

Getting to know INOVASI

Innovation for Indonesia's School Children

2016-2020 (Phase 1)



Indonesia has made considerable improvements in access to basic education. Government spending has doubled over the past 15 years, and enrolment in primary education is almost 100%. Despite more children having access to learning opportunities, this has not yet resulted in better learning outcomes. Tests comparing student knowledge and skills in basic literacy and numeracy show that Indonesian students underperform compared with their regional and global peers.

The governments of Australia and Indonesia are partnering through the Innovation for Indonesia's School Children (INOVASI) program to improve education quality in Indonesia. Working with Indonesia's Ministry of Education and Culture (MoEC) and Ministry of Religious Affairs (MoRA), INOVASI seeks to understand how to improve student learning outcomes in literacy and numeracy as well as disability-inclusive education.

Through a Memorandum of Understanding (MOU) between the MoEC and the regional heads in the provinces of West Nusa Tenggara, East Nusa Tenggara, North Kalimantan and East Java, the program has been implemented in 17 districts/cities from 2016 to 2020. Since 2018, INOVASI started its collaboration with 20 NGOs, Teacher Training Institutes (LPTK), and CSOs – through INOVASI grants and partnership program, to implement pilot programs to improve students learning outcomes in four INOVASI partners provinces.

DURATION

January 2016 - June 2020

LOCATION

West Nusa Tenggara

North Lombok, Central Lombok, Sumbawa, West Sumbawa, Dompu, Bima.

East Nusa Tenggara

South West Sumba, East Sumba, West Sumba, Central Sumba.

North Kalimantan

Bulungan, Malinau.

East Java

Pasuruan, Probolinggo, Sidoarjo, Sumenep, Batu City.

PROGRAM BUDGET

AUD 51 million

INOVASI'S DISTINCTIVE APPROACH

Many reform initiatives aiming to improve student learning outcomes in Indonesia have attempted to implement 'one size fits all' solutions and have not generated results that are wholly sustainable. These initiatives are not always relevant for Indonesia's diverse cultural contexts.

The INOVASI program uses a distinctive approach to develop pilot activities and find out what does and doesn't work to improve student learning outcomes in literacy and numeracy. This approach is called Problem Driven Iterative Adaptation (PDIA). The PDIA process sees INOVASI working and learning directly with local partners to explore and identify local problems and co-design locally relevant solutions to learning challenges. The approach is focused on building local capacity.

INOVASI pilot activities focus on how to improve literacy and numeracy learning in primary schools, especially the early grades, through:



Strengthening classroom practice








Improving support to teachers



Ensuring that all children in the classroom are able to learn

INOVASI pilots share some common themes:

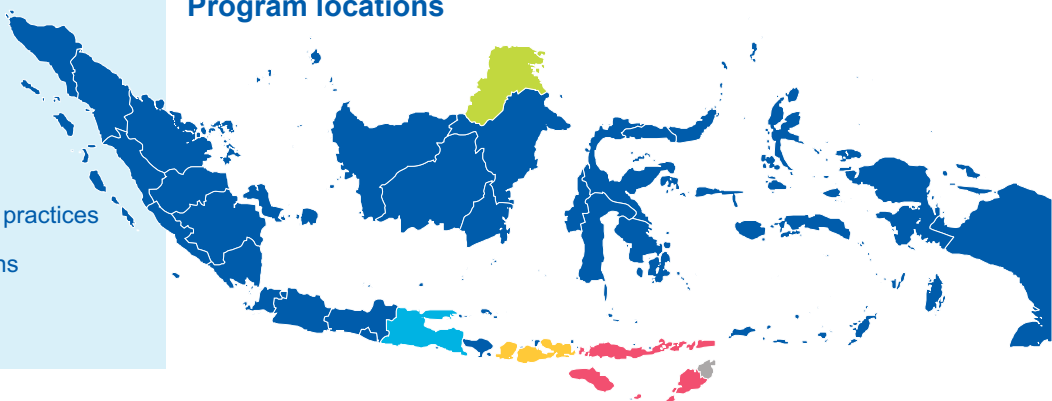
-  Address locally identified priorities
-  Informed by national policy, with learning used to inform policy practice
-  Informed by gender and social inclusion considerations
-  Implemented through local teaching forums in order to give teachers and principals opportunities to share successes and challenges in a supportive environment
-  Evaluated to see to what extent student learning outcomes are improved

How INOVASI works?

