home. Travel and normal economic activity were severely limited. Government offices, while partially closed, began to reopen with face-to-face meetings beginning to occur in early 2021. However, a dramatic surge of COVID-19 cases in June saw offices close again, and most schools not reopening as planned for the new school year in July.

INOVASI offices have been closed, and the team continued to work from home throughout this period, maintaining working relationships with counterparts online. While INOVASI continued to support Indonesia's longer-term education policy reforms, we focused heavily on supporting the national and sub-national governments to respond to COVID-19. As the crisis continued, during this period our focus progressively shifted from response to recovery, with INOVASI undertaking a major study with the Australian Council for Educational Research (ACER) and Indonesia's Ministry of Education, Culture, Research and Technology (MoECRT) into learning loss and other impacts of the pandemic and school closures, instigating and facilitating the establishment of an inter-ministry task force for learning recovery, and piloting approaches to mitigating associated risks in districts. In all of these activities, INOVASI highlighted the gender equality, disability and social inclusion (GEDSI) dimensions, focusing especially on the disproportionate impact of the pandemic on marginalized children.

Program relevance: INOVASI continues to be highly relevant, both to the Government of Australia and to the Government of Indonesia. The development problem identified in INOVASI's program design document in 2016, poor learning outcomes, remains a serious issue - especially considering the learning loss resulting from extended school closures during the pandemic.

Given the above context, and as described in the 2021-2022 annual workplan, INOVASI has a *moment in time*, which is unlikely to come again; a moment when Australia can support a major set of reforms in the Indonesian basic education sector, which, if done well, will have long-lasting and far-reaching impacts. Building on the work in Phase I (and earlier investments), INOVASI is now a trusted partner of national and sub-national government and can provide support for this work. GEDSI is a significant part of the reforms, which also include development of character and 21st century skills as well as and religious moderation as explicit programs.

The current raft of reforms is, potentially, a game changer, in terms of achieving Indonesia's objective of improving the country's basic education system, improving learning outcomes overall, and thereby supporting a stable and prosperous Indonesia

Our role is to support the design of these reforms, and, importantly, to support implementation and iterative improvement as they are piloted and rolled out in districts and schools – through monitoring and evaluation, research, and feedback of results, issues and challenges to decision makers.

Program priorities: During this reporting period, we consulted with our government partners to agree on program priorities: the focus of INOVASI Phase II's second annual workplan (July 2021-June 2022) was endorsed in the second national steering committee meeting on 30 April 2021, and the plan was formally approved by DFAT on 8 June 2021. The new workplan, and our work over the last six months, both reflect two broad priorities. The first is the need to identify and address the impact of the COVID-19 pandemic on Indonesia's education system and Indonesian children. The second is the need to support Indonesia's ambitious education reform agenda.

It has become evident during this six-month period, that work on the first priority can support the second longer-term strategic priority. The pandemic has disrupted the education system, creating space – in the political, technical and cultural dimensions - to accelerate reforms in assessment, curriculum, teacher development, and teacher management – and to promote a strong GEDSI perspective across the reforms. One example of this is the introduction of the 'special circumstances' curriculum materials,¹ which focus on foundational skills rather than traditional content (developed in part by local NGOs in a partnership with MoECRT, in part brokered by INOVASI). Another example is the abandoning of traditional, high-stakes national examinations in 2020, making space to introduce alternative competency-based and formative assessment, both of which INOVASI is supporting.

Key Achievements (January – June 2021)

INOVASI's end-of-program outcome (EPO), was recently reformulated as follows: ***In priority areas of basic education reform, key actors develop and implement sustainable policies,***

¹ The 'special circumstances curriculum' (sometimes referred to as 'emergency curriculum' or *kurikulum khusus*,) is a somewhat simplified version of the 2013 curriculum (K13).

systems and practices to support all students to achieve competence in foundational skills.²

In this reporting period, there were several key successes that are foundational to achievement of the end of program outcome and demonstrate progress at the intermediate outcome (IO) level:

- INOVASI's national steering committee initiated and facilitated the creation of a cross-ministry learning recovery taskforce³. Preliminary results of the INOVASI study have been shared with the development partners (in the Basic Education Working Group) and this taskforce. Analysis and recommendations will be provided early in the following period and will inform government policy at national and sub-national levels, as government works with non-government partners to address the loss of learning and other impacts. (IO-1)
- INOVASI worked with partners to support schools and districts while schools were closed during the pandemic. This provided opportunity to involve national government counterparts and non-government partners to support and inform the development of national policy, including guidelines for school reopening which were jointly launched by the ministers for MoECRT and MoRA in June 2021. (IO-1, IO-4)
- MoECRT is preparing to implement a suite of nationwide programs referred to as 'Penggerak' (literally 'mover', or 'driver'): 'driver organizations', 'driver schools' and 'driver teachers'. MoECRT's Penggerak programs are, in many ways, based on the INOVASI Phase I approach; developing models and champions of change, which can be scaled out in a locally driven, national program. (IO-1, IO-3, IO-4)
- A major achievement in this period; the government has adopted a new variable formula to calculate the per-capita school operational grants (BOS), which was developed with INOVASI assistance. As a result, an increased unit cost is now being applied in 369 out of 514 districts to address local price disparities (i.e. operational grants now reflect that it costs more to educate a child in some areas than in others). Twenty-eight million of Indonesia's sixty million students are being positively impacted. Furthermore, with INOVASI support, 85 out of Indonesia's 514 districts are receiving substantially increased per-capita school grants to address disadvantage. Two-point-four million of Indonesia's 60 million students are benefiting from a 25 per cent increase. The total budget for BOS in 2021 is AUD5,375 million.⁴ (IO-2, IO-4)
- MoECRT, with INOVASI support, continued to support districts to introduce formative diagnostic assessments at classroom level (IO-3). Based on this and outcomes of INOVASI Phase I pilots, we are preparing simple literacy and numeracy assessments that teachers can download and use independently, supported by instructional videos. Initial discussions with MoECRT indicate strong interest in their use on the Merdeka Mengajar platform (for Sekolah Penggerak) and by the primary directorate as teacher resources.
-
- MoERCT and sub-national government are focusing, with INOVASI support, on formative assessment and 'teaching at the right level' (TaRL) strategies - to address COVID-19-related

² Note that INOVASI's EOPO and program logic will be reviewed as part of a strategy testing exercise in the coming period.

³ Subsequent to the submission of this progress report, it was decided that policy on learning recovery would be pursued outside of a taskforce framework.

⁴ This does not include *BOS afirmasi* or *BOS kinerja* funds.

learning loss. The link with the international evidence around this and its potential to mitigate learning loss has been highlighted in INOVASI consultations with government, including the national learning loss task force.

Risks and sustainability: INOVASI is on track to achieve the intermediate outcomes and EOPO in all priority areas. The pandemic has demanded emergency responses, which, along with approaches to recovery, support longer-term strategic reform priorities. As a result, support for COVID-19 response and recovery supports progress towards outcomes in the priority reform areas, and the program's EOPO and goal.

COVID-19 creates risks for INOVASI and the reform program, as resources are diverted to mitigating the impacts of the pandemic, slowing down the reform – and a generation of children suffers the effects of learning loss and participation loss. Meanwhile, the COVID-19 crisis has disrupted the system and forced key actors to adapt, and adopt a problem-solving, responsive, adaptive approach to policy and system change

1. INTRODUCTION

This second six-monthly progress report for INOVASI Phase II covers the period January–June 2021. During this period our focus was on supporting the reform of Indonesia’s basic education system, while simultaneously supporting Indonesia’s response to the COVID-19 pandemic in the basic education sector. Towards the end of the reporting period, a surge in coronavirus cases in Indonesia led to significant movement restrictions and lockdowns, as well as the postponement of partial school reopening, and reallocation of funding away from education to immediate needs. The impact on the coming six months is likely to see an increase in requests from counterparts and partners for both technical and financial support as teachers provide remote support to children learning from home, and previously allocated budgets for quality improvement and the implementation of reform programs require external input to cover funding requirements. We will need to remain mindful of the Phase II modality as a broker and facilitator rather than implementer, and ensure our sustainability principles are front and centre, while supporting government and partner responses in this critical period.

1.1. Background

INOVASI is managed through eight work units: Systems and Policy (S&P); Education Pilots and Partnerships (EPP); Monitoring, Evaluation, Research and Learning (MERL); Communications (Comms); and the four provinces of North Kalimantan, West Nusa Tenggara (NTB), East Nusa Tenggara (NTT) and East Java. While these work units exercise a degree of autonomy to encourage innovation and local initiatives, our approach is integrated in a purposive and strategic way. In March 2021, we conducted our first strategy testing for Phase II, reviewing the program’s scope of activity and aligning this in an updated MERL Strategy. This resulted in a program mapping exercise that, along with high-level consultations with our Indonesian government (GoI) and Australian Department of Foreign Affairs and Trade (DFAT) partners, informed the preparation of a second annual workplan that DFAT approved on 8 June 2021. This six-month progress report is informed by that process, as well as by a second round of monitoring and evaluation, based on the updated MERL Strategy.

1.2. Context

Throughout this reporting period, COVID-19 has continued to have a strong impact, both on our ways of working, and on priorities for DFAT and the Indonesian government – and hence for INOVASI. At the time we submitted the work plan, we assumed we would return to semi-normality by the end of 2020 and that schools would reopen across the country. However, most schools remained closed, and movement was restricted through to the end of June 2021. INOVASI offices remained closed (or had limited opening) and staff continued working from home throughout this period. Face-to-face meetings were allowed only with strong justification and appropriate precautions. As of July 2021, around 30 per cent⁵ of national staff have received at least the first dose of COVID-19 vaccination. A surge in COVID-19 cases in June led to reimposition of lock-down

⁵ 28 out of 92 national fixed term staff (excluding long-term or short-term advisors and consultants) have received vaccinations, mostly first dose.

measures across Bali and Java on 1 July 2021 and INOVASI will help staff access the vaccination in July and August in line with government's revised procedures.

COVID-19 Update

The COVID-19 pandemic began in Indonesia in February 2020 when the first cases were detected and by mid-March the country began imposing restrictions on travel and movement. Despite a steady decline in daily cases over January–May 2021, as offices and businesses gradually reopened, the tally of cases detected nationwide set new records in late June 2021. Daily detections doubled over a period of 12 days on a seven-day moving average basis. National offices for the Ministry of Education, Culture, Research and Technology (MoECRT) and Ministry of Religious Affairs (MoRA) were closed due to the high number of cases.

Figure 1: Daily cases: COVID-19

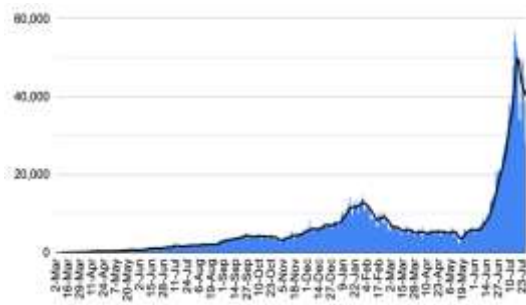
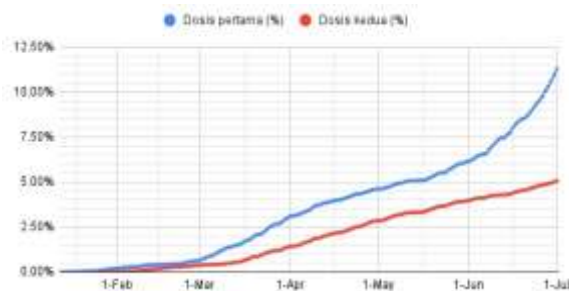


Figure 2: Vaccination rate: COVID-19

(first dose, second dose)



Source: Kawal COVID (28 July 2021)

As a result of the surge in cases in June, the government is implementing COVID-19 restrictions, known as PPKM⁶ Emergency, from 3 July to 2 August in 122 cities and regencies, including the Greater Jakarta area, Semarang and Solo (Central Java), Yogyakarta, Surabaya (East Java) and Denpasar (Bali). All other regions will continue to implement restrictions according to the existing PPKM Micro rules.

INOVASI closed all offices and moved to work-from-home arrangements on 17 March 2020. Most INOVASI staff members remained in or returned to their home-base at this time and have continued working from home up until the time of writing this report. Three of the senior management team relocated and have remained in Australia and New Zealand.⁷ We have kept domestic travel and face-to-face meetings with counterparts to a minimum. Such meetings only took place if they were deemed essential and safe, and if the INOVASI staff members were comfortable with the measures in place to minimise risk. In response to the surge in cases in June 2021, we advised the team to prioritise personal health and safety and only go out when it was essential.

⁶ PPKM = *Pemberlakuan Pembatasan Kegiatan Masyarakat* meaning 'enforced restrictions on community activities'

⁷ INOVASI Program Director, Mark Heyward, is currently based in Hobart, Deputy Program Director, Feiny Sentosa, is currently based in Dunedin, New Zealand and Planning and Quality Assurance Manager, Teagan Hood, is currently based in Brisbane.

Based on the Minister of Education, Culture, Research and Technology Circular No 4 of 2020 on the Implementation of Education Policy amidst the COVID-19 Outbreak, issued on 24 March, Indonesian schools closed in April 2020 and while schools in some areas reopened in January 2021, most have remained closed. With most teachers currently being vaccinated, the government expected most schools to reopen or partially reopen in the new school year in July. However, this has been postponed in areas subject to PPKM Emergency restrictions. When schools do reopen, arrangements are likely to include blended learning and social distancing with children rostered so not all are in class at the same time.

Information Box 1: School Reopening status

In January 2021:

Most primary schools had reopened for face-to-face learning in East Nusa Tenggara

Schools had not reopened in North Kalimantan

Primary and junior secondary schools in East Java were trialling reopening with alternating schedules

Schools had not reopened in West Nusa Tenggara

1.3. Program relevance

After seven years since it was designed, INOVASI remains highly relevant, both to the Government of Australia and to the Government of Indonesia. The development problem which INOVASI exists to address is poor learning outcomes from the basic education system, particularly in the foundational skills of literacy and numeracy. INOVASI Phase I aimed to build a knowledge base about ‘what works to improve learning outcomes.’ It did this by exploring problems, piloting solutions and leveraging the evidence produced to inform policy. TASS operated as a technical facility to support national government improve policy and systems to improve learning outcomes. INOVASI Phase I and TASS were judged to be highly successful in achieving their objectives (2019)⁸. Building on this achievement, INOVASI Phase II brings together TASS and INOVASI, shifting the focus to partnering with government to improve and implement policy which will increase learning outcomes for all Indonesian children.

After five years of implementation (including four years of TASS), INOVASI is now a trusted partner of national and sub-national government. The Government of Indonesia has embarked on a major reform of basic education, with priority areas of reform including curriculum, assessment, religious moderation, and transforming teaching practice. INOVASI is well placed to inform the development of the new policies, and to support the implementation of the reforms, providing feedback to government on implementation, and thereby informing the iterative and adaptive refinement of these critical policies. In this way, INOVASI draws on its experience as an adaptive program, and particularly on the Problem-Driven Iterative Adaptation (PDIA) approach adopted in Phase I.

In the reporting period, we have been able to bring Australian expertise to bear on this process, through strategic partnerships with peak bodies, such as the Australian Council for Educational Research (ACER), the Australian Institute for Teaching and School Leadership (AITSL), the Australian Academy of Science, and Education Services Australia. We have also continued to support and broker partnerships with Indonesia’s major non-government organizations, including the influential Centre for Education and Policy Studies (PSPK), and mass Islamic organizations, NU

⁸ DFAT (2019). *Strategic Review Report: Australia’s investments in basic education in Indonesia*. Paul Nichols, Petra Wiyakti Bodrogini, 29 April 2019

Ma'arif and Muhammadiyah, to work with national and local government to develop policy and to scale out good practices through teacher training.

The COVID-19 pandemic began in Indonesia in March 2020, three months before the commencement of INOVASI Phase II. INOVASI pivoted to support the Government of Indonesia with COVID-19 response and recovery, focusing on policies, systems and practices to continue learning from home during school closures, and to identify and mitigate learning loss and participation loss arising from the closures. This work continued throughout the reporting period. What became apparent, is that the disruption to the education system caused by the pandemic, while creating stress and diverting resources from the reform program, is, in many ways, accelerating the reforms by creating space and demand for change. In this context, INOVASI has supported (1) the implementation of an emergency curriculum (and materials) which focuses on foundational literacy and numeracy in early grades, (2) the introduction of diagnostic assessment in literacy and numeracy, (3) use of online platforms for continuing professional development and communities of practice for teachers, and (4) a heightened awareness and focus on GEDSI and the diverse needs of children, including girls, boys, children with disabilities, and children in poverty and remote areas. Another unexpected impact of the pandemic has been an increased collaboration among development partners and between development partners and government, spurred by the sense of urgency and need to work together to address the crisis. INOVASI has in this period supported DFAT's Education Team and the Basic Education Working Group (BEWG), acting as broker to facilitate communication with government, other DFAT investments including KOMPAK, UNICEF, the World Bank and RISE – and other agencies, philanthropic organisations (such as Tanoto Foundation) and NGOs.

2. PROGRAM EFFECTIVENESS

This part of the report includes two sections. The first section describes progress towards the EOPO. The second section describes INOVASI's sustainability strategy and two aspects of the program which illustrate progress towards the EOPO as well as sustainability: leveraging resources, and partnerships.

2.1. Progress towards the End-of-program Outcome

This section describes progress toward INOVASI's end-of-program outcomes (EOPO). It begins by clarifying the context and status of the current EOPO and IOs.

INOVASI is an adaptive program. Strategy testing is conducted in a roughly six-month cycle, to ensure that the program's end-of-program outcomes remain relevant in a dynamic context, and that the program logic and activity are strategically aligned to those outcomes. As mentioned in the introduction to the workplan, a strategy testing was conducted in this reporting period. As a result, a program matrix was developed to better align activities, improve coordination, and enable INOVASI to remain strategic, yet adaptive, in pursuing opportunities as they arise. In consultation with DFAT, INOVASI's EOPO was reformulated as follows:

EOPO: In priority areas of basic education reform, key actors develop and implement sustainable policies, systems and practices to support all students to achieve competence in foundational skills.

The reformulation of the EOPO was initiated by INOVASI management due to a concern that the Program Logic, including the EOPO, were overly complicated. In particular, there was a desire for a simple, more compelling statement of program objectives and strategy. This issue will be addressed in a second strategy testing exercise planned for September-October 2021. Following further consultation with DFAT, it is likely that the EOPO, IOs, and some aspects of the program structure may change as a result of this strategy testing. Meanwhile, this Six-Monthly Progress Report reports on progress against the current EOPO and intermediate outcomes (IOs).

To achieve INOVASI's EOPO, INOVASI has four IOs, which are that, in *priority areas of basic education reform*, key actors:

IO-1: coordinate and collaborate with relevant national and sub-national stakeholders to improve decision making related to education policy, systems, and practice;

IO-2: have capability in problem identification and determining relevant local solutions;

IO-3: scale effective education policies, systems, and practices; and

IO-4: draw upon credible bodies of evidence to improve the effectiveness of education decision-making.

The *priority areas of basic education reform*,⁹ to which the EOPO and IOs refer, are as follows: (1) COVID-19 response and recovery; (2) learning for all; (3) curriculum; (4) assessment; (5) teaching practice, (6) teacher management; (7) school improvement and school leadership; and (8) enabling

⁹ These 'priority areas of education reform' are referred to, in various INOVASI planning and reporting documents, as 'policy levers', 'system levers' and 'themes'.

systems. Note that, as well as including targeted activities, the first two priorities, COVID-19 and Learning for All, are integrated across the program.

INOVASI's EOPO is broad but becomes more specific when we apply it to each of the priority education reforms on which we are working. The focus of INOVASI work depends on the priorities of our government partners. This is at the core of our sustainability strategy (See Section 2.2, below). Consequently, we do not necessarily work on all programs at once and we might work on different priority areas at different times and in different locations. See Annex 2 for revised program logic with updated end of program outcome, noting this program logic may require further revision following discussions with DFAT's new monitoring and evaluation adviser.

In general, progress towards the achievement of INOVASI's EOPO, through the IOs, is on track. During this reporting period, the focus was heavily on the first priority area, COVID-19 response and recovery, while work continued on the longer-term strategic areas. As described below, INOVASI is supporting key actors at national and sub-national level to develop and implement policies, systems and practices to address COVID-19-related learning loss, and to prepare for nation-wide piloting and introduction of new approaches to curriculum, assessment and teaching practice. Progress has also been made to improve policies and practice for disability inclusion, character education and religious moderation. Through these emerging policies, systems and practices, INOVASI has successfully sharpened the focus of decision-makers on Learning for All (see the boxed section¹⁰), and on the critical importance of ensuring that all children achieve competence in foundational skills: literacy, numeracy and basic 21st Century skills.

Quote box 1

Sharpening the focus on GEDSI through COVID-19 response and recovery

'One thing that I think is very important, and we need to continue to follow up, is Learning for All - or inclusive education. Our understanding of inclusion should be very broad; not only disability issues but all kinds of discrimination; both *access* and *quality* of education for marginalized groups, whether it is because of location, socioeconomic conditions, gender, or other factors.

'With COVID-19, we know that there are impacts on vulnerable groups. These are the groups which have suffered the most from COVID-19. If we talk about learning loss, it exists for the advantaged groups, but the impact is not so big. But if [learning outcomes for] marginal groups continue to fall sharply, then we really need to do very specific, targeted and focused work on this.'



Dr. Iwan Syahril, Director General, Teachers and Education Personnel, MoECRT, INOVASI National Steering Committee

¹⁰ Dr Syahril's comments were made after a presentation of preliminary findings from the INOVASI-MoECRT-ACER study into COVID-19 learning and participation loss, which highlighted the differentiated impacts of school closures on different groups of children. The photograph is from Wikipedia Commons.

Intermediate Outcomes

In order to achieve INOVASI's EOPO, INOVASI has four intermediate outcomes (IOs), which are that, in *priority areas of basic education reform*, key actors:

- IO-1: coordinate and collaborate with relevant national and sub-national stakeholders to improve decision making related to education policy, systems, and practice;
- IO-2: have capability in problem identification and determining relevant local solutions;
- IO-3: scale effective education policies, systems, and practices; and
- IO-4: draw upon credible bodies of evidence to improve the effectiveness of education decision-making.

Progress towards these IOs is as expected at this point in the program, with progress being made in some outcomes greater than others.

IO-1: coordinate and collaborate with relevant national and sub-national stakeholders to improve decision making related to education policy, systems, and practice;

This intermediate outcome has had strong traction to date. This is to be expected, as INOVASI's work in this area largely continues from strong relationships and technical discussions developed in the first phase of INOVASI and TASS. Our approaches continue to make this an area in which we expect to have good engagement, as by working with counterparts on priorities, and utilising our internal mechanisms of information sharing, we are able to support government with coordination and collaboration. We continue to work with government to broker ways to increase coordination and collaboration between levels of the education system within their own structures, and with non-government organizations. Examples of achievements in the period include:

- INOVASI's national steering committee initiated and facilitated the creation of a cross-ministry learning recovery taskforce. Preliminary results of the INOVASI study have been shared with the development partners (in DFAT's Basic Education Working Group) and this taskforce. Analysis and recommendations will be provided early in the following period and will inform government policy at national and sub-national levels, as government works with non-government partners to address the loss of learning and other impacts. (IO-1)
- INOVASI worked with partners to support schools and districts while schools were closed during the pandemic. This provided opportunity to involve national government counterparts and non-government partners, to support and inform the development of national policy, including guidelines for school reopening which were jointly launched by the ministers for MoECRT and MoRA in June 2021. (IO-1, IO-4)
- MoECRT continued work to develop and implement frameworks for teacher and principal competency and career progression – with technical advice from INOVASI. (IO-1, IO-4)
- MoECRT is preparing a national 'education roadmap' with INOVASI inputs. We are also supporting a review of the national education law, and consultative development of district medium-term development plans and the East Nusa Tenggara 'Grand Design for Education'. (IO-1, IO-4)
- For the first time, two directorates in MoECRT (Directorate of Community Education and Special Education and Directorate General of Teachers and Educational Personnel) are

collaborating on the student learning profile, videos and guidelines. The Senior High and Special Education sections within the Teachers and Education Personnel Directorate of MoECRT sought feedback from 30 respondents from universities, civil society organisations, OPDs and the Association for Disability Teachers Indonesia on drafts of five videos that INOVASI is developing through our grant partner SAGA. (IO-1, IO-2, IO3, IO-4)

IO-2: have capability in problem identification and determining relevant local solutions;

Progress against this intermediate outcome has continued steadily in the period. With recent elections in all four provinces, there has been a need to reset and re-establish both relationships and priorities with our partners, which has required a significant focus of the program, as well as supporting ongoing programming. Problem identification and exploration, co-design of solutions, and iterative, adaptive implementation (PDIA), is built into the program's approaches, and as such is an integral part of any engagement that is done with partners, and so it makes sense that the outcomes we focus on in this reporting period are closely related to the pandemic response. Below are some achievements against this intermediate outcome in the reporting period:

- A major achievement in this period; the government has adopted a new variable formula to calculate the per-capita school operational grants (BOS), which was developed with INOVASI assistance. As a result, an increased unit cost is now being applied in 369 out of 514 districts to address local price disparities (meaning that it costs more to educate a child in some areas than in others). Twenty-eight million of Indonesia's sixty million students are being positively impacted. Furthermore, with INOVASI support, 85 out of Indonesia's 514 districts are receiving substantially increased per-capita school grants to address disadvantage. Two-point-four million of Indonesia's 60 million students are benefiting from a 25 per cent increase. The total budget for BOS in 2021 is AUD5,375 million.¹¹ (IO-2, IO-4)
- INOVASI supported the implementation of the special circumstances curriculum designed for use during school closures, and fed back results to MoECRT, to assist in improving the materials. The curriculum and support materials are also available for use as schools reopen and begin to address learning loss. (IO-1, IO-2, IO-3)

IO-3: scale effective education policies, systems, and practices;

With major reforms to national education policies and systems taking place, the predominant focus of the progress towards this intermediate outcome is through our scaling of practice – including into the reform process. As well as being closely involved in the development of the reforms, and working with district and provincial government on adapting/adopting, and scaling out practice and materials, we have also continued to draw on the experience of Phase I to feed into the national reform process with MoECRT and MoRA, including inputs into the design of the '*Penggerak*' programs. More information is provided through reporting in the below sections, but some examples of achievements in this period include:

- MoECRT is preparing to implement a suite of nationwide programs referred to as '*Penggerak*' (literally 'mover', or 'driver'): 'driver organizations', 'driver schools' and 'driver teachers'. MoECRT's *Penggerak* programs are, in many ways, based on the INOVASI Phase I

¹¹ This does not include *BOS afirmasi* or *BOS kinerja* funds.

approach; developing models and champions of change, which can be scaled out in a locally driven, national program. (IO-1, IO-3, IO-4)

- INOVASI has helped MoECRT to design monitoring and evaluation systems for the new curriculum. The prototype curriculum is expected to be released in August for piloting in selected schools, called Sekolah Penggerak. Once released, INOVASI will support monitoring and evaluation, and will facilitate coordination and collaboration between national and sub-national stakeholders, as the curriculum is prototyped, and iteratively improved (IO-2, IO-3)
- MoECRT, with INOVASI support, continued to support districts to introduce formative diagnostic assessments at classroom level (IO-3). Based on this and outcomes of INOVASI Phase I pilots, we are helping MoECRT prepare simple literacy and numeracy assessments that teachers can download and use independently, supported by instructional videos. This will be important as schools reopen and teachers need to assess and address learning gaps resulting from school closures.

IO-4: draw upon credible bodies of evidence to improve the effectiveness of education decision-making.

Progress against this intermediate outcome has been significant in this period. One major focus of the program in the reporting period was to work with MoECRT to develop an evidence base to demonstrate the need for targeted interventions for learning recovery, following a long period of hybrid school or school closures, as well as supporting the need for differentiated learning for students, generally. Alongside this been the need for support for teachers from both Ministries and at the sub-national level, which the program has closely collaborated with. Some examples are included below:

- MoECRT collaborated with INOVASI and ACER to conduct a comprehensive study of the impacts of the pandemic on basic education. The study sampled 18,370 early-grade students from 612 schools across eight provinces (Jambi, South Kalimantan, North Sulawesi, East Java, North Kalimantan, NTT and NTB). (IO-1, IO-4)
- The comprehensive study on COVID-19 impacts, described above, addresses issues of gender, disability, and other aspects of GEDSI to determine the extent to which the pandemic has differently effected girls and boys, as well as children with disabilities and in remote areas. The study is exploring the issue of child marriage and risk of girls and marginalized children dropping out of formal education in the COVID-19 context. Results will be available in the coming period. (IO-4)
- MoERCT and sub-national government are focusing, with INOVASI support, on formative assessment and 'teaching at the right level' (TaRL) strategies - to address COVID-19-related learning loss. The link with [the international evidence](#) around this and its potential to mitigate learning loss has been highlighted in INOVASI consultations with government, including the national learning loss task force.
- MoRA is now utilizing a World Bank loan to support implementation of the continuing professional development (CPD) program for madrasah teachers, which was developed with TASS and piloted with INOVASI support. (IO-1, IO-4)

Progress against the program objectives was assessed by the MERL team, using the MERL strategy and tools, as follows:

On track: This rating is used when program is progressing towards the EOPO as expected by this time

Mostly on track: This rating is used when the program is mostly progressing towards the EOPO, but some earlier outcomes are not yet met as expected or there is some delay or issue that will need to be addressed before the EOPO can be met.

Early trends: This rating is used when there are early trends to longer-term outcomes (including sustainability).

Of concern: This rating is used when there are significant issues that have the potential to place the EOPO at risk.

2.2. Sustainability

This section describes INOVASI's strategy for sustainability; building local ownership and working in partnership with government and non-government agencies to design and implement the program. The sub-sections on leveraging resources and partnerships illustrate key aspects of this strategy.

