

INOVASI Annual Work Plan

July 2021 – June 2022



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.

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LIST OF ACRONYMS

AIPTIS	Australia-Indonesia Partnership Towards an Inclusive Society
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 Research, Development and Books Agency (Indonesia)
COVID-19	2019 Novel Coronavirus
DFAT	Australian Department of Foreign Affairs and Trade
EPOO	end-of-program outcomes
EPP	Education Pilots and Partnerships
GEDSI	gender equality, disability and social inclusion
IDR	Indonesian rupiah
INOVASI	Innovation for Indonesia's School Children (an Australia-Indonesia partnership program)
KALTARA	North Kalimantan
KOMPAK	Australia–Indonesian government partnership to reduce poverty (<i>Kolaborasi Masyarakat dan Pelayanan untuk Kesejahteraan</i>)
<i>madrasah</i>	Islamic school
MEQR	<i>Madrasah</i> Education Quality Reform project
MERL	Monitoring, Evaluation, Research and Learning
MoECRT	Ministry of Education, Culture, Research and Technology (Indonesia)
MoHA	Ministry of Home Affairs (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>)
NW	Islamic organisation (<i>Nahdlatul Wathan</i>)
PBS	Student learning profile
PDIA	Problem-driven iterative adaptation
PDMS	program data management system
PPG	professional education for teachers
RPJMD	District mid-term development plan
STA	short-term advisor
TASS	Technical Assistance for Education System Strengthening (an Australia-Indonesia partnership program)
UMSIDA	Muhammadiyah Sidoarjo University

EXECUTIVE SUMMARY

This Annual Work Plan covers the second year of INOVASI Phase II over the July 2021– June 2022 period and describes an ambitious program of activity. We prepared the plan by consulting closely with key partners in the Indonesian government and drawing on the findings of the previous monitoring report and gender and disability health check. The National Steering Committee endorsed our focus in the plan at the meeting held on 30 April 2021.

INOVASI is an eight-year partnership between the Indonesian and Australian governments that began in January 2016. The TASS program began in January 2017 and the two programs merged in July 2020 at the start of INOVASI Phase II, that runs through to December 2023. We work with key partners in the Indonesian government (and in the non-government sector) to support changes in education practice, systems and policy that improve student learning outcomes, focusing on basic education and the foundational skills of literacy, numeracy, and character education/twenty-first century skills.

Under a reformist national administration, Indonesia has embarked on a comprehensive review and reform of its education system. This encompasses (1) a new curriculum, *Kurikulum Merdeka* (literally translated as the independent curriculum), intended to give teachers the professional freedom to adapt the curriculum to their students' needs; (2) a new national assessment system that focuses on basic competencies in broad band levels, replacing the previous national examinations based on content knowledge in grade levels; and (3) new approaches to teacher training to support these changes. The Ministry for Education, Culture, Research and Technology (MoECRT) is launching a suite of programs aimed at transforming teaching and school management, supported by the non-government sector (*Guru Penggerak*, *Sekolah Penggerak* and *Organisasi Penggerak*). The Ministry of Religious Affairs (MoRA) is expanding its continuing professional development program for *madrasah* teachers and introducing a religious moderation program for the teaching of Islam. MoRA is seeking to synergise this latter program with MoECRT's new character education program with INOVASI support.

Along with other development partners, INOVASI (including TASS and INOVASI Phase I) played a substantial role in informing, and contributing to the design of these reforms that are all due to be launched in the coming year. We designed our program in this work plan to support the implementation, monitoring and evaluation of the reform program and to provide timely feedback to districts and national government on its effectiveness. We are thus supporting an iterative and consultative, continuous improvement process as a new way of developing and implementing education policy for Indonesia.

At the same time, like other countries, Indonesia faces the challenges of managing the COVID-19 pandemic. The pandemic is now expected to continue to be a priority throughout Phase II, which is much longer than previously anticipated. Most schools have been closed for over a year, starting from March–April 2020 when the pandemic first hit Indonesia, and are due to reopen or partially reopen for the new school year in July 2021. INOVASI is supporting MoECRT, MoRA and our partner districts' preparations for the reopening, with an emphasis on addressing the issues of learning loss and a drop in participation resulting from the pandemic. COVID-19 has fundamentally changed the way teaching and learning is managed in Indonesia and the way INOVASI manages and delivers our program of support. In the coming year, we will complete the COVID-19 situational analysis, a comprehensive study on learning loss and related impacts of the pandemic and help the government to provide ongoing practical support to address these issues in schools and across the nation. In

alignment with DFAT's Partnerships for Recovery: COVID-19 Development Response Plans 2020-21 and 2021-22, INOVASI is in the process of reviewing the Program Theory to have two parallel and interrelated goals: (1) to accelerate improvements in learning outcomes for all Indonesian children; and (2) to address the impact of COVID-19, supporting Indonesia's response and recovery in the education sector. This means that COVID-19 recovery is embedded in virtually all aspects of the program. This change will be formalized in an update of INOVASI's MERL Strategy. We expect to finalize this, following consultations with DFAT in June. This update is also likely to result in a single, consolidated end-of-program outcome (EOPO) which incorporates the two original outcomes. All activity described in this work plan aims to achieve the EOPOs, through achieving one or more of the intermediate outcomes (IOs) – see Program Logic in Annex 1 for reference.

At approximately AUD115 million over eight years (including TASS), the INOVASI program is a significant investment for DFAT. While, in the context of the Indonesian government system, we are a relatively small program, the investment is crucial as there are limitations to the use of the Gol budget for hiring technical expertise or piloting new approaches. Indonesia's education budget for 2020–2021 was approximately IDR550 trillion (approximately AUD50.1 billion) In addition to working with the national ministries, we work across 20 districts in the four provinces of East Nusa Tenggara, West Nusa Tenggara, North Kalimantan and East Java (see Figure 1, below text). Our approach is to provide strategic and timely support to the Indonesian government to support sustainable policy development, to nudge the system and to inform policy. We do this by partnering with districts and brokering partnerships with non-government organisations, universities and civil society to pilot new approaches in schools and districts, while providing high-level technical assistance at national level. As a result of this approach, INOVASI is in many ways in the right place at the right time.

However, the risk INOVASI faces is that since we are seen as a reliable and trusted partner to the Indonesian government, we are called on to support an ever-increasing range of activities. While INOVASI is nimble and adaptive, these extra demands could dilute our effectiveness, if not well managed, and stretch our limited resources too thinly. Following our first strategy testing in Phase II, we addressed this risk in the work plan by sharpening our focus on high-level goals and end-of-program outcomes, rethinking the program structure – organising activities across work units, under programs and themes – and improving internal coordination. The work plan also includes a budget and updated staffing plan to support implementation. In the context of Indonesia's major reform thrust and the parallel focus on COVID-19, INOVASI is in a unique position. The joint investment of the Australian and Indonesian governments has a strong chance of paying substantial dividends in improving learning outcomes for Indonesian children at this time.

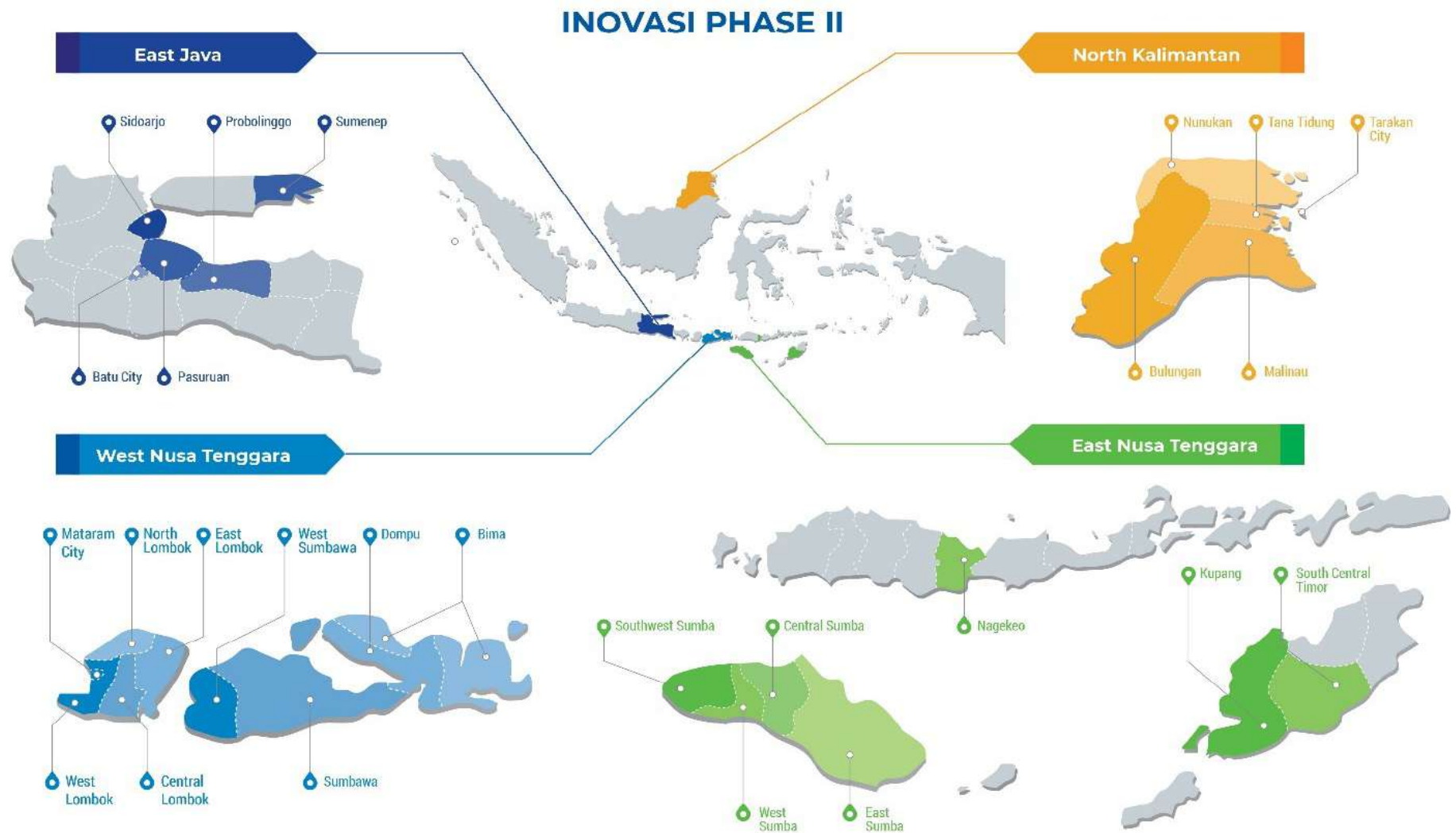
With all of these considerations at the heart of our planning, the eight thematic areas that INOVASI will focus on in this upcoming work plan period are:

1. *COVID-19 response and recovery*: Supporting students, schools, regions and central government in dealing with the impact of the pandemic on learning, especially with the return to face-to-face learning in the 2021/2022 school year;
2. *Learning for all*: Ensuring all children have equal learning opportunities – children with disabilities, children who are not yet fluent in Bahasa and children from indigenous and remote communities – and that there is gender equity throughout the system;
3. *Curriculum*: Supporting the development and implementation of a new curriculum paradigm, strengthening numeracy, science, technology, character education and religious moderation as well as providing appropriate teaching materials and reading books for students;

4. *Assessment*: Support in developing and implementing the national assessment system, including basic competency assessments (AKM), school climate and character surveys, and support for formative assessment, particularly related to literacy and numeracy in the context of schools reopening;
5. *Teaching practices*: Support to improve teaching practice, for example: scaling out successful teacher in-service training from Phase I; MoRA's continuing professional development program for *madrasah* teachers; MoECRT's suite of '*penggerak*' programs (for schools, teachers and partner organisations); and innovations in pre-service and in-service professional education for teachers (PPG);
6. *Teacher management*: Support in developing more efficient and effective teacher competency, career and school leadership models;
7. *School leadership and school improvement*: Support for the transition from compliance-focused to outcomes-focused systems and approaches by implementing school and district quality report cards and reforming the school/ *madrasah* accreditation process.
8. *Enabling systems*: Support for improving the quality of planning (national strategic plans and roadmaps, medium-term national development plan background papers), regional planning and regulatory reform (the National Education Law, district strategic plans and their translation into programming).

Our sustainability strategy is integrated into this work plan. We are supporting implementation of the Indonesian government's own reform agenda and, at the same time, working to build lasting partnerships with the non-government sector and to strengthen government systems for when the program closes in 2023. To strengthen this approach, in the coming year we will consult with GoI counterparts at national and sub-national levels, where appropriate, to develop sustainability plans for specific activities and programs.

Figure 1: INOVASI Phase II provinces and districts



1. INTRODUCTION

This Annual Work Plan covers the second year of INOVASI Phase II, over the period 1 July 2021 – 30 June 2022. We prepared the plan in consultation with key stakeholders and INOVASI partners, including the Australian Department of Foreign Affairs and Trade (DFAT), senior officials from the Ministry of Education, Culture, Research and Technology (MoECRT), the Ministry of Religious Affairs (MoRA), the Ministry of National Planning and Development (Bappenas), provinces, districts and other development programs and partners. INOVASI identifies and supports changes to education practice, systems and policy that demonstrably accelerate improvements in student learning outcomes, particularly at primary school level and in the foundational skills of literacy, numeracy and character education/ twenty-first century skills. The program has three domains for investigation and activity: the quality of teaching in the classroom, the quality of support for teachers, and learning for all. All our activities are adaptive and politically informed, adopt a knowledge-to-policy and practice approach, and support gender equality, disability and social inclusion.

1.1. Context

Indonesia has embarked on an ambitious education reform program, initiated by the president and driven by the progressive education and religious affairs ministers, supported by the Ministry of National Planning and Development (Bappenas) together with sub-national governments and the non-government sector. This reform agenda is the outcome of many years of development work and INOVASI Phase I and TASS were a part of the process. The impetus for the reform is an awareness, expressed in national planning documents,¹ that Indonesia must urgently improve the performance of its education system and the standard of its human resources if it is to stay relevant and competitive in the current global environment. This reform agenda creates huge opportunities for INOVASI. In many ways, we are in the right place at the right time, having earned the trust of government and built strong networks in the non-government sector in Phase I.

At the same time, Indonesia is facing the massive challenge of responding to and recovering from the COVID-19 pandemic. The Australian Government (DFAT) has responded to this challenge, with a strong COVID-19 response/recovery focus for its Indonesia program and for the role of education in recovery. This is reflected in the COVID-19 Development Response Plan² and associated Performance Assessment Framework (PAF). In this context, INOVASI is well placed to provide timely and effective technical support to mitigate the risks of learning loss and children being lost to the education system as a result of COVID-19. In addition to INOVASI's goal of accelerating improvements in learning outcomes for all Indonesian children, we now have the parallel and related goal of addressing the impact of COVID-19, and supporting Indonesia's response and recovery in the education sector. The impacts of the pandemic are more severe than anticipated. In addition to explicitly COVID-19 related activities, COVID-19 response and recovery will now be embedded in virtually all programs.

With these opportunities and challenges comes the risk that we may overreach ourselves and plan to support and implement too many and too wide a range of activities, thus reducing the quality, focus and effectiveness of the program overall. In preparing this work plan, we addressed this risk

¹ One of the stated goals of the medium-term national development plan (RPJMN) 2020–2024 is as follows: Better quality and more competitive human resources (*'sumber daya manusia berkualitas dan berdaya saing'*).

² Partnerships for Recovery: COVID-19 Development Response Plans 2020-21 and 2021-22

by sharpening INOVASI's focus on high-level goals and end-of-program outcomes, rethinking the program structure – organising activities across work units under programs and themes (see section 2) and clarifying the responsibilities for leading on these in each work unit. While strengthening coordination and focus, this program mapping also highlights the need to strengthen the team to achieve the objectives of each activity and the overall program goals. The budget and staffing plan outlined in section 3.4 ensure that we can implement our broad and ambitious work plan. It is our strong conviction that we should not waste the opportunity we have been given. We have a moment in time when the investment of DFAT and the Indonesian government in supporting reform and COVID-19 recovery is likely to pay substantial dividends in terms of improved learning outcomes for Indonesian children.

1.2. Priorities

INOVASI is an adaptive program and in the changeable COVID-19 context we are pivoting our approach to the situation and adjusting our activity design accordingly. The political context is also dynamic and uncertain, although key stakeholders and partners from Phase I remain active in the education sector. These factors, among others, create a situation where opportunities and challenges arise unexpectedly and political support for current priorities can change over time. In the short-to-intermediate term, INOVASI is continually adapting its approach and focus to find the most effective ways to support our government partners in responding to and recovering from the pandemic. In the longer term, our plans recognise the possibility of change in the political, educational and social context, and incorporate the flexibility to adapt and realign as needed.

Consultations with government

This work plan was prepared in consultation with senior government officials at national and sub-national levels. In a series of individual and group meetings, we discussed MoECRT and MoRA's respective reform agendas, preparations for schools reopening after COVID-19 closures and governance arrangements for INOVASI. DFAT attended many of these consultative meetings and we held similar consultations at sub-national level.

Following a series of one-to-one meetings with each of the committee members, we held a National Steering Committee meeting on 30 April 2021.³ At sub-national

Box 1: The National Steering Committee meeting (30 April 2021) ratified the high-level themes and priorities for this work plan and approved a number of initiatives, including:

- (1) the formation of a cross-ministry task force to guide policy on COVID-19 recovery and oversee INOVASI's comprehensive situational analysis;
- (2) a rapid response to support the ministries and sub-national governments' assistance to schools and teachers to address learning loss and other issues related to COVID-19 with schools reopening in July 2021;
- (3) a rapid response to support districts impacted by a tropical cyclone in East Nusa Tenggara;
- (4) support to synergise MoRA's religious moderation and MoECRT's character education programs; and
- (5) confirmation of national partners' commitment to strengthening gender inclusion and equality.

³ Consultations with MoRA included the Directorate General for Islamic Education (director and co-chair of the steering committee) and of the Directorate General of Teachers and Education Personnel (director). Consultations with MoECRT

level, our consultations included provincial and district education office heads, district heads and a range of officials and legislators. We also consulted senior representatives of universities, mass Islamic organisations and local non-government organisation partners.

The priorities and focus of this work plan, approved by the National Steering Committee on 30 April 2021, reflect and build on the key themes and activities in the previous Annual Work Plan, endorsed by the National Steering Committee on 14 October 2020 and approved by DFAT on 23 October 2020.