Finding solutions that are locally appropriate, technically sound and politically feasible

- Co-design pilots that have a good chance of succeeding
- Put a strong MERL framework
- Communicate the results
- Disseminate and scale-up promising practices
- Conduct research to answer questions that arise from the pilots

Program locations



PROGRAM IMPLEMENTATION

West Nusa Tenggara

The INOVASI program in West Nusa Tenggara Province (NTB) Phase 1 was launched on June 8, 2016. Covered districts include North Lombok, Central Lombok, Sumbawa, West Sumbawa, Bima, and Dompu. Together with its implementing partners, INOVASI has completed fourteen different pilots in six partner districts by end of February 2020. The program has benefited 41,460 primary school students, 1,734 primary school teachers, and 630 primary school principals and supervisors. The program has also built the capacity of 232 local facilitators (Fasda). The end-line results show that teachers' capacity and practices have improved in all six districts. Since 2017, the six target districts have consistently allocated APBD funds with total amount of IDR 8,099,272,412.



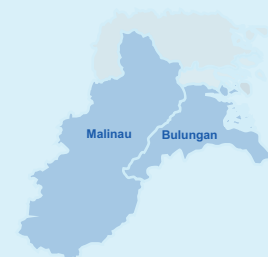
East Nusa Tenggara

The INOVASI program in East Nusa Tenggara Province (NTT) implementation period is November 7, 2017 to June 30, 2020 both at the provincial as well as district level. Covered districts are Southwest Sumba, West Sumba, Central Sumba, and East Sumba, - and in Nagekeo District in early 2020. Together with its implementing partners, INOVASI has completed ten different programs in four partner districts in Sumba by the end of 2019. The program has benefited 40,845 primary school students, 1,560 primary school teachers, and 535 primary school principals and supervisors. The program has also built the capacity of 151 local facilitators (Fasda) and provided 71,948 story books. Seeing the results and outreach of the program, through the Sumba Education Forum (FPPS), the four district governments have committed to scale-out the program to non-partner schools manifested in the allocation of APBD funds for the 2019 and 2020 fiscal years. Until the end of the program, the four district governments APBD has allocated a total of IDR 16,723,283,598.



North Kalimantan

The INOVASI program in North Kalimantan Province (Kaltara) has been implemented from December 12, 2017 to June 30, 2020 in the provincial as well as district levels, namely Bulungan and Malinau Districts – and in Tana Tidung District since early 2020. The programs implemented focus on the literacy, while the focus on numeracy was implemented at the program level, and the inclusion factor is more interpreted as inclusion due to geography. The number of schools in areas that are difficult to reach makes many students are excluded in getting quality education services. Working closely with Bulungan, Malinau and Tana Tidung District governments, the program has benefited 12,247 primary school students, 648 primary school teachers, 224 primary school principals and supervisors. The program has built the capabilities of 222 local facilitators (Fasda). These achievements were also due to the government's commitment in the form of regional budget (APBD) support of IDR 3,600,104,375.



East Java

The INOVASI program in East Java has been implemented from August 8, 2018 to Jun 30, 2020. Implementation in East Java began with the implementation of research and stocktake study in late 2017 to find innovative learning practices in primary education in East Java. The study found 165 promising practices in the fields of literacy, numeracy, and inclusion. These promising practices were then mapped back to the 27 most promising practices which were then exhibited at the East Java Province Temu INOVASI on April 26, 2018 which was attended by the Governor of East Java. In May 2018, MoUs were signed with five partner districts namely Probolinggo, Sidoarjo, Pasuruan, Sumenep, and Kota Batu. Working closely its five district partners, the program has benefited 75,681 primary school students, 2,790 primary school teachers, 959 primary school principals and supervisors. The program has built the capabilities of 147 local facilitators (Fasda). These achievements were also due to the government's commitment in the form of regional budget (APBD) support of IDR 2,724,735,800. Through the grants and partnership program, INOVASI program has also being implemented in Ngawi, Trenggalek and Jember districts (in a partnership with Muhammadiyah).



Collaboration with NGOs, Teacher Training Institutes (LPTK), and CSOs

In July 2018, INOVASI commenced a major new partnership program to support the achievement of program outcomes. A diverse range of non-government partners were engaged, including for grant programs in each partner districts, with an emphasis on coalitions for change and strategic alliances for better literacy, numeracy, and disability-inclusive education practices. Through its partnership program, INOVASI worked with:

