

# Six-monthly Progress Report

## July 2020 – December 2020



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

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



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## LIST OF ACRONYMS

AITSL	Australian Institute of Teaching and School Leadership
AKM	Minimum competency assessment ( <i>Asesmen Kompetensi Minimum</i> )
AKSI	Indonesian students' performance assessment ( <i>Asesmen Kompetensi Siswa Indonesia</i> )
APBD	Local government budget ( <i>Anggaran Pendapatan dan Belanja Daerah</i> )
APBN	State government budget ( <i>Anggaran Pendapatan dan Belanja Negara</i> )
AUD	Australian dollars
Balitbangbuk	MoEC's Research, Development and Book Affairs Agency ( <i>Badan Penelitian dan Pengembangan dan Perbukuan</i> )
Bappeda	Regional Development Planning Agency ( <i>Badan Perencanaan dan Pembangunan Daerah</i> )
Bappenas	National Development Planning Agency ( <i>Badan Perencanaan dan Pembangunan Nasional</i> )
BOS	Schools' operational grants ( <i>Bantuan Operational Sekolah</i> )
COVID-19	2019 Novel Coronavirus
DFAT	Australia's Department of Foreign Affairs and Trade
EOPO	End-of-program outcomes
EPP	Education Pilots and Partnerships Unit
GEDSI	Gender equity, disability and social inclusion
ID-TEMAN	Improving Dimensions of Teaching, Education and Learning Environment
IGRA	Pre-school teachers' association ( <i>Ikatan Guru Raudhatul Athfal</i> );
INOVASI	Innovation for Indonesia's School Children (an Australia-Indonesia partnership program)
J-PAL	Abdul Latif Jameel Poverty Action Lab
KOMPAK	Australia–Indonesian government partnership to reduce poverty ( <i>Kolaborasi Masyarakat dan Pelayanan untuk Kesejahteraan</i> )
<i>madrasah</i>	Islamic school
MAMPU	Empowering Indonesian Women for Poverty Reduction Program
MERL	Monitoring, Evaluation, Research and Learning Unit

MoEC	Ministry of Education and Culture (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> )
PDIA	Problem-driven iterative adaptation approach
PDMS	Program Data Management System
PGSD	Primary school teacher ( <i>Pendidikan Guru Sekolah Dasar</i> )
PSPK	Centre for Education and Policy Studies ( <i>Pusat Studi Pendidikan dan Kebijakan</i> )
Puslitjak	MoEC's Centre for Policy Research ( <i>Pusat Penelitian Kebijakan</i> )
<i>Pusmenjar</i>	MoEC's Assessment and Learning Centre ( <i>Pusat Asesmen dan Pembelajaran</i> )
RISE	Research for Improving Systems of Education
RPJMD	District medium-term development plan
STA	Short-term advisor
TaRL	Teaching at the Right Level
TASS	Technical Assistance for Education System Strengthening (an Australia-Indonesia partnership program)
YLAI	Indonesian children's Literature Foundation

# EXECUTIVE SUMMARY

## Six-month context update

The context changed dramatically in early 2020 due to the coronavirus pandemic (COVID-19) and, as an adaptive program, we pivoted our approach and adjusted our activities accordingly. One result of this was that the transition process we envisaged completing during the final six months of Phase I was slowed down but after adjusting the budget for contracting process, we had the full program team on board by the end of the first quarter of Phase II. A major focus for the six-month period was negotiating, preparing, finalising and disseminating workplans and key strategy documents.

Indonesia, like the rest of the world, has been profoundly impacted by the pandemic. Schools across the country have been closed throughout this six-month period, travel and normal economic activity has been severely limited, and government offices have been closed or partially closed throughout. While continuing to support Indonesia's longer-term education policy reforms, INOVASI has focussed heavily on supporting the national and sub-national governments to respond to COVID-19, supporting learning from home, and preparing for school reopening. INOVASI offices have been closed, and the team has worked from home throughout this period, maintaining and building working relationships with Indonesian counterparts online.

The political context has also been dynamic and uncertain although key stakeholders and partners from Phase I remain active in the education sector and results of the December 2020 regional elections are now known. There were several changes in INOVASI's key counterparts over the reporting period. This has meant re-socialising the program with new counterparts who are unaware of the program, and delays in implementation for some activities while new partners settled into their roles and identified their priorities. Largely, the changes in personnel will not negatively impact the program as most are known to members of the team, though some relationships will need to be strengthened over the coming period to enable the program to continue its role as a trusted partner, and critical friend.

During this reporting period, we consulted with our government partners to agree on program priorities and finalised an annual workplan that was endorsed in the first national steering committee meeting on 14 October, and approved by DFAT on 27 October 2020. The government is undertaking major reforms in the basic education sector. INOVASI is providing support to both MoEC and MoRA as they work on: a new national curriculum; assessment systems; teacher standards, recruitment, training, deployment and professional development; and new approaches to character education and religious moderation. MoEC and MoRA continue to work on these longer-term priorities, so they do not lose momentum when Indonesia begins to recover from the impact of the COVID-19 pandemic. In addition, INOVASI has supported the Indonesian government's response to COVID-19 by conducting studies on learning from home in different contexts, supporting development and implementation of an emergency curriculum,<sup>1</sup> and advising on the impact of the pandemic. These priorities are reflected in our workplan and in the focus of activity over this six-month period.

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<sup>1</sup> Note that the 'emergency curriculum' which was prepared by MoEC for use in the pandemic is now sometimes referred to as the 'special circumstances curriculum' as it may be relevant for other situations where schools are closed, such as natural disasters or civil unrest. Other terms commonly used are 'learning from home' (belajar di rumah, or BDR) and 'distance education' (Pendidikan jarak jauh, or PJJ). Throughout this report we use the term 'emergency curriculum' which is current for the period of reporting.



## Program Performance (July – December 2020)

We developed the 2020–2021 workplan collaboratively and the dynamic context drove our thinking in planning discussions. As INOVASI is increasingly conceived as a *partnership*, owned by our Indonesian government partners, along with the Australian government, the context and priorities of our counterparts are central to our work. This is at the heart of our sustainability strategy and reflected in the governance arrangements we negotiated and finalised during the six-month reporting period. Consequently, INOVASI's workplan for 2020–2021 and beyond assumed buy-in from Indonesian government partners at all levels. In the short to intermediate term, however, the COVID-19 pandemic has reduced the government's capacity to engage in the design and funding of INOVASI programs and pilots. This has meant more input and leadership from program teams than anticipated during the first six months, especially at sub-national level.

INOVASI's workplan brought together key elements from the program's eight work units under seven focus areas for 2020–2021: (1) COVID-19 response and recovery; (2) gender equity, disability and social inclusion (GEDSI); (3) curriculum and assessment; (4) teachers and school leadership; (5) Islamic education; (6) monitoring, evaluation, research and learning (MERL); and (7) knowledge brokering and building coalitions. This six-monthly progress report describes progress against each of these focus areas.

Key activities undertaken in this reporting period included the following:

**Supporting Indonesia's COVID-19 response and recovery** through technical and implementation assistance for national and sub-national stakeholders on the emergency curriculum and learning from home policies. This included regularly collecting feedback from districts, teachers and parents on remote learning. The result is an improvement in the content and implementation of the emergency curriculum and better logistics, especially for children who do not have internet access and those who are remote. Going forward, INOVASI will continue to support the COVID-19 recovery, and in early 2021 undertake a comprehensive learning gap study. The objective of the study is to inform the development of MoEC, MoRA and local government policies and programs for COVID-19 recovery in the basic education system. The study will identify the effects on primary school learning, particularly of disadvantaged students, in the four INOVASI provinces.

**Developing the areas of engagement for GEDSI** that we initiated in Phase I and exploring opportunities to support our national and sub-national partners in using the evidence gathered for decision making: One key activity is the Student Learning Profile (*Profil Belajar Siswa*), that helps practitioners to identify students with disabilities. The instruments were finalised at the end of December 2020, based on inputs from MoEC, MoRA and university partners - as well as on experience from INOVASI pilots and field implementation in 2019–2020. INOVASI is helping MoEC design the Student Learning Profile instrument interface and support a second round of piloting. INOVASI has also been asked for support in developing: (1) MoRA's GEDSI Strategy; (2) MoEC's Inclusive Education Strategy; (3) research and research institutes for inclusive education with local universities; and (4) inclusive *madrasah* documentation. We will also include a significant GEDSI component in a comprehensive COVID-19 learning gap study. We are currently engaging with numerous development partners, GEDSI-focused organisations and universities to explore areas for further collaboration with INOVASI and with each other.

**Planning the piloting for Indonesia's new curriculum and roll-out of the new assessment system** in 2021: In preparation for this, we are: (1) supporting MoEC's curriculum centre in designing and planning the testing process for the revised curriculum through regular discussions as well as investigating and troubleshooting issues that arise in the process; and (2) helping MoEC's assessment and learning centre develop and plan to implement its new competency-based literacy and numeracy assessments. Counterparts reported that discussions with INOVASI increased their knowledge and understanding of what each stage of the curriculum revision involves, from organising and delivering through to implementing and monitoring. We worked with local government, teacher training institutes and non-government partners to plan for their pilots in 2021. While most schools were closed in Indonesia throughout this six-month period, most were expected to reopen or partially reopen in January. This may make it possible to continue with plans for new pilots and scale-out activity that require face to face interaction and open schools, where it is safe to do so.

**Support for teacher management, school leadership, and continuing professional development:** This is central to improving basic education and achieving better learning outcomes for all and we continued to focus on building cluster-based approaches to delivering continuing professional development (teachers' working groups) within districts. This included using these groups to pilot changes in teaching practice for literacy, numeracy and inclusive education, and to provide feedback for MoEC and MoRA as they develop and implement their reforms in teachers' professional development. We continued to support MoEC's team of advisors in designing a suite of programs to support teachers' continuing professional development across the system: *Program Organisasi Penggerak, Sekolah Penggerak and Guru Penggerak*. These programs are expected to commence in the first six months of 2021. We also continued our support to MoEC and MoRA's continuing professional development programs including: continued development and implementation of these programs at the district level; developing teachers and principals' competency frameworks, including through public consultations; digitalising the school evaluation system; and advancing the digital learning agenda both for students' remote learning during the pandemic and also for further reach in teachers' professional development programs. These reform initiatives are long-term in nature, and so INOVASI will continue this support going forward.

**Providing technical advice to MoRA and our partners for the *madrasah* – Islamic education – system:** The *madrasah* educate 20 per cent of children in Indonesia and, while MoRA oversees the system, most *madrasah* are privately owned and affiliated with the Islamic organisations, *Muhammadiyah, Nahdlatul Ulama Ma'arif* or *Nahdlatul Wathan* in Lombok. Building on successful collaborations with TASS and INOVASI in Phase I, our technical advice to MoRA covered the following areas: (1) developing, finalising and reviewing MoRA's continuing professional development guidelines, modules and instruments; (2) applying the *madrasah* continuing professional development program to early childhood education; (3) developing plans to pilot the continuous professional development program, that was developed with TASS and INOVASI Phase I support, online; (4) developing a 'roadmap' for inclusive *madrasah* that incorporates GEDSI principles in implementing the continuing professional development program; (5) conducting 263,000 teacher competency assessments using TASS Phase I instruments; and (6) strengthening MoRA's information systems for the continuing professional development program. This work is ongoing and will continue into future reporting periods. INOVASI is also supporting MoRA's moderate religion initiative. We held productive consultations with the large Islamic organisations and established productive relationships with their offices in East Java and West Nusa Tenggara, in some cases through brokering official partnership agreements with the district MoRA offices.

**Providing timely, relevant information to support decision makers and practitioners, as part of our role of knowledge brokering and coalition building:** This included sharing research, evidence, practices and approaches with MoEC and MoRA to inform their COVID-19 policy and programming (including from international sources). As INOVASI aims to build coalitions of decision makers, practitioners and policymakers to bring the various actors together around issues, we have also brought in civil society organisations and other development programs to contribute to the knowledge base and benefit from our knowledge products where appropriate.

Communications efforts help to build coalitions and strengthen the education ‘ecosystem’, particularly in areas where consensus is emerging about the need to do things differently. During this period, DFAT agreed that INOVASI should pursue discussions with a range of proposed grantees and sub-contractors. Government plans to increasingly co-fund or fully fund activities were constrained in this period due to the effort and costs involved in the COVID-19 policies and programs. At the same time, philanthropic organisations that may have co-funded the scale out of INOVASI pilots, diverted their funding and attention to addressing the pandemic. Meanwhile, we are negotiating several strategic grants and co-funding arrangements: (1) that could strengthen the education system through increased reach, relationships or by developing specific skill sets; (2) where partner resources are constrained; or (3) where partners are reluctant or unable to commit the limited resources they have available for initial piloting. These partnerships will be reported on in more depth through routine reporting to DFAT and in the next six-monthly progress report.

INOVASI has started working with local governments to develop technical drafts of their mid-term development plans and strategic development plans required following the local elections. We leveraged this work to bridge cooperation between local and national (MoEC) levels of government and MoEC’s planning bureau participated in the district government planning meetings. In East Nusa Tenggara, this included advising the districts on incorporating the province’s ‘Grand design for education’ priorities and targets into their technocratic plans (literacy, numeracy, character education, mother tongue-based multilingual education and GEDSI). INOVASI will continue to strengthen collaboration between local and national governments, seeking to strengthen two-way development of strategic plans and targets, if possible, across MoEC, MoRA and Bappenas.

INOVASI’s **monitoring and evaluation** for this first performance reporting period found that *we are achieving emergent outcomes at an expected level*. The evidence to date suggests we are building the necessary foundations although, with less than six months of implementation, it is too soon to gauge if these emergent outcomes are sufficient to lead to intermediate or higher-order outcomes. Higher-order outcomes rely on more institutionalised approaches to stakeholder engagement and a strong focus on systems change.

INOVASI is currently implementing 14 key ‘activities’ across the program - 6 at the national level and 8 at the sub-national level. These were discussed above in the work plan focus areas, and include, for example, work on COVID-19 response and recovery, curriculum reform, and continuing professional development for madrasah teachers (see Annex 8). All the 14 ‘activities’ monitored in this reporting period work across national, provincial and district government and demonstrate one or more emergent outcomes and suggest positive changes in knowledge, skills, understanding, confidence and attitudes, with 43 per cent demonstrating new skills and knowledge being applied to change practice.

Nine of these ‘activities’ (64 per cent) demonstrated one, two or all three of the following positive changes in:

- key actors' input to decision-making and policy dialogue;
- interactions, linkages and relationships between key actors;
- capability to commit to collective action to achieve systemic change.

Four 'activities' (29 per cent) demonstrated participants' ability in accessing, analysing and sharing data for decision-making. One activity also demonstrated how communications facilitate the knowledge-to-policy-to-practice process.

All individual activity theories of change indicate alignment with INOVASI intermediate outcomes, EOPOs, the system levers, though in several instances, these links are loose. A majority of activities build on work of Phase I, which were aligned to the then outcomes and which also align with Phase II outcomes. Many activities would benefit from a more robust assessment of the alignment.

INOVASI's first round of monitoring and evaluation was completed in December 2020, with analysis completed in January 2021. Two significant lessons were learned from the first six months on Phase II: (1) systemic change needs a whole-of-Program approach, and (2) systemic change needs a more methodical approach to stakeholder engagement. INOVASI is adapting to these early lessons through internal reflection processes and reviewing activities in advance of the next work plan as 1) the first round of strategy testing and monitoring processes due to take place in the coming six months, will assist in future planning and 2) work units will ensure stakeholder analyses are facilitated early in 2021 in time to inform the next set of workplans.

## Management updates

In this reporting period, the program established leadership and management structures for Phase II – and made adjustments to internal ways of working, lines of reporting and coordination. This was critical for a strong start to the new, integrated program.

The senior management team worked closely with DFAT, government counterparts, the Palladium corporate team and key international advisors to clarify the program direction, core strategies, internal ways of working and especially the matrix management system. We submitted four strategies and two program workplans to DFAT and these were agreed. The strategies covered: Monitoring, Evaluation, Research and Learning (MERL); Communications and Stakeholder Engagement; Gender Equality, Disability and Social Inclusion (GEDSI); and Sustainability and Scale-out. We also held staff socialisation sessions for each of these strategies.

A full management meeting and whole-team meeting were held in July and October respectively. The program leadership reinforced team solidarity with key messages that built on the successes of Phase I in both programs but reinforced the need to continuously review program strategies, policies and processes, particularly related to COVID-19 health and work conditions.

Going forward, we will continue to explore and adopt creative approaches to team building and coordinating the program in a remote working context, especially as working from home continues for the foreseeable future.

As of 31st December 2020, Palladium had invoiced DFAT a total of AUD 4,014,297 of reimbursable costs since the beginning of Phase II on 1st July 2020 of the AUD12,773,327 budgeted for the 2020-21 financial year.

# 1. INTRODUCTION

This is the first six-monthly progress report of INOVASI Phase II. During this initial six-month period of July–December 2020, our focus was on making the transition from Phase I of the two programs and supporting Indonesia’s response to the COVID-19 pandemic in the basic education sector. This included re-engaging staff and resetting strategic direction, establishing formal governance arrangements and relationships with counterparts and partners, and identifying scope for the program to support Indonesia’s education system in responding to the COVID-19 pandemic and managing learning from home.