Within these priorities, INOVASI is also responding to requests from MoRA and MoECRT to digitalise the teachers' professional development modules, to devise approaches to character education (to support twenty-first century skills, religious tolerance and gender responsive schooling) and to develop a school-based teachers' professional education (PPG) program. New requests for support include: a sharper focus on school-based management and the capacity of supervisors and principals in financial management and educational leadership; a sharper focus on reforming the book approval process; and support in synchronising MoECRT data with other ministries, including the Ministry of Home Affairs (MoHA). INOVASI is responding to these new requests on a case-by-case basis. The first of these is being considered for inclusion in the School Leadership and School Improvement program (see Section 2.7 below), while the second two build on work that is already underway. Local reforms that continue to be a priority in some form during the COVID-19 response period include: using mother tongue to transition to Bahasa Indonesia in early grades; increasing collaboration between villages, district-level governments and civil society actors to improve access to reading books for children; and multi-grade teaching to improve learning outcomes in small and remote schools.

COVID-19 and natural disaster

As of Monday 17 May 2021, Indonesia reported 3,080 new COVID-19 cases for a total of 91,636 active infections. The cumulative tally was 1,739,750 cases while 1,600,857 people have recovered. A total of 48,093 deaths have been reported making the fatality rate around 177 deaths per one million people. The Ministry of Health also reported 59,915 suspected cases. Indonesia has conducted around 48,711 tests per one million people, lower than most countries in the region (Ministry of Health, Worldometer, 2021).

In accordance with our business continuity plan and *Work health and safety guidelines*, INOVASI closed offices, suspended travel and moved to work-from-home protocols in March 2020. Since then, the impact of the pandemic has increased progressively as the virus spread across the country. At the time of this plan, INOVASI offices remain closed except for limited access. Travel and face-to-face meetings with government and other partners are also still limited.

Indonesia is now rolling out the vaccinations and prioritising teachers alongside other essential workers, including health workers and public servants. INOVASI's counterpart ministries have vaccinated their staff but in some areas INOVASI is working, vaccinating teachers is proceeding more slowly. Indonesian schools have been closed in all areas but a minority have reopened while they are all expected to open, albeit partially, in the new school year from July 2021. While we

included the newly-appointed head of the Research and Development Agency and co-chair of the INOVASI steering committee; the Directorate Generals of Teachers and Education Personnel and Early Childhood and Community Education (all echelon 1); and a number of directors and heads of centres (echelon 2). Consultations with the National Development Planning Agency took place with the deputy minister and head of human development, community and culture and the religion, education and culture director.

anticipate that the pandemic will continue to impact on activities throughout the 2021–2022 period, we also expect offices to gradually reopen, face-to-face meetings to become more common and activity to recommence in the field during this year as vaccination coverage increases.⁴ Meanwhile, the switch to work-from-home and learning-from-home continues to influence ways of working for INOVASI, for government and non-government partners and for the education system. Remote and blended modes of teaching, learning, coordination and teacher development have become the norm. To respond to the situation, this work plan balances support for short-term COVID-19 response and recovery with longer-term strategic reforms. In the remaining months of the current work plan period (May–June 2021) and in the early part of the new work plan period (July–August 2021) we will focus on schools reopening, especially considering adjustments for any learning loss during school closures.

Compounding the impact of COVID-19, tropical cyclone Seroja devastated parts of East Nusa Tenggara (NTT) province on 4–5 April, including East Flores and East Sumba, an INOVASI partner district. As of 15 April, 163 people had died and 45 people are missing as a result of the cyclone and associated floods, landslips and infrastructure damage. Most of these fatalities were in East Sumba. In the immediate short-term, INOVASI is providing emergency support based on our experience following the West Nusa Tenggara (NTB) earthquakes in 2018, and helping local government to provide emergency schooling in the affected areas. On the 16th of May 2021, 11 villages in Malinau, North Kalimantan were severely flooded. At the time of the annual work plan being written, the impact of this flooding and any possible response from INOVASI was still being assessed.

2. IMPLEMENTATION

We developed this work plan collaboratively, with the dynamic context described in section 1 at the forefront of our thinking. The plan recognises that INOVASI's role has evolved in Phase II due to the government's education reform program and the ongoing challenges of COVID-19. The plan clarifies our main programs and describes the activities planned within each program, as well as our support for government and non-government partners at national and sub-national levels to achieve the end-of-program outcomes for each of these programs. The plan outlines the support planned for 2021–2022, but much of this work is likely to continue beyond this period.

The work plan maps out INOVASI's current and planned activity in order to:

- clarify INOVASI's programs for monitoring and evaluation (M&E), work-planning and reporting;
- promote coordination and collaboration to improve efficiency within the team, without changing any current management or approval structures;
- identify any areas where INOVASI may be under-resourced or under-staffed or that may warrant more effort and attention.

⁴ The work plan and budget assume that local and international travel will not take place or will be severely restricted and senior personnel currently working from home overseas will not return to Indonesia before 2022.

The resulting work plan includes eight themes that bring together activities across INOVASI's eight work units.⁵ These themes listed below incorporate 16 'programs'⁶ (described in this section), and include the policy levers outlined in INOVASI's monitoring, evaluation, research and learning (MERL) strategy. As part of our support, we are working across many parts of the system, promoting a strong and comprehensive systems approach to improving learning outcomes. While activity occurs across these areas, we focus on those areas where traction is strongest and change is more likely.

Figure 2: INOVASI activity themes in the Phase II work plan, 2021–2022



INOVASI's eight thematic areas in 2021–22

1. *COVID-19 response and recovery*: Supporting students, schools, regions and central government in dealing with the impact of the pandemic on learning, especially with face-to-face learning in the 2021/2022 school year;
2. *Learning for all*: Ensuring all children have equal learning opportunities, including children with disabilities, children who are not fluent in Bahasa and students in disadvantaged or remote areas or communities;
3. *Curriculum*: Supporting the government in developing a new paradigm for the curriculum, strengthening numeracy, science and technology, character education and religious

⁵ INOVASI's eight work units are as follows: (1) Education Pilots and Partnerships (EPP) and Gender Equity and Social Inclusion (GEDSI); (2) Monitoring, Evaluation, Research and Learning (MERL); (3) Communications (Comms); (4) Systems and Policy (S&P); (5) North Kalimantan (Kaltara); (6) West Nusa Tenggara (NTB); (7) East Nusa Tenggara (NTT) and (8) East Java (Jatim).

⁶ Previously our MERL strategy, six-monthly progress reports and monitoring reports referred to 'activities' rather than programs and a slightly different list of focus areas. In early 2021, we recategorised these as 'programs' to better reflect the groups of activities and clarify the term in both Bahasa and English.

moderation, as well as providing appropriate teaching materials and reading books for students;

4. *Assessment*: Helping government develop and implement the national minimum competency assessment (AKM) through school climate and character surveys and supporting formative assessment, particularly related to literacy and numeracy in the context of schools reopening;
5. *Teaching practices*: Supporting efforts to improve teaching practices, such as: scaling out successful teacher in-service training from Phase I; MoRA's continuing professional development program for *madrasah* teachers; MoECRT's *penggerak* programs; and innovation in pre-service and in-service professional education for teachers.
6. *Teacher management*: Supporting the development of competency, career and school leadership models;
7. *School leadership and school improvement*: Supporting the transition from compliance-focused to outcomes-focused systems and approaches, by implementing school and district quality report cards and reforming the school / *madrasah* accreditation process;
8. *Enabling systems*: Supporting better quality planning (for example: national strategic plans and roadmaps, medium-term national development plan background papers), regional planning and regulatory reform (Law on the National Education System, district strategic plans and their translation into programming).

The programs within each of these themes are all directed towards the achievement of INOVASI's EOPOs, through the achievement of one or more of the intermediate outcomes (IOs) (see Annex 1). The links between activities, programs, IOs and EOPOs will be made explicit in theories of change (ToCs) that are currently under development for each program. These are expected to be completed by July 2021. Meanwhile, the INOVASI team is working to achieve the EOPOs in an integrated way, by engaging policy makers at national and sub-national levels in dialogue as policy and programs are developed and implemented.

INOVASI is a *partnership*, owned by both the Indonesian and Australian governments. The priorities of both partners are therefore central to this work plan but especially the priorities of the Indonesian government ministries involved. This is at the heart of our sustainability strategy. Our governance arrangements reflect this and this work plan assumes buy-in from our Indonesian government partners at all levels.

INOVASI's sustainability strategy is integrated into this work plan. We are supporting the government in implementing its own reform agenda to accelerate progress in achieving improved learning outcomes for all Indonesian students, as articulated in Indonesia's medium-term national development plan (RPJMN 2020–24). Our government partners determine the program's focus and priorities and co-fund or fully fund many activities. We work together to identify problems and find solutions

Our day-to-day work with government partners at all levels aims to build ownership and improve links between national and local government in formulating and implementing policy. In this way, we help our government and non-government partners to achieve the intermediate and end-of-program outcomes that are the preconditions for sustainability. In this context, INOVASI plans to strengthen Gol's capacity for monitoring and evaluation, to ensure scale-out programs are well monitored and

evaluated, particularly highlighting those programs having or likely to have a significant influence on policy, a nation-wide impact, or leverage GOI resources. This is described in the section on MERL.

2.1. COVID-19 response and recovery

While we consider the COVID-19 pandemic and its associated impacts on education in all parts of the 2021–2022 work plan, we are undertaking some specific activities to support government, districts, partners and schools in responding to the impacts of the pandemic on student learning and beginning the recovery process. The ‘COVID-19 response and recovery’ program is likely to continue over the life of INOVASI but we discuss the current planned activities in this section. As the situation evolves, INOVASI will need to adapt and respond to the needs and opportunities that arise throughout the work plan period.

In line with DFAT’s *COVID-19 Development Response Plans 2020-21 and 2021-22 for Indonesia*, in 2021-22 we are providing technical advice to support the implementation of new policy responses, including learning-from-home guidelines and preparations for safe school reopening. We are helping to monitor remote learning practices to inform Indonesian policy and funding decisions. Our focus is on assisting the Indonesian Government to minimise learning losses and manage risks from school closures, particularly for the most vulnerable.

Theme	Program
COVID-19 response and recovery	1. COVID-19 response and recovery

COVID-19 national policy support: This remains a key priority for the program, especially as the pandemic continues to impact on the whole country and schools partially re-open in July 2021. In this period, INOVASI will work with MoECRT, MoRA and the National Development Planning Agency to provide information and rapid feedback from the field on key issues facing teachers, principals and districts in relation to learning, and leverage this process to develop guidance for teachers, schools and local governments.

COVID-19 sub-national policy support: As with the national policy support, this activity will focus on brokering effective communication between MoECRT and MoRA and the provincial and district education offices. With support from the national team, our provincial teams will provide technical assistance to provincial and district governments, schools and teacher training institutions to develop policy and implement programs to assess learning loss, address the risk of drop-out, adapt the curriculum and support teachers in differentiating their teaching to meet individual student needs after over a year of school closures.

Learning loss and schools reopening: In the first year of Phase II, INOVASI initiated a comprehensive research study on the impact of COVID-19 and learning from home on student learning outcomes, child marriage and student disparities. At the time of writing, the study is still in progress. National and sub-national stakeholders can use the findings from this study to inform planning for school reopening, work planning for teachers and resourcing for schools and teachers. They can also draw on the ongoing data collected to prepare for the initial school re-opening process in July.

INOVASI’s National Steering Committee meeting (30 April 2021) endorsed a proposal to establish a cross-ministry task force to advise on the COVID-19 response in relation to learning. This is distinct from the task of mitigating the health risk associated with schools reopening that is the mandate of

government's Safe School secretariat. As schools return to face-to-face learning, we intend to work with other development partners in the Basic Education Working Group (BEWG), and feed back real-time information to the task force on implementing national policies, enabling ongoing adjustments to programs and policy to support COVID-19 recovery.

In some locations we will train supervisors, school principals and teachers on diagnostic testing and the special circumstances curriculum, and help create teachers' working groups for the pandemic situation. This will include adopting or adapting new knowledge and skills in developing learning materials and approaches. In some districts, we will also coach parents on supporting student learning and using online, remote and blended learning approaches.

Emergency response in East Nusa Tenggara: After the tropical cyclone Seroja that hit the area in April our response will need an additional focus on psychosocial support for the students who were affected. Learning from the post-earthquake experience in West Nusa Tenggara in Phase I, we will support district government and school principals in planning and budgeting to ensure all children can access appropriate learning materials and support for learning during both the pandemic and in the wake of the cyclone.

2.2. Learning for all

Promoting gender equality, disability and social inclusion (GEDSI) is a key focus for INOVASI. While these three issues link and intersect, we need specific evidence and intervention strategies to address the different elements. In this work plan, we focus on four interrelated aspects of GEDSI: disability inclusion; language transition; gender responsive schools and classrooms; and remote and indigenous communities. While not a specific focus of the program, INOVASI will support national and sub-national approaches to mitigating the impact of the COVID-19 pandemic on the number of out of school children (see Enabling Systems section 2.8). Our commitment to these issues was endorsed by the National Steering Committee (30 April 2021), and especially by MoECRT's Directorate General for Teachers and Educational Personnel and Directorate General for Early Childhood and Community Education and MoRA's Directorate General for Islamic Education. The Director General for Early Childhood and Community Education advised government to broaden the concept of 'inclusion' to incorporate all disadvantaged children, beyond the current focus on disability.

Theme	Programs
Learning for all	1. Disability inclusion
	2. Gender responsive classrooms and schools
	3. Language transition
	4. Remote and indigenous communities

As outlined in INOVASI's GEDSI strategy, we adopt a twin-track approach by actively including girls, boys, women, men, people with disabilities, people from remote communities and second-language users of Bahasa Indonesia as participants in, and beneficiaries of, activities across INOVASI (mainstreaming) and also target these groups in development initiatives designed specifically to

benefit them. We incorporate gender equality, disability and social inclusion into the design process for all programs and activities in this work plan, using a GEDSI checklist tool.

Some activities described elsewhere in this work plan have a clearly defined GEDSI focus while in others the focus is more integrated. The specific activities that feature in the work plan include: (1) a study of early marriage conducted as part of the COVID-19 situational analysis; (2) an investigation of factors associated with school drop-outs in the COVID-19 situational analysis study; (3) the character education pilot; and (4) a study on women in leadership as part of the school leadership and school improvement program run by Muhammadiyah Sidoarjo University (UMSIDA) in East Java. Activities described in this section are *targeted* development initiatives.

Disability inclusion: We continue to focus on this area in the GEDSI work plan in the next period, particularly with MoECRT and MoRA respectively developing inclusive education and inclusive *madrasah* roadmaps, and the demand for related support at sub-national level. Contributing to this over the work plan period: we will provide technical assistance and review disability inclusion policy with national stakeholders, helping develop resourcing strategies using the student learning profile (PBS) data and the affirmative schools' operational funds (BOS); we will help develop and pilot a teacher-friendly application for the student learning profile; we will support MoECRT's Directorate General for Early Childhood and Community Education and sub-national policymakers in developing and implementing inclusive schools and *madrasah* policies, particularly in West Nusa Tenggara and Probolinggo; and we will work with MoECRT to develop resources for teachers, parents and students with disabilities to use while learning from home. In addition to developing the student learning profile and teacher support materials, the early childhood and community education directorate wants to explore expanding the role of special schools to become resource centres for regular schools with inclusion programs.

INOVASI will also continue helping MoRA develop a roadmap for inclusive *madrasah* and improve teacher competence through the Inclusive *Madrasah* Educators' Forum.

We will work with other development partners and programs to improve availability of materials and media to strengthen the capacity of teachers and parents in supporting children's learning at school and at home (with UNICEF, APTIS, and others as appropriate). We will also work with the virtual reading assistant, Bookbot, to develop a mobile phone application for students with dyslexia and struggling readers and to broker an ongoing partnership with MoECRT. In West Nusa Tenggara, we will continue working with teacher training institutes on their inclusive research agendas and inclusive education seminars, and with local governments in developing and implementing the inclusive education dashboard.

Language transition: In East Nusa Tenggara stakeholders are now more aware of mother tongue as an issue in the early grades and language transition methodologies are more in demand. This is due to activities in Phase I and the provincial webinar on using mother tongue to support learning held in December 2020. In this period, we continue to partner with Sulinama to scale out approaches to transitioning from mother tongue to Bahasa Indonesia as a language of instruction in East Sumba and Nagekeo – and in this context support MoECRT's partnership program (*Program Organisasi Penggerak* – PoP). We will work with the local education offices, regional development planning agencies, provincial language bodies, teacher training institutes and teacher trainers to develop materials and secure resourcing for language transition in the province.

Gender-responsive schools and classrooms: Following our initial study on female leadership to understand why women are under-represented in primary school leadership in our partner areas (April–July 2021), we will share the results, providing recommendations for key stakeholders in

national and sub-national governments. We are planning a follow-on study starting in July 2021 to focus on women principals and leadership. INOVASI is working with a grant partner, the gender and child protection studies department at Muhammadiyah Sidoarjo University, to develop and implement a gender-responsive schools program. This will be trialled in ten schools in Sidoarjo, East Java. Following preliminary consultations in the previous period, we are exploring opportunities to collaborate with the women's organisations, *Aisyiyah* and *Muslimat/Fatayat* on priority programs that we can support. We will also support grant partners (for example, Litara, Sulinama) in integrating gender equality into their programs, as well as provide support within the INOVASI program.

Remote and indigenous communities: This is an emerging area of work within INOVASI's 'Learning for all' theme and is currently focused in North Kalimantan. Following requests from local government, we will support the Bulungan and Tana Tidung education offices and teacher training institutes to develop digital versions of teacher training to support teachers in remote and indigenous communities. We are collaborating with technology provider UX Indo to map learning conditions, teacher quality and student learning, and develop online versions of teacher training materials to incorporate into teacher development initiatives. Following the initial development costs, we expect local governments to contribute their own funding for future scale out of this work to other districts, including Malinau. INOVASI will share the lessons we learned with MoRA to support their trial on approaches to continuing professional development for *madrasah* teachers in remote areas (referred to as 3T areas).

2.3. Curriculum

National curriculum is the cornerstone of any education system. Following the current minister's appointment in October 2019, MoECRT embarked on the development of a new, simplified and flexible curriculum to better accommodate the diversity of teacher capabilities, local cultures, school resourcing and student needs. This curriculum will empower teachers to adjust content, teaching and learning activities, as required for students to meet nationally-determined expectations for learning. This curriculum is known as '*Kurikulum Merdeka*', literally translated as the independent, self-determined or liberation curriculum. It will be accompanied by resources and tools to support the phased rollout. INOVASI provided technical support for MoECRT in developing and reviewing the curriculum framework, including for literacy, numeracy, science and social science, as well as in developing toolkits and other guidelines.

Theme	Programs
Curriculum	1. Curriculum reform
	2. Literacy and books
	3. Numeracy, science and technology (STEM)
	4. Character education (including religious moderation)

Curriculum reform: MoECRT intends to 'prototype' the new curriculum in selected schools, known as *Sekolah Penggerak*. This gives MoECRT the opportunity to refine the curriculum in response to field testing. INOVASI will continue to support MoECRT where agreed, for example, in reviewing curriculum documents and in planning and implementing the phased curriculum rollout with districts and schools. This support is likely to include:

- Forming a grant-funded partnership to support MoECRT in curriculum development;
- Developing and reviewing toolkits for teachers;
- Advising on and supporting monitoring and evaluation of the first year of implementing the curriculum;
- Potentially, facilitating liaison with Education Services Australia for advice on the online platform where teachers will access the curriculum, toolkits and other resources.

We should largely complete this work around July/August 2021 although there is scope for longer-term support, particularly on developing the teacher toolkits. This process will still be ongoing after MoECRT begins implementing the curriculum in the *Sekolah Penggerak*. Our support may involve developing literacy and numeracy training for the teachers and schools concerned (*Guru Penggerak* and *Sekolah Penggerak*) and building a bank of resources. Where possible, INOVASI will help monitor implementation at district and school levels and bridge the divide between national policy development and implementation.

Box 2: Districts in INOVASI partner provinces participating in MoECRT's *Sekolah Penggerak* program (Round 1, 2021–22)

East Nusa Tenggara: East Sumba, Central Sumba, East Manggarai, Rote Ndao, Kupang City

West Nusa Tenggara: East Lombok, Bima

East Java: Sidoarjo, Lumajang, Gresik, Batu City, Sumenap,

Literacy and books: In the last work plan period, MoECRT increased their focus on students' access to quality book resources. During consultations in preparation for this work plan, MoECRT requested help in removing obstacles to children's reading book supply to schools. Drawing on our Phase I findings, we will therefore help MoECRT and sub-national government stakeholders simplify the book approval process. We will also develop resources for teachers to improve literacy, working with communities and government partners, including libraries. During this period, we plan to engage with non-government agencies and the publishing industry to explore and develop better business models for distributing books.

In West Nusa Tenggara, our support for the literacy volunteers program established during COVID-19 school closures will continue. We will explore ways of improving the availability of appropriate books and learning resources, engaging with teacher training institutes and with the reading consortium that we initiated. We are also exploring ways to measure results from the literacy volunteers program. This could enable demonstration of a working model to the GoI for potential learning and replication. The consortium aims to promote literacy competitions and develop picture books. We will continue to support and monitor literacy training scale-out, book development, libraries, and learning materials produced by districts, village administrations and non-governmental organisations in all provinces. We will work with: Litara and the Borneo Tarakan University in North Kalimantan; the Mataram Women's Solidarity Institute in West Nusa Tenggara; *Muhammadiyah*, its three affiliated universities (UM Surabaya, UM Lamongan and UM Malang) and *Nahdlatul Ulama Ma'arif* in East Java; and with Plan International and 19 civil society organisations in East Nusa Tenggara. These organisations will scale out the training independently and their experiences will inform MoRA's continuing professional development program and MoECRT's *Sekolah Penggerak* program as they are rolled out. In North Kalimantan we will also pilot a new module for literacy in upper primary grades.

Numeracy, science and technology: We did not focus on these subjects (collectively referred to as STEM) as intensively as other areas in INOVASI Phase I due to the high demand and momentum

around literacy. Nonetheless, we developed three teacher training modules for numeracy. We piloted two modules and one is 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. A booklet on how to create a numeracy-rich environment for schools is being developed and we may use it in consultations with MoECRT on developing training materials for *Sekolah Penggerak*. We are sharing these materials with MoECRT to use in their teacher development initiatives and as resources for the new curriculum. We developed a digital learning management system⁷ for INOVASI's Numeracy 2 module to support the scale out in East Java, implemented by *Muhammadiyah* (working with the Muhammadiyah Sidoarjo, Gresik and Ponorogo universities) and *Nahdlatul Ulama Ma'arif*. Responding to demand from MoECRT and MoRA, we are developing a science module adopting the new curriculum focus on project-based learning and inquiry skills. We will explore potential partnerships with MoECRT's primary school directorate, curriculum and book centre as well as science professionals to develop or adapt modules and materials. We will help receptive districts pilot the modules and share the results with national and local government to support scale out and future iterations of the curriculum and supporting resources for teachers..

Character education and religious moderation: These are focus areas for MoRA and MoECRT and, as decided by the National Steering Committee, we will continue to work with them to align and, where possible, integrate MoRA's religious moderation program (*Moderasi Beragama*) designed for Islamic religious teachers in both regular schools and *madrasah* and MoECRT's character education program (*Profil Pelajar Pancasila*). We will adapt our character education module and pilot it initially working with *Anak Kasih Bangsa* school (SAKB) in Kupang, Airlangga University in East Java and Parandencikia University in Sumbawa (to be confirmed). We will review and adapt the religious moderation modules developed with MoRA for religious teachers in *madrasah*, for use by teachers of religion in regular schools. This responds to a request from the teachers and educational personnel director in MoRA. Building on recent experience in East Java, we will help MoRA engage more with the districts, MoECRT, Islamic organisations and other stakeholders. We are also supporting MoRA and MoECRT in seeking public or expert reviews and testing acceptability of draft regulations, guidelines and modules before implementing the religious moderation program.

2.4. Assessment

All stakeholders, from students, parents and teachers through to the highest levels of government, need valid, rich and reliable information on whether the education system is developing the desired knowledge, skills and personal qualities (TASS, 2018a:1).

Assessment systems usually provide assessments *for learning* – also called formative or diagnostic assessment – as an integral part of the teaching and learning process whereby teachers provide feedback and guidance for their students. They also provide assessments *of learning* – also called progressive and summative assessments – so that teachers, schools or the education system can measure how far students have achieved specified learning and developmental outcomes at key stages (TASS, 2018a:1). In Phase I, INOVASI and TASS supported MoECRT's revision of summative and formative assessments and this will continue in Phase II.

⁷ A **learning management system** (LMS) is a **software** that is designed specifically to create, distribute, and manage the delivery of educational content. The LMS 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.

Theme	Program
Assessment	1. Assessment

INOVASI provided technical support to the assessment and learning centre in preparing to implement the national assessment program in 2021 for grades 5, 8 and 11 for literacy, numeracy character and school climate. This included trialling its minimum competency assessment (AKM) and survey instruments in INOVASI partner districts, analysing the field trial data and giving technical advice on computer adaptive testing for the literacy and numeracy AKM (through ACER) which is still ongoing.

In the coming period, INOVASI will support a psychometric review of the AKM for level 1 (grades one and two) and level 2 (grades three and four) and help the assessment centre further develop computer adaptive testing for the 2022 AKM. We will also assist partner districts, schools, *madrasah* and teachers to use formative assessments, developing and trialling simple assessment tests for literacy (piloted in East Nusa Tenggara in Phase I and recently adapted for use in North Kalimantan) and numeracy (to be developed). This includes developing teachers' ability to use formative assessment during learning-from-home and when schools reopen in the new school year. Where there is take-up in the districts, we will help implement formative assessments, especially relating to literacy and numeracy in early grades. This is likely to include all areas with schools reopening. In East Nusa Tenggara, for example, this will involve discussions on a possible policy on all teachers conducting assessments and adjusting the teaching content when schools reopen. We will train local facilitators to coach and assist teachers to assess their students and adjust the curriculum accordingly. We will also support MoECRT's socialisation of the AKM with district governments.

2.5. Teaching practice

Improving teaching and learning is at the heart of the current reform agenda and is key to better learning outcomes for all children. Most teaching in Indonesia is traditional and didactic, constrained by the emphasis on content rather than process in pre-service teacher training, and by traditional content-oriented curricula and learning materials in schools. More effective education systems use a mix of didactic, lecture-style teaching and active, inquiry-based approaches.

Indonesia's current raft of reforms, including the curriculum, assessment and professional development programs, embrace a more student-centred approach, active learning pedagogy and increasing authority for teachers to decide on the appropriate curriculum content and approach for their students. These reforms acknowledge the diversity across Indonesia, within districts, and within schools and classrooms. The reforms will require a major shift in thinking about the role of teachers and the nature of learning as well as a major effort to upskill teachers with the new approaches. MoRA and MoECRT are working on different approaches to teachers' continuing professional development, both supported by INOVASI.

Theme	Programs
Teaching practices	1. <i>Madrasah</i> teacher development (MoRA continuing professional development program)
	2. MoECRT teacher development
	3. University partnerships for teachers' professional education (PPG)

Madrasah teacher development: Commencing with TASS and continuing into INOVASI Phase II, we helped MoRA and the Islamic education sector to design, pilot, strengthen and expand the scope of the continuing professional development program for *madrasah* teachers. In the last year this included: developing, reviewing and finalising guidelines, modules and instruments; working with UNICEF and the *Raudhatul Athfal* preschool teachers' association to adapt and apply the continuing professional development program for preschool teachers; supporting MoRA in finding options for piloting online delivery; conducting competency assessments for 263,000 teachers; and strengthening MoRA's information system for its continuing professional development program.

Since the World Bank loan was approved in 2020,⁸ this work has been a collaboration between MoRA, the *Madrasah* Education Quality Reform project (MEQR) (a joint World Bank project) and INOVASI. We are clarifying the division of roles between MEQR and INOVASI and propose for INOVASI to withdraw from technical aspects that MEQR will manage.

INOVASI will continue to support MoRA with capacity building and sustainability measures, outside the scope of MEQR. This is expected to include further adapting INOVASI's teacher training modules and technical guidelines, and piloting pro-rural/remote approaches for continuing professional development. We will work with a sub-contractor to digitalise MoRA's (adapted) literacy module for an online delivery pilot and also develop videos and applications to support quality assurance and the monitoring and evaluation process. We will continue supporting independent capacity building by the Islamic organisations, *Ma'arif Nahdlatul Ulama*, *Muhammadiyah*, *Nahdlatul Wathan* and potentially other organisations, to expand coverage as well as work with the regional religious affairs offices in East Java and West Nusa Tenggara.

MoECRT teacher development: Over the last year, INOVASI advised MoECRT on the technical aspects of program design, implementation strategies and approaches to monitoring and evaluation for its suite of *penggerak* programs.

INOVASI will continue to provide ad hoc input to MoECRT officials and consultants to design and implement its key programs as they evolve. If MoECRT's personnel directorate (GTK) approves, INOVASI can also support districts in scaling out the *Sekolah Penggerak* and *Guru Penggerak* programs, liaising with local governments and schools.

Following further consultations, we will also explore the potential for MoRA to engage with and learn from MoECRT's *penggerak* programs.

University partnerships for teachers' professional education: INOVASI recently received a request from MoECRT's Directorate General for Teachers and Education Personnel to assist in developing a school-based approach to teachers' professional education, covering both pre-service and in-service programs. This was after a series of discussions over the last two years where we advocated for an approach to bridge theoretical university-based teacher education and the practical reality of schools and classrooms. In response, we will raise the issue with our partner teacher training universities and support their efforts to: improve the quality and relevance of their teachers' professional education programs; ensure the programs are responsive to local contexts (for example, include use of mother tongue as a transitional language, multi-grade teaching, early grade literacy and numeracy, inclusion); and align their approaches with evidence on effective teaching

⁸ 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.

practices (that support learning). Based on these efforts and on further technical discussions with MoECRT, we will co-design and conduct a pilot for school-based teachers' professional education with receptive universities, possibly in West Nusa Tenggara, North Kalimantan and/or East Java.

2.6. Teacher management

INOVASI continues to focus on teacher management and particularly on systems for managing career development and teacher distribution within the country. We are also supporting MoECRT's efforts to improve teacher management through better recruitment processes, support for non-civil servant contract teachers and multi-grade classrooms to increase efficiency and make teaching more effective.

Theme	Program
Teacher management	1. Teacher management

Teacher management: We will continue to support MoECRT with various reforms in teacher management through a number of actions: providing input related to implementing the teacher and principal competency model; helping develop teachers' learning materials related to the new competency model, including videos, micro learning and MoECRT's online teacher platform.

At the sub-national level, we will provide light support and monitoring for the multi-grade pilot and scale out in small schools in Probolinggo district – and continue to leverage the outcomes to inform national policy around increasing efficiency and effectiveness of schooling through this strategy. We will support this effort through a study on sustainability in the context of multi-grade learning in Probolinggo. We will also develop the capacity of local supervisors to oversee the scale out of the multi-grade pilot in the district and help Central Lombok develop a roadmap for improving teacher distribution.

2.7. School improvement and school leadership

The school improvement and school leadership program continues work that we began in Phase I with a focus on strengthening the process for education quality assurance and improvement. The international evidence suggests we need to measure school improvement in terms of both student outcomes and school practices and processes, rather than focus on one or the other (TASS, 2018:28). Education quality assurance refers to the policies, procedures and practices in the system that are designed to achieve, maintain or enhance quality in specific areas, and that rely on an evaluation process at school and system levels (European Union, 2015). In practice, quality assurance is part of different but interlinked and interrelated processes in schools, including: accountability, school development planning, school improvement, school self-evaluation and external evaluations (TASS, 2018b).

Theme	Program
School improvement and school leadership	1. School improvement and school leadership

School improvement and school leadership: During consultations and through the National Steering Committee meeting (30 April 2021), MoECRT's Director General of Early Childhood and Community Education requested support in improving the capacity of school supervisors and principals, particularly in relation to school-based management and financial planning. Poor management is resulting in underspending and INOVASI will explore this issue in the coming period to determine how we can help.

We will also continue advising MoECRT on the technical aspects of school accreditation and quality assurance. The scorecard will draw significantly on AKM, school climate and character surveys and a more selective set of data from MoECRT's basic education database to provide schools and districts with information they can use to improve teaching and learning. INOVASI will also continue supporting the National Accreditation Board for schools/ *madrasah* to develop accreditation instruments and processes that can drive quality improvement and instruments that can be used successfully in remote areas. These need to acknowledge the limitations of such schools/*madrasah* in meeting national standards yet maintain key aspects of teaching, school management and leadership that improve learning outcomes. As the system is rolled out, we will provide feedback to MoECRT on district use of scorecards.

As mentioned in section 2.2 on gender equality, disability and social inclusion, INOVASI will conduct a study on women in school leadership during the coming year. We will also pursue opportunities to strengthen training for school supervisors and principals, working with the educational quality assurance council in North Kalimantan and with university partners in West Nusa Tenggara.

2.8. Enabling systems

In addition to the focused themes outlined in this chapter, INOVASI supports broad, cross-cutting policy reform and planning at national and sub-national levels to achieve our end-of-program outcomes and goals.

Theme	Program
Enabling systems	1. Cross-cutting planning & policy support

INOVASI will continue to engage with MoECRT and MoRA in this period to develop roadmaps for quality education. While work on MoECRT's 2035 education roadmap is currently on hold for discussion between MoECRT and other areas of the government, we can potentially still support the process of finalising this plan. Using problem-driven iterative adaptation (PDIA) approaches we will help develop education roadmaps in West Nusa Tenggara. In East Nusa Tenggara our support for the province and districts in refining and implementing their provincial 'Grand Design' for education will continue and be translated into their district mid-term development plans (RPJMD).

We will also explore ways to help the National Development Planning Agency prepare for the next education sector review for their medium-term and long-term development plans, including early work on background papers. We will help improve the quality and use of data in policy and planning, working with KOMPAK, MoECRT and Ministry of Home Affairs on linking data systems to improve quality and accessibility. Initially this exercise will focus on national and sub-national efforts to identify and retrieve out of school children.

INOVASI will continue routine national and sub-national governance meetings and implement the decisions made. At national level, we will support the National Steering Committee secretariat in

preparing for the third meeting, hold working group meetings and follow up on decisions, including on how to link with working groups at the sub-national level. At sub-national level, we will hold three provincial steering committee meetings as well as working group meetings at the provincial and district levels to support links to the national-level working groups.

In districts where new regents were recently elected, we will support district education offices and regional development planning agencies in preparing their regional mid-term development plans and strategic plans for education to support reforms that will improve learning outcomes for all. We will work to involve villages more as an integral part of the school system environment across North Kalimantan, West Nusa Tenggara and East Nusa Tenggara.

2.9. Monitoring, evaluation, research and learning

As part of our MERL strategy, INOVASI conducts a strategy testing every six months or as appropriate. The first strategy testing exercise for Phase II was led by the program director and was an organic process that involved a series of workshops held in the first week of March and internal consultations with the monitoring and evaluation advisor, research and learning advisor, deputy directors, and DFAT's education advisor and program manager. The workshops involved INOVASI international advisors, managers and representatives from Palladium and DFAT. This provided an opportunity for the team to reflect on progress since Phase II began in July 2020 – we had the chance to look at how things were going, what we were doing well, what we can do better. This strategy testing process led to the program mapping described in the introduction to this report (section 2).

As a result of the strategy testing and program mapping, we are currently updating the MERL strategy and toolkit and expect to complete this by July 2021. Consultations with DFAT will be scheduled in June. The updated MERL strategy is designed to strengthen monitoring and evaluation in INOVASI, streamline our focus and ensure it meets the needs of our partners, including DFAT and the Indonesian government, for accountability and learning. We use a range of tools to answer questions related to: how INOVASI is operating; the changing context we are working in; the role of relationships, partnerships and coalitions; the factors affecting results; what contribution INOVASI is making to change and possibly what this means for the implementers; the continued relevance of program assumptions and strategy; and how we might need to adapt. We use a results framework but we incorporate critical evaluative questions to capture our more comprehensive approach.

Monitoring and evaluation: A second round of monitoring and evaluation using the toolkit (currently being updated) and collecting data through stakeholder interviews and focus group discussions will be conducted over the coming months and reported in the next six-monthly progress report in August 2021.

Traditional baseline studies are not always effective for complex, adaptive programs, like INOVASI, especially where the aim is to influence policies and systems. Nonetheless, we are conducting baseline studies at the activity level where appropriate and necessary to demonstrate the effectiveness of a particular pilot or intervention. The initial findings of the six baseline studies designed with support from ACER are expected in June 2021. These are as follows: (1) Nagekeo (language transition pilot); (2) East Sumba (language transition scale out); (3) Bulungan (upper-grades literacy pilot); (4) Tana Tidung (early-grades literacy scale out); (5) Probolinggo (multi-grade scale-out) and (6) Sumenap (multi-grade scale-out).

Further baseline studies for the coming period are likely to be as follows: (1) the UMSIDA partnership in Sidoarjo; (2) curriculum reform (with ACER, local governments and MoECRT); (3) the proposed science teaching pilot; (4) the character education pilot in East Java conducted by Airlangga

University (UNAIR) and in Sumba by Abdi Bangsa school; and (4) the religious moderation (*moderasi beragama*) pilot.