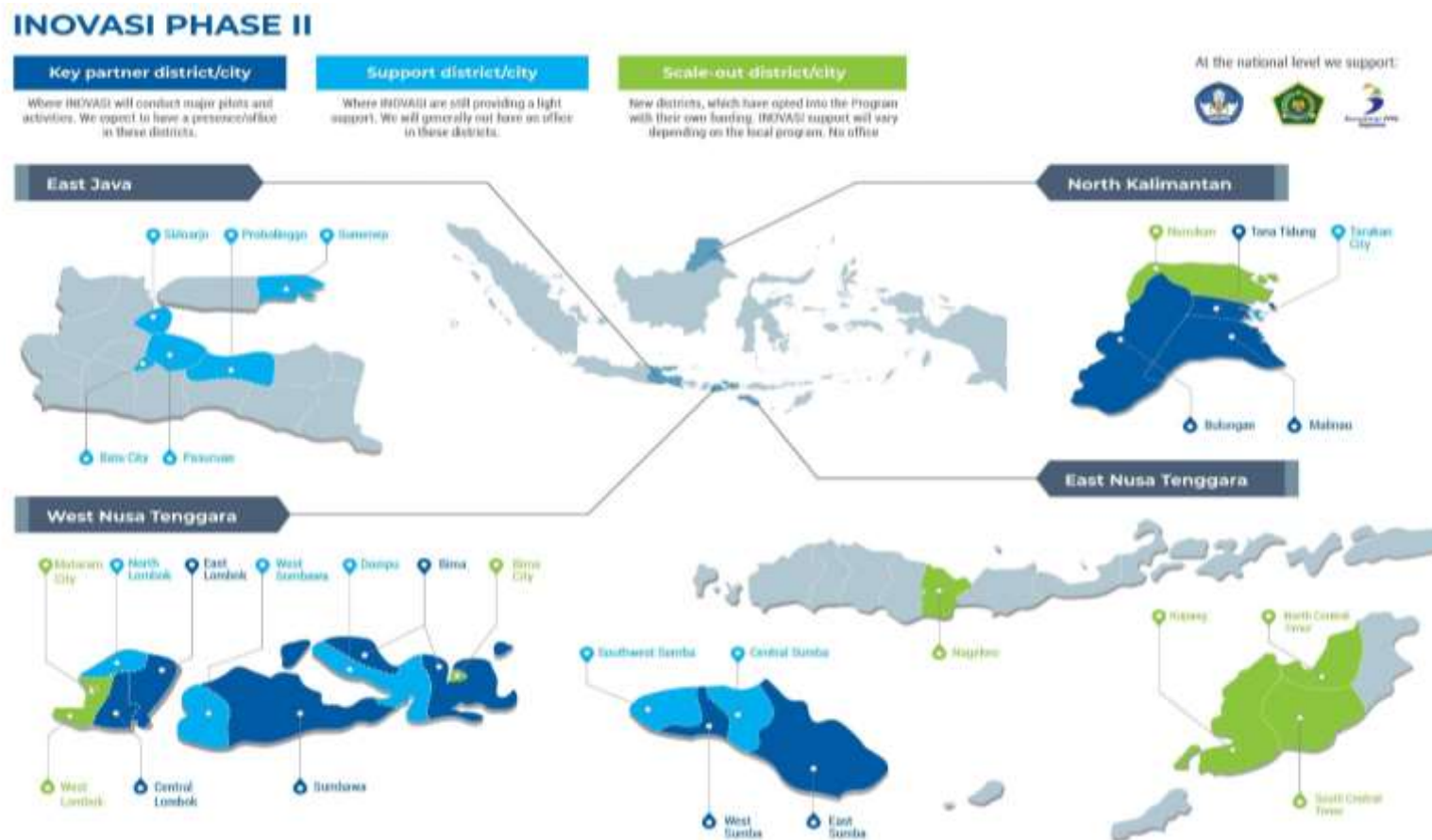
Sustainability strategy

In Phase II, INOVASI's role is to facilitate a systematic approach to thinking and planning for sustainability and scale-out and to provide any needed coordination, technical advice and support. This role is undertaken directly with our government partners at both national and sub-national levels.

INOVASI is a partnership; the program is owned as much by the Indonesian government as by DFAT and the implementation team. Our role is to build this ownership, and capability within government (national and local) and non-government partners for continuing improvement, and to build coalitions with organisations that have the capability to offer continuing support to strengthen and maintain capacity. At the heart of this sustainability strategy is the PDIA approach, which INOVASI adopted and adapted in Phase I, in consultation with Professor Lant Pritchett and the Harvard University Centre for International Development. We work with government and non-government partners to identify and explore problems, co-designing solutions and implementing these in an iterative way, adapting policies, systems and practices in response to feedback and the experience of implementation. We work in a politically informed way to expand the change space, by building authorization, acceptance and ability within the system for priority areas of reform. An example of this can be seen in MoEC's *Sekolah Penggerak*, *Guru Penggerak* and *Organisasi Penggerak* programs, which are to an extent modelled on INOVASI's Phase I approach, and in which MoEC and local governments are taking on a role as facilitator-broker, rather than designer-implementer.

Scale-out is another way we are promoting sustainable changes in the functionality and culture of government and education – growth mindsets and changes in institutional systems values, ways of thinking and working, and capacities for adaptation to suit changing local contexts (INOVASI, 2019). In Phase I, scale-out referred mainly to expanding change in educational practices from pilots. In Phase II, scale-out includes other types of initiatives (not only from INOVASI pilots) and includes expansion of policies and systems. The figure below represents our partner districts for Phase II, including scale-out districts.

Figure 3: INOVASI's district and city partners in Phase II



Notes: Jawa Timur = East Java; Kalimantan Utara = North Kalimantan; Nusa Tenggara Barat = West Nusa Tenggara; Nusa Tenggara Timur = East Nusa Tenggara; Kota Batu = Batu City; Lombok Utara = North Lombok; Lombok Timur = East Lombok; Sumbawa Barat = West Sumbawa; Kota Bima = Bima City; Sumba Barat Daya = Southwest Sumba; Sumba Tengah = Central Sumba; Sumba Barat = West Sumba; Sumba Timur = East Sumba; Timor Tengah Selatan = South Central Timor

In the two sections below, we describe progress in implementing the sustainability strategy, supporting changes in decision making and budgeting, and working in partnership with government and non-government to support scale-out (in a time of decreased resources available for government). This approach also helps ensure continued support of students and teachers during school closures and addressing learning loss and participation loss resulting from COVID-19. Our continued engagement in these areas is key to sustainability in the longer term, through short term support during the COVID-19 pandemic.

3. PROGRESS IN PRIORITY REFORM AREAS

Sections 3.1-3.5 describe progress towards outcomes (IO and EOPO) in each of the eight priority reform areas, with illustrations of some key achievements in this period. In addition to reporting progress towards the IOs and EOPO, a high-level overview of progress implementing the annual plan is included.

Section 3.6 provides an overview of INOVASI's support for the Islamic schooling sector.

3.1. COVID-19 Response and Recovery

During this period, the focus shifted from emergency *response* to longer-term *recovery*. Our objective in this priority reform area is for the government and non-government partners, having assessed the impact of COVID-19 on students' learning and wellbeing, to mitigate adverse effects on foundational skills, especially for disadvantaged children. The program is on track to achieve this objective and the immediate outcomes, especially IO-1, IO-2, and IO-4 – and, ultimately, the EOPO.

- MoECRT led the establishment of an inter-ministry *learning recovery taskforce*, initiated and facilitated by INOVASI¹². Analysis and recommendations will be provided early in the following period and will inform government policy at national and sub-national levels, as government works with non-government partners to address the loss of learning and other impacts. (IO-1). The Director General has highlighted urgent needs to identify and support the most marginalized groups. The learning recovery taskforce has begun to develop and oversee a learning recovery strategy and coordinate support needed to restore learning – especially for vulnerable groups of children (the poor, rural/remote, children with disabilities, and girls). There are three strategies identified by the Task Force to prioritize children at risk: 1) data collection, 2) district's capacity strengthening in identifying children at risk and 3) refocusing of program for marginalized groups. INOVASI is acting as secretariat for this taskforce. Members of the task force include senior officials from MoECRT, MoRA, Bappenas, Kemenko PMK, and representatives of the World Bank, UNICEF, Tanoto, KOMPAK, JPAL and INOVASI. The taskforce collaborated with MoECRT's national secretariat for disaster-safe schools (*Satuan Pendidikan Aman Bencana*) to ensure implementation of the program was coordinated and effective, resulting in the guidelines for learning during the pandemic being published on the secretariat's website (MoECRT and MoRA, June 2021). (IO-1)
- MoECRT's research and policy centre (Puslitjak) worked with INOVASI and ACER on a study of the impacts COVID-19 on learning and participation in schooling. The study sampled 18,370 early-grade students from 612 schools across eight provinces (Jambi, South Kalimantan, North Sulawesi, East Java, North Kalimantan, NTT and NTB). Preliminary results of the INOVASI learning gap study (see below) have been shared with the development partners (in DFAT's Basic Education Working Group) and the learning recovery taskforce. More detailed analysis and recommendations will be provided, initially to the taskforce, early in the following period, and will inform government policy at national and sub-

¹² As at the time of reporting. The task force is currently not active, and further updates will be reported in the next SMPR.

national levels, as government works with non-government partners to address the loss of learning and participation. (IO-1, IO-4)

- INOVASI worked with partners to support schools and districts while schools were closed during the pandemic. This provided opportunity to involve national government counterparts and non-government partners, to support and inform the development of national policy, including guidelines for school reopening which were jointly launched by the ministers for MoECRT and MoRA in June 2021, and support implementation of MoECRT's special circumstances curriculum – particularly the use of modules for literacy and numeracy. (IO-1, IO-4)
- The special circumstances curriculum is a major breakthrough for education reform and an example of how the COVID-19 pandemic has provided an opportunity to support MoECRT's big education reforms (see case study box below).

Case study: the special circumstances curriculum

The special circumstances curriculum focuses on foundational skills in literacy and numeracy in early grades, providing a sound basis for student-centred and differentiated learning – key features of the new prototype curriculum to be piloted in the '*Penggerak*' schools in the coming school year. The pandemic has also accelerated the cancellation of the content-driven national examination system, and adoption of a new competency-based assessment system and use of diagnostic testing, especially in early grades. INOVASI is well positioned to support these reforms, fulfilling both short-term needs for COVID-19 response and recovery and at the same time meeting longer-term strategic goals to reform education systems and policy, and improve learning outcomes.

North Kalimantan: Three districts are now financing their own special circumstances curriculum programs. Bulungan district allocated IDR426,000,000 and Tana Tidung district allocated IDR290,200,000 from their local budgets (APBD) while Malinau is financing its program through the schools operational funding (BOS). INOVASI is working with these districts to train local facilitators on using the curriculum. To date, we have helped train 67 local facilitators in these three districts. Pre and post training tests indicate that the percentage who have read the literacy and numeracy modules rose from 73 per cent to 98 per cent and the percentage who know how to design lesson plans based on the special-circumstances curriculum rose from 67 per cent to 93 per cent. The districts are also monitoring how schools implement the curriculum and adjusting training materials for upper grades and early grade literacy to reflect the COVID-19 situation. To date, the monitoring has found that the most teachers in each of the three districts know how to access the special circumstances curriculum and understand how to adapt student activity worksheets to align with this curriculum.

The three key districts have also scaled out a policy to accept revisions to the School Activity and Budget Plan (RKAS) whenever there is an emergency situation, allowing for a more responsive approach in future. In addition, the government of Tana Tidung district set up a platform to disseminate good practices and give practitioners access to information on its official website. INOVASI supported the district education office in conducting an online workshop for principals on how to manage national and district school operational funds (BOSNAS and BOSDA) during the pandemic. Principals gained a better understanding of how to use available financing to address learning issues and went on to develop and implement relevant policies.

East Nusa Tenggara: Several districts have begun to devise systems to monitor and evaluate education performance during the pandemic (and beyond). Building on the work in Phase I, this includes joint monitoring processes and formative assessments. The Reading Camp Model introduced in Phase I (an approach to Teaching at the Right Level for literacy), has been adapted in different ways in different contexts. For example, in Central Sumba district they call it 3M (Membaca, Menulis, Menghitung, meaning Reading, Writing and Numeracy). In East Sumba, the district education office had previous experience with spot checks and student tests as part of INOVASI Phase I Monitoring and Evaluation, so they decided to use these two instruments to collect data about students' learning during the pandemic. They are managing the spot check surveys independently.

District education offices have also designated staff to collect data on the impact of the tropical cyclone Seroja disaster on student learning. With some technical support from INOVASI on developing and using instruments, the Nagekeo district education office gathered data and undertook a situational analysis and then used the findings to adjust their policy on school opening.

The pandemic continues to change the way we work as well as our shared priorities. A key priority for DFAT and the Indonesian Government at all levels is the COVID-19 response and recovery, particularly as it relates to school closures and learning loss. While the pandemic poses obvious risks, creating uncertainty and implementation challenges, it also creates opportunity.

Summary

INOVASI is on track to achieve all four IOs in this priority area. The opportunity to use momentum generated by the COVID-19 pandemic in support of longer-term strategic reform priorities means that achievements in this area are supporting progress towards the program's EOPO and goal. COVID-19 creates risks for the INOVASI and the reform program, as resources are diverted to mitigating the impacts of the pandemic. While there are risks associated with major reforms, the current context is conducive to staged implementation and this improves the likelihood of sustainability.

3.2. Learning for All

In addition to cross-cutting gender equality, disability and social inclusion (GEDSI) perspectives in all programs, targeted activities in the *Learning for All* priority area include: (1) disability inclusion; (2) gender equality; (3) language transition (approaches for children who speak local languages to transition to Bahasa Indonesia as a language of instruction); and (4) remote and indigenous communities.

Our objective for these programs is for government, districts, non-government organizations, and schools to support school and madrasah planning and improvement, in ways that improve learning outcomes *for all*. The programs are assessed as on track, or mostly on track to achieve this objective, and, especially, IO-4: key actors draw upon credible bodies of evidence to improve the effectiveness of education decision-making in priority areas of education reform (in this case, Learning for All).

- A major achievement in this period; INOVASI has advocated for and provided technical advice on developing a better system to determine differentiated BOS allocations. This year, BOS funds were targeted at particular schools by using a mix of criteria including disadvantage, remoteness, border area (3T areas), a state of emergency, high proportion of low-income families, high proportion of honorary/contract teachers and limited regular operational funds due to low levels of enrolment.¹³ The affirmative and performance BOS funds in 2020 are now better targeted, allocating more for disadvantaged schools compared to the previous years. Around 51,000 schools in zones highly impacted by COVID-19 each received an additional IDR60,000,000 (AUD6,000) to support the costs of learning from home and/or meet school hygiene requirements for face-to-face learning (PAF, 2021). In 2021, the affirmative BOS was refocused to support schools in special region as stipulated by Ministerial Regulation 23/2020 on special region designation that was developed with support from INOVASI and KIAT-Guru. The Decree was tailored to support MoEC In identifying remote and underdeveloped region. INOVASI is also collaborating with the DFAT-funded PROSPERA program and MoECRT's Puslitjak on a study and further analysis on the new BOS funding policy. See the introduction section on 'Leveraging Resources' for more on the impact of this activity.

The new approach to calculation has also been incorporated in the regular BOS, meaning that the new policy has nation-wide impact and is likely to be sustained. The new regular BOS system considers variation of costs in each town/district that have different economies of scale. This has allowed higher BOS allocations for areas that have the greatest need. Previously, calculations were based on per capita with fixed amount. The new BOS allocation was confirmed in Ministerial regulation No 6 of 2021, issued in February 2021, and the new unit cost is stated in the Minister's decree No 16 of 2021.

There is potential to advocate and provide technical support for an affirmative BOS to fund or subsidises the costs of supporting students with disability. However this requires careful consideration and stronger government data on students with disability before it could be introduced (e.g., potentially perverse incentives for schools to over-report disability and undermine sustainability of such a funding stream). INOVASI continues to keep dialogue open with MoECRT. (IO-2, IO-4)

Disability Inclusion

This program was a major focus in Phase I and led to take-up at national level in both MoECRT and MoRA. While progress was slow during this period, due to COVID-19 as a competing priority, nonetheless MoECRT continued working to iteratively develop and revise the student learning profile (Profil Belajar Siswa, or PBS) instrument that INOVASI initially developed in Phase I, based on feedback and evidence from pilots in West Nusa Tenggara.