## 1.1. Program background

INOVASI is managed through eight program areas: Systems and Policy (S&P); Education Pilots and Partnerships (EPP); Monitoring, Evaluation, Research and Learning (MERL); Communications (Comms); and the four provinces: North Kalimantan, West Nusa Tenggara (NTB), East Nusa Tenggara (NTT) and East Java. While these program areas exercise a degree of autonomy to encourage innovation and local initiatives, our approach is integrated in a purposive and strategic way.

## 1.2. Context

The context changed dramatically in early 2020 due to the coronavirus pandemic (COVID-19) and, as an adaptive program, we pivoted our approach and adjusted our activities accordingly. One result of this was that the transition process we envisaged completing during the final six months of Phase I slowed down. However, after adjusting the budget for the contracting process, we had the full program team on board by the end of the first quarter of Phase II. A major focus for the six-month period was to negotiate, prepare, finalise and disseminate our workplans and key strategy documents relating to: monitoring, evaluation, research and learning; communications and stakeholder engagement; gender equality, disability and social inclusion (GEDSI); and sustainability and scale-out. At the time we submitted the work plan, we assumed there would be a return to semi-normality, including schools reopening across the country, by the end of 2020. However, the situation remains that most schools are closed and movement is restricted. While this has had and continues to have, an impact on our program activities, the program is adapting to meet the challenge.

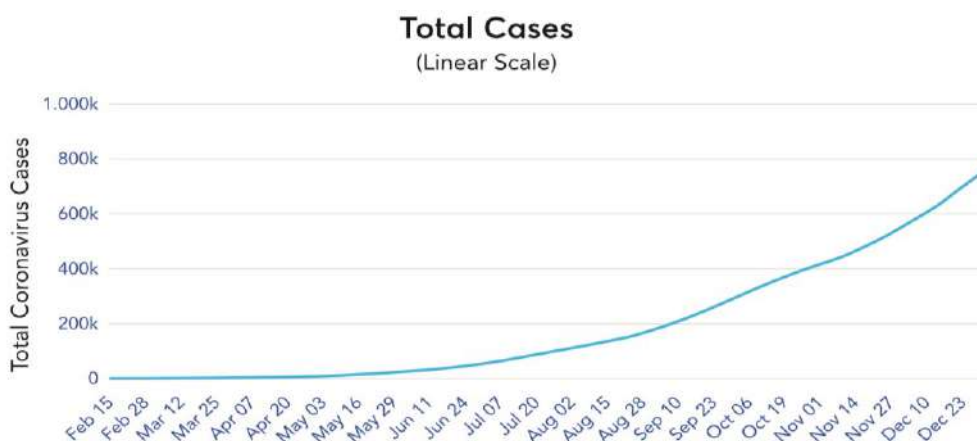
While the political context has also been dynamic and uncertain, some key stakeholders and partners from Phase I are still active in the education sector, and the December 2020 regional election results have now been announced. In this reporting period, these and other factors contributed to unexpected opportunities arising and political support for current priorities necessitating change over time. In the short to intermediate term, INOVASI has been continually adapting its approach and focus to find the most effective ways to support our government partners in responding to the pandemic. In the longer term, we recognise the ongoing possibility of change in the political, educational and social contexts, and maintain the flexibility to adapt and realign as needed. This is at the heart of our adaptive approach to programming and how we can remain relevant to our stakeholders by quickly responding to the environment around us – without losing sight of our goals or our sustainability.



## COVID-19 Update

The COVID-19 pandemic began in Indonesia in February 2020 when the first cases were detected and by mid-March the country began imposing restrictions on travel and movement. At the end of this reporting period (as at 5 January 2021), Indonesia had officially recorded 772,103 cases of COVID-19, with 22,911 deaths and 639,103 recoveries. Real numbers are likely to be much higher with many cases unreported (Jakarta Globe, 2020).

**Figure 1: COVID-19 cases in Indonesia – official statistics, 4 January 2021**



Source: Worldometer (online database) (2021)

The infection rates vary across the country, with the highest rates in Jakarta and across Java, and lower rates in West Nusa Tenggara, East Nusa Tenggara and North Kalimantan. Jakarta has around 25 per cent of cases in the country and the highest rate of mortality (Jakarta Globe, 2020; WHO, 2020). Indonesia has already received three million doses of the Sinovac vaccine and expects to receive doses from AstraZeneca and Pfizer in early 2021.

INOVASI closed all offices and moved to work-from-home arrangements on 17 March 2020. Most INOVASI staff members remained in or returned to their home-base at this time and continued working from home throughout the year. Three of the senior management team relocated and remain in Australia and New Zealand until now.<sup>2</sup> Domestic travel and face-to-face meetings with counterparts were kept to a minimum and only took place if they were deemed essential and safe, and if the INOVASI staff member was comfortable with the efforts in place to minimise risk.

Based on the Minister of Education Circular No 4 of 2020 on the Implementation of Education Policy amidst the COVID-19 Outbreak, issued on 24 March, Indonesian schools closed in April and remained closed throughout the year. On 20 November, a new decree devolved authority for reopening schools to districts and to the schools and their communities.<sup>3</sup> Only 13 of Indonesia's districts reopened the<sup>4</sup> schools in November–December 2020. Some districts, such as Bulungan in North Kalimantan, Pasuruan and Sidoarjo in East Java, as well as East Sumba and Nagekeo in East Nusa Tenggara, Annex 1 and further information is included in Annex 1. INOVASI provided

<sup>2</sup> Program Director, Mark Heyward, is currently based in Hobart. Deputy Program Director, Feiny Sentosa, is currently based in Dunedin, New Zealand and Planning and Quality Assurance Manager, Teagan Hood, is currently based in Brisbane.

<sup>3</sup> Joint Decree of Ministers of Education and Culture, Religious Affairs, Health, and Home Affairs on the Guidelines for Managing Learning during the School Year of 2020/2021 and Academic Year of 2020/2021 during COVID-19

<sup>4</sup> The districts that have reopened the schools are Malinau and Tana Tidung in North Kalimantan; Batu City, Sumenep and Probolinggo in East Java; Southwest Sumba, West Sumba and East Sumba in East Nusa Tenggara; and Bima, Dompu, West Sumbawa, North Lombok and Central Lombok in West Nusa Tenggara

support to national and district governments to help inform government policy, support learning-from-home and mitigate the risk of learning loss resulting from school closures (see section 2.1 on COVID-19 support). With schools considering reopening, attention is now turning to longer-term recovery rather than short-term responses (see section 2.1, sub-section COVID-19 Recovery).

Based on INOVASI's experience in partner districts and schools, the capacity of teachers, schools and district education systems to deliver schooling during this period of school closures has been extremely limited. The system has relied on a level of creativity and initiative from teachers, as well as access and ability for online teaching and learning, that is largely missing – especially in remote areas, but also in cities. Good quality materials were produced by MoEC (collaborating with INOVASI

### **Box 1: Indonesian government policy on schooling during COVID-19**

In response to the COVID-19 pandemic impact on teaching and learning, the Minister of Education and Culture issued six policies between March and November 2020. Circular No 2 of 2020 on Prevention and Management of COVID-19 within the Ministry of Education and Culture (9 March) requires schools to keep children safe by following the health protocols and Circular No 4 of 2020 on Implementation of Education Policy in Emergency during COVID-19 Spread (24 March) requires schools to conduct learning from home. In response to emerging needs in schools, on 9 April the minister issued Regulation No 19 of 2020 on Amendment to the Regulation of the Minister of Education and Culture No 8 of 2020 on Technical Instructions for Regular School Operational Assistance that allows schools to: fund access to online learning from home; buy hand sanitizer, soap and masks; and to pay honoraria for teachers without the previous limit of 50 per cent of the schools operational grant (BOS) funds.

On 8 May MoEC issued Ministerial decree No 719/P/2020 on Guidelines for Curriculum Implementation in Educational Units under Special Circumstances. It provides technical and operational details on teaching and learning from home, both online and offline, as well as details of websites to access information on COVID-19, a total of 23 websites for online learning and seven that provide access for offline learning.

On 4 August the Minister of Education and Culture responded to the worsening pandemic situation by issuing Ministerial decree No 719/P/2020 on Guidelines for Curriculum Implementation During Special Conditions. This gave schools flexibility in implementing the curriculum by stating that: (1) teachers and principals can independently decide to simplify the curriculum and implement it flexibly; (2) schools are not required to complete the full curriculum for children to graduate or be promoted to the next grade level; (3) teachers were no longer required to meet the 24 hours face-to-face teaching–learning stipulated; (4) teachers should use valid, reliable, fair, flexible and authentic diagnostic assessments to monitor their students' cognitive and non-cognitive skill levels; (5) teachers should use the feedback from these assessments to select learning strategies and provide remedial support for children at risk of falling behind; and (6) teaching and learning must be contextual and meaningful.

Lastly, partly based on advice from INOVASI and other development partners, the government identified the barriers students might face in implementing the learning-from-home policy. On 20 November, therefore, the ministers of Education and Culture, Religious Affairs, Health and Home Affairs issued a joint decree on Guidelines for Managing Learning during School Year of 2020/2021 and Academic Year of 2020/2021 during COVID-19. Regular schools and religious schools (*madrasah*) were permitted to reopen for face-to-face teaching and learning on campus, depending on the decision of local government.

INOVASI and development partners provided input into the Ministry's approach to policy guidance, though much of INOVASI's role in the six month period was to support implementation strategies at the sub-national level. See section 2.1 on COVID-19 for more information on INOVASI's support to translating the policy to implementation at the national, provincial and district level.

partners) to support implementation of the 'emergency' curriculum, but these were often unused due to lack of funds to print them out. In some cases, teachers were able to support ongoing learning through occasional home visits or gathering children in village centres. WhatsApp has been the most commonly used communication tool.

## July–December Political Developments

For some years, unofficial precedent has seen the position of Minister of Education and Culture being held by a *Muhammadiyah* candidate while the position of Minister of Religious Affairs was held by a *Nahdlatul Ulama* candidate. These organisations were surprised and disappointed when outsiders were appointed to the two positions in 2019 and thus the new ministers have had to work on engaging with these organisations.

Scrutiny by the media and national parliament on the speed and relevance of MoEC's response to the COVID-19 pandemic and its pursuit of other policy reforms resulted in rumours of a cabinet reshuffle towards the end of the first quarter of this INOVASI workplan period (July to September 2020). The cabinet reshuffle took place in December 2020 and Yaqut Cholil Qoumas, previous head of the *Nahdlatul Ulama* youth organisation, Ansor, replaced Fachrul Razi as Minister of Religious Affairs while Nadiem Makarim retained his position as Minister for Education and Culture. The new minister had not yet established MoRA's priorities during the reporting period. The tension with *Muhammadiyah* remains, however, and was evident when Professor Abdul Mu'ti, Secretary General of *Muhammadiyah*, declined the position of Vice Minister of Education and Culture at the same time. INOVASI has maintained good relationships with both *Muhammadiyah* and *Nahdlatul Ulama* throughout this period.

While the issue of major reshuffles in the ministries appeared to quieten down towards the end of 2020, a senior leadership change is still possible and this could threaten reforms already initiated but still vulnerable to reversal or amendment, such as in curriculum, assessment and teacher policy. INOVASI has been responding to this risk by working closely with both the team from the minister's office and appointed consultants as well as the bureaucracy to ensure continuity of engagement in the event of leadership change.

The major reforms being driven by the Minister of Education and Culture are all politically sensitive. To mitigate the political risk, strict confidentiality requirements were imposed on the teams of consultants and ministerial advisors crafting the reforms. This has made it near impossible for INOVASI to play our intended role of using our reach and relationships in districts and schools to pilot new initiatives and provide feedback and input from the field to inform the policy development process. It has also created a further risk that with the consultant team driving the reforms, MoEC's bureaucracy may feel distanced and disenfranchised from the process, and resistant to the new policies. Where possible, INOVASI has attempted to address this risk by engaging with both the bureaucracy and the consultant team and bringing the two together when appropriate. We have also continued to provide technical support to MoEC as described in the next section on Program Performance.

There were several changes in INOVASI's counterparts over the reporting period, including: a new counterpart in the Research and Development Agency (Balitbang) after the previous head officially retired - though he remains the acting Head of Balitbang, and the INOVASI national Steering Committee-, a new secretariat in the Research and Development Agency; a new acting head of the Education Policy Research centre (*Puslitjak*); and a rotation of directors in the Directorate General for Teachers and Educational Personnel (GTK), including the Director for Professional Development

and Support for Teacher and Education Personnel, and the Director of Teacher and Educational Personnel for Secondary and Special Education. In MoRA, new appointments included: the Minister of Religious Affairs; the Director General for Islamic Education; Director for Teachers and Education Personnel; a new officer responsible for the MoRA continuing professional development program; and a vacant post of Secretary to the Director General for Islamic Education. The heads of MoRA provincial offices in East Java and West Nusa Tenggara also changed. INOVASI has ongoing relationships with some new counterparts and we have built relationships with others through a combination of zoom meetings and exceptional face-to-face meetings where we found the zoom format was not conducive to developing relationships.

Regional elections were held across Indonesia on 9 December 2020. As a result, our counterparts in many INOVASI districts were distracted during the campaign period and we are re-establishing working relationships with new district heads and officials in many areas. The relationships are promising. In general, the districts are very supportive and appreciative. In partner districts, the DPRD have shown willingness to change by supporting the policy and providing a budget (APBD) - and putting pressure on the Education Office (*Dinas Pendidikan* and *Bappeda*) to reallocate the budget for pro-learning. GEDSI however, is new concept that they need time to understand. In Nagekeo for example, representatives of the DPRD (both the budget commissions) are active members of *Pokja*/working group chaired by the *Bupati*. In other districts if they are invited, DPRD will participate and speak. Learning from Nagekeo and Sumba, INOVASI will seek to engage DPRD members actively in the *Pokja*, so they can influence and contribute, right from the outset.

Eleven district leaders in INOVASI's partner districts were newly-elected this term (see Annex 2 for the election results). Only Bima and West Sumbawa districts remained unchanged. Where new district heads have been elected, the education office heads are likely to change, along with other key counterparts, possibly extending to school heads.

As we had limited engagement with the new office holders until after the election, the next six months – up to and following the inauguration of the regents and vice regents (*Bupatis* and Deputy *Bupatis*) – will require strong engagement with all of these elected officials to re-socialise the program with ongoing partners, and to bring attention to the program for new district leaders. As soon as the new district heads are inaugurated in the first half of 2021,<sup>5</sup> we will engage closely and form the district working groups (*pokja*) as soon as possible.

*North Kalimantan:* Elections for regional heads (governor and *Bupati*) were completed. North Kalimantan has a new governor and deputy governor while the districts of Bulungan, Tana Tidung and Malinau have new *Bupatis* and Deputy *Bupatis*. INOVASI is familiar with all the new regional heads. In January, INOVASI will approach the new regional heads since we have the opportunity to assist in preparing the first-year plans and the regional medium-term program plans (RPJMD) in collaboration with MoEC. The new Vice Governor is a former *Bupati* of Malinau. We can assume support for INOVASI, but it will take time for the new administration to settle. The sooner INOVASI and Bapak Totok Suprayitno can meet them the better. Bapak Totok is the Co-Chair of INOVASI's national steering committee and is expected to meet the new incumbents in the Provincial Steering Committee meeting scheduled for April.

*West Nusa Tenggara:* The former Deputy *Bupati* was elected as *Bupati* in Central Lombok and the incumbents were re-elected in Bima and West Sumbawa districts. New *Bupatis* were elected in Sumbawa and North Lombok and both appear to have a strong interest in education. As a result, we

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<sup>5</sup> Most inaugurations are expected to take place in February-March.



can expect similar or even stronger support for our program in all six Phase I districts and in the new partner district of East Lombok.

*East Nusa Tenggara:* New *Bupatis* and Deputy *Bupatis* have been elected in our partner districts of East Sumba and West Sumba and they are not yet familiar with our program and therefore time will be needed to socialize the program and explore opportunities for partnership. In West Sumba, where the incumbent *Bupati* and Deputy *Bupati* lost the election by a narrow margin, an appeal is being lodged with district election committee related to alleged unconstitutional practices in the election. However, the political situation in general is calm.<sup>6</sup>

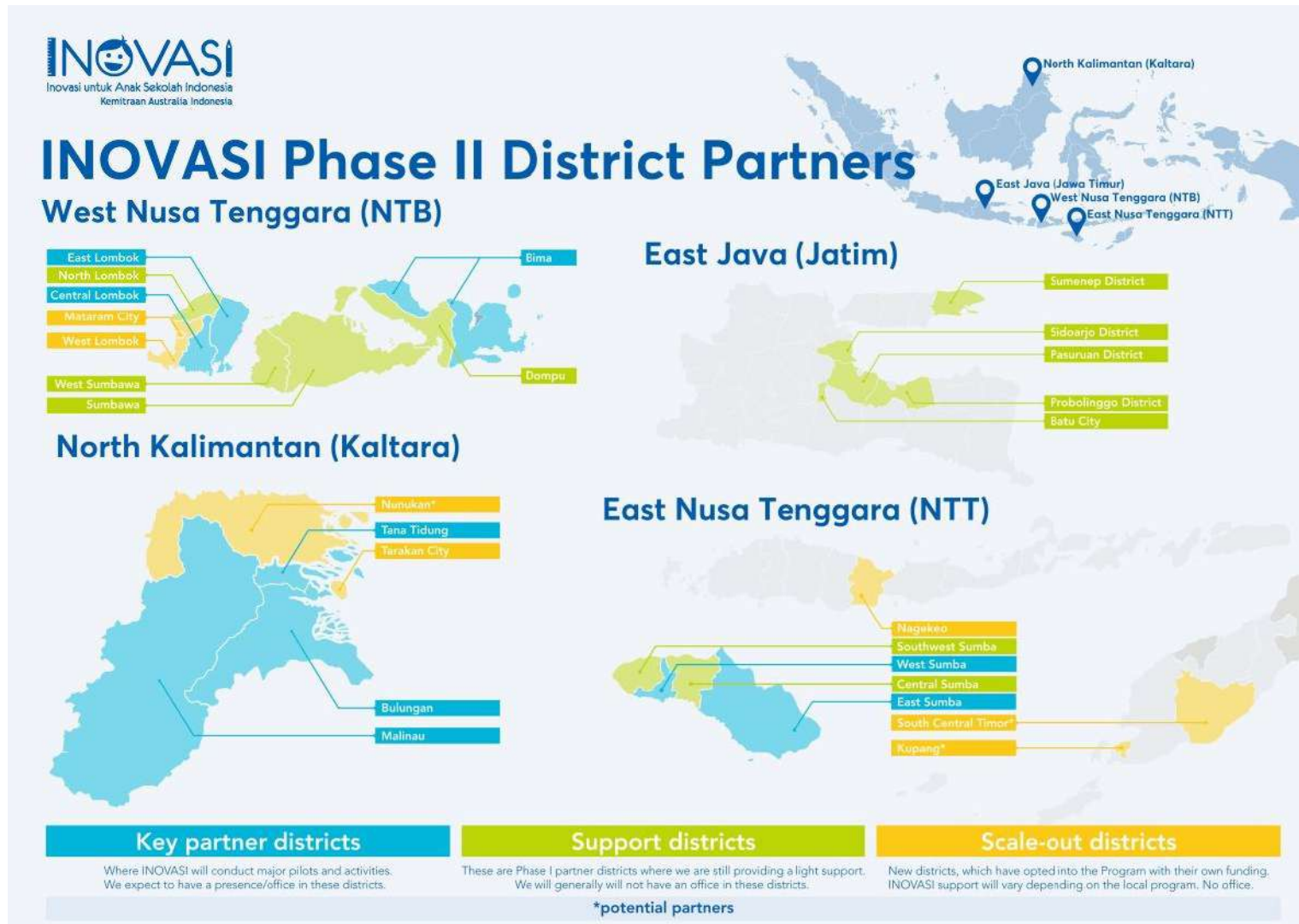
*East Java:* New *Bupatis* have been elected in the key partner districts of Sumenep and Sidoarjo. This will likely result in progress slowing down in these districts while we establish a working relationship with new district heads and clarify any changes to education policy and priorities (with the exception of the new *Bupati* in Sumenep who formerly served as the Deputy *Bupati* and is familiar with INOVASI Phase I).

In the reporting period, INOVASI also confirmed which districts would be 'key', 'support' and 'scale-out districts through a process of informal discussion with partners and assessment of commitment.

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<sup>6</sup> A trial at the constitutional court is scheduled to commence on 26 January 2021, however the local political context is calm and conducive for ongoing INOVASI activity.

Figure 2: INOVASI's district and city partners in Phase II



## Governance Arrangements

Since late 2019, Australia's Department for Foreign Affairs and Trade (DFAT), INOVASI (and also TASS at the time) have been working collaboratively with our Indonesian government partners to agree on the governance arrangements for Phase II. In November 2019, a focus group discussion with DFAT and four echelon 1 officials from MoEC, MoRA, the Ministry of National Development Planning (Bappenas) and the Minister of Education and Culture's Special Staff approved the integration of INOVASI and TASS and recommended a more substantial role and responsibility for MoRA in program governance. The consultations continued throughout the reporting period in order to elaborate the new approach to governance and ensure strong ownership from government. These consultations also informed INOVASI's work-planning and helped to strengthen our relationships with counterparts. We agreed on the following points on governance:

1. The program should have a high-level national steering committee and provincial steering committees, with no more than ten members each to enable genuine decision-making and provide direction to INOVASI;
2. The national steering committee should be co-chaired by echelon 1 officials from MoEC and MoRA;
3. The minister counsellor from DFAT and program director for INOVASI should be included as members of the national steering committee; and
4. Three working groups should be developed to execute decisions made by the steering committee.<sup>7</sup>
5. The Secretariat for *Balitbangbuk* (Research, Development and Books) will act as secretariat for INOVASI within MoEC.

This structure was presented to the final national steering committee for Phase I in June 2020 and confirmed in the first steering committee meeting for Phase II in October 2020 (see Figure 3). The meeting also approved: the program's objectives; end-of-program outcomes; approach; governance arrangements for national and sub-national levels; location; program focus; and the evolution of INOVASI roles.

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<sup>7</sup> The working groups have been developed with groupings of stakeholders to support policy development and implementation – horizontal collaboration with other ministries, vertical collaboration with districts and provinces and collaboration with non-government partners.

**Figure 3: Governance structure for INOVASI Phase II**



Notes: WG = working group; CSO = civil society organisation; NGO = non-governmental organisation; NTB = West Nusa Tenggara; NTT = East Nusa Tenggara

The establishment of this formalised governance arrangement took longer than expected due to negotiations between all parties on the most suitable mechanism to elevate MoRA's status within the structure, without creating unintentional administrative burden on any party – particularly as it relates to individual and separate Subsidiary Agreements, BAST reporting, and program expenditure. In addition, the shift in operating mechanisms of the program, new counterparts in MoEC and MoRA - who the program had only been able to meet virtually - and a focus on COVID-19 response by the Ministries and program meant that socialisation of the program with counterparts had to be included in the process. While the working group structure was agreed at the October steering committee, further internal structures (such as ministerial decrees) were required to begin implementation.

At the sub-national level, the elections in December reduced our capacity to engage formally with candidates who currently held office. This is discussed in more detail in the Political Developments section. Following the June national steering committee meeting, the committee chair, Bapak Totok Suprayitno, head of MoEC's research and development agency, informed the governors of North Kalimantan, East Java, West Nusa Tenggara and East Nusa Tenggara about INOVASI Phase II continuing and sought confirmation of their ongoing partnership with the program. With the exception of the East Java governor, over the August to October 2020 period the other governors all committed to continuing the partnership with the program.

East Java presents a different context for INOVASI: (1) there was no provincial steering committee in Phase I, suggesting a lack of commitment or a level of indifference on the part of the provincial government; (2) the current head of East Java education office and the regional religious affairs office seem reluctant to help establish a steering committee; (3) the governor has not yet responded to the offer of continuing Phase II; and (4) the Phase II INOVASI program in East Java is relatively small. Considering these factors, DFAT agreed that we may need a different arrangement for East Java instead of a provincial steering committee. This approach will use the existing working groups

for district officials to engage with key stakeholders from the national steering committee, provincial level and non-government partner organisations. The working group meetings in Sumenep and Probolinggo were postponed to January 2021 and no tentative dates are set yet, highlighting a risk for sustainability, though we are working to address this as a priority in the next quarter.

A draft joint ministerial decree, agreements for working groups and the terms of reference were revised several times in 2020. In parallel, DFAT reviewed and amended the subsidiary arrangement that provides a legal basis for the program. The legal bureau in MoEC and in MoRA are processing the draft decree that should be ready to sign in January 2021.

While some consultation took place with the Ministry of National Development Planning in this period (see section 2.8 on general policy support), the national-level focus was on MoEC and MoRA. However, we anticipate further consultations to confirm priorities that might be supported by INOVASI, for example in relation to aligning the 2020–2024 medium-term national development plan with planning in districts that recently completed local elections. We also plan to coordinate with KOMPAK, UNICEF and other development partners to raise relevant policy issues with the Ministry of Home Affairs and Ministry of Finance, and other relevant ministries, such as Ministry of Villages, as they arise. All steering committee meetings held thus far (at national and sub-national levels) have endorsed the new governance structure.

#### **Box 2: Steering Committee progress: July–December 2020**

- The first meeting of the national steering committee was held on 14 October 2020. The committee: (1) agreed that the amended subsidiary agreement giving MoRA equal representation in the program could go ahead for signing; (2) endorsed the governance structure for the program; and (3) endorsed the 2020–2021 work plan.
- A first steering committee meeting was held for East Nusa Tenggara (NTT) province on 3 December. The committee: (1) agreed to the structure and membership of the steering committee; (2) agreed to support the five districts plan in 2021; (3) agreed to continue synchronising the Grand Design and Road Map for Education Development in East Nusa Tenggara 2020–2030 with plans, policy and programs in 22 districts in the province.
- It was agreed that due to challenges engaging the governor's office, East Java would not pursue the plan to establish a steering committee at provincial level but each district would establish its working group. In six-monthly meetings, the Working Group will invite GoI national and province representatives as well as non-government partner organizations.
- Government partners were not available in West Nusa Tenggara (NTB) for a steering committee meeting in the last quarter of 2020 but this meeting was held in January 2021.
- In North Kalimantan due to the local election in the province and in all three partner districts, the provincial steering committee meeting was postponed until after the inauguration in February 2021.

## **2. Progress against the Workplan**

INOVASI's first annual workplan for Phase II was prepared, submitted and approved by DFAT in two stages. On 30 June 2020, we submitted an interim workplan focusing on the transition from Phase I to Phase II during the first quarter (July–September 2020) to enable the program and our partners



to think through initial COVID-19 response priorities and refresh our program strategies for Phase II. During this period, we prepared the second comprehensive workplan (submitted on 1 October 2020 and approved on 27 October 2020). Annex 3 shows a summary of our progress against the workplan.

We developed the 2020–2021 workplan collaboratively and the dynamic context drove our thinking in planning discussions. As INOVASI is increasingly conceived as a *partnership*, owned by our Indonesian government partners along with the Australian government, the context and priorities of our counterparts are central to our work. This is also at the heart of our sustainability strategy and is reflected in the governance arrangements we negotiated and finalised during the six-month reporting period. Consequently, INOVASI’s workplan for 2020–2021 and beyond assumes buy-in from our Indonesian government partners at all levels. In the short to intermediate term, however, the COVID-19 pandemic has reduced the government’s capacity to engage in designing and funding INOVASI programs and pilots. This meant our program teams provided more input and leadership than anticipated during the first six months, especially at sub-national level.

INOVASI’s workplan brought together key elements from our eight work units under seven focus areas for 2020–2021: (1) COVID-19 response and recovery; (2) gender equality, disability and social inclusion (GEDSI); (3) curriculum and assessment; (4) teachers and school leadership; (5) Islamic education; (6) monitoring, evaluation, research and learning (MERL); and (7) knowledge brokering and coalition building. This six-monthly progress report describes progress against each of these focus areas<sup>8</sup> in the following sections.

## 2.1 COVID-19 Response and Recovery

The pandemic continues to change the way we work as well as our shared priorities. A key priority for DFAT and the Indonesian government at all levels is the COVID-19 response and recovery, particularly as it relates to school closures and learning loss.

The education priority for national and sub-national governments during the reporting period was to manage learning from home and implement the emergency curriculum and its support modules. Developing policy, approaches and guidance on learning from home and monitoring implementation took precedence over longer-term, more strategic issues, especially at district level. During the July–December 2020 period, INOVASI provided short-term, immediate support to national and local governments to improve implementation of these short-term responsive programs, while engaging in longer-term co-planning where possible. We also began supporting districts in planning for return-to-school programs.

### COVID-19 Response

In June 2020, MoEC collaborated with several organisations and consultants to develop an emergency curriculum, commonly referred to as distance learning (*pendidikan jarak jauh* or PJJ). This included former INOVASI grant partners: the Indonesian Children’s Literature Foundation (*Yayasan Literasi Anak Indonesia* –YLAi) for early grade literacy, and *Litara* for upper-grades literacy<sup>9</sup>. While INOVASI was not directly involved in the development of the emergency curriculum,

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<sup>8</sup> Quotes are included in this section to anecdotally show evidence of behavioural change or increases in collaboration, though examples of system change implemented may not be available until future monitoring reports.

<sup>9</sup> Along with staff from the Calvin Institute of Technology for lower grade numeracy; and members of the Southeast Asian Minister Education Organisation Regional Centre for Quality Improvement of Teachers and Education Personnel for upper-grades numeracy.

it is reasonable to assume that MOEC's engagement of these non-government partners was at least in part a result of INOVASI introducing them in Phase I. The curriculum and support materials were rolled out in early August 2020. INOVASI's Education Pilots and Partnerships Unit coordinated with the provincial teams to help partner districts, schools and teachers develop approaches to implementing remote teaching and learning. INOVASI also contributed to 'offline' learning materials, by helping duplicate books and teaching modules, sharing resources with GOI (via UNICEF) and distributing worksheets in remote areas.

### *Surveys and field work to support MoEC policy*

INOVASI's MERL team collaborated with MoEC's policy research centre (*Puslitjak*), development partners, the Systems and Policy Unit and provincial teams to conduct a series of surveys on the implementation of MoEC's COVID-19 response to refine and improve its policies and support for districts and schools. This is a good example of the integrated INOVASI and TASS program working well to facilitate national-subnational links – providing a foundation for intermediate Outcome 1 and 2 and EOPO 1 (noting that the EOPO is higher-level, because it implies that the GoI would be doing it themselves rather than INOVASI).

### **Study on learning from home – April 2020**

The first study, conducted in April 2020, engaged with parents and teachers to obtain a snapshot of their experiences of learning from home. The study revealed the increased pressure on teachers and principals, as well as on parents in facilitating online, offline and sometimes blended or mixed-location classes.

Box 3: In INOVASI's April 2020 rapid survey of 191 teachers from partner schools:

- 64 per cent of teachers found learning from home a heavier burden than face-to face teaching;
- 63 per cent of teachers felt they needed additional skills to carry out the learning process from home;
- 70 per cent of teachers said curriculum targets would not be achieved during the home learning process and most were worried about this.

Most teachers across all partner provinces found differences in carrying out the learning process from home between children from underprivileged families and children from wealthy families.

Source: INOVASI (April 2020) non-representative study of 191 participants, predominantly from INOVASI partner schools

These findings, among others, were shared with *Puslitjak*, and were also published in the 'Conversation'<sup>10</sup> section of the Institute of Southeast Asian Studies (ISEAS) journal, in collaboration with RISE and UNICEF.

<sup>10</sup> <https://theconversation.com/riset-dampak-covid-19-potret-gap-akses-online-belajar-dari-rumah-dari-4-provinsi-136534>

## **Study on district readiness to implement COVID-19 responsive policies in the new academic year – June – August 2020**

The second study commenced in June and explored district responses to MoEC policies on learning from home, especially the joint decree on education during COVID-19.<sup>11</sup> Further discussions in August explored responses to the revisions to the joint decree. We interviewed participants to gauge their awareness and knowledge of the policies as well as how they were responding to them and the actions they were taking or intended to take to translate the policies into practices in their districts.

The findings from this investigation were shared through a range of channels, both internally and externally, through the Basic Education Working Group (BEWG)<sup>12</sup> and *Puslitjak*.

Box 4: INOVASI's June 2020 study on district readiness for the new academic year found that:

- Most schools would continue learning from home and applying blended offline and online modes while districts in the low-risk 'green zones' would re-open schools;
- The local offices' readiness for the new academic year varied across districts and most did not have a clear plan or detailed strategy;
- The district offices' experience of implementing learning from home contributed to their levels of readiness;
- During the pandemic, vulnerable groups (including children with disabilities) were less evident in the districts' priorities, including in their planning for the new academic year.

In INOVASI's August 2020 study on how districts responded to the revised joint ministerial decree on Guidelines for Managing Learning during School Year of 2020/2021 and Academic Year of 2020/2021 during COVID-19:

- The joint decree on learning was useful in helping sub-national governments make decisions, although not all districts complied or implemented the decree;
- Most district offices were aware of the changes, in particular with regard to policy for re-opening school in the 'yellow zones';
- The revised decree increased the proportion of districts returning to learning at school and their main consideration was the ineffectiveness of learning from home approaches;
- The revised version also encouraged district offices to adjust the curriculum being used and these changes were made at various levels of teachers' working group, school and district office;
- The use of emergency curriculum was still limited.

Internally, the June study on districts' readiness and implementation of the policies was used to inform the development of INOVASI's approach to distance learning support, as most districts had no plan at this time to implement the regulations. See the sub-section that follows (on refining the emergency curriculum) for how the provincial teams used this information to support implementation of the emergency curriculum.

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<sup>11</sup> Joint decree of the Minister of Education and Culture, Minister of Religious Affairs, Minister of Health and Minister of Home Affairs on the Guidelines for Managing Learning during School Year of 2020/2021 and Academic Year of 2020/2021 during COVID-19

<sup>12</sup> The Basic Education Working Group was revived by DFAT, UNICEF and the WB in late 2019, as a forum for coordination among programs and development partners working in the basic education sector. Members include: DFAT, INOVASI, the World Bank, UNICEF, Tanoto Foundation, Save the Children, KOMPAK, J-PAL, and others as invited.

Our development partners responded positively to a presentation on the findings from the second study in the Basic Education Working Group. Members of the group indicated that they regarded the findings as valuable as they were confirmed and endorsed by the experience of other development partners. INOVASI's field activities in supporting districts with learning from home also provided information on implementing the approach that was useful feedback for MoEC in routine consultations (see box 4).

### **Study on how schools and teachers understand and use the emergency curriculum – August**

The third survey covered INOVASI partners and MoEC's Centre for Policy Research, *Puslitjak*, in selected regions, reaching about 450 teachers in 22 districts of seven provinces. The study focused on the implementation of the emergency curriculum and its literacy and numeracy modules. The aim was to explore how familiar teachers were with the emergency curriculum and its accompanying modules and whether they implemented it in learning from home and/or their classrooms.

MoEC's Centre for Policy Research and INOVASI presented our main results to the head of MoEC's Agency for Research and Development (Balitbang). The policy research centre, *Puslitjak*, also held external events to disseminate our findings to practitioners, policy makers and others.

Box 5: The third study found that:

- Most teachers surveyed were aware of the emergency curriculum (72 per cent) and around half reported that they were implementing it (52 per cent) at some level;
- However, only 21 per cent reported using the literacy and numeracy modules for children;
- The main reason for not using these modules was the expense and logistics involved in photocopying and distributing the materials offline.

Following this, INOVASI acted as a broker by bringing together decision makers and implementers from *Puslitjak* and development partners, Save the Children, UNICEF and the Tanoto Foundation, to enable the other actors to also take part. The *Puslitjak*-led survey addressed the same questions as the previous survey (see above sub-section) on this topic but covered more than 1,200 teachers in 50 districts in 15 provinces. The findings were presented by INOVASI and *Puslitjak* to the head of MoEC's Agency for Research and Development (*Balitbang*) for approval prior to disseminating them to external audiences and the minister's adviser. With INOVASI support, *Puslitjak* conducted an online seminar to share the findings, which confirmed the early study findings, on 10 November 2020. The event was attended by 500 practitioners, national and sub-national policymakers, among others. Outcomes of this event include the revisions to the curriculum described below.

## Refining the emergency curriculum

Based on the three surveys and consultations with local counterparts, meetings with MoEC's team (assessment and learning centre staff and ministerial advisors) raised the issues the provinces were facing and the need to discuss the implementation of learning during the pandemic. Summaries of the survey results that were circulated highlighted the implementation challenges schools faced and recommended ways to refine and improve the emergency curriculum. Feedback from the field was discussed in meetings with development partners as part of the Basic Education Working Group. In one session the survey results, feedback from the field, as well as curriculum review results were shared with MoEC's assessment and learning centre and ministerial advisors. The centre then forwarded the results to the teams writing the emergency curriculum. This resulted in improvements in the content and implementation of the emergency curriculum and in the logistics, especially for children with no internet access and those in remote areas.

INOVASI's Education Pilots and Partnerships Unit also helped MoEC's assessment and learning centre conduct a legibility test to support a more practical and relevant emergency curriculum based on feedback from parents and teachers. We helped select and enable teachers and parents to participate in the distance learning module legibility test, participated ourselves and briefly discussed the issues with the parents and teachers participating to record input for the emergency curriculum modules.

INOVASI also helped MoRA complete handbooks for implementing distance learning during COVID-19 for *madrasah* supervisors, principals and parents. MoRA regional offices disseminated the handbooks throughout Indonesia.

Box 6: In the third survey (see above), the INOVASI MERL team included a focus group discussion with subject matter experts to review the quality of the modules. This step was not in the assessment and learning centre's initial design but it '...has made the study more comprehensive' (Interview with government respondent #8).

The assessment and learning centre reported two major findings on dissemination and module contents from the study and these were followed up: (1) The Directorate General of Primary and Secondary Education printed the modules and improved the dissemination, and (2) MoEC's assessment and learning centre simplified the module instructions, reduced the number of pages and made them easier to download.

As a result of the presentation to the Basic Education Working Group and UNICEF's involvement in the monitoring study, UNICEF decided to use its own budget to print the modules for grades 1–3 for 135 schools in East Nusa Tenggara and Papua.

## Support for Ministry of Education and Culture policy

In addition to the consultations described, INOVASI participated in COVID-19 working group meetings and various meetings with MoEC decision makers (for example, the Director General for Teachers and Educational Personnel and ministerial advisors) to provide feedback from the INOVASI–*Puslitjak* surveys on implementing government policy at school and district levels, and to share international practices related to learning from home.

The Systems and Policy (S&P) Unit advised government on adjusting the school operational funds (BOS) formula for 2020 resulting in 51,000 schools in zones highly impacted by COVID-19 each receiving an additional AUD6,000. This extra budget, amounting to AUD306 million, was to accommodate the costs of learning from home and/or meeting school hygiene requirements for face-



to-face teaching. INOVASI (S&P and MERL teams with the East Nusa Tenggara and North Kalimantan provincial teams) helped *Puslitjak* collect data on the impact of the changes to BOS 2020, particularly whether schools received the money on time and whether they used the greater flexibility to spend the money on their schools' real needs. The initial analysis is expected to be ready in January 2021. See section 2.2 for more information.

As well as contributing to the above efforts, our provincial teams undertook the following activities:

### *North Kalimantan*

In North Kalimantan, the INOVASI team discussed the April survey results with the education office and schools, resulting in the three partner districts increasing their efforts to identify and consider the needs of children who cannot study online and children who appear to have dropped out of school. INOVASI assisted the districts in adapting the emergency curriculum modules to make the process achievable and supported implementation in three districts. Following coordination meetings with INOVASI, education offices in our three partner districts issued policies for implementing the emergency curriculum during the pandemic. The minister decreed that schools could use their funds (BOS) for learning from home. INOVASI worked with local counterparts to prepare a special report to provide feedback on this issue to the district and to MoEC.

INOVASI, in collaboration with the Tanoto Foundation, assisted facilitators from North Kalimantan junior secondary teachers' working groups by providing support for Bulungan and Tanah Tidung districts. We helped three districts calculate their budget requirements for their ongoing quality improvement, learning-from-home and return-to-school strategies. In this context, we are brokering a potential ongoing partnership between Tanah Tidung and Malinau districts with the Tanoto Foundation to support a broader scale out of the current quality improvement program for the junior secondary level. However, Bulungan will have to find alternative finance as no budget was allocated for subject teachers' working groups in the 2021 local government budget (APBD).

### *West Nusa Tenggara*

INOVASI worked with teacher training institutes in West Nusa Tenggara to develop a new Literacy Volunteers program (*Relawan Literasi* or RELASI) where trainee teachers volunteer to visit students in the community to help them learn to read while schools are closed, particularly during the pandemic. Following this coordination, the teacher training institute association agreed to form a small team to plan for a massive scale out of the Literacy Volunteers program to begin in 2021.

INOVASI also initiated and facilitated a Reading Consortium in the province (*Konsorsium NTB Membaca*) that brings together 76 local non-governmental organisations and four private institutions, such as Lombok Gramedia, to support literacy in the province. There were 131 volunteers involved in the first batch from mid-August to end of November 2020. They came from five TTIs and five CSOs (under *Konsorsium NTB Membaca*). Each volunteer supported at least one child for about ten weeks in coordination with parents and teachers.

We are currently working to overcome two issues with the program:

- The first batch volunteer program could improve on coordination with district education office, and we will be working with the TTIs and CSOs to improve this coordination in the second batch.

Some volunteers could not commit full 10 weeks for the work, and the training materials were given every week and so some could not complete the training materials.

The positive feedback has prompted *Asosiasi Dosen LPTK NTB* to form a small team to plan a large-scale program and align that with the *Merdeka Belajar Kampus*. Several villages and local organisations involved have drafted plans to scale out the Literacy Volunteers program to address literacy learning loss related to the COVID-19 pandemic. Additionally, *Konsorisum NTB Membaca* also picked up on the success of this program and plans to scale out to its 93 member organisations to reach more children during and after pandemic.

In West Nusa Tenggara, there has anecdotally been some – but not wide – uptake of the emergency curriculum. Teachers are predominantly continuing to use and adapted version of *Kurikulum 2013* due to resource constraints, and concerns about the status of the emergency curriculum.

### *East Nusa Tenggara*

In East Nusa Tenggara, INOVASI worked with the Indonesian Children's Literacy Foundation to conduct socialisation and training on the emergency curriculum in five districts. Three weeks after the training, the team held a series of reflection sessions with teachers to assess implementation in each district. We presented the results through focus group discussions with our district counterparts in the five districts. The discussions helped to strengthen the districts' planning and strategies during the pandemic and to identify how and where INOVASI could best provide support. As a result, the Central Sumba district curriculum development team has begun working to adapt and develop teaching materials. INOVASI will provide technical support to the district team while helping to pilot the materials in selected schools. In other districts where the curriculum development teams are not ready for this kind of support, we are exploring the options of capacitating facilitators and supervisors as well as offering direct online support to teachers.

### *East Java*

Prior to MoEC launching the emergency curriculum, INOVASI held a virtual workshop in Pasuruan and Sumenep districts on adapting the 2013 Curriculum basic competencies for learning during the pandemic. Also in Sumenep, the team trained supervisors in monitoring and evaluating learning during the pandemic. INOVASI helped develop good practice videos on learning during the pandemic in Sidoarjo, Probolinggo and Jember districts. This was in collaboration with *Muhammadiyah 1* primary schools in Sidoarjo and Watukebo in Jember and with Probolinggo district. We also trained teachers to analyse the basic competencies required and the emergency curriculum in multi-grade schools in Probolinggo.

## **COVID-19 Recovery**

While INOVASI's focus during the reporting period was on supporting government's *response* to the pandemic, our consultations and strategic planning focused on longer-term *recovery*. As districts moved towards a blended mode of education delivery late in this period, with some schools opening part-time, we turned our attention to supporting district plans to reopen schools and to addressing learning loss. A generation of children are at risk of effectively missing a year's schooling – and will never catch up (World Bank Indonesia 2020).

Consultations at the national level were about major reforms to the national curriculum and student assessments that will shift the current rigid curriculum towards a more contemporary and flexible approach, incorporating the concept of Teaching at the Right Level (TaRL). This approach should

help teachers to adjust content for the significant variability in student progress to be expected during the pandemic. However, questions remain about the more immediate risk as children return to school in 2021 before the new curriculum is in place. MoEC currently plans to prototype the curriculum in selected schools, in a program referred to as *Sekolah Penggerak*, commencing in March 2021, while the new national literacy and numeracy assessment model is expected to be rolled out nationwide in the school year commencing in July 2021. This may change, depending on the schedule for schools re-opening after the COVID-19 pandemic.

A major contribution to the recovery from COVID-19 in Indonesia's basic education sector will be a comprehensive learning gap study (see the following sub-section) to inform government of the risks and recommend ways to mitigate them.

### **A comprehensive study of COVID-19 effects on learning and school participation**

During this period, INOVASI negotiated an agreement to partner with the Australian Council for Educational Research (ACER) to design and conduct a study on the learning gaps<sup>13</sup> resulting from the pandemic and the gap between children's basic learning outcomes this year and benchmark standards (based on INOVASI's student learning assessment, or SLA, which is itself developed with *Puslitjak* and based on MoEC's commitment to PISA). Consultations with *Puslitjak* continued throughout the period and the next step will be to formalise plans for the study with all parties concerned, and share with other partners, including through the Basic Education Working Group. The objective of the study is to inform the development of MoEC, MoRA and local government policies and programs for COVID-19 recovery in the basic education system. The study, starting early in 2021, will identify the effects on primary school learning, particularly for disadvantaged students, in the four INOVASI provinces.

While various development partners have conducted studies in this area, the INOVASI study will leverage our strong connections with both national and sub-national governments – and our reach into schools and communities – to enable a rich analysis and meaningful recommendations. The study will focus on INOVASI's two key areas of interest: foundational skills (especially literacy and numeracy) and inclusion (especially relating to gender, disability and remote communities). The study will include three investigations.

**Investigation 1: Learning gaps:** This will identify any gaps in students' literacy, numeracy and science competencies that are prerequisite foundations for the grade-level students entering in the 2021–2022 school year, based on MoEC's standards (student learning assessment). The purpose is to establish what systemic curriculum, assessment and pedagogical adjustments are needed to ensure

Box 7: Investigation 1 will **identify the gaps in students' literacy, numeracy and science competencies** that are prerequisite foundations for the grade level students enter in the 2021/2022 school year.

Investigation 2 will **identify the profiles and experiences of disadvantaged students during the pandemic** that have led to non-enrolment in the first-year intake of the school, drop out across the grades; or the need to repeat the year

Investigation 3 will focus on **COVID-19, gender and disability**.

<sup>13</sup> The term 'learning gap' here refers to the gap between actual and expected learning outcomes (without a baseline/endline assessment). The term 'learning loss' refers to the measured loss, comparing a pre-COVID-19 baseline and current end-line assessment of learning outcomes.

students acquire the requisite competencies in sequence as they progress through the grades so that we can assist our partner provinces in making those adjustments.

The significance of this inquiry is the recognition that, unless learning loss is remediated, it will be cumulative (Azevzdo *et al.* 2020). While many similar studies make broad recommendations for schools on reopening, none address the systemic implications of learning gaps for: the existing curriculum pace and progressions; the achievement benchmarks of national assessments; and the need for grade teachers to sequence instruction in their subject areas in line with students' post-COVID diversity of needs. Given the uncertainties of a future living with COVID-19, teachers need to develop instructional competencies in both face-to-face and blended learning modes.

INOVASI's study will investigate: (1) how children in grades one and two fared during learning from home and particularly if they acquired beginning reading skills; and (2) whether the primary curriculum needs to be adapted for children who have not mastered these skills<sup>14</sup>. This information is highly relevant in the context of MoEC's reformed curriculum planned for roll-out this year and students' readiness to meet their grade-level expectations.

*Investigation 2: Loss of access to school:* This investigation in INOVASI's four partner provinces will identify the profiles and record the experiences of disadvantaged students during the pandemic who did not enrol in the first-year intake of school, dropped out across the grades or need to repeat the year. The study will establish who was affected as well as why and how they were disadvantaged through school closures. The findings will support national decision makers and policymakers in INOVASI's partner provinces who are developing strategies to recover these enrolments and re-engage these children in learning.

*Investigation 3: COVID-19, gender and disability.*

INOVASI conducted a literature survey in December 2020, as part of the preparation for the comprehensive learning gap study, described above, and to inform the planning for other interventions and support for recovery. The aim is to determine the impact of COVID-19 and learning-from-home arrangements on marginal and less privileged groups; to better understand how some groups are more susceptible than others and what context contributes to the risk. The analysis is being finalised. The results may not be shared externally since this study is intended to inform INOVASI's plans for further studies. This is likely to include studies of disability, and of child marriages to track the increase in the incidence of child marriage during the pandemic and its effects on schooling for girls in this group.

While a number of studies have been done on COVID-19 related learning loss in Indonesia,<sup>15</sup> including the effects on disadvantaged groups (Save the Children Indonesia 2020; MAMPU 2020; World Bank Indonesia 2020; RISE, 2020; SMERU, 2020) INOVASI's study will be unique in focusing on learning loss in relation to children acquiring foundational competencies in literacy and numeracy, and the implications for recalibrating the curriculum, assessment systems and pedagogy.

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<sup>14</sup> The development and piloting of the new curriculum has been somewhat delayed by the pandemic. The timing is still a little unclear. We expect that selected schools (*sekolah penggerak*) will begin to pilot the 'prototype' curriculum in the new school year, commencing July 2021. It is likely, therefore, that there will be more than one national curriculum in use for some years to come. This flexibility to allow schools and teachers to choose the curriculum appropriate to their needs, and to adapt to the local context, will provide opportunity for teachers to adapt to the needs of children who have missed out on learning during the pandemic.

<sup>15</sup> See program details on DFAT's online site: <https://www.dfat.gov.au/aid/topics/investment-priorities/education-health/education/stability>

## Recovery from COVID-19

As part of INOVASI's focus on the longer-term recovery phase, we plan to support the government in developing systems to address learning loss, including by using education technology (commonly referred to as 'ed-tech'). The pandemic has sharpened the focus on digital learning and accelerated the uptake of online and blended modes of delivery and communication for: teaching and learning (curriculum delivery and assessment); continuing professional development for teachers; and school and system management (including supervising isolated schools remotely). As described in the sub-section on digital learning in section 2.4 of Teachers and School Leadership, these activities have taken longer to jointly plan and commence than we anticipated in our annual workplan but we are currently finalising agreements with education technology providers and expect work to commence in early 2021. We will liaise with the Australian Council for Educational Research (ACER) to explore the possibility of engaging with other Australian providers under DFAT's Australian Strategic Partnerships in Remote Education (ASPIRE) program.<sup>16</sup>

INOVASI continues to support coordination with other development partners through routine meetings (including the Basic Education Working Group) and currently through *Mitra Pendidik* (meaning 'partners in education'), a jointly-published newsletter to share development partner activities and engage with the Indonesian government. COVID-19 related stories are routinely shared on social media, including through the embassy's social media. Furthermore, INOVASI's events all include a COVID-19 recovery and response theme to ensure practitioners, policymakers and partners share good practices.

## 2.2 Gender Equity, Disability and Social Inclusion

INOVASI promotes gender equity, disability and social inclusion (GEDSI) principles and while these concepts are related, we need specific approaches to address each of these areas.

INOVASI finalised the Phase II GEDSI Strategy during this period and disseminated it through workshops for each province. A workshop for the Jakarta team will take place in January and will discuss GEDSI related activities/work plan that each province and unit plans to implement. The INOVASI teams now understand how to reflect GEDSI principles in all our activities, including within the operations functions, and we appointed GEDSI ambassadors in each province to support this process. The team will start routine internal GEDSI health checks in the new year.

As described earlier, INOVASI conducted a preliminary literature review on GEDSI and the risk of learning loss from COVID. Our last discussions with *Puslitjak* suggested MoEC needed support for research on children with disabilities who are learning from home during the pandemic and, in the meantime, our Education Pilots and Partnerships and MERL teams shared with *Puslitjak* research materials from INOVASI, Save the Children and UNICEF, as well as the special education directorate's learning guide for people with disabilities during the pandemic (in Bahasa Indonesia) (MoEC 2020).

We will integrate the three aspects of INOVASI's GEDSI strategy – gender, disability and remoteness or language background – into the planned learning loss study and in separate research, including

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<sup>16</sup> See program details on DFAT's online site: <https://www.dfat.gov.au/aid/topics/investment-priorities/education-health/education/stability>



the issue of early marriage. We are currently looking for individual consultants or institutions that can provide technical support on the issue of early marriage and the links with education.

## Gender Equity

INOVASI plans to produce a training module for gender sensitive education in the coming reporting period. However, the direction of INOVASI's gender program will be shaped by consultations with partners in government and non-governmental organisations.

MoRA recently requested INOVASI's support in strengthening their GEDSI strategy among ministry officials. This is an opportunity for INOVASI to bring a new gender perspective into policy and its implementation. MoRA's GEDSI strategy is developed for its teachers and teaching personnel division, as well as the head of the provincial units, partner organisations implementing MoRA's continuing professional development program and its educators' forum for inclusive *madrasah*. This activity is planned for January or February. INOVASI organised a similar workshop at the request of the Islamic organisation, *Muhammadiyah*, in East Java on 25 November 2020.

In October 2020, our Education Pilots and Partnerships Unit worked with UNICEF's Water, Sanitation and Hygiene (WASH) program and UNICEF partners to explore collaborative activities on access to school sanitation facilities. UNICEF provided WASH checklists for MoEC in time for the new school year 2020/2021 but the next step is to adapt the WASH checklist by including aspects of GEDSI and conducting advocacy on these issues with local governments and schools.

As part of the comprehensive study into the effects of COVID-19 and learning loss (see section 2.1 on COVID-19 recovery) and aligned with the approaches in the GEDSI strategy, INOVASI will work with the government and other development partners to explore the differing impacts on girls and boys, and on men and women. Issues will include: the increasing instances of child marriage in West Nusa Tenggara; the perspectives of young children, and men and women teachers on the challenges of learning from home; and possible gender bias in access to digital learning for girls and boys. We will investigate issues around women in leadership and build on studies by INOVASI and others to identify the benefits of appointing more women as principals, supervisors, and education leaders. At the same time, we will check the current disproportionately low numbers of women in leadership positions in Gol and in schools and seek culturally feasible ways to create some balance.

Following consultations with MAMPU, we are exploring the idea of collaborating with women's groups from the mass Islamic organisations – *Muhammadiyah's Aisyah* and *Nahdlatul Ulama's*

Box 8: INOVASI has supported women and other vulnerable groups to participate in decision-making processes. Some key examples are:

- In Sumba Timur and Sumba Barat, the planning workshops that input to the development of the district technocrat plan, involved female principals, teachers, and DEO officials. In Sumba Timur, 34% or 16 out of 47 participants were females. While in Sumba Barat, 51% or 31 out of 61 participants were females.
- In Nagekeo, 41% or 23 out of 55 participants of RPJMD (Mid-term development plan) revision workshop were females.
- In Malinau, female parents confirmed that they were involved in discussions facilitated by the district office in relation to the opening or closing of schools during the pandemic. Input from parents influenced the district's decision to have a mix of options that better aligned with parents' ability (or inability) to work-from-home.

*Fataya*, possibly focusing on women in leadership in the education sector within *Muhammadiyah* and *Nahdlatul Ulama*. Consultations are planned for the next period.

## Disability

INOVASI's support to MoEC and the districts<sup>17</sup> for inclusion of children with disabilities in mainstream schooling has focused on developing a tool to enable teachers to identify children's learning needs and handbooks are also planned for parents and teachers on including children with disabilities in regular schools. The student learning profile instrument (*profil belajar siswa* or PBS), developed in Phase I and piloted across the country, was updated based on the piloting results. However, a more user-friendly of both the paper-based and digital application formats still need improving and INOVASI has agreed to support both.

### Student learning profile instrument

The student learning profile instruments were finalised at the end of December 2020, based on inputs from MoEC, MoRA and our university partners as well as experiences from INOVASI pilots and field implementation in 2019–2020.

With INOVASI support MoEC sought input from two universities, University of Mataram and University of Brawijaya, and three organisations of persons with disability that have direct field experience of implementing disability and inclusion programs in their respective regions. The assumption is that they will incorporate this experience of people with disabilities in the advice and feedback they provide. Nevertheless, we will check on this assumption in later monitoring exercises.

In addition, the University of Mataram – an INOVASI grantee in Phase I – continued its own independent disability research and their findings contributed to the process of developing and refining the instrument.

INOVASI also reviewed the student learning profile internally and recommended adding questions on mother tongue and early marriage to expand the students' background information and make the profile more sensitive to GEDSI issues. MoEC subsequently included these aspects. INOVASI's international disability advisor participated throughout the process and contributed information on international best practices. In October, we conducted a two-day workshop with a range of regional disability organisations (CIS Timor, *Forum Lingkar Pena*; *Wahana Inklusif Indonesia*) and two universities (University of Malang and University Mataram) to seek their input in refining the instruments and their recommendations were then shared with MoEC in a two-day workshop.

INOVASI is currently helping MoEC design the interface for the student learning profile instrument. Developing the application will be a collaborative exercise with UX Indo. INOVASI will also support the next national pilot led by the Secondary and Special Education Teachers division within MoEC's Directorate General for Personnel and the Community and Special Education division within MoEC's Directorate General for Early Childhood, Primary and Secondary Education. This will include socialisation activities, collecting and analysing data, and reporting. The pilot will include a video

Box 9: MoEC's Directorate General for Teachers and Education  
Personnel appreciated the direct input from the University of Mataram: 'We can hear directly about their experiences and difficulties. We believe we can take some lessons from them' (Government respondent #2)

<sup>17</sup> Particularly Central Lombok, where INOVASI has focused its efforts on disability inclusion.

tutorial for teachers on using the student learning profile and MoEC has requested our support in producing this video. INOVASI is in the process of engaging a video production firm to work on this video.

Once the refined version of the student learning profile instrument is finalised and ready for teachers to use in 2021, MoEC will create an updated online version. INOVASI will continue to provide technical support to MoEC and MoRA as they introduce the instrument, including developing technical guidelines as required. We will also continue to identify means of integrating GEDSI in their data systems and applications for a variety of policy and programming decisions (for example, in teacher recruitment and distribution, BOS funding calculations).

### **Inclusion roadmap, decree and handbooks**

Towards the end of the Phase II transition period, INOVASI learned that MoEC was in the final stages of developing its Inclusive Education Roadmap that they expected to introduce to the public on 3 December 2020, the International Day for Persons with Disabilities. At the same time, MoEC planned to announce its decree on reasonable accommodation of children with disabilities in the education system. However, they postponed both announcements and we understand that this was due to the quality of the roadmap document that had insufficient input from technical experts. We will follow up on this issue and offer MoEC technical expertise for an updated roadmap, and recommend and facilitate other support, for example, consultations with disabled peoples' organisations and related stakeholder groups.

INOVASI planned to work with a range of partners to produce a series of handbooks during this period, including a handbook for parents of children with disabilities and a handbook for teachers in inclusive schools. This work was delayed because our partner organisations have been busy with the COVID-19 response and the Minister of Education and Culture had not yet (in the reporting period) issued the decree concerning appropriate accommodation for students with disabilities – a derivative of Ministerial regulation No 13 of 2020 concerning Appropriate Accommodation for Students with Disabilities.

During this period, we consulted with disabled people's organisations as initial preparation for the handbook for parents of children with disabilities. Partner organisations include CIS Timor, LIDI, Endri Foundation, WAHANA inclusiveness and LPA Lombok. Consultations with the Centre for Development and Empowerment of Mathematics Teachers and

#### **Box 10: Support for GEDSI: A**

counterpart reported that the short-term advisor presentation to the inclusive *madrasah* roadmap brainstorm session was *'...clear, always enriching and because she speaks Bahasa Indonesia, it is easy for us to understand.'*

This same respondent reported that the discussions that INOVASI facilitated were timely. The brainstorm session provided participants with perspectives and direction on what needs to be done:

*'...the team is always ahead of time in bringing up current education issues to us. Inclusion is one of the examples. And this topic is what we need to take care of now; and has put some more urgency [on the matter] because of (several) MoEC regulations. Of course, we are late compared to MoEC but because INOVASI works in both ministries, we kind of get connected. In the brainstorm discussion, INOVASI made a presentation, for example, about what we should do if we want to develop an inclusive madrasah, what regulations will be needed...and they are reminding us about the need for data even before we really start...'*  
(Government respondent #10)  
(INOVASI 2020).

Educational Personnel, preschools for special needs children and universities did not take place as planned because these organisations were still focused on COVID-19 responses. This work is planned to commence in 2021.

### *West Nusa Tenggara*

During the reporting period, INOVASI supported West Nusa Tenggara in facilitating discussions between MoEC and the provincial education office on inclusive education, particularly on using the student learning profile and integrating various data into the province's 'One Data' (*Satu Data*) dashboard.

Through consultations and by exploring problems with our provincial counterparts, we identified the need for accessible, reliable and meaningful data on children with disabilities. Three preliminary workshops were held involving provincial development planning agencies, the regional education and culture, and information and technology offices, as well as other government agencies and KOMPAK. A concept note for a West Nusa Tenggara dashboard, to be called the *NTB Satu Data* dashboard was approved by the head of the provincial education and culture office, the provincial development planning agency and the information and technology office. The dashboard will use the existing *Open Sistem Informasi Desa (SID)* supported by KOMPAK.

The Central Lombok and Bima governments took part in reviewing the proposals submitted by the University of Mataram (UNRAM) Faculty of Education and the *Hamzanwadi* Islamic Institute of *Nahdlatul Wathan* to support the Central Lombok and East Lombok governments respectively in addressing foundational skills for children with serious learning difficulties. INOVASI initiated and facilitated the establishment of the West Nusa Tenggara Reading Consortium. We agreed to work together with the newly established consortium on a targeted campaign to promote awareness and commitment to literacy, particularly for children with serious learning difficulties.

One problem identified in our consultations was the lack of relevant research on foundational skills in the province. Following consultations, it became clear that the teacher training institutes are aware of these issues and intend to address them by establishing a research centre. The education faculty at University of Mataram is planning to develop an Inclusive Education Research Centre and the Paracendikia NW Sumbawa teachers' college plans to provide technical support in establishing the study centres. The UNRAM education faculty also launched an inclusive education laboratory to support the research.

As mentioned earlier, the UNRAM education faculty conducted a survey on teachers' perceptions of the earlier version of the student learning profile piloted by MoEC. The survey results informed MoEC's review and revision process with INOVASI's support. Paracendikia teachers' college piloted web-based, formative assessment tools for literacy and numeracy as well as the adapted student learning profile and shared the results with the Sumbawa education office for follow up.

### *Webinar*

Aiming to raise awareness and support policy dialogue, INOVASI hosted a webinar on 8 December 2020, entitled: 'Inspiring practice and policy to support inclusive education, especially in the COVID-19 era'. Around 120 people attended the event on Zoom and we presented findings from INOVASI pilots and research, alongside presentations from MoEC officials, the World Bank, AIDRAN, KOMPAK, UNRAM, Zenius Education and Widya Mandala University. Kompas and Kompas.com both published articles highlighting the issue of inclusive education following the event. A recording of the webinar is available on [YouTube](#) and up to 15 January 58 people had viewed it.

## Language transition

Children with non-mainstream language backgrounds are often excluded from learning. Lack of fluency in Bahasa Indonesia has a major impact on the educational achievement of children in many parts of Indonesia, most notably in East Nusa Tenggara and other parts of Eastern Indonesia (INOVASI 2020). East Nusa Tenggara has been among the lowest performing provinces in education attainment for many years, including in foundational skills. However, many children are not fluent in Bahasa Indonesia, the language of instruction, when they enter school.

### *East Nusa Tenggara*

The Analytical and Capacity Development Partnership (ACDP) and INOVASI Phase I programs identified language transition as a key issue in East Nusa Tenggara. Changing policy and practice to address this problem can reduce the performance gap between the province and other more advantaged regions in Indonesia. Furthermore, lessons from East Nusa Tenggara can inform national and regional policies and programs across the country. This is a major focus of INOVASI's planned program in the province.

Building on the Phase I experience, during this period INOVASI brokered working agreements in the form of memorandums of agreement between local governments and non-governmental organisations to support literacy and language transition programs. Working agreements currently being finalised include:

- Sulinama with the district government of Nagekeo, where initial literacy competence assessments have commenced in school clusters in Boawae;
- Sulinama with the district government of East Sumba to scale out a language transition program in the district; and
- *Suluh Insan Lestari*, a non-profit organisation that specialises in linguistics, with the district government of Southwest of Sumba to implement a scale-out program in the district.

In order to raise awareness and build working relationships with teacher training institutes in East Nusa Tenggara, INOVASI conducted a webinar on 4 December 2020 entitled: 'The role of local languages in developing children's literacy'. The webinar brought international expertise on mother tongue-based learning and language transition together with practitioners, academics and student teachers – along with government officials from national, provincial and district levels and attracted over 250 participants. Follow-up consultations will highlight the need to address language transition in the province and explore potential for further collaboration, for example, with: University of Nusa Cendana (UNDANA), St Paul Ruteng Catholic University, Weetabula teachers' college, Citra Bakti Bajawa teachers' college, State Christian Religious Institute, Indonesia Open University and Muhammadiyah University. The video of the webinar is available on YouTube and up to 15 January it had been viewed 904 times.

## Remote and Indigenous Communities

During this period, INOVASI prepared to pilot an approach to improving learning outcomes in remote areas and indigenous Dayak communities that will start in the second half of 2021. INOVASI will pay for the initial development costs with partner UX Indonesia, though it's planned that GoI will fund ongoing costs. We received a request from the local government through the provincial steering committee to further disseminate good practices developed in the INOVASI Phase I literacy program



to all teachers in the remote areas of Bulungan and Tanah Tidung in North Kalimantan. This will involve:

- A digital platform to support online training for remote areas but still be within reach, in terms of available communication and transport systems;
- Digitalised training materials to support online learning literacy modules for teachers; and
- Videos of good practice to be used for training in the literacy modules.

In preparation for the pilot, we consulted with the education technology specialists, UX Indonesia. After lengthy consultations, in early January 2021 we reached an agreement with UX Indonesia to support the government pilot of online teacher training for remote areas in North Kalimantan. The next step is to design the pilots for remote areas through a teacher training program in Bulungan and Tanah Tidung districts in North Kalimantan before scaling out the program to Malinau at the end of the year.

If successful, the piloted approach could be adopted or adapted for use by MoEC to support their work on the curriculum and for digital continuing professional development. This online teacher training development program could potentially be synergised with MoEC and MoRA, and will also promote online learning to improve the quality of teaching.

### **Differentiated School Funding – Affirmative BOS and variable unit costs**

INOVASI continued to work with MoEC in this period on a differentiated approach to BOS funding. MoEC is increasingly open to differentiated resourcing strategies but this remains at the national level and does not yet address the specific issues of remote and indigenous communities.

Affirmative BOS policy was formally announced by MoEC in March 2020 as part of the government's COVID-19 response. The policy was supported with analysis and advice from TASS. INOVASI continued the earlier TASS support on BOS policy, supporting MoEC to develop variable unit costs for BOS to be applied from 2021. The new policy will provide differentiated BOS for small schools where economies of scale are lower than average and/or schools are in districts with high costs (for example due to remoteness).

We discussed strategies to support the development of BOS multiple unit-costs with the Directorate General of Early Childhood, Basic and Secondary Education. The new formula, to be applied from 2021, will use the construction price index and school size (as a proxy measure of economies of scale) to determine the variable BOS per-student allocations but this index is not ideal in relation to school costs. Modelling the change using this method resulted in situations where some districts received higher BOS allocations and yet were not necessarily in disadvantaged areas. Discussions are continuing on how to address this issue. Related to this, INOVASI supported *Puslitjak* to conduct a survey to assess the impact of the 2020 BOS changes on the funds tranche disbursement in 2020.

MoEC is likely to request support from INOVASI in calculating the BOS rates for 2021 and 2022 – for the affirmative program in 2021 – and further refining the variable unit cost approach for 2022. We will continue to support the *Puslitjak* survey and piloting and monitoring the new policy, as appropriate.

## 2.3 Curriculum and Assessment

As planned, INOVASI worked throughout the reporting period with national and sub-national governments, as well as with teachers and partners in universities and non-government agencies, to support reforms in curriculum and student assessment methods. In addition to supporting MoEC and local governments in refining and implementing the COVID-19 emergency curriculum (described earlier), activities in this period included: (1) helping MoEC's curriculum centre design and plan for testing the revised curriculum; (2) supporting MoEC's assessment and learning centre in developing and planning its new competency-based literacy and numeracy assessment.

Piloting the new curriculum and rolling out the new assessment system are planned for 2021. INOVASI will support districts, schools and others to pilot the curriculum and assessment reforms and feed the results and 'user' experiences back to MoEC – although this requires confirmation from MoEC due to the highly confidential nature of both reforms. We also continue to support and monitor the scale-out and further development of new approaches to literacy, numeracy, character education and inclusion. During this period, we worked with local government, teacher training institutes and non-government partners to plan for their pilots in 2021. While most schools were closed in Indonesia throughout this six-month period, many were expected to reopen fully or partially in January. This may make it possible to continue with plans for new pilots and scale-out activities that require face to face interaction where it is safe to do so.

### National Curriculum Reform

Revising the curriculum is one of five government strategies to drive improved learning for Indonesian students. The five strategies – school leadership, teacher education and training, curriculum, assessment, and performance – are linked together to provide a comprehensive approach to improving the learning system in Indonesia. The current minister has put curriculum reform as one of his administration's priorities and is closely involved in its progress, either directly or through his special staff.

MoEC is planning to release a new 'simplified' curriculum covering early childhood education through to Year 12. This new national curriculum, referred to alternatively as *Kurikulum Merdeka* (literally, independent curriculum) or the prototype curriculum adopts the child-centred 'Teaching at the Right Level' (TaRL) approach that INOVASI promoted in Phase I. MoEC hopes to release the revised curriculum by March 2021 with testing or piloting in *Sekolah Penggerak* ('change agent' schools) from July 2021. The framework consists of: sets of learning progressions for each subject area; toolkits of example lesson plans, student activities and assessment tasks, tailored for different levels of teacher capacity; and a web-based platform containing the above tools and teaching resources. Trialling and implementing the frameworks will be phased.

Three teams are working on the simplified curriculum with different focus areas. The Centre for Education and Policy Studies (PSPK) and the Minister of Education's special staff are leading in preparing the curriculum framework.<sup>18</sup> A combined team from MoEC's assessment and learning centre, curriculum centre and teachers and education personnel directorate is in charge of the testing or piloting through the *Sekolah Penggerak program*, including disseminating and developing toolkits, while a third team is working with the data centre on information technology. INOVASI's support for MoEC on the simplified curriculum is ongoing with our long-term and short-term advisors working with each team by helping to develop the conceptual thinking, discussing the issues and presenting their ideas<sup>19</sup> to MoEC and the Centre for Education and Policy Studies.

Throughout the reporting period, INOVASI provided technical advice to MoEC's curriculum development team through fortnightly progress meetings and written notes to help investigate and troubleshoot any issues arising during the development process. This helped the curriculum development team maintain progress towards the launch of the revised curriculum in 2021 and still ensure the curriculum design is sound and benchmarked against other countries' approaches. We provided specific advice on issues such as:

- Mathematics and literacy content and approaches;
- Science content and approaches to developing inquiry skills;
- Early childhood education frameworks;
- Approaches to developing general capabilities and values (the *Pancasila* student profile);
- Implementation strategies, including in relation to the *Sekolah Penggerak* program;
- The Teaching at the Right Level (TaRL) approach;
- Communication and change management strategies.

Box 11: Our counterparts reported that discussions with INOVASI had increased their knowledge and understanding of what is needed in each stage of the curriculum revision from organizing, delivery and implementation. They have apparently grasped the general principles in each stage of the curriculum revision. Respondents reported difficulties at first in working out how to build the framework and what components they needed but several interactions with the INOVASI team, through a combination of meetings and discussions, helped to clarify the issue and added to their thinking:

*"... clearly, there should be strong alignment between design and function, in that for example at the design stage we should be clear on what learning outcomes mean, what is in the achievement standards, the content and what skills that our teachers should have, INOVASI talked a lot about this important linkage; one, that I realised, is missing in our (existing) curriculum." (Government respondent #4) (INOVASI 2021)*

<sup>18</sup> PSPK is an influential non-government organization, currently partnering with MoEC on a range of reforms, including curriculum and assessment.

<sup>19</sup> Interview with Government respondent #4

Late in this period, INOVASI brokered a working relationship between MoEC's curriculum development team and the Australian Academy of Science for technical advice on the science learning achievement descriptions and science teacher toolkits (grades 1–12). We are now planning to also review curriculum frameworks in early childhood education and social studies.

We worked with MoEC's curriculum team to review a draft project-based learning framework for developing the character education component of the new curriculum, known as the *Pancasila* student profile competencies and values. In December, we contributed to writing the evaluation report on Curriculum 2013 and an academic paper providing the evidence base for the new simplified curriculum (with MoEC's curriculum and books centre).

These papers provided an opportunity to put key issues in front of policymakers, including those related to teaching literacy, numeracy, science and 21st century skills. These papers are still in draft form.

As reported, due to the political sensitivity of curriculum reform, the development team is working under strict confidentiality. Much of the work on curriculum and assessment has been driven by the minister's team of special advisors and consultants. We had some success involving staff from MoEC's books and curriculum centre in routine discussions with the consultants to build ownership and capacity. However, it was not possible to involve MoRA, sub-national governments or practitioners in the process since the confidentiality requirements prevented INOVASI from sharing draft documents.

MoEC's plans for dissemination and implementation of the new curriculum have evolved over this period. The plan is to begin with a limited implementation of the 'prototype' curriculum in schools through the *Sekolah Penggerak* program. Current indications suggest that MoEC will select 110 districts to participate in this initial program. The tentative list includes only three or four of INOVASI's partner districts. Implementation planning was not yet sufficiently advanced by December 2020 to discuss plans to collect data in this first year of implementation. As a result, we have not yet provided technical advice on monitoring and evaluation for the new curriculum, as planned. However, as MoEC's implementation plans develop, they are responding to a variety of local contexts and teacher capacity. In the coming months, we will seek opportunities to discuss plans to collect data to inform future iterations and adaptations of the curriculum framework and supporting resources. If appropriate, we will continue to provide technical support in adapting the curriculum and support materials in response to field experience with the prototypes.

INOVASI has advised MoEC on these prototyping and implementation strategies, and particularly on plans to train teachers and school personnel (through the *Guru Penggerak* and *Sekolah Penggerak* programs) and develop supporting resources, such as teachers' toolkits and a web platform where teachers can access the curriculum framework and supporting resources. Teachers from INOVASI partner schools and *madrasah* participated in writing workshops for the teacher toolkits and this helped ensure the toolkits are pitched to the capacity and contexts of the lower performing schools.

Box 12: With support from INOVASI, MoEC reached out to MoRA for input from religious schools, not only *madrasah*. Within an agreement with MoEC, MoRA coordinates all the content writing related to learning achievements, modules and books for all religious schools that come under MoRA's responsibility. MoEC is responsible for the pedagogical aspects of all modules and books. It appears that religious schools (*madrasah* or other religious schools) will not form part of the trial implementation of the prototype curriculum in 2021 (INOVASI 2021).

MoEC also plans to develop a bank of resources for the revised curriculum in July 2021. This will include a repository of curriculum-linked, online and digital materials for teachers and students and be modelled on the repository in Australia's Scootle tool ([www.scootle.edu.au](http://www.scootle.edu.au)). Discussions are underway with Education Services Australia to share their experience and lessons in developing digital teaching and learning platforms. INOVASI will provide technical advice and link MoEC to institutions and organisations, including Education Services Australia. We may also support other programs and interventions developed by MoEC and MoRA as their plans to use technology in teaching and learning emerge.

## National Assessment Reform

When the COVID-19 restrictions were imposed on 24 March 2020, the Minister of Education issued Circular letter No 4 of 2020 to announce that the 2020 national examinations would not take place.<sup>20</sup> The circular letter specified that neither national nor school examinations would be held, students would 'learn from home', the requirements for grade promotion were being relaxed; requirements for registering new students were simplified; and schools could use their BOS funds to buy masks, sanitizer and disinfectant, and pay for internet access.

Meanwhile, a major reform of both the curriculum and the student assessment system was underway and MoEC still intends to undertake a first round of testing under the revised national assessment program in March 2021. This will consist of a national minimum competency assessment (*asesmen kompetensi minimal* – AKM), two national surveys (character and school climate) and tools for classroom assessments. Data from the national assessments and surveys will be used in school, district and system level evaluations (for example, school reviews and planning, school and district scorecards, and accreditation).

In response to requests for support, INOVASI assisted MoEC's assessment and learning centre in relation to:

- Field testing the minimum competency assessment and school climate survey;
- Developing an academic paper on the school climate survey;
- Analysing the assessment instruments from field testing.

We also helped the centre and the National Accreditation Board run a focus group discussion on the draft results of testing carried out on the survey and provided technical support in reviewing the test items and scales. The focus group discussion was held on 19 December 2020.

INOVASI's partner districts nominated over 450 primary and secondary schools to participate in the field testing conducted in November 2020. Due to limitations on identifying schools as test sites that were conducting face-to-face teaching, the assessment centre, *Pusmenjar*, plans to conduct additional surveys to complete their data sample. We are helping with the final analysis of results from the 450 nominated schools. We are also discussing technical support for MoEC on computer adaptive testing with the Australian Council for Educational Research. Support in developing the school climate survey academic paper drew on papers written for the 2018 Education Sector Review and the medium-term national development plan background study, TASS 2018 Education Quality Assurance Review and papers written for the National Accreditation Board for schools and *madrasah* in 2019 and 2020.

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<sup>20</sup> Minister of Education and Culture Circular No 4 of 2020 on the Implementation of Education Policies during the COVID-19 Pandemic



Going forward, INOVASI plans to:

- Continue routine progress meetings and issue-based troubleshooting;
- Complete a review of the science framework and instigate a review of social sciences and early childhood frameworks. These frameworks ensure that the preschool and early primary grades are aligned, particularly in literacy and numeracy;
- Continue to advocate engagement between the national MoRA office and the sub-national government offices leading up to the curriculum launch in 2021;
- Discuss World Bank plans for student assessments in MoRA and potential links between MoEC initiatives to develop teachers' capacity in assessment and MoRA's continuing professional development program for teachers.

## **Books and Learning Resources**

INOVASI's technical advice on books and teaching and learning resources focused on the emergency curriculum and related modules for learning from home during this period. However, we continued to advise on developing materials, modules, and teaching resources to support the new curriculum.

During the COVID-19 pandemic, communities and schools continue to benefit from the children's reading book resources that INOVASI initiated in Phase I, for example in the routine reading program included in the emergency curriculum module. Malinau Family Reading Network (*Ikatan Keluarga Baca Malinau*) collaborated with *Litara* and the University of Borneo in Tarakan to help children who are slow to read using reading books included in the emergency curriculum modules. INOVASI encouraged the district education offices to continue this approach while exploring the possibility of the collaboration continuing for 2021.

INOVASI's Systems and Policy team and the North Kalimantan provincial team discussed book supply issues with the head of MoEC's curriculum and textbook centre, resulting in an agreement to review new storybook titles in early 2021. This will allow schools and districts to purchase books from March 2021 when they receive their first schools operational fund allocations for the year. Plans to explore and possibly pilot the use of digital books for literacy programs, building on the work in North Kalimantan, were not yet implemented in this period. Likewise, we did not explore brokering partnerships with book publishers or investigate the potential for sustainable business models to improve the supply of quality children's books to support literacy in remote regions as planned. These activities were delayed due to more immediate priorities responding to the pandemic. We anticipate pursuing these plans in the coming period.

## **Literacy, Numeracy and Character Education (or 21st Century Skills)**

Plans are in place for INOVASI to support districts and non-government partners in scaling out and adapting successfully piloted approaches to literacy and numeracy, inclusion and multi-grade learning in 2021. Meanwhile, MoEC's curriculum development team is working on a new approach to character education that incorporates 21st century skills, known as '*Pelajar Pancasila*' (*Pancasila* student). The proposed approach is for teaching of character education and 21st century skills to use an integrated project-based learning approach. INOVASI provided technical advice to MoEC's team on approaches to project-based learning and we are likely to support MoEC in developing guidance for teachers in early 2021.

During this period, we completed preparation of a training module based on MoEC's *Pelajar Pancasila* framework that shows schools how to develop an integrated whole-school approach to character education. ... Technical staff from MoEC's curriculum and textbook centre and the civics and social studies centre,<sup>21</sup> along with a representative from MoRA, were all involved in the process. We are currently exploring opportunities to adapt and expand the basic module, in collaboration with government and non-government partners, to address various aspects of character education, including gender-sensitive schools and classrooms, moderate religious attitudes (see section 2.5 on Islamic Education), classroom and behaviour management for active learning, and 21st century skills. Opportunities to pilot the new module in 2021 are still being discussed but we hope to work with our partner districts and particularly with Abdi Kasih Bangsa school in Kupang, UNAIR in East Java, and Sumbawa in West Nusa Tenggara for this pilot in 2021.

Also during this period, INOVASI coordinated with DFAT's Australian Awards Indonesia (AAI) program to develop a short course on '[Building foundations to equip Indonesians with 21st century skills](#)'. The course will provide participants with opportunities to explore and benchmark key strategies to improve education foundations and develop 21st century skills by: developing effective policy; identifying the types of system support needed; implementing whole-school approaches; developing teachers and principals' skills; and adopting successful classroom practices. INOVASI was involved in selection of the course provider. Course participants will include officials from MoEC and MoRA; teachers, preferably from MoEC's *Guru Penggerak* program in West Nusa Tenggara and East Nusa Tenggara; as well as universities, civil society organisations in the education sector and educators for people with disability – preferably all within the West Nusa Tenggara and East Nusa Tenggara provinces. The course is planned to take place in Australia and be delivered over a two-week period in the second half of 2021, subject to the COVID-19 constraints. A pre-course workshop will be held online and the post-course workshop will be delivered three to four months after the course in Australia is completed (subject to COVID -19 constraints). We will coordinate with Australian Awards Indonesia and the participants to ensure that the course results in concrete programs that support INOVASI and MoEC objectives.

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<sup>21</sup> Centre for the Development & Empowerment of Educators and Educational Personnel (*Pusat Pengembangan & Pemberdayaan Pendidik & Tenaga Kependidikan* or P4TK)

## East Nusa Tenggara

In East Nusa Tenggara, we supported local governments to integrate recommendations from the province's Grand Design and Roadmap for Education into a technical draft of the 2021–2025 medium-term development plans in East Sumba and West Sumba districts. The plans focused on literacy, numeracy and character education, along with language transition and GEDSI issues, based on the results of the INOVASI Phase I pilots. In Nagekeo district the recommendations were integrated into a revised medium-term development plan for 2021–2023. MoEC's Bureau of Planning participated in meetings with these districts, supporting the alignment of national and sub-national plans and exploring models of collaboration with districts. Responding to expressions of interest, we had initial discussions with the district governments of Kupang and South-Central Timor to explore the level of commitment in these districts to scale out literacy and numeracy programs. These districts are keen to scale out successfully piloted INOVASI programs. We will follow up with formal correspondence between INOVASI and the potential districts' leaders in 2021.

Box 13: A range of data is being used in the PDIA-styled processes in the provinces to inform decision-making, as illustrated in the following statement.

*"Rembuk activities (PDIA) are very relevant to the context in Lombok Tengah because stakeholders get many perspectives on educational problems based on data from various parties... This activity is very relevant and rich in perspectives because all stakeholders get a complete picture of the problem. Previously, all stakeholders were aware of the existing problems, but not in detail and tended to be partial". (A representative from LPTK)*

INOVASI supported Nagekeo district with their scale-out plans for the literacy programs, linked to the education performance indicators in their medium-term development plan. We also supported the district's plans and preparations for a survey to assess students' learning outcomes and the impact of COVID-19. The survey was conducted in December and aimed to provide input for the district government's planning process. It was funded and managed by the government, with technical support from INOVASI (training for enumerators, developing the instrument and analysing the data). Data collection and cleaning was completed in December and data analysis was completed by mid-January. Discussions with the district education office about the results will follow.<sup>22</sup>

## West Nusa Tenggara

In West Nusa Tenggara, INOVASI facilitated a structured problem-driven iterative adaptation (PDIA) process. We held six online workshops each in Bima and Central Lombok districts between mid-September and mid-December 2020 with the Regional Development Planning Agency (Bappeda), Education Offices and Ministry of Religious Affairs Local Office, local teacher training institutes, prominent civil society organisations, Organisations of People with Disabilities (OPDs) and other programs to formulate, explore and prioritise problems related to foundational skills for all children, learn about effective solutions from local and outside contexts, and identify locally relevant solutions. The aim was to link local problems and solutions to national policy developments in curriculum, assessment and teachers' professional development. We also identified root causes of these local

<sup>22</sup> Total respondents: 144 teachers, 1,074 students (50 per cent female, 50 per cent male and 6 per cent children with disabilities) in 57 schools

problems and the potential solutions. Stakeholders from Bima and Central Lombok who were involved acquired new skills in identifying local problems and finding solutions. As a result of this work, district stakeholders are more aware of the national reform agenda and are able to link local problems to the reforms designed to resolve them. This is also informing the process of drawing up new strategic and medium-term plans for the district.

Building on outcomes from the Phase I pilots and strengthened by the problem-driven iterative adaptation exercise, Bima and Central Lombok districts have allocated IDR400 million and IDR200 million respectively to implement solutions in 2021. This includes scaling out good practices piloted in Phase I with local adaptations and a new intervention to introduce the Teaching at the Right Level approach in Central Lombok and character education in Bima. Five non-governmental organisations and five teacher training institutes have adopted good practices from the INOVASI pilots in their volunteer programs. By the end of December, a total of 22 organisations (including civil society organisations, villages, teacher training institutes and teachers' working groups – from regular schools and *madrasah*) plan to scale out the Literacy Volunteer program using their own funds and have requested technical support from INOVASI and local governments. The number of interested teacher training institutes is continually increasing now that the teacher training institute association is confirmed to work with INOVASI to support this Literacy Volunteers program.

Box 14: Literacy volunteers in NTB reported having increased knowledge in teaching early grade literacy, including being able to better identify learning problems. The literacy volunteer activity has also resulted in a change in attitude of many parents. Many who has been previously reluctant for their child to participate now actively encourage them. Indeed, seven parents in the program reported that they are now choosing to stay at home to help support their child's learning-from-home.

### North Kalimantan

In North Kalimantan, INOVASI worked with Bulungan district officials to co-design an adapted literacy pilot for upper primary teachers that the district plans to pilot in mid-February 2021, depending on the COVID-19 situation. Baseline data for the pilot will be collected by the end of January 2021. INOVASI's original literacy pilot targeting early grade teachers has already been scaled out to all schools in Bulungan. Working jointly with the Education Quality Assurance Council, INOVASI supported plans for improving quality based on the basic education data (DAPODIK) and school quality reports in Bulungan and Tana Tidung. The national Systems and Policy team will draw on North Kalimantan's experience to inform MoEC's reforms in education quality assurance.

### East Java

Consultations also took place in East Java during this period to support districts in planning and budgeting to scale out the literacy and numeracy programs successfully piloted in Phase I.

## 2.4 Teachers and School Leadership

Managing teachers and their continuing professional development is central to improving basic education and achieving better learning outcomes for all. In Phase I, INOVASI concentrated on building cluster-based approaches in the form of teachers' working groups to deliver continuing professional development for teachers within districts, and using these groups to pilot changes in

teaching practices for literacy, numeracy and inclusive education. In this reporting period, we continued to support the expansion and consolidation of these approaches and to use the outcomes to inform MoEC and MoRA as they develop and implement their reforms in teachers' professional development.

## **Teacher competency framework**

The Systems and Policy Unit has increased its level of effort in response to government priorities and requests in the period, for example, from MoEC's teachers and educational personnel directorate general. This reflects the major reforms that the directorate is initiating with regard to teachers' policy and practice.

MoEC has developed new competency frameworks for teachers and principals to provide clear descriptions of the skills they require. The frameworks use a growth model with four levels of competencies from graduate teacher through to lead teacher and from beginner principal to experienced principal. The competency frameworks will – over the next few years – be linked to models of career progression that reward performance over years of tenure, performance appraisal systems and teachers' professional development initiatives.

The Director General of Personnel issued the teacher and principal competency framework as a regulation in December 2020. The framework was developed with support from TASS and now INOVASI, and includes a specific competency on student assessment. INOVASI supported public consultations on the draft framework but, due to confidentiality requirements from MoEC, it has not been possible for INOVASI to facilitate additional input and feedback from teachers and districts. We also helped facilitate updates from MoEC to MoRA's personnel division although MoRA has not yet adjusted any of their guidelines or approaches to teacher performance appraisal, teacher development or career progression since the framework was only issued in December and is not yet widely socialised. As the framework doesn't have the same status as a national standard, it may not have the legitimacy it needs at school and district levels and or sufficient standing for MoRA to refer to it.

However, MoEC is planning to develop resources to help teachers and principals understand and apply these competency frameworks. One resource under discussion is a bank of videos of teacher and principal practices that illustrate the competencies in the frameworks. MoEC has not yet finalised plans for the online platform to support curriculum implementation. We are currently engaging with Australian Institute of Teaching and School Leadership (AITSL) to provide advice and materials to support MoEC to establish the platform. MoEC is keen to learn from the illustrations of practice that the Australian Institute of Teaching and School Leadership developed to support their professional teacher and school leadership standards.

AITSL has begun to provide limited advice even while contractual details are being finalised to enable official engagement. INOVASI facilitated discussions between MoEC's personnel directorate and AITSL for technical advice on developing videos to illustrate the competencies in the framework since MoEC is using their videos of practice as their model. MoEC produced five videos in late 2020 which will be reviewed by AITSL in early 2021. We did not pursue financial support for filming the videos as MoEC had already budgeted for this. In the coming period, we will support MoEC plans to socialise and implement the teacher competency framework, including with MoRA. We are supporting MoEC's engagement with AITSL on multiple aspects of implementing the framework and thus we are negotiating a longer-term partnership agreement between them.



## Digital learning

One of the key activities planned for Phase II is developing the use of technology in learning and training as well as in curriculum development and support for continuing learning for teachers in the time of COVID 19. At the same time, we aim to bring digital learning to the forefront in the longer term. In this reporting period we consulted with MoRA on appropriate support for digital learning, grounded in evidence, and exploring where appropriate synergies lay. Once these were established, we completed procurement processes from the private and non-government sectors, identifying innovative solutions to Indonesia's digital learning needs.

Arrangements are now in place to start the following activities in 2021: (1) digitalising existing resources, including INOVASI-developed training modules, including supporting MoRA's online continuing professional development; (2) developing and piloting approaches to remote and mixed-mode delivery of professional development (initially in North Kalimantan where the districts have requested support in this area); and (3) exploring ways of improving school supervision in remote areas through education technology solutions. Meanwhile, the MERL team is preparing to work with national, sub-national and development partners to conduct a collaborative study on the efficacy of delivering continuing professional development for teachers digitally.

INOVASI (including our Systems and Policy and Education Pilot and Partnerships teams and consultants) held a series of meetings with MoRA's newly established online learning team to discuss the design options for online learning and to prepare for digitalising previously approved INOVASI modules for teachers' continuing professional development on literacy. We reached an agreement with Charles Darwin University to provide technical advice for this activity. The university will help build the online learning platform for MoRA's continuing professional development. The design of online learning prototypes will begin with one of the continuing professional development modules that was adapted from INOVASI's literacy modules. We are also exploring opportunities for an online quality assurance application to support the continuing professional development rollout in teachers' working groups.

As reported in section 2.2 on GEDSI, sub-section on Remote and Indigenous Communities, during this reporting period INOVASI surveyed several educational technology specialists, resulting in an agreement with UX Indonesia. This Australian-Indonesian organisation is due to commence in North Kalimantan in January 2021. UX Indonesia will work with INOVASI and North Kalimantan districts to design and pilot a teacher training system for remote areas in North Kalimantan.

In addition to supporting the use of education technology for teacher in-service training, INOVASI is focusing on the use of digital technology in the classroom. We will continue to explore opportunities to support literacy learning through digital books. This is likely to involve collaboration with the Asia Foundation, building on the partnership established in INOVASI Phase I, in which INOVASI worked with districts in North Kalimantan to use Asia Foundation digital books (free download) to support literacy programs in remote schools.

## Continuing Professional Development

During this reporting period, MoEC continued working with its team of advisors on designing its suite of 'change agent' programs to support continuing professional development for teachers across the system, namely: *Program Organisasi Penggerak*, *Sekolah Penggerak* and *Guru Penggerak*.

INOVASI has been providing advice on the three initiatives and MoEC has acknowledged that they drew significantly on INOVASI approaches to supporting schools and districts to improve learning in designing *Sekolah Penggerak*. In planning discussions, the co-chair of INOVASI's national steering committee referred to the *Sekolah Penggerak* program as a scale-out of INOVASI Phase I.

While these programs are still expected to commence in the first six-months of 2021, the launch was delayed primarily due to the COVID-19 pandemic.

### **Program Organisasi Penggerak**

In Phase I, INOVASI supported MoEC as it began developing a monitoring and evaluation framework for the *Program Organisasi Penggerak*. This partnership program will provide grants to civil society organisations with a record of delivering successful teacher development programs and MoEC will monitor and evaluate their interventions, collecting evidence from the field to verify their effectiveness. MoEC will categorise grantees based on their assessed capability.

Learning from INOVASI Phase I, the least established organisations, referred to as the '*Kijang*' group, will use the problem-driven iterative adaptation (PDIA) approach to link monitoring and evaluation to learning and improvement during the implementation phase. During this reporting period, a team of specialists from INOVASI and SMERU worked with MoEC to design the PDIA training framework and draft training materials for the program. The review of these training materials is now complete. A question that emerged and remains unanswered is who will partner with the *Kijang* organisations to support the PDIA process? We are discussing options with MoEC's team, including a potential role for school supervisors and facilitators (volunteer teachers referred to as *relawan penggerak* registered with the *Sekolah Penggerak* program). The next step is to test the PDIA training materials with a small group of supervisors and lecturers before conducting the training with the organisations selected for the program.

To support the program's overall monitoring and evaluation framework, in December 2020 INOVASI selected an organisation with the expertise to advise on monitoring and evaluation design and implementation planning for *Program Organisasi Penggerak*; this work will take place between January and March 2021. In the coming period, we will evaluate this sub-contractor's performance and the status of the implementation plans in MoEC. We may then decide to extend the sub-contract to support program implementation (currently estimated at the earliest April 2021 but possibly July 2021).

### **Sekolah Penggerak and Guru Penggerak Programs**

*Sekolah Penggerak* is a MoEC initiative that identifies schools to become 'change agents' and support their own and other schools in their network to transform from being below average performers to being good performers. This is achieved through a program of training, coaching and other interventions to improve the quality of teaching, leadership and student learning outcomes. *Guru penggerak* are essentially teachers who will take on new roles as instructional coaches and later aspire to become principals by focusing on instructional leadership (as opposed to the traditional focus on management and administration). This is similar to the role of district facilitators in INOVASI pilots.

In a series of high-level consultations, we shared INOVASI's experiences with MoEC, particularly in the following areas: selecting schools based on clusters; jointly selecting district facilitators; using a whole-school approach for program effectiveness; using a whole-district approach to promote program sustainability; ensuring coordination between central and local government levels; and the

importance of synergies between pre-service and in-service teacher training programs. This advice, drawing on the evidence from the Phase I pilots, helped shape the design of the *Sekolah Penggerak* and *Guru Penggerak* programs.

However, it has been challenging to engage in developing the programs, as the ownership of these programs within MoEC is shared across several directorates-generals as well as the research and development agency. It is not always clear who is leading on which aspects of the program, although MoEC's draft concepts show that the *Sekolah Penggerak* program design works within the mandates of schools, districts, provinces and national government. The *Sekolah Penggerak* 'change agent' schools are expected to test the prototype curriculum, but this is still highly confidential. For these reasons, our plan to offer intensive support to MoEC in this process has not yet been implemented. Consultations with MoRA and with teachers, principals and local governments have also not yet taken place.

INOVASI's input and review of the draft *Sekolah Penggerak* academic paper is expected to take place in January 2021. As the program starts in the coming period, we will help coordinate with the provinces and districts, and contribute at both national and sub-national levels on piloting the program in INOVASI partner areas, depending on MoEC's confidentiality considerations.

Where invited, INOVASI will also contribute to developing training modules, advise on engaging with districts, share Phase I scale-up experiences and advocate for GEDSI training content for the teachers in the *Guru Penggerak* program. We will also support MoEC and the districts in planning and collecting data for quick feedback loops as part of the pilot implementation. We may also participate in reorientation for the education quality assurance council units or other areas that government identifies as part of the *Sekolah Penggerak* design.

### **Ministry of Religious Affairs continuing professional development system**

TASS and INOVASI provided substantial support to MoRA in Phase I to design, develop and pilot a new continuing professional development system for *madrasah* teachers. MoRA is now preparing to scale out the system nationally partly through a World Bank loan. During this period, INOVASI has consulted closely with MoRA and the World Bank to determine the role we can play in supporting MoRA to ensure the system is sustainable and effective. This is described further in section 2.5 on Islamic Education.

### **Teacher recruitment and distribution**

MoEC is changing its policy and strategies in efforts to manage and distribute teachers more efficiently and equitably. These changes address the different approaches and entitlements for civil servant and non-civil servant teachers through new mechanisms such as fixed-term government employment contracts. This is a major issue in regions like East Nusa Tenggara with a high proportion of private schools and non-tenured teachers.

Building on the work in TASS (and INOVASI Phase I), INOVASI supported MoEC in this exercise of calculating teacher supply and modelling the impacts on the workforce numbers and budgets using a range of approaches. Evidence from our work with multi-grade teacher appointments and the experience of contract-teacher policies in districts such as Probolinggo and Malinau contributed to the discussion. As planned, we advocated for data on children with special needs to be included in the planning process.

As a follow-up from support provided under TASS on teacher recruitment and distribution, MoEC chose an aggressive strategy to ensure that schools are adequately staffed with properly supported teachers. In December 2020, MoEC announced that they will recruit one-million honorary teachers as fixed-term employees (P3K contracts) in 2021. MoEC requested support from INOVASI in developing teacher selection assessment criteria for the recruitment process and in contributing to training systems for applicants trying to meet these assessment requirements. As at the time of writing, we are investigating the strategic merit of supporting this request.

Scale-out training on literacy, numeracy and inclusion took place between September and November in Probolinggo, East Java, and informed forward planning and implementation. The multi-grade learning approach was successfully piloted in Probolinggo, in Phase I and the district is planning to scale out the pilot in 2021. We held a series of meetings in Probolinggo during this period to help the district prepare an annual workplan to disseminate and scale out the multi-grade pilot with a focus on literacy, numeracy and inclusion. The scale out is planned for 87 small schools and will provide a valuable case study for developing policy to support flexible, efficient and effective teacher deployment strategies like multi-grade schooling. INOVASI will use this opportunity to learn more about the multi-grade approach, its value in deploying teachers efficiently and in improving learning outcomes. We will also investigate whether it can be applied to the new curriculum, with its embedded Teaching at the Right Level (TaRL) approach.

## Accreditation and School Evaluation

The accreditation instruments (for external evaluation of schools/*madrasah* performance) were revised originally with support from TASS and now INOVASI is supporting their continued refinement and initial application. The approach to the accreditation is moving from emphasising compliance to measuring the quality of practices that support improved teaching and learning. The new accreditation instruments (IASP) were issued in November 2020<sup>23</sup> and implemented in an initial 5,000 schools and *madrasah* in December 2020. This exercise used an online format due to limitations on school visits in the context of the COVID-19 pandemic. INOVASI supported the board in analysing the December 2020 results and these will become the baseline for the National Accreditation Board for schools and *madrasah*. The board will revise the instruments based on data and other feedback collected during this initial implementation.

Next year the new instrument will be implemented in a larger number of selected schools and *madrasah* and by 2022 it will be applied to all schools or *madrasah* that require accreditation. The revised instrument covers all eight national standards but is weighted towards the quality of teaching, the learning environment and student learning outcomes.

We also supported the National Accreditation Board in developing a monitoring ‘dashboard’ that makes it possible to decide whether a school or *madrasah* can be automatically re-accredited. The decision is based on the school’s performance across a range of indicators from the new (draft) school scorecard as well as data collected by other work units at MoEC and MoRA (DAPODIK, National Assessment, the Education Management Information System, the Management Information Systems for Educators and Education Personnel, and the teachers and educational personnel directorate). INOVASI took active steps to mitigate the risk of access to secondary data (and breach of privacy) by helping the board and the school and district scorecard team reach agreement on access and use of data between the two. The systems approach is further supported

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<sup>23</sup> Ministry of Education and Culture decree No 1005 of 2020

through MoEC's assessment and learning centre developing and applying its own minimum competency assessment. The National Accreditation Board and MoEC's assessment and learning centre are developing institutional links with the centre agreeing to apply the accreditation board's instrument along with their own. This cooperation may not have been possible without INOVASI's facilitation skills and the longstanding, close-working and trusted relationships we have developed with both these entities.

This integrated monitoring dashboard process will also be more efficient for schools and *madrasah*, enabling them to focus on their core business of teaching and learning. The process will be aligned, using the same source of data as the quality assurance process, providing one 'source of truth' about a school or *madrasah*'s performance. (The quality assurance and accreditation systems were previously separate). Arrangements for regions without internet access are still being considered.

We will explore opportunities to gather more detailed data from schools and *madrasah* and link this to North Kalimantan support to the educational quality assurance councils. Discussions with MoEC on support for the scorecards continue and some support may be provided to the accreditation board to finalise the dashboard and analyse and respond to data from the initial implementation.

## 2.5 Islamic Education

Building on successful collaborations with TASS and INOVASI in Phase I, MoRA requested a stronger role in the governance and implementation of INOVASI in Phase II. We accommodated this request by changing our governance arrangements (see section 1.2) and taking an integrated approach to support MoRA at national and sub-national levels through partnerships with the national Islamic organisations, *Nahdlatul Ulama Ma'arif*, *Muhammadiyah* and *Nahdlatul Wathan* in Lombok. Our work in East Java is now largely in the Islamic education sector.

### Engagement with the Ministry of Religious Affairs

INOVASI and World Bank technical teams held ad hoc coordination meetings in late 2020 which will be formalised going forward in routine monthly meetings between INOVASI, DFAT, the World Bank and MoRA. Our focus is on providing technical advice to strengthen the continuing professional development systems and policies, enabling MoRA to work towards delivering a high-quality program design (offline and online) with a GEDSI-inspired focus and sound monitoring and evaluation framework for rollout in 2021 onwards. The aim remains to establish an ongoing and sustainable continuing professional development system for the Islamic sector.