INOVASI will continue working with partner Islamic organisations (*Muhammadiyah* and *Nahdlatul Ulama*) to develop capacity to monitor and evaluate program scale out of literacy and numeracy in East Java. We are also supporting data collection by East Sumba and Nagekeo governments on the impact of tropical cyclone Seroja in their areas; providing technical assistance for grantees and government partners to develop their M&E systems; conducting the second six-monthly reflection and developing performance assessment framework reports; and improving data compliance in the program data management system.

In this way, INOVASI intends to build the capacity for monitoring and evaluation within our Gol partners, to support both sustainability and scale-out. While it will not be possible to do this for all programs, we will seek to develop sustainability plans and support monitoring and evaluation for programs which are particularly significant, such as MoEC's '*penggerak*' programs, the new curriculum and assessment, and district-level programs to improve literacy, numeracy and character education.

Research and learning: Research activity in this plan is confined to:

1. Studies likely to influence policy – this means they take account of existing field research, political and economic contexts and the feasibility of change; and collect data that answers the policy question convincingly;
2. Issues within INOVASI's mandate that the government may not initiate itself – for example, women and school leadership and women and girls' access to technology during learning-from-home;
3. Probing findings that emerge in monitoring and evaluation that highlight unanticipated dimensions of the development problem.

INOVASI's current research activities include:

- The COVID-19 situational analysis study supported by ACER, in collaboration with MoECRT's education policy research centre (*COVID-19 Response and Recovery*);
- Female leadership study (*Gender*);
- Child marriage study in collaboration with University of Indonesia's gender research centre (*COVID-19 Response and Recovery*);
- Learning loss study in collaboration with the Research for Improving Systems of Education program (RISE) (*COVID-19 Response and Recovery*);
- District preparedness study in collaboration with SMERU research institute (*COVID-19 Response and Recovery*);
- Policy sustainability study in Batu City (*Literacy and Books*); and
- Baseline studies in six districts (as described above).

The COVID-19 situational analysis study started later than planned, as it took time to accommodate the expectations of stakeholders and still ensure a feasible research design in consultation with ACER. Initial findings are due in June–July 2021 with the final analysis and reporting in July–August 2021. We will disseminate the full findings and recommendations to the public and to decision makers but also circulate key findings summarised in a PowerPoint presentation. We are finalising

agreements for our development partners (UNICEF and Tanoto Foundation) to use the learning gap study instruments to expand the study outreach and enable us to triangulate the findings.

The National Steering Committee endorsement for a cross-ministry task force to address the issues around learning loss and the impacts of COVID-19 on participation provides a potential forum to oversee the learning gap study and situational analysis. Early findings from the study will inform their work, helping them define the problems and iteratively support COVID-19 recovery. This will include advising districts and schools on how to adjust the curriculum and their approaches to assessment and learning.

Results of the related studies on child marriage, learning loss and district preparedness are expected to be available in June/July 2021 and will be disseminated in strategic ways to decision-makers, development partners and the public at both national and district level.

We are also completing videos on findings from the Phase I thematic studies on (1) problem-driven iterative adaptation approaches (PDIA); (2) numeracy; and (3) disability; as well as from a more recent study on (4) implementing the special-circumstances curriculum and modules. Findings from the policy sustainability study will be disseminated to Batu City government. We will develop four more videos on current findings, as follows: (1) monitoring use of the specific curriculum during the pandemic; (2) the literacy volunteer program in West Nusa Tenggara; (3) the situational analysis in Nagekeo and East Sumba; and (4) *Ma'arif Nahdlatul Ulama's* scale out of the numeracy pilot in East Java.

2.10. Communications

The communications plan is a long-term and ongoing initiative and activity is spread across the program to help achieve INOVASI's objectives. While the approach to communications activities is similar for each theme and program, the messaging or content is tailored to achieve the different outcomes desired. We aim to convey the right message at the right time to reach the right audience. Channels of communication include: the INOVASI website, Facebook, YouTube and WhatsApp groups; events such as *Temu Inovasi* (owned channels) as well as joint events; the *Mitra Pendidik Bulletin* (shared channels) and partners' platform (earned channels)⁹. We will also continue to support the Australian embassy's public diplomacy by sharing the events calendar, priorities and communications products, including stories for the Embassy's Facebook page, news articles, briefs and talking points. Where requested, we can also contribute to the embassy's internal communications with internal lessons learned in various contexts through the monthly update.

Due to the pandemic, our approach continues to be remote and online. The working-from-home policy impacts on the way we work and significantly affects our approach to communications. This presents both risks and opportunities:

- Internal communication is affected and ensuring that all teams coordinate is challenging. We will continue to optimise online working facilities although we recognise the limitations of these systems.
- The team will not have the same opportunities to collect high quality photos and videos for our publications.

⁹ Owned channels refer to sharing of contents using accounts owned by INOVASI. Shared channels are a combination of our own as well as channels owned by partners. Earned channels refer to when our content is shared in partners channels.

- Events and meetings can only be hosted online and this may affect active interaction and limit some participation of those who do not have access to technology or connectivity, however, this offers the potential to reach a wider audience and include stakeholders who would not usually have the time or resources to attend.
- Access to partners and stakeholders, from senior officials through to teachers and community members, has become easier through digital applications, such as WhatsApp and Zoom.
- With many events now ongoing online, reaching a wider audience, we will need stronger quality assurance to ensure that the messaging principles of all of our products and events adhere to GEDSI principles. Learning from an incident where an e-flyer got flagged by women rights activists on Facebook because it suggested an all-male panel, the communication team has had a discussion with its communication counterparts at the sub-national level to avoid similar incidents from happening.

Knowledge-sharing events: We will continue to host our own events and participate in events hosted by government and other development partners by providing resource people and content. To support this agenda, we will tie events thematically to national and international dates, such as National Children's Day (23 July); Literacy Day (8 September); the International Day of Mathematics (March), World Science Day (November), the International Day of Persons with Disabilities (3 December); and Mother Tongue Day (21 February). Character Education and *Moderasi Beragama* events or media releases could also leverage the momentum of Pancasila Day (1 June).

INOVASI will host up to four *Temu Inovasi* events, occurring every two to three months, in collaboration with our colleagues and partners.

Partnerships: Despite the COVID-19 restrictions, we are still working closely with our key government counterparts, especially MoECRT's research and development agency secretariat, although we have to coordinate virtually or remotely. However we need to make more effort to coordinate with our MoRA counterparts. We will continue to participate in strategic consultations, provide content, videos and testimonials, and nominate and link speakers to the team.

We will seek and explore opportunities for more strategic partnerships with individuals, media outlets and communications agencies, to generate stories, develop communications products and support dissemination. This is also a sustainability strategy. As mentioned we will continue to share monthly updates and progress with DFAT and respond to ad hoc requests for information from the field.

Media engagement: We will continue to build an active relationship with the media at national and sub-national levels, regularly submitting stories or reports to raise awareness and publicise our work. We will monitor news coverage in the media to track our communications efforts and media mentions of the program's work in improving education quality in Indonesia. This is a useful tool to help us assess the effectiveness of our approach in relation to the program's objectives of generating and sharing knowledge to inform and support reforms, policy and practice (knowledge-to-policy-to-practice).

Monitoring and evaluating communications: The Communications team will continue to work with the MERL team to implement the monitoring and evaluation plan that we developed in the first year of Phase II. This enables us to assess the effectiveness of our approach in relation to the program's objectives of generating and sharing knowledge to inform and support reforms, policy and practice (knowledge-to-policy-to-practice).

This work includes collecting data (throughout the year), analysing it and reporting on our findings (May–June 2022). All these activities will incorporate gender, disability and/or social inclusion elements and all our areas of focus involve collaborating with the other internal INOVASI work units.

3. MANAGEMENT AND OPERATIONS

3.1. Program governance

INOVASI held a National Steering Committee meeting with counterparts from MoECRT, MoRA and the National Development Planning Agency on 30 April 2021 to endorse the areas of focus in our work plan and discuss areas for continued collaboration over the coming year. Key decisions of the steering committee were as follows:

- The committee endorsed INOVASI's work plan through the eight thematic areas, and including rapid support to prepare for schools reopening and for areas affected by tropical cyclones in East Nusa Tenggara.
- The formation of a cross-ministry task force to mitigate the impact of learning loss, especially for marginalised and most affected groups was welcomed. Pending further consultation, the task force may call on sub-national actors and external parties to be more agile and responsive. Government response needs to be substantial and structured because the impact of learning loss can last a generation.
- The committee confirmed its support for INOVASI's gender equality, disability and social inclusion focus and the program goal of learning for all. It also approved the more comprehensive notion of 'inclusion' that covers all marginalised groups and considers 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.
- INOVASI's focus on student learning outcomes in the early grades was agreed and the committee acknowledged that these years lay the foundation for any further learning.
- MoECRT and MoRA can learn from INOVASI's work and incorporate these lessons into policies, strategies and programs. Officials and staff from MoECRT and MoRA could routinely take part in INOVASI activities, including regional visits, to facilitate this process.

In the work plan period, the program plans to hold steering committee meetings at the national level and in three provinces (West Nusa Tenggara, East Nusa Tenggara and North Kalimantan) following the six-month schedule and aligning with participants' availability. Working groups will also be held on a regular basis nationally and sub-nationally.

3.2. Leadership, strategy and planning

To support coordination and collaboration within the team, we have scheduled regular workshops throughout the year. At the time of writing, the INOVASI team is working remotely due to the COVID-19 pandemic, so the workshops are planned as online events. To prepare for implementation of this

work plan, we expect to hold a three-day whole-team meeting in June. This will be an opportunity to share the work plan and set the course for the coming year.

In this work plan period, the program will submit the Six-Monthly Progress Report 2 (31 July 2021), Six-Monthly Progress Report 3 (31 January 2022), the Third Annual Plan (15 May 2022), and the Evidence Report (30 June 2022). In August, we will hold reflection workshops after we submit the six-monthly progress report to allow us to review the program's achievements and constraints as a whole, and inform our planning. We are likely to hold further workshops after the January 2021 six-monthly progress report and conduct a six-monthly reflection workshop in late 2021 or early 2022.

Support from Palladium's Brisbane-based team has been consistent throughout this period. In March, the program director spent a week in the Brisbane office to coordinate with the team there and held a series of workshops on adaptive programming.

Coordination with DFAT continues to be close, with frequent discussions by phone, email, WhatsApp and Zoom as issues arise. We also hold routine biweekly coordination meetings with senior personnel from INOVASI and DFAT's Jakarta-based team, and include DFAT in coordination and planning meetings with senior Gol counterparts and internal planning and reflection workshops.

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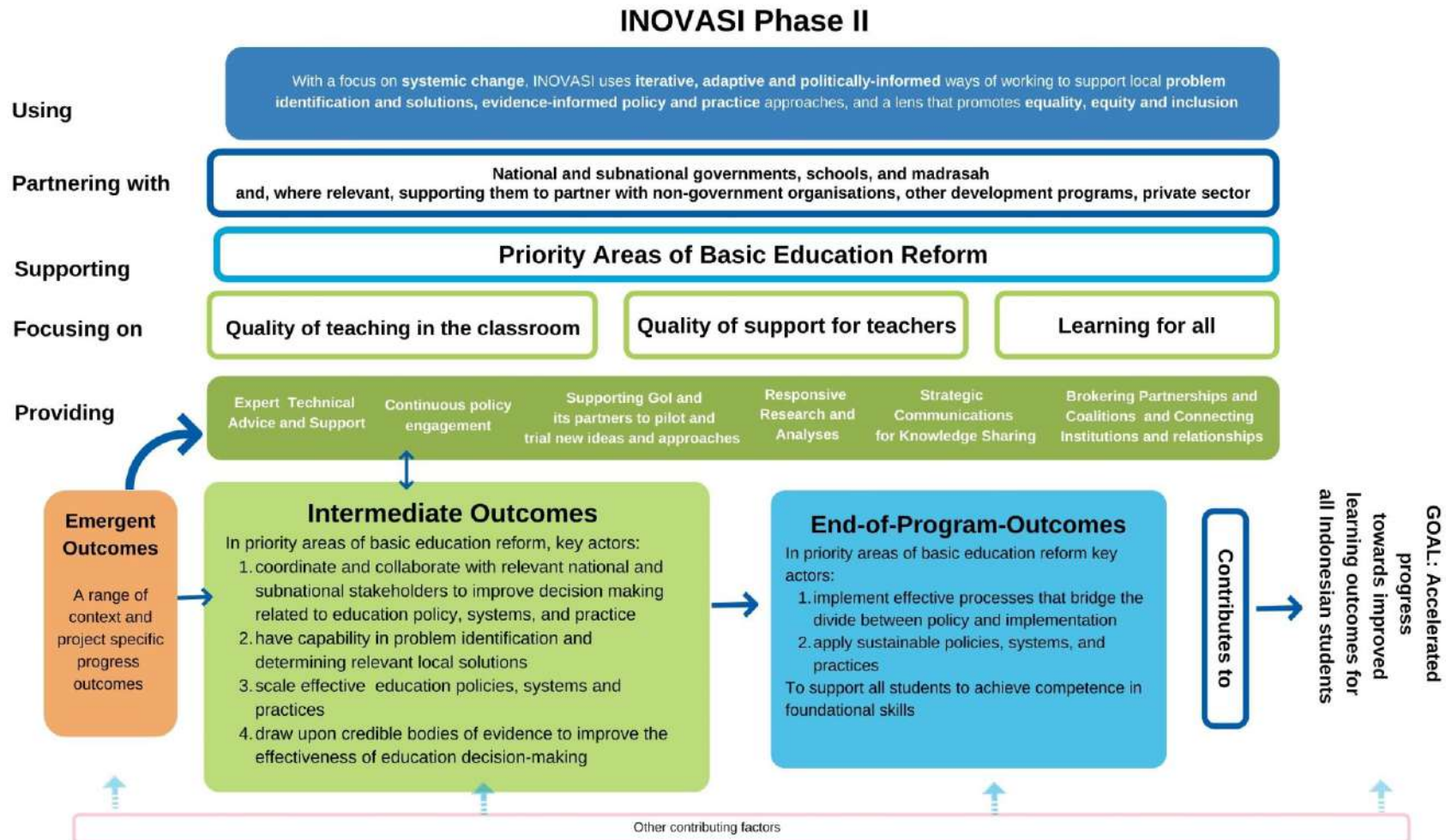
Annexes:

Annex 1: INOVASI Phase II Program Logic

Annex 2 : INOVASI Phase II Partner Districts



Annex 1: INOVASI Phase II Program Logic





Annex 2: INOVASI Phase II Partner Districts

INOVASI PHASE II

Key partner districts

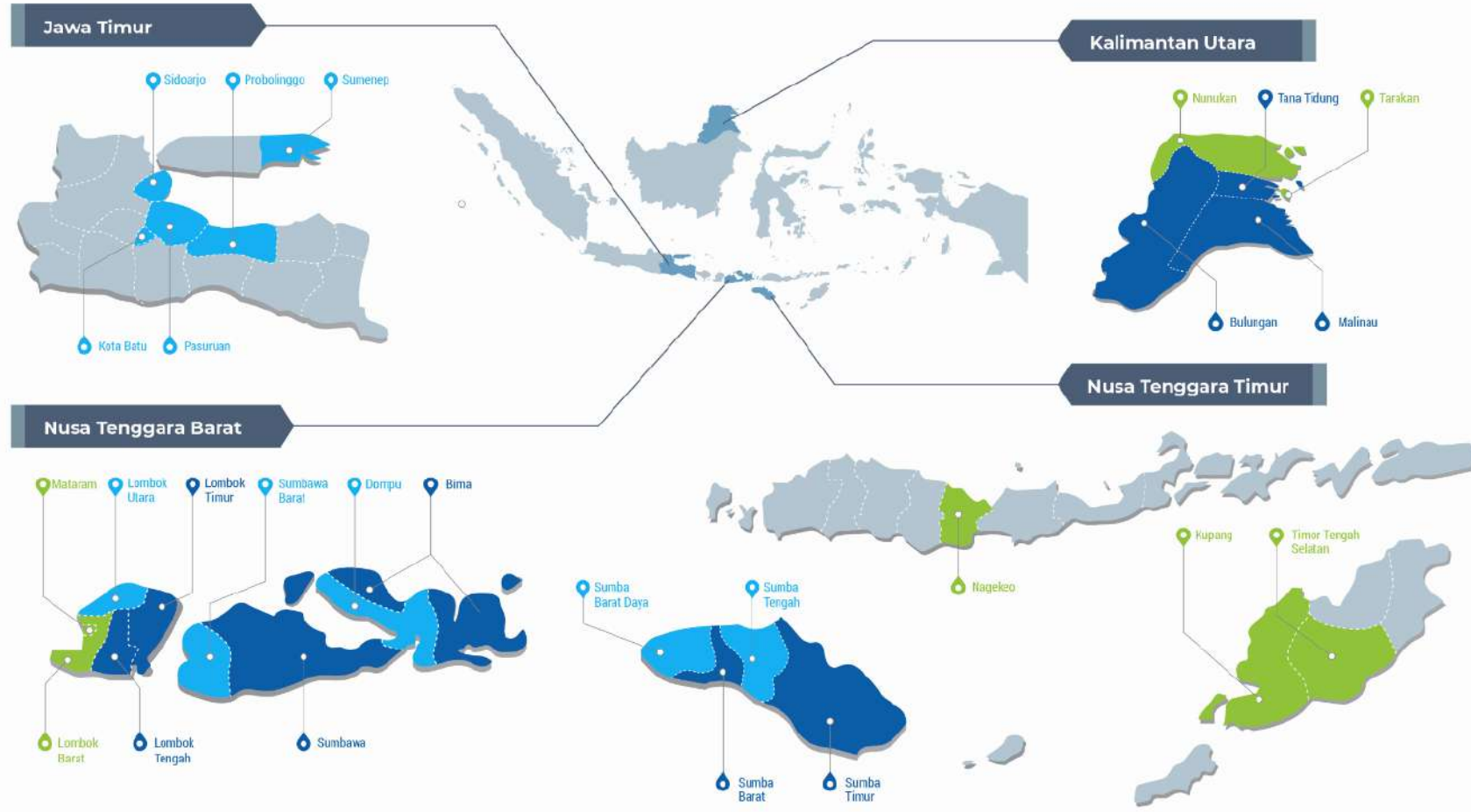
Where INOVASI will conduct major pilots and activities. We expect to have a presence/office in these districts.

Support districts

Where INOVASI are still providing a light support. We will generally not have an office in these districts.

Scale-out districts

New districts, which have opted into the Program with their own funding. INOVASI support will vary depending on the local program. No office




Note: the change from the version in the January 2021 SMPR is to include Sumbawa as a 'key partner district'




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