- MoECRT and INOVASI used data from a MoECRT-funded 2020 pilot of PBS in 11,000 students nationwide, to improve the instrument. Since then, MoECRT, with INOVASI support, has been integrating gender equality, disability and social inclusion elements into the instrument. Revisions have incorporated substantive inputs from people with disabilities,

¹³ Interview with INOVASI #4.

amongst other stakeholders, as well as findings from a review seeking feedback from the field where 20 teachers said the tool was too lengthy and difficult to use. MoECRT intends to revise the relevant ministerial regulation (No 70 of 2009) which will align the student learning profile with the latest law and regulations on accommodating the needs of people with disabilities.¹⁴ (IO-1, IO-2, IO-3, IO-4)

- For the first time, two directorates in MoECRT (Directorate of Community Education and Special Education and Directorate General of Teachers and Educational Personnel) are collaborating on the student learning profile, videos and guidelines. The Senior High and Special Education sections within the Teachers and Education Personnel Directorate of MoECRT sought feedback from 30 respondents from universities, civil society organisations, OPDs and the Association for Disability Teachers Indonesia on drafts of five videos that INOVASI is developing through our grant partner SAGA. (IO-1, IO-2, IO3, IO-4)
- INOVASI provided catalytic funding for Bookbot to partner with PAUDASMEN PMPK) to develop and pilot a Bookbot Bahasa application for students with dyslexia. Nearly 700 Bahasa Indonesia books have been uploaded, of the target of 1,000; the Bahasa Indonesia speech recognition for Android and iOS is progressing with a surprisingly good accuracy rate given the preliminary stage in the process, and is in advance of the original schedule. (IO-1, IO-2, IO3, IO-4)
- At the end of this period, preliminary collaboration has begun to form a partnership between MoRA's Directorate General for Islamic Education, Personnel Directorate and the Australia-Indonesia Disability Research and Advocacy Network (AIDRAN), building on the relationship facilitated by INOVASI. As an illustration of the collaboration, AIDRAN recently invited MoRA to present at one of their events. Separately, discussions commenced at the end of this period between INOVASI and MoRA in response to MoRA's interest in the PBS student learning profile. (IO-1)
- INOVASI is also supporting and working with various technical providers for the MoRA workshops, including universities, organisations of people with disabilities (OPDs)¹⁵ and members of the Office of the President. MoRA's development of the 'Roadmap for inclusive *madrasah*' will potentially strengthen the regulatory environment, ensure responsive policies, put systems in place and improve stakeholders' readiness to support and to participate in GEDSI implementation in the Islamic education sector¹⁶. As at the end of July 2021, the roadmap was still being drafted. MoRA selected a team of technical experts, academics and practitioners to write the draft. Prior to commencing drafting MoRA also held consultations with focus group discussions with OPDs, students with disabilities and their parents, as well as teachers and principals of inclusive madrasah. MoRA will consult the same stakeholders again on the draft roadmap. Ibu Ruhaini Dzuhayatin, Lead Advisor from the President's Office, who first spoke at the introductory GEDSI workshop with MoRA, spoke again at an INOVASI whole-team workshop, with a focus on gender. (IO-1)

¹⁴ Law No 8 of 2016 about People with Disabilities; Government regulation No 3/ of 2020 about Accommodation for Students with Disabilities

¹⁵ OPDs: 1. Dria Manuggal, 2. Yayasan the Little Hijabi, 3. Asosiasi Disleksia, 4. Spectrum Treatment and Education Centre Universities: 1. Universitas Indonesia, 2. UIN Syahid Jakarta, 3. UNUSIA, 4. UNESA 5. Universitas Negeri Malang. 6. UIN Sunan Kalijaga

¹⁶ The roadmap's predominant focus is on inclusion of students with disabilities in madrasah. Gender is considered in relation to its intersection with disability and how that can further marginalise girls.

The mainstreaming of disability inclusion in Indonesia's education system is a work in progress. While there is a risk that the pandemic will result in reduced funding and support for this program, INOVASI will continue to highlight the issue through, for example, focusing on impact of COVID-19 on learning and participation for children with disabilities, through sharing findings from the MoECRT-ACER-INOVASI study. Efforts are required to increase the visibility of people with disabilities in the INOVASI activity. In addition to regularly engaging organisations of persons with disabilities, INOVASI has contracted five resource persons with lived experience of vision, hearing, physical and intellectual disability. These consultants provide inputs to a range of activities, including the profile revision meetings, videos and guidelines.

Gender equality

While a gender equality perspective is now embedded in all INOVASI programs, progress to achieve outcomes in this period was slow for three reasons: (1) the government was distracted by the COVID-pandemic, (2) without advocacy and nudging, mainstream Indonesian government still does not generally regard gender equality as a priority,¹⁷ and (3) INOVASI's internal capacity to support this program was limited. Our international gender advisor resigned, and recruitment commenced for a replacement, and for a new national position: Gender and Child Protection Specialist. INOVASI addressed these challenges during the reporting period by highlighting the gender dimension of COVID-19 to government through the learning gap study, recruiting and conducting workshops to strengthen internal capacity in this area, and working with willing partners in government and non-government to plan and develop activities. Some examples are as follows:

- MoECRT's comprehensive study on COVID-19 impacts, conducted with INOVASI and ACER and described above, addresses issues of gender, disability, and other aspects of GEDSI to determine the extent to which the pandemic has differently effected girls and boys, as well as children with disabilities and in remote areas. The study is exploring the issue of child marriage and risk of girls and marginalized children dropping out of formal education in the COVID-19 context. Results will be available in the coming period. (IO-4)
- As a result of GEDSI advocacy and support, INOVASI has been able to draw MoRA's attention to gender issues in the education system. Strategic collaboration with MoRA is strengthening this focus in the reporting period through a series of training-of-trainers workshops for 50 madrasah teachers, principals and FPMI¹⁸ (Forum Pendidik Madrasah Inklusi – inclusive educators in madrasah). (IO-1)
- Nagekeo District's mid-term education review planning documents (RPJMD) now include a gender perspective, following INOVASI advocacy and technical support. This includes providing and rehabilitating gender-responsive water, sanitation and hygiene (WASH) in schools (see section 3.5). During the process of developing the RPJMD, GEDSI elements (WASH) had been accepted as the strategic goal 7. Local government had no objection to include WASH, because it has direct attachment/linkage to national budget items

¹⁷ See INOVASI GEDSI Strategy (2020). <https://www.inovasi.or.id/en/publication/inovasi-phase-ii-geds-i-strategy/>

¹⁸ Female: 30 Male: 20 People with disability: 1 and people with non-disability: 49

Based on position: Teacher: 8, Supervisor: 8, GPK:4, Kepala Madrasah:24, Staff Kemenag prov/kab/kota (MoRA): 5 and Lecturer: 1

Based on Location/Province: Aceh:2, DKI Jakarta:5, Kalimantan Selatan:3, Sumatera Utara:3, Sumatera Barat:2, Sumatera Selatan:1, Riau:1, Banten:4, Jawa Barat:5, Jawa Tengah:5, Jawa Timur:5, DI Yogyakarta:2, Bali:1, NTB:5, Sulawesi Selatan:4, Sulawesi Barat:2

(Kepmendagri 050-3708/2020 tentang Hasil Verifikasi dan Validasi Pemutakhiran Klasifikasi, Kodifikasi dan Nomenklatur Perencanaan Pembangunan dan Keuangan Daerah). District government, therefore, believed that GEDSI has its legal financial access to national financial system. It is therefore believed that GEDSI is sustained into government planning and budgeting system. Similar approach to include GEDSI is applied to the drafting of new RPJMD in Sumba Timur and Sumba Barat.

- The Nagekeo district government adopted the GEDSI school-level proposals as a strategic objective in the Main Performance Indicators (IKU) and Key Performance Indicators (IKK)¹⁹. (IO-2)
- The Centre for Study for Women and Child Protection within Muhammadiyah University of Sidoarjo is working with INOVASI to develop a gender-responsive school training module and pilot for school principals and teachers in East Java. (IO-1, IO-2)

Language Transition

This program focuses on approaches to enabling children to transition from local language to Bahasa Indonesia as a language of instruction. It is currently operating at the sub-national level in West Nusa Tenggara and East Nusa Tenggara.

- With INOVASI support, Paracendikia teacher training college in West Nusa Tenggara conducted online seminars and is investigating the use of instructional language used in the classroom in Sumbawa, Bima and Lombok. The aim is to better understand the issues at the local level and to promote relevant discussions with stakeholders. (IO-2)
- Nagekeo district in East Nusa Tenggara is scaling out the language transition program piloted in Phase I. Progress towards intermediate outcomes and sustainability is evident in local government funding and the West Nusa Tenggara's literacy and cultural study centre support of the program. (IO-1, IO-3)

Achieving sustainable outcomes in this program relies on aligning with the newly developed learning achievement descriptions and the prototype curriculum developed by MoECRT that will be rolled out through the '*Penggerak*' schools initiative from July 2021. During the next school year, we aim to support our counterparts in reviewing the language transition module and aligning it with the learning achievement descriptions for the revised curriculum framework. We will also advocate for the prototype curriculum to accommodate and support language transition as it evolves.

Remote and Indigenous Communities

The INOVASI team in North Kalimantan has responded to a request from the government through the provincial steering committee to further disseminate the good practices in the literacy program to all teachers in the remote Dayak areas of Malinau district (currently Bulungan and Tana Tidung). This is part of the government's continuing professional development program for these teachers.

¹⁹ WASH in schools was readily accepted as a priority for the strategic plan, because it was seen by counterparts to be clearly aligned within national budget items and programs, and therefore it was foreseen that financing for WASH would be relatively secure. Thus it was relatively simple to secure these commitments.

Bulungan and Tanah Tidung Districts are working with INOVASI and UX Indonesia to develop a digital platform for online training for remote areas that is still accessible, in terms of available communication and transport systems. This will be achieved by digitalising the training materials to support the online learning literacy modules for teachers. At the time of writing, we had just received the initial design for the interactive digital literacy modules. Data collection from teachers in remote areas has been completed and the report is being finalised. Next will be to design an appropriate digital literacy module based on the modules piloted by INOVASI in Phase I. (IO-1, IO2)

Activities related to remote and indigenous communities also continues in other programs. This includes the work with remote communities in East Nusa Tenggara in the reporting period where INOVASI supported the civil society organisation, English Goes to Kampung, with basic literacy materials to provide early grade learning in indigenous communities, for example, in Prai Ijing West Sumba and other centres they support. This work is ongoing. Also, the multigrade scale-out, funded by local government in Probolinggo, East Java, aims to improve access to and quality of education for mountain communities, including the minority Tenggerese people around the Tengger massif. (IO-3)

Summary

Progress in this priority reform area has been somewhat constrained, due to delays and distractions associated with COVID-19, and the slow start on gender equity program, for reasons explained above. Nonetheless, progress towards intermediate outcomes (and thus to the EOPO) is assessed as mainly on track, as described. Significant achievements include the changes to BOS funding arrangements giving a fairer allocation to districts based on need. These changes are likely to be sustained as they are embedded in national government policy and are consistent with the broad policy platform of the current administration.

The slower pace of reform in relation to gender equality, disability inclusion, language transition and education for remote and indigenous communities, relates to the need for broader community attitudes to change, and with them political will for reform. INOVASI's contribution to this is mainly by demonstrating, at local level, the difference that inclusive policies and practices can make to educational outcomes, and by continuing to advocate for change and support an inclusive perspective in all policy development – at national and sub-national levels. The risk is that the time required to sustain this work in policy and practice is too long for the INOVASI time frame (two-and-a-half more years). To address this risk, INOVASI will continue to build strategic alliances with government and non-government agencies, and other development partners, to support long-term reform.

3.3. Curriculum & Assessment

Curriculum and Assessment are major priorities for basic education reform in Indonesia. INOVASI is implementing five programs to address these priority areas: (1) curriculum reform; (2) literacy and books; (3) numeracy, science and technology; (4) character education / religious moderation; and (5) assessment. While the immediate focus in this period was implementation of the special

circumstances curriculum, MoECRT continued to work on the new prototype curriculum²⁰ and competency-based assessment and MoRA worked on the religious moderation program. INOVASI provided various levels and types of support for these high-impact reforms, which will begin to be rolled out in the coming period. At sub-national level, districts and non-government partners continued to scale out literacy and numeracy programs – although this was limited by the pandemic – and work progressed on preparation for character education pilots.

Our objective for these programs is to see national and sub-national government partners using planned, multi-stakeholder, GEDSI-sensitive, evidence-based processes, to ensure that the revised curriculum in literacy, numeracy, science, and character education/religious moderation is based on learning achievement descriptions, is inclusive and provides for adaptation to meet local needs and circumstances. We also aim to see government developing and implementing inclusive national survey assessments to generate data for benchmarking and priority setting, with an emphasis on foundational skills. The programs are on track, or mostly on track, to achieve these objectives, and thus the IOs, especially IO-2, IO-3, and IO-4 – and ultimately the EOPO.

Curriculum reform

While government has focused on developing and implementing the ‘special circumstances’ curriculum in the reporting period (as discussed in section 3.1), reform of the national curriculum has also continued in parallel. As reported in past progress reports and work plans, INOVASI continues to be involved in the curriculum review and development. We will continue to support MoECRT to monitor this program as the curriculum is introduced and trialled through the ‘*Penggerak*’ schools.

Progress towards intermediate outcomes is evident in MoECRT’s use of an evidence-based and iterative approach to curriculum development and collaboration with key partners from outside government in partnerships supported by INOVASI (IO-1 and IO-4).

- MoECRT’s ‘special circumstances’ curriculum was implemented during school closures and the ‘learning from home’ in this period. Although the curriculum was not mandatory, and not all teachers used it, the support materials/modules for literacy and numeracy are a breakthrough in giving teachers a methodology for teaching foundational skills – and may be used when schools reopen. These modules were developed in part by NGOs in a partnership with MoECRT supported by INOVASI and are closely aligned with INOVASI’s literacy modules. INOVASI provided support in partner districts for training and dissemination of the curriculum, and for printing and distributing the curriculum modules. This enabled us to facilitate feedback of information on implementation challenges to central government, such as the cost of printing materials and flaws in the online versions. As described in Section 3.1, the special circumstances curriculum literacy and numeracy modules support the longer-term reforms in the curriculum, teaching and learning in Indonesian schools. (IO-1, IO-2, IO-3)

During the reporting period, MoECRT’s curriculum team, with INOVASI support, developed approaches to monitor curriculum implementation in the ‘*Penggerak*’ schools. The focus of monitoring in 2021 will be on the usability of the curriculum framework and supporting resources. This presents an opportunity for us to continue advocating for refining the

²⁰ The new national curriculum has been referred to with several different titles during its development: ‘kurikulum merdeka’, ‘simplified curriculum’, ‘new learning paradigm’, and, most recently, ‘Sekolah Penggerak curriculum’ or ‘prototype’ curriculum. The term ‘prototype curriculum’ is used throughout this document.

achievement descriptions for mathematics and Bahasa in 2022. Data collected will be used to inform policy and revisions for 2022. This iterative, adaptive approach represents an important shift in design and implementation.²¹ (IO-1, IO-2)

- MoECRT's curriculum and assessment development teams worked in partnership with INOVASI's Indonesian partner, the Centre for Education and Policy Studies (PSPK)²², and in relationships facilitated by INOVASI with Australian peak bodies including ACER, , and the Australian Academy of Science²³ (IO-1, IO-4)
- MoECRT's education quality assurance council (LPMP) in East Java is drafting a module for primary and junior-secondary teachers on basic 21st century technology skills with INOVASI support. Developing the module has also involved capacity development with the development team, to support implementable and practical modules for teachers (IO-1, IO-2)

Literacy and Books

INOVASI research in Phase I found that lack of access to appropriate books is a major block to improving literacy levels. Responding to this, we are leveraging our relationships with partners in the government and non-government sectors to raise awareness and find ways to increase the supply of attractive and age-appropriate reading materials for early readers. Districts in North Kalimantan and West Nusa Tenggara are scaling out literacy programs developed with INOVASI support. In some cases, strategic partnerships between districts, universities and NGOs (brokered by INOVASI) are supporting the process. MoRA is also scaling out literacy training in Jakarta. The following examples demonstrate strong progress towards achievement of and IO-3: key actors scale effective education policies, systems, and practices; and IO-1: key actors coordinate and collaborate with relevant national and sub-national stakeholders to improve decision making related to education policy, systems, and practice.

- Bulungan planned to scale out this program in 2020 but could not because of COVID-19. This year, in collaboration with INOVASI, they reviewed and adjusted the materials and redesigned the monitoring and evaluation to suit scaling out during the pandemic. This district is now integrating its literacy scale out with its COVID-19 program. It has allocated a budget of IDR426,000,000 as reported under the COVID-19 program section. Local facilitators have begun re-training facilitators.²⁴ Although ongoing, our monitoring found that 81 per cent of participants have improved their knowledge and indicated that they hope to train and support

²¹ INOVASI's advice draws from the experiences in this sphere of the Australian Curriculum, Assessment and Reporting Authority (ACARA) and Education Services Australia (ESA).

²² INOVASI funded the non-government Centre for Education and Policy Studies (PSPK) to work with MoECRT's curriculum team to draft curriculum documents, including the learning achievement descriptions, teaching toolkits and academic papers on the prototype curriculum, the Pancasila student profile and, with MoECRT's Assessment and Learning Centre, guidelines on implementing the curriculum, assessments, and teaching at the right level.

²³ ACER reviewed and advised on the draft learning achievement descriptions for social sciences and early childhood education and a sample of teachers' toolkits. The Australian Academy of Science reviewed the learning achievement descriptions for science.

²⁴ The training took place two times: The first time before the pandemic (February 2020), and as a result of the pandemic the scale-out, has been postponed. After the districts decided to continue the scale-out, the facilitators were trained again in September 2020. Bulungan total local facilitator: 15 (Female: 11, Male: 4). Tana Tidung total local facilitator: 21 (Female: 11, Male: 10)

teachers. To complement this scale out, INOVASI is collaborating with the Asia Foundation and Room to Read to promote digital books for upper grades. (IO-3)

- Tana Tidung is in the early stages of scaling out the literacy program. This district opted into the INOVASI program at the end of Phase I, with full funding from the district budget. Local facilitators are cooperating with Bulungan and Malinau to adapt the learning materials. Like Bulungan, Tana Tidung is integrating the literacy program with the COVID-19 program, using special circumstances curriculum and modules, and has allocated IDR290,200,000 as reported under the COVID-19 program section. INOVASI has provided them support to develop their monitoring and evaluation plan. Of the facilitators who have been trained, 84 per cent have reportedly improved their knowledge on how to train and support teachers.²⁵ The work on literacy at sub-national level will be leveraged to inform the national policy process (see below). (IO-3)
- NGO partner, Litara, ran a mentoring program for students with limited literacy ability through an INOVASI grant in Phase I. They are now implementing this current program in Malinau using funds from Bandung Institute of Technology (ITB) in a partnership brokered by INOVASI.²⁶ ITB plans to disseminate the program through its website, video and journal to literacy teams (Team Penggerak Literacy Daerah, or TPLD) in 34 provinces. (IO-1, IO-3)
- The University of Borneo in Tarakan is preparing to scale out the literacy modules in lower grades in Tarakan, with a seed grant from INOVASI. It has adapted the modules for the local context, selected facilitators to train the teachers and undertaken a baseline study of students (the analysis of collected data is still ongoing). (IO-1, IO-3)
- West Nusa Tenggara: A consortium of 13 teacher training institutes and 47 civil society organisations, established with INOVASI support, has, over the past year, trained over 700 literacy volunteers²⁷ in a program known as 'Literacy volunteering' (*Relawan Literasi* or *Relasi*). The program was initiated in response to school closures during the pandemic and helps to ensure that children continue to receive basic literacy instruction and have access to reading materials. The volunteers are a mix of teacher trainees and teachers. Most have gained skills in using assessment instruments, choosing learning materials, implementing learning methods, problem-solving and communication (INOVASI, 2021). Surveys have found that parents are more aware of the importance of (1) accompanying their children in learning and (2) children having the necessary reading skills. (IO-1, IO-3)
- Related to the literacy volunteer program, three of the West Nusa Tenggara universities (PGSD Universitas Hamzanwadi NW, PGMI UIN Mataram, and PLS Universitas Pendidikan Mandalika) have integrated literacy modules developed under INOVASI Phase I within their pre-service teacher training and another is in the process. Paracendikia teacher college and the University of Mataram (UNRAM) have jointly developed an android-based formative assessment application. The tool is already being disseminated and used in Central Lombok and Sumbawa. (IO-1, IO-3)

²⁵ Of the 21 local facilitators, only 13 facilitators completed data in pre and post test. Female: 8; Male: 5)

²⁶ Funds from ITB totaled IDR90 million for September - December 2020 and IDR150 million for the January - June 2021 period.

²⁷ The training was completed in two batches. The first batch had 128 volunteers, Males:43 and Females: 85 and the second batch had 577 volunteers. Males:160 and Females: 417

- 32 civil society organisations have been trained under the West Nusa Tenggara Reading Consortium that INOVASI initiated, and they have all developed action plans to improve literacy. Local facilitators from the consortium are leading a literacy campaign in six locations (Mataram, Lombok Tengah, Lombok Barat, Lombok Utara, Bima, and Sumbawa) and successfully helping others to campaign for literacy in their own communities. (IO-1, IO-3)
- The district education office in North Lombok is now engaging with the literacy volunteers and encouraging them to continue volunteering once children return to school. Following the community-based schooling pilot conducted in INOVASI Phase I, the district education office in Dompu is coordinating with local civil society organisations that are implementing the program in the hope that they will support the establishment of an emergency 'field school' to support those children taken to the fields by their parents (INOVASI NTB, 2021). The Kesik village government in East Lombok is collaborating with the village library to provide reading books and will include support for literacy volunteers in the upcoming village budget discussion. (IO-1, IO-3)
- Jakarta: INOVASI and MoRA's DKI Jakarta office adapted the train-the-trainer delivery approach, consisting of ten face-to-face meetings, and created an online delivery method instead to adapt to the pandemic situation.¹⁷ INOVASI provided low level support to train facilitators and share materials in response to a request from MoRA's DKI Jakarta office for support for their priority program of establishing DKI Jakarta as a *madrasah* literacy city. (IO-3)

While work in this program was mainly focussed on the sub-national level in this period, on building coalitions and partnerships to support scale-out of literacy programs, INOVASI is preparing to continue the work at national level, (1) with MoECRT to improve the book approval process and with NGO partners, national government and the publishing industry to improve the supply of quality children's books. The success of scale-out and integration of literacy programs in Kaltara and West Nusa Tenggara especially will be leveraged to inform the policy development process at national level. INOVASI is appointing an international consultant to lead on the work with the book industry, and, responding to a request from the recently appointed Head of MoECRT's Balitbangbuk, three national consultants to work with MoECRT's book centre on the book approval process.

Numeracy, Science and Technology

In Phase I, INOVASI did not focus heavily on these subjects (collectively referred to as science, technology, engineering and mathematics – STEM) due to the high demand and momentum around literacy. Nonetheless, INOVASI Phase I developed and piloted two numeracy teacher training modules. The first of these was found to be somewhat overambitious in content, while the second and third modules were found to be very practical and useful for teachers. This second module, Literacy-2, is now being scaled out by Taman Siswa teacher training college in Bima, West Nusa Tenggara, and by *Muhammadiyah* and *Nahdlatul Ulama Ma'arif* in East Java. This will continue in the coming period.

- In East Java, *Muhammadiyah* (working with the *Muhammadiyah* Sidoarjo, Gresik and Ponorogo universities) and *Nahdlatul Ulama Ma'arif* are scaling out the successfully piloted Numeracy 2 module from INOVASI Phase I. INOVASI provided technical assistance to these

local partners to develop a digital learning management system ²⁸ to support monitoring, evaluation and management of the program by the partners. The e-learning numeracy module has also been introduced to MoRA, UNICEF and Tanoto Foundation. (IO-3)

- Responding to demand from MoECRT and MoRA, INOVASI is supporting MoECRT to develop a science module adopting the prototype curriculum focus on project-based learning and inquiry skills with a gender perspective. The writing team consists of staff from The Centre for Development and Empowerment of Science Teacher and Educational Personnel (PPPPTK IPA), a teacher, lecturers, and consultants, partnerships with MoECRT's primary school directorate, curriculum and book centre, as well as science professionals. The module development is on-going and expected to be completed by September. (IO-1)

Senior officials in MoRA report that they have taken a more strategic approach because of INOVASI:

'We have had the Moderasi Beragama program before but instead of having it implemented and trialled at schools as INOVASI now recommends, we articulated it in research. I spent more than 300 million rupiahs for the program and what I got is only a report. Only now I know that implementation at the school level is possible.'

In January, the Australian Academy of Science also finalised a review of the new science curriculum framework. The review was shared with the science module writers and has informed module development. Learning from the Phase I pilots, a booklet on how to create a numeracy-rich environment for schools was developed with INOVASI support to use in MoECRT's teacher development initiatives and as resources for the prototype curriculum. (IO-1, IO-4)

Character Education and Religious Moderation

MoRA has prioritized the development of a religious moderation program, *Moderasi Beragama*, MoRA established a Moderasi Beragama module development team, comprised of various experts, including GEDSI specialists. Revisions were made to the modules in response to the GEDSI specialists' recommendations, such as replacing pictures which reinforced gender stereotypes and updating the narrative to be gender neutral. INOVASI's role in MoRA's program has been to facilitate and advise on overall process for developing a teacher development program. INOVASI has not been involved in the content of the modules.

, . In addition, we have worked with local partners (and national counterparts) to develop and pilot a whole-school approach to character education. The objective is to provide concrete models of what character education can look like in classrooms, schools and communities.

Various units in MoECRT have or are also developing character education programs and INOVASI played a role in facilitating discussions between the MoECRT and MoRA on alignment of approaches. Positive examples of effective collaboration (IO-1) are evident.

- MoRA has aligned its religious moderation program with MoECRT's character education concept so the module can be implemented in schools. The religious moderation program includes values that align with both MoRA's curriculum for teaching of Islamic religion in

²⁸ A learning management system is a software program designed specifically to create, distribute and manage the delivery of educational content. The system can be hosted as a stand-alone product on the company server or it can be a cloud-based platform that is hosted by the software firm.

schools and with MoECRT's '*Pancasila*' student profile, the key framework for MoECRT's character education program. IO-3 In January 2021, MoRA approved a Concept Note that forms the basis of its religious moderation program, *Moderasi Beragama*.

- Further steps have been taken at sub-national level to pilot INOVASI's character education module by UNAIR Universitas Airlangga) in East Java and SAKB (Sekolah Anak Kasih Bangsa) in East Nusa Tenggara through grant partnership. The module has been reviewed and adapted by respective grantees to suit the needs in each context. For example, in East Nusa Tenggara, SAKB has added a video of their own as an introduction to character education and developed a few supplementary worksheets to support some content. Pilot activities in six schools have already started, and the first training session was conducted at the end of June 2021.

Assessment

Alongside curriculum and teacher quality, assessment is key to improving learning outcomes. The national policy on assessment is in transition, as part of the major reforms underway. The traditional high-stakes and content-focused national examination system, which has in the past driven narrow teaching of the curriculum, was abandoned in 2020, as COVID-19 made it impossible to implement. Work has continued on development of a competency-based assessment system, known as AKM. 2021 AKM implementation plans have been affected by the COVID-19 pandemic, particularly school closures. However, it is expected to be implemented in selected schools in 2021 and remaining schools in early 2022. Meanwhile, INOVASI has been supporting the development and use of formative diagnostic assessments at classroom level, which will be vital as schools reopen and teachers need to assess and address learning gaps resulting from school closures.

- MoECRT has been developing tests for the new national competency assessment, (*Asesmen Kompetensi Minimum* – AKM). INOVASI delivered a workshop for 45 item writers on developing items to test literacy and numeracy skills (as opposed to items testing Mathematics and Bahasa Indonesia content knowledge). MoECRT is seeking longer-term support from INOVASI to develop capacity in item writing, and we are currently exploring how to support this request. (IO-4)
- MoECRT sought technical advice from INOVASI and ACER to develop composite scoring and an index for the national assessment's school climate and character surveys. (IO-4)
- At sub-national level, Nagekeo district developed a joint regulation with INOVASI support for face-to-face learning for the new school year. Nagekeo has made significant progress on face-to-face learning for early childhood, primary and secondary classes but the work has highlighted the need to improve approaches to teaching, learning and diagnostic or formative assessment in classrooms. (IO-2)
- In preparation for the new school year, MoECRT, with INOVASI support, is providing diagnostic assessment instruments for early grades in literacy and numeracy, accompanied by videos to explain how to use them. We are preparing simple literacy and numeracy assessments that teachers can download and use independently, supported by instructional videos. Initial discussions with MoECRT indicate strong interest in their use on the Merdeka Mengajar platform (for Sekolah Penggerak) and by the primary directorate as teacher resources.

- (IO-3, IO-4)

3.4. Teaching practice

Changing teaching practice is key to improving learning outcomes. Traditional didactic, whole-class and text-based teaching still predominates in Indonesian schools. MoECRT's raft of major reforms that INOVASI is supporting all seek to change teaching practice in different ways. This includes the new prototype curriculum and the new assessment system that both promote differentiated, engaging and active learning approaches.

Changes in teacher practice and mind-sets are imperative to introduce these curriculum and assessment reforms effectively. MoECRT aims to make these changes through the '*Penggerak*' programs while MoRA will do so through its continuing professional development program. INOVASI Phase I promoted approaches to changing teaching practice through its pilots and this informed MoECRT's development of the *Penggerak* programs (*Sekolah Penggerak*, *Guru Penggerak* and *Organisasi Penggerak*) while TASS, with INOVASI support, worked closely with MoRA to develop the continuing professional development program. These are the two main programs for INOVASI in this priority area.

Our objective in this reform area is to see MoECRT and MoRA establish national approaches for professional development that align with the national teacher competency frameworks, are focused on improving the teaching of foundational skills for all students, and enable flexibility of provision and a diversity of continuing professional development providers. Notwithstanding delays resulting from COVID-19, progress is assessed as mostly on track. Teacher training modules developed and piloted in INOVASI Phase I continue to be scaled out, adapted and adopted in many contexts. The main focus is on improving the teaching of foundational skills in literacy and numeracy.

Madrasah Teacher Development: Ministry of Religious Affairs Continuing Professional Development (CPD) Program

The Islamic education sector provides schooling to 20 per cent of Indonesia's children in mostly private *madrasah*, overseen by MoRA. These *madrasah* can be lower quality than regular schools under MoECRT and tend to serve poorer communities. Raising the standard of *madrasah* education and particularly the quality of teaching are key priority areas for both MoRA and INOVASI.

Work on the continuing professional development (CPD) program that was designed with TASS support is now a collaboration between MoRA, the *Madrasah* Education Quality Reform project (MEQR – a joint World Bank project) and INOVASI. MEQR is increasingly taking the lead with MoRA. MoRA piloted the CPD program with INOVASI support in East Java during the last years of TASS and INOVASI Phase I.

- MoRA further developed aspects of the CPD program with INOVASI support in this period. This included systems for quality assurance, monitoring and evaluation (QA/M&E), the management information system (SIM PKB) and incorporating early childhood education (PAUD) into the framework. MoRA has adapted INOVASI's literacy module for use in the CPD program. Some units from the INOVASI numeracy modules as well as the Student Learning Profile (PBS) instrument from the INOVASI inclusion modules have been adopted. (IO-1, IO-4)

- There is evidence of progress towards IO-4, with officials drawing on evidence to inform policy and systems. As part of the quality assurance, monitoring and evaluation of MoRA's continuing professional development program, a team of teachers and supervisors from the provinces (mandated by a directorate decree) now has direct input into the work. This is a different approach from before when MoRA interacted only with the province. Now, in East Java (where the program is being rolled out), the local supervisors frequently interact with MoRA central.²⁹ Supervisors are present in all technical meetings and MoRA central always refers to supervisors' 'important role in designing and implementing the continuing professional development'.³⁰ (IO-1, IO-4)
- MoRA trialled the new quality assurance, monitoring and evaluation across all East Java and then revised the system based on feedback. In addition, MoRA (with INOVASI's technical assistance) developed instruments and analysed the national assessments (AKG). This gave MoRA's teacher directorate empirical data about teachers' performance on individual subjects. As a result, MoRA has data on the true capacity of the teachers and can confidently use this knowledge for planning.³¹ (IO-4)

In East Java, the mass Islamic organizations are taking a lead to scale out in-service teacher training with INOVASI support. While waiting for MoRA to be ready to roll out the CPD program, during this reporting period, INOVASI focused on strengthening the monitoring and evaluation system within MoRA, *NU Ma'arif* and *Muhammadiyah* to strengthen the capacity within their organisations. .

- INOVASI received a formal request from the MORA provincial office in East Java to strengthen the capacity of their school supervisors from the supervisors working groups and data collection team in monitoring and evaluation to support the MORA CPD program. Five workshops have been conducted by INOVASI to cover topics such as the concept of monitoring, instrument development, and data collection. There will be another workshop on data analysis.

Nahdlatul Ulama Ma'arif and *Muhammadiyah*, scaled out literacy and numeracy training, using successfully piloted INOVASI Phase I modules in *madrasah* and schools in East Java, with INOVASI grant funding.³² In doing so, they also leverage funding from individual schools that participate in the same program.³³ Under the 2018 TASS-facilitated ministerial regulation for CPD, civil society organizations, such as *Muhammadiyah* and *Ma'arif*, are encouraged to implement their own CPD and have it accredited by MoRA so teachers can have the training recorded in SIM PKB. In the coming period, INOVASI will help ensure that the scale-out of INOVASI's training is accredited under the MoRA CPD system. (IO-3)

²⁹ Interview INOVASI #18

³⁰ Interview INOVASI #24

³¹ Interview Gol #10

³² *Nahdlatul Ulama Ma'arif* is scaling out literacy training in Malang City and Lamongan district, and numeracy training in Mojokerto and Jombang districts with INOVASI grant funding. *Muhammadiyah* is scaling out INOVASI's literacy module in Lamongan, Malang and Surabaya City and the numeracy module in Sidoarjo, Gresik and Ponorogo.

³³ 26 schools for the literacy scale out and 21 schools for the numeracy scale out.

Teacher Development: Ministry of Education, Culture, Research and Technology

MoECRT continued preparations for its national teacher development program, which will be piloted in the coming period - partnering with INOVASI in specific areas as follows.

- MoECRT has finalised a 12-scale teacher competency framework, developed with INOVASI support, and is currently socialising it. However, the current regulation does not incorporate MoRA and this will need to be upgraded to give MoRA and the districts the legal basis for implementing the competency framework. The framework will be scaled out through MoECRT's *Penggerak* schools initiative. Teacher training for *Guru Penggerak* and *Penggerak* schools will prepare teachers to introduce the new prototype curriculum (see section 3.3). This relies on aligning the teacher competencies with the student learning achievement descriptions and the revised curriculum that are still being 'tested' through the *Penggerak* initiative. (IO-1)
- MoECRT is preparing, with INOVASI support, to conduct an ethnographic evaluation of the *Sekolah Penggerak* program. (IO-4)

MoECRT's *Penggerak* concept is flexible and inclusive of independent efforts by districts and other agencies to improve teaching practice, such as the scale-out of modules for literacy, numeracy and inclusive education, which were successfully piloted under INOVASI Phase I. The scale-out in partner provinces is progressing well and the results are mostly reported under sections 3.1 and 3.3. Two examples are as follows.

- Three districts in North Kalimantan are providing professional development as part of their scale out of the literacy module and the COVID-19 special circumstances curriculum. In Bulungan, the district offices decided to extend their professional development to upper grade teachers since the data showed that students in the upper grades still had limited ability in understanding the content of a reading passage. (IO-3) One official noted:

'It is necessary to increase the competency of upper grade teachers in developing strategies to support reading fluency and comprehension. This is to ensure that early graders will get a good quality education when moving to the upper grades.'

- *Muhammadiyah* and six of its affiliated universities in East Java adapted INOVASI's basic literacy and numeracy modules to suit the local context.³⁴ *Muhammadiyah* launched these adapted modules online in April and 98 people (43 males, 55 females) attended, including representatives from six target districts, 40 target schools and the general secretary of the *Muhammadiyah* central management team. (IO-3)

Teachers' Professional Education: University Partnerships

The role of universities and teacher training institutes (TTI) is critical to the long-term sustainability of improvements to teaching practice. This relates to both pre-service and in-service training of

³⁴ Some relevant adaptations are as follows: (1) photos and a few additional videos of Muhammadiyah, (2) adapting the materials, according to the needs of teachers. This builds a stronger sense of ownership of the modules and programs (because they feel they have contributed to the adaptation of the module and become part of their product). It also contributes to strengthened understanding, and increased sustainability as the Muhammadiyah team are able to continually adapt the materials. Finally, it also strengthens the system at Muhammadiyah and likelihood of sustainability in material development.

teachers. Teacher training in Indonesia is reported as overly theoretical and not adequately preparing teachers for the realities of classroom practice.

INOVASI has been addressing this issue since early in Phase I by partnering with universities that provide teacher training, working with them as service providers to facilitate partnerships with districts and strengthen their capacity for in-service training. This work has the secondary goal of bridging the divide between the teacher training institutes and the schooling system – and providing hands-on experience of working with practising teachers and schools for teacher trainers. This work continues in Phase II through grant-funded partnerships with a total of 13 universities/training colleges.

In NTB, INOVASI initiated and facilitated the establishment of an Association of 15 Teacher Training Institutes in early 2020. Although the association does not have a legal status, it is acknowledged and appreciated by the provincial and district governments for their improved coordination and work at school and government levels. Most TTIs are now closely engaged in the development of district education regulations and planning documents. On 29 March, each TTI signed an MoU with INOVASI to improve collaboration in strengthening literacy, numeracy, and inclusive education work in the province.

As a result of increased exposure to INOVASI activities, partnerships with INOVASI and local governments and schools, there is a significant increase in awareness among TTIs on the importance of addressing foundational skills institutionally. Thirteen have organised relevant activities, and the six largest TTIs have produced significant work on mainstreaming the foundational skills and inclusive education issues in their curriculum, research and service for the community.

Some examples of TTI partnerships are as follows.

- In NTB, three TTIs are scaling out the inclusion program piloted by INOVASI in Phase I.³⁵
- In NTB, INOVASI has initiated and facilitated the establishment of an Association of 15 Teacher Training Institutes in early 2020. Although the association does not have a legal status, it is acknowledged and appreciated by the provincial and district governments for their improved coordination and work at school and government levels. Most TTIs are now closely engaged in the development of district education regulations and planning documents. On 29 March, each TTI signed an MoU with INOVASI to improve collaboration in strengthening literacy, numeracy, and inclusive education work in the province. As a result of increased exposure to INOVASI activities, partnerships with INOVASI and local governments and schools, there's a significant increase in awareness among TTIs on the importance of addressing foundational skills institutionally. Thirteen have organised relevant activities, and the 6 largest TTIs have produced significant work on mainstreaming the foundational skills and inclusive education issues in their curriculum, research and service for the community.
- In East Java, eight universities are partnering with INOVASI to develop and scale out teacher training in literacy, numeracy and gender.³⁶

³⁵ STIKP Taman Siswa in Bima, IAIH NW NTB, as well as UNRAM. INOVASI supported this with grant partnerships.

³⁶ University of Airlangga (UNAIR) is implementing the character education module working in NU Ma'arif schools. The Centre for Study of Gender and Child Protection, Muhammadiyah University, Sidoarjo (PSGPA-UMSIDA) is implementing a gender module. The numeracy module is being scaled out by Muhammadiyah University of Gresik, Muhammadiyah University of Ponorogo, and Muhammadiyah University of Sidoarjo, while the literacy module is scaled out by

- In North Kalimantan, the University of Borneo, Tarakan (UBT) is scaling out the Early Grade Literacy program in Tarakan City with technical and financial support from INOVASI.
- In NTT, STKIP Citra Bakti is partnering with Sulinama and local government on Language Transition.³⁷
- In East Nusa Tenggara, the local teacher training institution in Ngada, *Citra Bakti* teachers college, has engaged with Sulinama on language transition.

In addition, we continue to keep up to date with developments in GTK on the PPG program and how INOVASI's lessons and evidence in working with TTIs could inform new program design.

Summary

The pandemic and associated school closures and 'lock-downs' have meant that most in-service teacher training has either ceased, been delayed, or migrated online. Nonetheless, as described above, there is a great deal of scale-out and activity in INOVASI partner districts. In some contexts, such as East Java, this has led to productive new approaches, such as virtual teacher working groups (KKG) which are active through platforms such as WhatsApp and Zoom. INOVASI has supported this process and assisted MoRA, the Islamic organizations (*Muhammadiyah* and *Ma'arif*), and districts to monitor and evaluate the effectiveness of this in-service training.

Scale-out of INOVASI-piloted teacher training is continuing in all provinces, but was delayed in some places in this period due to lack of funds during the pandemic. MoECRT has developed and implemented online learning platforms such as Guru Berbagi – Guru Belajar, to which INOVASI has contributed modules, videos and materials and collaborated to monitor and evaluate effectiveness. Meanwhile work has continued in preparation for rolling out MoRA's continuing professional development (CPD) program, and MoECRT's '*Penggerak*' programs.

In general terms, the fact that national government (MoRA and MoECRT) is taking a lead in designing and funding the teacher development programs is a good indicator of likely sustainability. At sub-national level, including in all INOVASI partner provinces, local governments are taking the lead and the program is showing a positive trend towards sustainability. New approaches to school-based PPG are being driven by national government (MoECRT) further strengthening the likelihood of sustainable outcomes.

Muhammadiyah University of Malang, Muhammadiyah University of Lamongan, and Muhammadiyah University of Surabaya. INOVASI has provided grants to support this activity.

³⁷ The Head of STKIP Citra Bakti has become Member of Ngada District Management Team for the Language Transition pilot (see section 2.2). The team has jointly developed local context training materials in local language as well in Bahasa Indonesia.

3.5. Teacher Management, School Improvement, Leadership and Enabling Systems

INOVASI operates in three domains: (1) the quality of teaching in the classroom, (2) the quality of support for teachers, and (3) learning for all.³⁸ The priority areas for reform of basic education address all three of these domains. This section describes progress in three priority areas, teacher management, school improvement and leadership, and enabling systems. These three reform areas are predominately concerned with the second domain, *the quality of support for teachers*. For the most part, the activities in these areas are a continuation of activity commenced under TASS and are focused at the national level.

Teacher Management

Over the reporting period, the program continued to provide technical advice for developing and implementing teacher and principal competency frameworks and career progression – as commenced by TASS. Our objective for this program is to see government providing a system of teacher competency frameworks to guide and support effective inclusive practices in teaching foundational skills.

- MoECRT's teacher and principal competency framework, which was developed with TASS-INOVASI support, is regulated under a Directorate General for Teachers and Education Personnel decree No 6565 of 2020, issued in November 2020. MoECRT is currently socialising the scales internally and in schools.³⁹

The final goal for the teacher competency framework is to apply it across MoECRT and MoRA schools. However, the regulation governing the framework has been issued at the directorate general level, meaning that the framework does not have a legal basis for application in *madrasah*⁴⁰. Without a regulation at ministerial level that incorporates MoRA, MoRA will not apply the framework. INOVASI will raise this with MoECRT and MoRA and work on identifying solutions.

School Improvement and School Leadership

Our objective for this program is to see the national government provides a system to support school and *madrasah* planning and improvement that is prioritised on improving learning for all. The program is mostly on track to achieve this objective and IOs. We are currently working on outcomes at the national level, with a focus on supporting the school and *madrasah* accreditation and school standards process, as well as conducting a 'Women in Leadership' study.

- Indonesia's National Accreditation Board for *Madrasah* Schools (BAN-SM) is working with INOVASI assistance to develop its 'dashboard', an initiative that responds to the minister's demands to digitalise education support services. It also reflects earlier TASS-facilitated collaboration between the board and MoECRT's Directorate General for Early Childhood, Basic and Secondary Education that oversees schools' internal quality assurance, with the

³⁸ See INOVASI Program Design Document (2014), and Design Update (2020)

³⁹ Interview with Gol #17

⁴⁰ Interview with GOI #16

primary tool being school 'scorecards'. The work on the 'dashboard' was delayed due to factors associated with the complexity of the basic education database – DAPODIK.

Achieving the intended outcome in this program will depend on MoECRT successfully reviewing and improving DAPODIK and INOVASI is supporting this (see Enabling systems). The sustainability of the reform relies on government resolving the political sidelining of the agencies responsible for accreditation and standards and the institutional arrangements of any predecessor of the National Accreditation Board for *Madrasah* Schools (BAN-SM), as outlined below.

- The BAN-SM accreditation board and MoECRT are working with INOVASI support to align the dashboard, the new school scorecard and the two relevant databases, DAPODIK and SIMPATIKA (the information management system for educators and education personnel). As part of a unified system, they have agreed on common indicators. Once the dashboard is linked to MoECRT's scorecard and DAPODIK, some aspects of accreditation of schools and *madrasah* will be automatic, reducing the administrative burden for schools and *madrasah* and achieving overall budget efficiencies for the government. (IO-1).
- An unexpected intermediate outcome (IO-2) has resulted from the difficulties the National Accreditation Board for *Madrasah* Schools faces with DAPODIK. The board relies on DAPODIK data because it cannot legally capture its own data. However, it could not access the data it needed from DAPODIK for three main reasons: (1) the complexity and incomplete nature of DAPODIK data; (2) the difficulty in retrieving data from DAPODIK for the modelling; and (3) the absence of national assessment data in 2020 because the new national assessment system was deferred to October 2021 due to the COVID-19 pandemic (INOVASI S&P, January 2021).⁴¹ Due to the absence of 2020 national assessments (i.e., no national examination (UN) and no AKM data with AKM implementation originally planned for 2020 delayed to 2021), INOVASI helped the accreditation board to find alternative data for interim modelling. It therefore drew on longitudinal national examination (UN) data for the years 2015–2019. (IO-4)

While the work on the dashboard is progressing slowly⁴² due to the complexity of the DAPODIK system, trialling the alternative modelling has given the accreditation board greater confidence that it will meet their needs in the interim. The modelling has an accuracy of 80 per cent and this will improve once it is updated with the necessary data.^{43 44}

⁴¹ INOVASI #11

⁴² Email discussion with INOVASI #11

⁴³ Interview with Gol #12

⁴⁴ This interim modelling will help determine the accreditation status and performance of around 110 thousand schools and *madrasah* around Indonesia in July 2021. The modelling will then be reviewed once the national assessment result is available later this year. They have now developed two modellings. First, an ideal model in which the dashboard is directly integrated with DAPODIK. The second, an independent or stand-alone model that they can use if there is another delay or if data are unavailable from DAPODIK.

INOVASI is helping MoECRT review and improve DAPODIK as part of the 'Crosscutting and policy support' program, reported below. INOVASI also had the opportunity to discuss approaches to quality education in small and remote schools with the accreditation board.

The discussions included the multi-grade teaching option, piloted by INOVASI in Probolinggo, East Java, and also reinforced the idea that different or lower standards should not be applied in small and remote schools. Instead, affirmative policies and funding should be used to improve the quality of teachers, classroom practice and the learning environment in these schools. The board agreed with this rationale but a planned visit to Probolinggo in East Java to learn about multi-grade teaching had to be postponed due to the current emergency restrictions.

Enabling Systems: Crosscutting Planning and Policy Support

This program area is currently operating at the national level and in three provinces of East Nusa Tenggara, West Nusa Tenggara and North Kalimantan. Work in this program is varied, including inputs on the 'education roadmap', national education law, support for national data systems, district medium-term development plans and the East Nusa Tenggara 'Grand Design'. Progress towards the outcomes is mixed. Our objective in this program is to see government using collaborative processes (national and sub-national) develops and implements effective systems of GEDSI-sensitive educational planning and policies to improve learning outcomes for all students. The sub-national activities are progressing towards the context-specific outcomes as expected and intermediate outcomes are evident. However, there is limited progress towards intermediate outcomes at the national level.

- The planning bureau's request for INOVASI support to improve their engagement with district governments was supported in this period, through facilitating their involvement in subnational planning processes as reported below. MoECRT's Directorate for Early Childhood, Primary and Secondary Education is reviewing the quality and utility of infrastructure data in DAPODIK, with technical assistance from INOVASI. This work is only the first stage of a much larger endeavour to improve the DAPODIK system and represents a politically safe entry point for reforms in the database that INOVASI plans to support after this initial review. The current aim is to have one master database of school infrastructure that can be used by other ministries, local government and schools. This activity is in line with government's present regulation, Presidential decree No 39 of 2019 on One Database for Indonesia (*Satu Data Indonesia*). (IO-3)
- *West Nusa Tenggara*: In West Sumba and Nagekeo districts, planning documents, including regional development performance indicators in the regional mid-term development plan (RPJMD), now address GEDSI issues following input from stakeholders. The revised plan incorporates and synchronises with East Nusa Tenggara's 'Grand Design' and roadmap for education. With INOVASI facilitating, the three districts agreed on the direction and priorities for the mid-term development plan, including attention to GEDSI issues and MoECRT's planning bureau was actively involved in the workshops on the RPJMD. (IO-1)
- *West Nusa Tenggara*: There is a positive trend towards IO-2 outcome in Central Lombok and Bima. Both districts have developed programs based on the findings from their problem-driven iterative adaptation (PDIA) processes. These programs will be implemented in the 2021-2022 school year. They have also both designed a mix of activities, such as: workshops to improve teachers' and principals' capacity; student learning assessments; training for local facilitators, teachers, principals and supervisors; increasing community awareness; literacy-related research; and reflection and evaluation sessions (Suara Nusa, March 2021).⁴⁵ (IO-2)

The PDIA processes, facilitated by INOVASI, involved multi-stakeholder groups. Central Lombok agreed to focus its efforts on increasing literacy and numeracy skills, especially for the most disadvantaged children. Bima agreed on a 'Love literacy' theme, seeking to increase literacy skills for early grade children. Again, MoECRT's planning bureau participated in the planning workshops and discussions

⁴⁵ Central Lombok: (Suara Nusa, March 2021) [Media coverage](#), [launching invitation](#); Bima: (Bima inicom 28 May 2021) [Media coverage](#), [launching invitation](#), [banner](#).

- *North Kalimantan:* Three districts in North Kalimantan (district education offices and the regional development planning agency) used their PDIA skills to develop their district's basic education quality improvement program plans as inputs to the RPJMD and the strategic plan (Renstra).⁴⁶ This followed quality improvement pilots facilitated by INOVASI. The pilots involved a mix of stakeholders from district education offices, regional development planning agency, educational quality assurance councils, MoECRT's planning bureau and schools. Districts established an 'Education Quality Assurance Team' and the team members increased their knowledge and skills of using problem-solving tools,⁴⁷ analysing various data and methods to identify the main education issues⁴⁸ and using data for programming.⁴⁹ (IO-1, IO-2)

Summary

Outcomes in these priority reform areas, once achieved, are likely to support the sustainability of outcomes in other reform areas, by strengthening the regulatory environment and thus the quality of support for teachers. The process of engaging with counterparts to improve education regulations, plans and systems, inherently supports the achievement of intermediate outcomes and the EOPO.

INOVASI plays an important role, providing high-level technical assistance, and, importantly, modelling an evidence-informed and information-based policy development process, and building capacity and systems for key actors to coordinate and collaborate with relevant national and sub-national stakeholders to improve decision making related to education policy (IO-1), systems, and practice; build capability in problem identification and determining relevant local solutions (IO-2); and draw upon credible bodies of evidence to improve the effectiveness of education decision-making (IO-4).

3.6. Islamic Education

Islamic education continued to be a strong focus in this reporting period. An estimated 33 per cent of INOVASI funding and resources was allocated to MoRA and the Islamic education sector although most of the activity and outcomes have already been reported under the various programs already discussed. Achievements were most significant where the program was able to support better coordination and collaboration between MoECRT and MoRA, and where we helped our counterparts to continue or develop their own programming. The following provides an overview of the key outcomes in this period:

⁴⁶ [Bulungan final report](#) (TPMPD Bulungan, 2021); [Tana Tidung final report](#) [Tana Tidung final report](#); (TPMPD Tana Tidung, 2021); Malinau's final report is still being reviewed

⁴⁷ [Pre-post test scores](#) from the Basic Education Quality Improvement program planning pilot in three districts.

⁴⁸ [Bulungan final report](#); [Tana Tidung final report](#); Malinau's final report is still being reviewed. [Bulungan final report](#); [Tana Tidung final report](#); Malinau's final report is still being reviewed.

⁴⁹ Interview with Tana Tidung DEO Representative #2

Achievements and outcomes

Religious moderation (*Moderasi Beragama*) (see section 2.3): Indonesian research in recent years shows that not insignificant proportions of school and university students hold views that may be classified as intolerant of other religious faiths.. MoRA is developing a religious moderation program and INOVASI is supporting this, providing technical assistance (but excluding content), facilitating working relationships with civil society organizations, and facilitating initial steps towards integration and coordination with MoECRT.

***Madrasah* teacher development (see section 2.5):** MoRA is developing and piloting its continuing professional development program with support from INOVASI (and previously TASS). Since the World Bank loan was approved in 2020,⁵⁰ this program has been a collaboration between MoRA, the *Madrasah* Education Quality Reform project (MEQR) (a joint World Bank project) and INOVASI. We now need to clarify the division of roles between the *Madrasah* Education Quality Reform project and INOVASI so we can divert resources to other priorities in the Islamic education sector.

Gender equality, disability and social inclusion – inclusive *madrasah* (see section 2.2): MoRA ran a series of GEDSI workshops in this period with INOVASI support. This work will be followed up with the development of a roadmap for inclusive *madrasah*.

Literacy in DKI Jakarta (see section 2.3): During this period, a team from MoRA DKI Jakarta successfully trained supervisors and *madrasah* teachers in using the INOVASI-piloted literacy module. This activity was funded by MoRA in Jakarta. INOVASI provided technical advice and materials, and introduced facilitators from INOVASI partner provinces who had previously supported the literacy modules. This activity was funded by local government in Jakarta.

COVID-19 response and recovery; *madrasah* reopening guidelines (see section 2.1): MoRA has engaged actively in INOVASI's national steering committee, working groups, provincial-level governance bodies and the inter-ministry and multi-donor Learning Recovery Taskforce. INOVASI supported MoRA in contributing to the official guidelines for learning during the pandemic that were officially launched at an event on 2 June 2021 by the two ministers from MoECRT and MoRA⁵¹.

Partnerships with Indonesia's Islamic organisations (see section 2.5): Indonesia's mass Islamic organisations are highly influential, and they help to guide Indonesia's 225 million Muslims and to define Indonesia as an open and tolerant society, with a religious basis. INOVASI works closely with *Nahdlatul Ulama Ma'arif*, *Muhammadiyah* and *Nahdlatul Wathan*.

Summary

As described in previous sections of this report, the work with MoRA and in the Islamic education sector is generally progressing towards the achievement of intermediate outcomes and the program EOPO. Some programs, have slowed due to COVID-19 and other factors. Nonetheless these programs are progressing, and achievements have been noted. Risks relating to the sustainability

⁵⁰ The *Madrasah* Education Quality Reform project aims to improve the quality of governance of primary and secondary education in the Ministry of Religious Affairs. The project will be implemented from 2020 to 2024 in all 34 provinces and in 514 districts/ cities.

⁵¹ INOVASI's support to this process is shortlisted to be developed as a Significant Policy Change Story for 2020-21.

of outcomes with the CPD program have been noted. INOVASI is managing these risks by continuing to support progress as described.

Activities in the various reform areas described in this report are progressing as planned, despite delays due to COVID-19 spike. There is evidence of improved coordination between MoRA and MoECRT programs, but it is still at the early stage and it is unclear which will sustain. MoRA continues to highly appreciate support from INOVASI. CSO partners, such as Muhammadiyah, are highly engaging INOVASI materials and support, by adapting them in their own contexts. INOVASI continues to align and adapt support in CPD, Moderasi Beragama and partnerships with CSOs. Policy development is adapting to current circumstances, particularly government funding cuts to MoRA and CSO programs due to COVID-19.

Sustainability efforts have been factored in since the beginning of implementing activities, such as aligning with development plans, gaining additional funding from local governments and partners, and preparing M&E capacity at the activity level. It is unclear at this stage on whether we have the adequate foundations built to ensure sustainability, though the basis is there.

4. CROSSCUTTING THEMES

4.1. Monitoring, Evaluation, Research and Learning

Monitoring, evaluation, research and learning (MERL) continued to be an integral part of the program in this reporting period, with data and analysis informing which activities we implemented, how we engaged with our counterparts and what strategies we used or which ones we reviewed. Activity in this period included the following.

Monitoring and evaluation

Monitoring activities were primarily conducted within our work units by the designated MERL officers, who relied on collecting data through online and remote processes, or hybrid where safe in-person collection processes were possible. Each MERL officer was assigned a technical ‘friend’ from the MERL Jakarta team who provided technical support and advice where needed, and sometimes helped to gather and analyse data.

We monitored activities against individual monitoring and evaluation plans or results frameworks using a mix of data methods, as outlined in the plans or frameworks. While some data were gathered on an ongoing basis, others were gathered only during the monitoring period. MERL officers collated the data and analysed it, recording the analysis on Analysis Record Template (from the Toolkit – formerly the Work Unit Analysis Record Template). The MERL Jakarta team conducted a series of reflection sessions with each work unit, designed primarily to verify the data and confirm the analysis.

The MERL team is also focusing on a shared data system that can be used in the program – the program data management system (PDMS). Initial set up of the PDMS has been completed, though as the system is an adaptive one, there is on-going refinement. For instance, recent adjustment included the addition of disability as an element in the dashboard and revising the GEDSI check list with the latest version. There has been an increase in the amount of data entered into the system, however, it still needs to be improved to ensure that all relevant data are entered. For instance, we have increased functionality for data on participants, postcards posted, knowledge products, and so forth. As well as these activities, we continued to support partners (grantee and local governments) to set up their own M&E systems. Examples include:

- The Education Office of Muhammadiyah East Java established a monitoring and evaluation team in April 2021. The monitoring and evaluation team members, who are from the six universities, have been going through a series of training sessions. This team has successfully developed its own framework, tools and completed some exercises of analysis. They have begun using their own updated tools (pre/post-test, self-assessment and observation) to monitor a series of training for local facilitators that has recently been implemented.
- As part of the grant, Muhammadiyah’s monitoring and evaluation team has developed its own M&E framework and instruments.
- There is positive early trend in the Sumenep district. With technical assistance from INOVASI, 20 supervisors developed and trialed an M&E tool for distant learning practices (online learning) in 21 sample schools. They have analysed the data but are still determining what

adjustments to make to their learning strategies. However, some findings or analysis results from this trial have a strong relationship and evidence that seemingly confirm the importance of special circumstances curriculum training.

- In Sumba Timur, we have been assisting the government to conduct a survey to assess the impact of the Seroja disaster, as described in section 2.1 on COVID-19 Response and Recovery.

Research and learning

The research and evaluation agenda continued covering the following studies: six baseline studies as described in the AWP; female leadership; child marriage; district preparedness; learning gaps; learning loss; policy sustainability; and preparations for baseline studies for new activities.

The baselines for six districts are being conducted in two stages. Data collection for the first phase (at district and school level) has been completed and currently the baselines are in the analysis and reporting stage. The second phase is at teaching practices and student's learning outcomes. We are in the process of recruiting third parties to run the second stage of the study and it is expected to start in September. Whilst it is expected to be done by face to face, the design may be adjusted when the situation is not allowing for face-to-face data collection.

The baseline for character education in East Java and NTT and baseline study for gender sensitive schooling in East Java are in the process of recruiting third parties to run the study and it is expected to start data collection in September. The baseline for Muhammadiyah and Ma'arif programs will start in September. Procurement to select survey institution has been completed.

INOVASI worked closely with ACER to analyse data for the learning gap study and our internal experts were involved in mapping out student learning assessment items and the special circumstances curriculum for literacy and numeracy. The outline of expected competencies in the special circumstances curriculum is relatively clear for numeracy but not clear for literacy; further advice from ACER is pending. Early analysis of the learning gap study was discussed and completed with MoECRT's policy research centre, resulting in a change of regional analysis from three regions of eastern, western and central parts of Indonesia into the two categories of eastern and western Indonesia to align with other government precedence.

In addition, the team developed videos for MERL products, including adding English sub-titles as suggested by DFAT. We also participated in the INSPIRASI online seminar on school leadership that discussed a published paper on school leadership.

4.2. Communications

In the past six months our Communications team focused on sharing knowledge through events and disseminating content, bringing stories from the four provinces to a wider audience, including to our counterparts at the national level. We showcased the variety of inspirational stories on how different districts and provinces manage learning during the COVID-19 pandemic.

At the national level, the Communications unit maintained an active relationship with the person in charge of the INOVASI secretariat at the Agency for Research, Development and Books (known as Balitbangbuk). Apart from co-hosting *Temu Inovasi*, under the leadership of the new agency head,

the secretariat team was keen to have more INOVASI content to disseminate through the agency's channels for both visibility and accountability purposes. At the end of April 2021, the INOVASI secretariat team, including the person in charge, visited INOVASI activities in West Nusa Tenggara. There are plans for the team to visit all the remaining INOVASI provinces this year if the COVID-19 situation permits it. Additionally, responding to their interest in extra content, we now actively share our quarterly editorial calendar with the secretariat team. This calendar should allow them to identify common area of interests that they can use or repurpose for their own channels.

As well as supporting the activities outlined previously and implementation of the communications and stakeholder engagement strategy, outlined below, the Communications team activities in this period included:

1. *Hosting and participating in knowledge sharing events and partnerships to broker connections:*

On 9 April 2021, together with MoECRT, we hosted Temu Inovasi #11 themed 'One Year of Education in the COVID-19 Pandemic: Learning from Good Practices to Move Forward'. This was conducted online via Zoom and livestreamed by the Agency for Research, Development and Books on YouTube. More than 800 people attended the event from all over Indonesia, including 585 teachers. Up to June 2021, the YouTube broadcast had been viewed more than 2,500 times. Together with representatives from MoECRT, MoRA and the National Development Planning Agency, resource people for the event included representatives from Kompas, World Bank, the Indonesian Teacher's Union and representatives from INOVASI's four partner provinces. The event resulted in 30 news coverage items, including by media outlets such as Kompas, Detik, and Okezone. A follow-up request came from MoECRT's information centre as their 'Voice of education' program wanted to do a radio interview with one of the resource persons, a female *madrasah* principal.

To celebrate International Mother Language Day 2021, the Communication team supported East Nusa Tenggara in hosting a local *Temu Inovasi* on mother-tongue language transition learning, in collaboration with the province's language agency, on 24 February 2021. The event was attended live by more than 800 people while the YouTube broadcast of the event had been viewed more than 9,000 times by the end of June 2021. The Communications team is currently working with the MERL team to develop a methodology for monitoring and evaluating the impact of this kind of large audience exposure on teaching practice and to what extent it results in changes to practice.

2. *Leading information management for effective knowledge sharing internally and externally*

The Communications team led the compilation of the Monthly Update which serves as a useful tool for DFAT as well as the internal INOVASI team. Videos and tailored content were also prepared for the INOVASI steering committee and working group meetings to showcase efforts by local education actors from INOVASI's four provinces during the pandemic.

A total of 32 articles were developed and published on INOVASI's website and further disseminated through our Facebook account. INOVASI also developed ten videos during this period that are disseminated through INOVASI's YouTube account.

In this period, the team had planned to publish a quarterly newsletter for INOVASI Phase II but this was delayed due to timing issues and limited human resources. After further reflection

and gathering additional resources, the first edition will be published in July 2021, and we now plan to publish three editions a year.

The *Mitra Pendidik* (educator partner) newsletter published with the Basic Education Working Group had a short hiatus after the seventh edition was published in March. We were unable to elicit responses from the group members to evaluate the newsletter, but we will discuss a plan to publish the newsletter again with Tanoto Foundation using an application that can track user data for evaluation.

INOVASI's efforts in this period have also attracted extensive media coverage. In the next reporting period, we will explore ways to assess the impact of this media coverage in terms of achieving INOVASI's end-of-program outcome and supporting DFAT's public diplomacy objectives.

4.3. Lessons

As described in the MERL section 2.6, INOVASI's second round of monitoring and evaluation ended in June 2020 and we completed the analysis in July 2021, so we have drawn on the results in this reporting. Two significant lessons were learned from the reporting period: (1) we need to ensure grants provide additionality and (2) we must continually improve connections within programs for better sustainability.

Ensure all grants provide additionality

A key principle of additionality is that any resources should be in addition to and not displace local resources. Displacement has implications for ongoing resource allocations. There is some debate about whether the last round of grants to *Muhammadiyah* and *NU Ma'arif* supplemented or displaced local resources. While recognising the political and strategic value of ongoing grant funding for these two mass Islamic organisations, future grants should ensure that co-funding or independent funding continues.

Improve connections within programs for better sustainability

The new program matrix will not be fully implemented until after July. Connections and coordination between activities will be developed further once the new program coordinators and MERL management roles are in place. As this coordination process progresses, there are some obvious areas of focus:

Aligning modules and scale out activities with the relevant national frameworks

Starting now, and before the conclusion of INOVASI in 2023, many programs will need to align with the national frameworks, for example: the student learning descriptions; the 12-scale teacher competency framework; and the revised curriculum that MoECRT will roll-out through *Penggerak* schools or MoRA's continuing professional development program for teachers, whichever is relevant. There is no immediate urgency in this matter because MoECRT is still at the point of socialising these frameworks. Nonetheless, INOVASI needs to put in place a schedule to review all the modules so that they can gradually be aligned with the frameworks.

Strengthen the connections within the crosscutting and policy support priority area

Currently, the activities in this priority area are somewhat disparate and lacking a strong connection. Once the new coordinator and management roles are in place, we need to facilitate a session to explore how the activities in this priority area can become more integrated.

Encourage the Ministry of Education, Culture, Research and Technology to include MoRA in its teacher competency framework

Since the current regulation for the 12-scale teacher competency framework does apply in MoRA, further discussion between the two ministries is required for wider application across teachers in both schools and madrasah.

5. MANAGEMENT AND OPERATIONS

5.1. Governance

INOVASI's second National Steering Committee meeting was held on 30 April 2021, with key partners from MoECRT, MoRA and the National Development Planning Agency (Bappenas). DFAT took part and the program team was represented by the program director. In the lead up to this meeting, the INOVASI team, including DFAT partners, met with each of the members to flag key issues and seek their input. Key decisions of the steering committee were as follows:

- The committee endorsed INOVASI's work plan focus on eight priority areas⁵² and supported the plan to provide rapid support to prepare for schools reopening and for areas affected by tropical cyclones in East Nusa Tenggara.
- The committee agreed to the formation of a cross-ministry task force to mitigate the impact of learning loss, especially for marginalised and most affected groups.
- The committee confirmed its support for INOVASI's gender equality, disability and social inclusion (GEDSI) focus and the program goal of learning for all. It also endorsed a more comprehensive notion of 'inclusion' for government to cover all marginalised groups (not only the children with disabilities) and consider possible gender disparities.
- The committee approved INOVASI's plan to facilitate coordination and collaboration between MoRA and MoECRT to avoid duplication and ensure that the approaches to religious moderation and character education/the *Pancasila* student profile are aligned.
- The committee endorsed INOVASI's focus on student learning outcomes in the early grades and acknowledged that early years provide the foundation for further learning.

The committee also acknowledged that MoECRT and MoRA need to learn from INOVASI's work and incorporate these lessons into policies, strategies and programs. Officials and staff from MoECRT and MoRA should routinely take part in INOVASI activities, including regional visits, to facilitate this process.

Two working group (Pokja) meetings took place in this period. An initial meeting of Pokja 1, the national working group, convened to facilitate inter-ministry/institutional coordination, took place on 26 March 2021 and Pokja 2, to facilitate coordination between national and sub-national government, took place on 6 July 2021. The Pokja 2 meeting aimed to synchronise the national policy on the guidelines for learning for early childhood, primary and secondary education during the COVID-19 pandemic (*Panduan Penyelenggaraan Pembelajaran PAUDDIKDA SMEN Masa Pandemi COVID-19*) into its implementation in INOVASI's 20 partner districts. Due to competing agendas, the meeting was held on 6 July 2021, outside of reporting period, instead of on 29 June as planned. Many participants commented that this was the first time they could talk directly with the policymakers at national level. Participants were updated on the implementation of the guidelines after their launch and the findings of the situation analysis on learning gaps and student participation. Teachers and principals also shared their experiences during the pandemic. Almost all the training (mostly for teachers), monitoring and evaluation on these guidelines takes place online. The findings raised

⁵² COVID-19 Response & Recovery, Learning for All, Curriculum, Assessment, Teacher Development, Teacher Management, School Leadership, and Enabling Systems.

awareness and created a sense of urgency for subnational stakeholders and non-government partners, such as *Nahdlatul Ulama*, *Muhammadiyah* and *Nahdlatul Wathan*. For example, the district requested access to directly monitor the progress of teacher training through the *GuruBelajar – GuruBerbagi* (teacher learn – teacher share) website so that they can use trained teachers in primary and subject teachers' working groups, and extend the reach of the *GuruBelajar* training.

The first provincial steering committee meeting for Phase II was held in West Nusa Tenggara on 12 January 2021. While waiting for decrees to be issued, Bulungan, Malinau, Tana Tidung, Bima, Central Lombok and East Sumba districts all conducted working group meetings during this period. Similarly, Central Sumba, West Sumba, Southwest Sumba and Nagekeo districts decided to maintain their Phase I decrees for working groups and held their meetings as well. Currently, East Nusa Tenggara is preparing for its second provincial steering committee meeting, planned for July 2021. There was no provincial steering committee in East Java in Phase I and as the political context is similar in Phase II, rather than establish a provincial steering committee, we agreed with DFAT and local counterparts to continue using the working groups for district officials to engage with key stakeholders from the national steering committee, provincial level and non-government partner organisations. Working group meetings took place in Probolinggo on 31 May 2021 and in Sumenep on 2 June 2021.

North Kalimantan: The new governor needs more time to settle in, but we have requested time to introduce INOVASI's programs and to establish the provincial steering committee and are waiting for the response. INOVASI has met and introduced its programs to the newly elected regents in Tana Tidung (8 March), Bulungan (7 April) and Malinau (2 June). The Tana Tidung regent agreed to establish the working group and increase the district's education budget including to provide a laptop computer for every teacher. The Malinau regent also agreed to increase the budget to improve teacher competencies and provide information technology for teachers. Bulungan supported the sustainability plan in Phase II that focuses on changing education policies, systems and practices to support learning outcomes that have been proven. He also accepts that Bulungan's strategic programs and plans need to synchronise with national policies on children's learning.

East Java: While there is no provincial steering committee in East Java, working group meetings were held in Probolinggo on 31 May 2021 and in Sumenep on 2 June 2021.

The draft decree on 'Working groups on improving the quality of learning in basic education' for Probolinggo district is being revised to accommodate the organisational change in the district education office that is now extended to being the district education and culture office. The meeting supported the plan to continue disseminating information on literacy, numeracy and multi-grade teaching as priority areas. Multi-grade teaching drew the particular attention of the East Java governor as an innovative effort that can be scaled out to other schools in other districts in East Java.

The working group meeting in Sumenep agreed to extend the current regent's decree on the school literacy movement to the working group to improve the quality of learning in basic education that covers *madrasah* at early childhood education, primary school and junior secondary levels. The meeting agreed to support the workplan and to prioritise extending the use of multi-grade teaching to small schools in Nggayam and Nonggunong sub-districts, located on small islands.

West Nusa Tenggara: A provincial steering committee meeting was held in West Nusa Tenggara on 12 January 2021 and the decree to establish the committee officially was subsequently issued on 8 April 2021. The West Nusa Tenggara provincial education and culture office and the West Nusa Tenggara regional research and development agency however, pointed out that under the current

conditions, a working group may not yet be needed at the provincial level. Key stakeholders in Bima district (on June 18) and Central Lombok (on June 23) held meetings to establish the district working groups. No decrees on the working groups have been issued yet. Despite the lengthy formal process, various meetings have taken place to discuss district programs and plans in Bima, Central Lombok and Sumbawa. At the provincial level, the involvement of teacher training institutes and *Nahdlatul Wathan* in both the steering committee and the working group has increased the potential for sustainability.

East Nusa Tenggara: At the time of writing, the second provincial steering committee meeting for Phase II was planned for the last week of July. East Sumba intends to reform its working group but the remaining four partner districts have maintained the working groups established in Phase I. Over January to June 2021, INOVASI facilitated: (1) the development of the regional mid-term development plan (RPJMD) in East Sumba and West Sumba where there is a newly elected regent; (2) the revision of the regional mid-term development plan in Nagekeo; and (3) district planning in Central Sumba and Southwest Sumba. MoECRT's planning bureau participated in all these meetings to ensure that district planning is synchronised with the national strategic plan.

In April, MoECRT issued the guidelines for learning for early childhood, primary and secondary education during the COVID-19 pandemic and, in collaboration with key stakeholders at MoECRT and in West Sumba and Nagekeo districts, for example, we socialised the guidelines prior to their launch by the MoECRT and MoRA ministers on 2 July 2021. Socialisation sessions were held in East Sumba (17 June 2021), Central Sumba (18 June 2021) and Southwest Sumba (21 June 2021) after the launch. Members of the national working group participated during these events.

In responding to the INOVASI grant to Sulinama for the transition language pilot, the Nagekeo regent has signed the memorandum of understanding with the Sulinama foundation. The aim is to enlarge the program from the initial ten early childhood centres and ten primary schools and the district office for education and culture has allocated IDR1 billion to disseminating the results.

5.2. Management, Leadership and Coordination

INOVASI's senior management team meets routinely to ensure good coordination across the diverse and dynamic program. This includes weekly meetings with the director, deputies and the planning and quality assurance manager; bi-weekly meetings with all managers and senior advisors, bi-weekly meetings with DFAT management, and occasional whole-team meetings. During the pandemic, all meetings are being held remotely and the opportunity for frequent online coordination is maximised.

In this reporting period, INOVASI held two major planning and coordination events: (1) a series of workshops with senior managers and advisors on 3–5 March 2021; and (2) a three-day whole-team meeting on 7–9 June 2021. Both events included DFAT and Palladium corporate staff. The first workshops were used for a strategy testing process and resulted in changes to INOVASI's program mapping, coordination and MERL strategy. This was reported in and informed the Annual Workplan for July 2021 – June 2022 (submitted on 17 May 2021).

The whole-team meeting included senior government partners: Hhead of MoECRT's Research and Development Agency and co-chair of the National Steering Committee); Director general of MoRA's Islamic Education directorate and co-chair of the National Steering Committee), Director for

Education Personnel), Head of the Education and Culture department, Tana Tidung district) and the Special Advisor to the president on gender. This workshop served to: build the team; strengthen communication and coordination; clarify the Annual Workplan and discuss its implementation; clarify operations and business procedures; and provide the opportunity for technical and provincial teams to get together to coordinate and plan. These workshops have been well received in the team, and in lieu of opportunities to physically bring staff together – due to the pandemic and continued remote working arrangements – are important for sharing key messages and promoting a space for ongoing discussion in the team. At the end of the reporting period, it was acknowledged that more frequent meetings would be useful for the team, and enable more in depth discussion at a higher level than regular update meetings, so monthly meetings on topics have been scheduled to be trialled for July onwards. Inputs directly from counterparts, and information shared from the provincial teams, has also been highly valued by the team.

Palladium corporate office continued to provide support to the management team through routine coordination meetings and direct support with human resources, financial and contract management. While this support was generally provided remotely, due to COVID-19 restrictions, the program director met with key Palladium personnel and the planning and quality assurance manager for one week in Brisbane. During this time, a series of workshops were held with Palladium staff and other program teams on INOVASI experience with adaptive programming.

5.3. Operations and Procurement

During the second six months of Phase II, January–June 2021, the INOVASI Operations team focused on: selecting and contracting grantees and subcontractors to support program implementation; revising the workplace health and safety guidelines related to operating in the pandemic environment; procuring large quantities of modules and health kits to support the COVID-19 and East Nusa Tenggara cyclone responses; and conducting an internal financial audit of calendar year 2020.

- The independent financial audit for the calendar year 2020 was conducted by Johan Malonda Mustika and Partners and the audit report was finalised on 18 May 2021 and found no evidence of non-compliance, irregularities or financial discrepancies between invoice values and incurred costs. The auditors' opinion is that INOVASI's financial reporting in 2020 presents fairly, in all material respects, the program costs incurred from 1 January to 31 December 2020, in accordance with Head Contract provisions and relevant financial and accounting guidelines.
- Finalising reports on the handover notes for goods or services (known as BAST – *berita acara serah terima*) for the period July 2020 to December 2020 that were signed by MoRA in February 2021 and by DFAT and MoECRT in March 2021, and both were registered with the Ministry of Finance.
- Finalising the INOVASI work health safety guidelines on 26 March 2021, including developing sub-contractor or grantee declaration statements to ensure they abide by the protocols.

- Conducting induction sessions in April 2021 for INOVASI grantees on INOVASI policy and guidelines, including sessions on operations, finance, procurements, fraud, GEDSI and child protection issues.

Priorities for the next period July–December 2021 include:

- Continue to provide operational, administrative, risk management, information technology, procurement and financial support to INOVASI activities.
- Manage operational aspects of existing grant agreements and subcontracts, and support the program team with procurements and contracts as needed.
- Prepare the BAST report for the 2021 calendar year.
- Keep reviewing and updating existing guidelines in line with the developing pandemic situation in Indonesia.
- Select an independent financial auditor to conduct the financial audit for the 2021 calendar year.

5.4. Human Resources

By June 2021, INOVASI had a total of 106 staff on board, distributed as follows: 92 national fixed-term staff members, five international long-term advisors, five international short-term advisors and four national short-term advisors. An additional two national fixed-term positions are under recruitment as a result of resignations. The gender proportion of INOVASI staff is 47 per cent women and 53 per cent men, reflecting a balanced gender distribution. The proportion of national staff is 51 per cent and provincial staff is 49 per cent, also reflecting balanced national–sub-national staff distribution.

5.5. Risk and Safeguards

The dynamic health and programmatic environment in Indonesia has meant the risk profile of the program has shifted through the reporting period. We have been actively managing the risks, though varied in nature, by continuous engagement with staff in all areas of the program, close contact with our partners and counterparts, and reviewing and revising our business as usual processes to be suitable as ongoing remote work and an increased portfolio of grant and subcontracts have been implemented. For example, following the surge of the Delta variant in Indonesia, and the application of the PPKM measures by the government, we met as a management team in our regular meetings to discuss immediately shifting our implementation approach and stopped all face-to-face activities, meetings and travel. This arrangement is currently being revisited as Indonesia moves to less severe PPKM restrictions.

The program continues to monitor and apply mitigation strategies in line with DFAT policy, and through quarterly review of the risk register and updating to DFAT.

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