



Australian Government



INOVASI PHASE II

1 July 2020 – 31 Desember 2023

WHO

The Innovation for Indonesia's School Children (INOVASI) Program is a partnership between the Governments of Australia (GoA) and Indonesia (GoI), implemented by Palladium International. The Program works closely with government partners at the national and sub-national level. Key counterpart agencies at the national level are the Ministry of Education and Culture (MoEC), the Ministry of Religious Affairs (MoRA), and the National Development Planning Ministry (Bappenas). The Program also works closely with non-government partners, including civil society organisations, the private sector and other development programs or partners.

WHAT

In July 2020, a second, integrated phase of INOVASI and the Technical Assistance for Education System Strengthening (TASS) Program will begin. INOVASI Phase I (2016-2020) was focused on understanding how student learning outcomes can be improved in diverse settings across Indonesia. Phase I piloted school-level approaches to strengthen teaching and learning, particularly in early grades. These approaches have successfully raised student passing rates in partner schools and fostered locally-led reform and innovation¹. TASS responded effectively to requests for targeted policy advice from national ministry partners, and this support will continue in Phase II under the INOVASI name.

The Program will build on Phase I successes and evidence and will support key areas of basic education reform that will most effectively improve student learning, with a focus on: quality of teaching in the classroom, quality of supports for teachers, and learning for all. Examples of policy areas the Program may support are curriculum implementation, student assessment, teacher standards and professional development and school leadership.

COVID-19 Pandemic

The current COVID-19 pandemic is creating significant short-term and long-term challenges in Indonesia's education sector. Alongside the health impacts on children and their families, most schools are closed and could remain closed for some time. While online learning has been made available, there are major constraints to ensure it results in good learning outcomes for all students, including those living in remote areas who often have no access to these materials. Coordinating with other development partners, the Program will assist GoI in the recovery stage, for example by providing technical advice to national and sub-national partners and potentially developing digital or home-based learning modules.

¹ INOVASI 2020, Internal Preliminary Data Analysis – INOVASI Endline Study.

Program Goal and Outcomes

The Program will support the GoI 2020-24 National Medium Term Development Plan (RPJMN) priority of ‘quality and competitive human resources’, with the goal being to *accelerate progress towards improved learning outcomes for all Indonesian students*. The Program’s expected end-of-program outcomes are:

in priority areas of basic education reform, key actors will:

- *implement effective processes that bridge the divide between policy and implementation;*
- *apply sustainable policies, systems and practices;*

that support all students to achieve competence in foundational skills.

‘Foundational skills’ includes basic skills like literacy as well as 21st century skills. While the Program’s scope is primarily ‘basic education’ (primary and secondary schooling) it will continue to take a systems approach to improving learning and will be able to provide targeted technical advice outside of basic education as required²

WHY

President Joko Widodo has identified ‘human resource development’ as a first-order priority for his second term, including greater emphasis on increasing human capital, the importance of soft skills, national character-building and religious tolerance. Phase II will provide support to these areas within basic education. Indonesia’s success in tackling what is now widely accepted as a ‘learning crisis’ is also of fundamental importance to Australia. Improved student learning outcomes in basic education provide the foundation for a more skilled Indonesian workforce that will drive economic growth and stability. Australia is well-placed to provide this support as a long-term development partner with Indonesia for education.

HOW

The Program will broadly use six **delivery methods**:

- continuous policy engagement;
- responsive research and analyses;
- expert technical advice and support;
- supporting GoI and its partners to pilot and trial new ideas and approaches;
- strategic communications for knowledge sharing; and
- brokering partnerships and coalitions and connecting institutions and relationships.

The Program will continue to be flexible, adaptive and responsive to GoI and GoA priorities. It will continue to use several ways of working, including looking for ways to support gender equity, disability and social inclusion throughout its engagement. Pilots and grants will continue but will be smaller as a proportion of Program resources compared with Phase I. Phase II will seek to achieve a balance between ‘pilots’, ‘scale out’ and supporting ‘systemic change’, with the latter the main focus. Phase II will have a stronger role in brokering partnerships and coalitions between GoI, the private sector and civil society, to support locally-led reform, wider impact and sustainability.

Detailed governance arrangements will be agreed between GoI and GoA in the transition to Phase II, but will continue to include Program Steering Committees at the national and sub-national level.

WHERE

INOVASI Phase II will remain engaged in all four existing INOVASI provinces – West Nusa Tenggara, East Nusa Tenggara, North Kalimantan and East Java. The nature of support to each province may differ over time and compared with each other. The approach to partnering with districts will be more flexible compared with Phase I, with support for each district agreed through the Program governance arrangements. Districts are expected to co-fund activity, including pilot implementation. DFAT funds will be used for technical assistance, co-design, and initial training where required, plus monitoring and evaluation as well as communications. Some districts will be sites for scale-out or for new pilots on various themes.

² The term 21st century skills refers to a broad set of knowledge, skills, work habits, and character traits that are believed – by educators, academics, employers, and others – to be critically important to success in today’s world.