Our technical advice to MoRA in this period followed on from activities commenced under TASS and covered the following areas:

1. Developing, finalising and reviewing MoRA's continuing professional development guidelines, modules and instruments. Technical guidelines on quality assurance and monitoring and evaluation for the MoRA program are being supported. When requested, we continue to provide support to review junior secondary modules (curriculum) which are still in progress by MoRA with support from INOVASI;
2. Applying the *madrasah* continuing professional development system to early childhood education;
3. Initially developing plans and piloting online continuing professional development;



4. Initial support to developing a 'Roadmap for inclusive *madrasah*' that supports GEDSI in continuing professional development programs;
5. Conducting 263,000 teacher competency assessments using instruments developed in TASS Phase I and continuing professional development for teachers at all education levels, including early childhood education; and
6. Strengthening MoRA's information systems for continuing professional development.

We held initial discussions with the planning section of the Directorate General of Islamic Education on support requested for a Roadmap on Islamic Education, but a number of personnel changes occurred in that division, including the post of secretary to the director general (still vacant as of January 2021). We will resume this activity in early 2021 when staff are in place and key directions from the director general and new secretary are established and mobilise support as appropriate.

The drafting of a ministerial regulation on inclusive *madrasah* with support from TASS is still ongoing although about 80 per cent has been completed. In the coming period, we will continue to support MoRA in finalising and disseminating the regulation and, if required, in preparing the technical implementation guidelines.

Responding to a request from MoRA, we are partnering with UNICEF and national kindergarten teacher associations, the Integrated and Holistic Early Childhood Education (PAUD HI) National Coalition and the Association of Islamic kindergarten teachers (IGRA). Under this partnership, 11 workshops were conducted between August and October, for kindergarten teachers from 34 provinces. The aim was to improve their ability to conduct remote teaching/learning during the pandemic. The training was supported by INOVASI and provided by a MoRA-PAUD HI coalition in collaboration with UNICEF and IGRA. We also facilitated a review of the applicability and revision of the teacher competency assessment instrument for kindergarten teachers, supporting the analysis of results of the assessment that MoRA conducted nationally. The data will be used as the baseline for continuing professional development training in 2021.

In this period, INOVASI supported MoRA in reviewing and adapting literacy, numeracy and inclusive education modules for the national continuing professional development program and these modules have been approved. The key adaptation of INOVASI Phase I modules is in the way the modules are divided to fit MoRA CPD requirements of 40 hours per module and also realignment of the format and organisation of the materials. Religious values have also been added to relevant units. There are three modules totalling 120 hours for the early grades. As described in the section on digital learning, above in section 2.4, we have also put arrangements in place to help MoRA digitalise its continuing professional development modules for online delivery.

MoRA requested INOVASI's support in developing and piloting an approach to character education that promotes religious tolerance and moderate religious attitudes (referred to as *moderasi beragama*). Following consultations with DFAT and MoRA, INOVASI agreed to support this initiative that will, in part, adapt INOVASI's character education training modules that assume a whole-school or whole-*madrasah* approach. We are also exploring ways to extend the training and support to Islamic education teachers in regular schools (state and private) under MoEC. INOVASI will avoid any discussion of religion or religious education content, focusing rather on generic approaches to building the universal values, skills and competencies described in the 2020-2024 medium-term development plan, the MoRA and MoEC strategic plans, related presidential instructions and regulations, and the *Pelajar Pancasila* concept. We may be able to partner with universities and non-governmental organisations with experience in this field, such as AIPJ.

In this period, we worked with MoRA to incorporate these ideas into a Concept Note for *Moderasi Beragama*. This was a weekly activity involving echelon 2 and 3 officers and relevant MoRA staff. We also supported MoRA in developing a draft decree for their *Moderasi Beragama* development team. The team will be responsible for designing and implementing the program. Initial discussions were held to identify opportunities within mass Islamic organisations, *Nahdlatul Ulama Ma'arif*, *Muhammadiyah* and *Nahdlatul Wathan* to pilot this module. MoRA is seeking INOVASI's support to engage in discussions with MoEC on their initiative, as it will require MoEC's endorsement and participation.

Additional requests from MoRA for INOVASI support include: (1) support to design and conduct a study on learning loss due to learning from home during COVID-19; (2) support for MoRA's Jakarta office to scale out literacy training and declare themselves a 'literacy province'; and (3) support to develop and pilot an application for quality assurance and monitoring and evaluation on implementation of primary and subject teachers' working groups as a forum for continuing professional development. INOVASI is currently considering these requests.

### *East Java*

We supported MoRA's East Java regional office in socialising the continuing professional development regulations (ministerial regulation and technical guidelines<sup>24</sup>).

In this period, we strengthened our strategic engagement and identified priorities with our MoRA partners in East Java through a series of consultations. We are facilitating formal strategic partnership agreements between MoRA's regional education office and the provincial offices for *Nahdlatul Ulama Ma'arif* and *Muhammadiyah* respectively. The aim is to establish a legal basis and strengthen the capacity of *madrasah* teacher learning communities (primary and subject teachers working groups) as a forum for continuing professional development. INOVASI plans to work through these partnerships to support the implementation of MoRA's continuing professional development program, providing assistance for the monitoring and evaluation team for MoRA East Java and helping to strengthen the role of their education and learning quality assurance team. A working agreement regarding continuing professional development has been signed between MoRA's regional education office and *Nahdlatul Ulama Ma'arif*. Consultations have also taken place between *Muhammadiyah*'s Directorate for Basic Education and the MoRA provincial office, however, there is not yet a formal agreement.

Consultations with MoRA focused on sharing the findings and achievements of the INOVASI Phase I pilots and planning for Phase II activities with MoRA staff. We also made joint plans and preparations to assist in the continuing professional development program, including in selecting participants.

We held consultations with the provincial offices of *Nahdlatul Ulama Ma'arif* and *Muhammadiyah* in East Java to strengthen their institutional systems and their monitoring and evaluation teams, using the PDIA approach to identify their problems and explore solutions.

Joint planning sessions with *Nahdlatul Ulama Ma'arif* focused on scaling out INOVASI Phase I numeracy training (Numeracy 1) online. We are also supporting the online scale out of the Numeracy 2 pilot by *Nahdlatul Ulama Ma'arif* Sidoarjo in collaboration with the *Nahdlatul Ulama Scholars'*

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<sup>24</sup> Ministerial regulation on Continuous Professional Development number 38 of 2018  
Technical guidelines for teacher working groups number 6673 year 2019, and continuous professional development implementation in KKG, MGMP and MGBK number 1381 year 2020

Association (ISNU) Sidoarjo. Initial meetings were held with Airlangga University to plan the development of the *Pelajar Pancasila* profile module (character education) by involving *Nahdlatul Ulama Ma'arif* primary *madrasah* and Airlangga University in Surabaya. A small grant program will support the implementation of these activities in the coming six-month period. We will work in 2021 to ensure this work is linked to and can inform MoRA's wider *Moderasi Beragama* initiative.

Planning with *Muhammadiyah* East Java focused on a possible GEDSI program in *Muhammadiyah* schools, planning for the grant program, strengthening plans for communications and facilitating the working relationship between the *Muhammadiyah* primary schooling council and MoRA, East Java. Progress with this has been slower than expected due to the focus on COVID-19 response and recovery.

### *West Nusa Tenggara*

As in East Java, we supported MoRA's West Nusa Tenggara regional office to socialise the continuing professional development regulations (ministerial regulation and technical guidelines).

As the largest Islamic organisation in West Nusa Tenggara, *Nahdlatul Wathan* and its members have established over 1,000 private *madrasah* on Lombok island. However, most of these *madrasah* are underperforming in foundational skills, due to the low capacity of the teachers and lack of funding. During this period, INOVASI established a strategic partnership with *Nahdlatul Wathan* that was agreed in principle in a meeting between the head of *Nahdlatul Wathan* (TGKH Muhammad Zainuddin Abdul, former governor of West Nusa Tenggara) and the INOVASI program director. The design of the partnership program has been agreed, with inputs from INOVASI and government (district education office and MoRA). The next step will be to formalise a grant agreement with *Nahdlatul Wathan* and implement the partnership program, ensuring we monitor, evaluate and reflect on progress and make any necessary adaptations. The partnership with NW will support implementation of MoRA's CPD program (focusing possibly on inclusion), and emerging approaches to Moderate Religion and Character Education. It is worth noting that many underprivileged children and children at risk in NTB are enrolled in NW-affiliated *madrasahs* with poor capacity, which makes this partnership strategic in INOVASI's inclusion efforts.

## **2.6 Monitoring, Evaluation, Research and Learning**

The Monitoring, Evaluation, Research and Learning (MERL) program had three priority areas in this period. The first was to disseminate the MERL Strategy and its toolkits and ensure it was implemented, develop the program data management system and conduct the first six-month reflection and learning session. We used the results of this session to inform this progress report. The second priority was to conduct responsive research, particularly to assess the learning environment during the pandemic. The third priority was to set up and prepare to implement the baseline and research agendas.

There was no shift in the first two priority areas, but we had to adjust planning for the third priority due to the changing context and developments in the program interventions, both at national and sub-national levels. Two baseline studies will be administered in early 2021 while the rest are waiting for a more concrete program design, including for the MoEC reforms on curriculum, assessment and the *Sekolah Penggerak* program. In addition, we are planning to incorporate input from the Australian

Council for Education Research in our strategic baseline and research studies. This is expected to take place early in 2021.

## Monitoring and Evaluation

In the first six months of the program we made significant efforts to refresh the MERL Strategy and implementation tools, and to socialise and use these tools within the program. The Phase II MERL Strategy was finalised with DFAT in early November and the strategy and toolkits were disseminated through small group discussions in the provinces and in a whole-staff meeting for the national teams. The technical aspects of operationalising the MERL Strategy and the toolkits were discussed in a one-day MERL workshop. INOVASI's MERL is now embedded throughout the program, making monitoring, evaluation, research and learning everyone's responsibility.

We developed the program data management system in consultation with the MERL team and with the monitoring and evaluation advisor and held several meetings to set the parameters and design of the system. We completed the initial development in December and launched the system in a team workshop on 21 December 2020.

The COVID-19 context has impacted on how the MERL team can execute our usual agendas and particularly regarding our data collecting procedures. All data collection is currently conducted through online or phone-call mechanisms and this limits opportunities to achieve proportional representation of target groups and precludes the use of observation. An opportunistic and purposive approach is thus replacing the common procedure of random sampling.

Engagement with ACER in the reporting period is reported in section 2.1 regarding COVID-19 response.

## Baseline studies

During the reporting period, the team prepared to conduct baseline studies for both pilot and scale-out activities to be implemented in February 2021. Based on discussions with each working unit, two pilots will be ready to implement:

*Nagekeo language transition pilot:* The pilot is planned for Nagekeo district primary schools and early childhood education centres (PAUD). It will initially target ten schools and their associated early childhood centres (that the children are likely to attend before enrolling in the schools concerned). Potentially, the study will allow us to compare the learning outcomes of children who are exposed to the language transition pilot at the preschool level, those who are exposed to the pilot at the primary school level and those who have no exposure to the pilot practices.

*Bulungan scale out:* A literacy pilot is planned for upper-primary students in Bulungan. The district government has already scaled out INOVASI's literacy pilot for early grade teachers in Bulungan. In Phase II, the local government wants to target upper-grade teachers using an adapted literacy pilot (the content will be adjusted for upper primary students with INOVASI's input).

Both pilots are planned for mid-February 2021, so the baselines need to be carried out by the end of January. However, this is also subject to rapid changes in the field, such as the delays in implementing pilots due to the COVID-19 situation. The baseline will capture student's learning outcomes, teaching practices, school capacities and system practices.

Following consultations in December, we are planning to discuss the data collection instruments and methods with the ACER, research advisors, provincial teams and relevant stakeholders in January.

In addition to these sub-national pilots and scale-out activities, we had planned to work with MoEC on a baseline study in preparation for the national MoEC reforms. However, this is on hold as the activities are still in the design phase. The big national reforms, described in the curriculum and assessment section (2.3), include the *Sekolah Penggerak* and *Guru Penggerak* programs, the new national curriculum due to be 'prototyped' in *Sekolah Penggerak*, and the new system of minimum competency assessment (AKM) that is likely to be implemented in all schools in the second half of 2021. As these programs are further developed, we will continue to consult closely with MoEC's teams, and with the ACER and provincial teams, on plans, instruments and possible data collection methods. INOVASI's role is still to be clarified at this stage and will be determined in consultation with MoEC and our local partners.

In the context of the COVID-19 pandemic, the closure of schools and launch of the emergency curriculum for learning from home, most of our research focused on this issue, and is described fully under section 2.1 on the COVID-19 response.

## Learning and reporting

Data collection for the six-monthly reflection and learning workshops took place in November–December at both national and sub-national levels. As explained in the MERL Strategy, the purpose is to gather data to evaluate INOVASI's progress in the reporting period. A reflection workshop was held in each province in December, facilitated by the national MERL team. The workshops provide the opportunity to clarify key findings, explain INOVASI's contributions to significant findings and discuss what aspects each unit needs to improve. Results are reported in this six-monthly progress report.

The process will be completed in January with both the data collection and reflection workshops for the national units. The MERL and Communications teams are planning to develop a communication product to summarise significant lessons learned from the first reflection for internal sharing.

Beyond this, the MERL team will prepare for the second six-monthly reflection and learning, and update the findings from the first reflection in March–April.

Six-monthly strategic testing has not been included in the first six-monthly reflection cycle. During this first six-month period, INOVASI's resources were devoted to preparing strategic documents, recruiting staff and delivering induction sessions for all staff, while maintaining the dynamics with our partners at national and sub-national levels. In addition, INOVASI is responding to the COVID-19 context and focusing on ways to support our partners in managing the implications of the pandemic on learning. Against this backdrop, we decided not to conduct the strategic review, as it was too early to assess if the approved strategies need to be adjusted.

The Communications team is currently working with the MERL team to develop instruments and indicators for our communication activities. The teams are adapting a tool created by the Overseas Development Institute to monitor and evaluate communication activities. The stakeholder engagement registry, available in the MERL toolkit, is both a Communications and MERL tool. Data collection is ongoing although we have already collected data from social media and website analytics, from the branding audit and from hosting events. The team is currently finalising its branding audit reporting and the data will be analysed and used in feedback for activities and programs.



## Internal Capacity Building, and Support for Government and Partners

As part of our sustainability strategy, our MERL activities will increasingly be conducted by our government partners in Phase II. This process began in Phase I and over the coming three years, we anticipate gradually handing over responsibility for the MERL functions to government and our partner agencies. The first steps are to share the MERL role across the INOVASI team and at the same time work with our partners to build capacity through co-designing monitoring and evaluation plans and tools.

Responsibility for MERL is now shared with all provincial teams and work units. During this period, the MERL team helped the work units to design monitoring and evaluation for pilots and other activities, including preparing theories of change and results frameworks. A 'MERL partner' has been assigned from the national MERL team to support each work unit with this process but some of the results frameworks for activities are still in progress. Ongoing activity includes: (1) continuing support to develop theory of change and results framework for new activities or initiatives; (2) continuing support to capacitate each work unit, enabling them to take the lead in providing technical support for partner districts or local non-governmental organisations and to develop their own monitoring and evaluation systems and plans.

### *Ministry of Education and Culture*

In discussions with INOVASI's secretariat, located in the MoEC's Research, Development and Book Affairs Agency offices, it emerged that there is demand for the development of evaluation capabilities. MoEC has identified an urgent need to develop capacity in monitoring and evaluation, and particularly in shifting the emphasis from 'reach and spend' (numbers of teachers trained or recipients of scholarship programs) to program effectiveness (are programs reaching the right beneficiaries and resulting in changes in practice). Competing priorities and a high volume of demand-driven activities in MoEC meant that this activity was not pursued during the reporting period. However we will follow up with MoEC's planning bureau (that requested the support initially) and the research and development agency in the first half of 2021, and design and mobilise support as appropriate.

As reported in detail under the Continuing Professional Development sub-heading under section 2.4, INOVASI has helped MoEC's teams to develop the *Program Organisasi Penggerak* and the accompanying 'change agent' programs, *Sekolah Penggerak* and *Guru Penggerak*.

### *East Java*

In the October–December period, the East Java team conducted several workshops with *Nahdlatul Ulama Ma'arif* and the Sumenep district to build local capacity in setting up monitoring and evaluation systems and plans. These systems and plans are being developed using a participative, iterative approach, starting with mapping local capacity needs, through a reflective problem-identification process and then followed up with participatory training to develop theory of change and results frameworks. *Nahdlatul Ulama Ma'arif* has almost completed their own theory of change and results framework while Sumenep district is still working on theirs.

The next steps planned are: (1) providing technical support for *Nahdlatul Ulama Ma'arif* and Sumenep district to develop monitoring and evaluation tools and action plans in January; (2) running workshops with *Muhammadiyah* and other partner districts in February to develop theory of change and results frameworks; and (3) providing ongoing technical support and consultations during the process of monitoring and evaluation by partners in the coming six-months.

### *East Nusa Tenggara*

In mid-2020, INOVASI assisted the Nagekeo district government to establish an Educational Capability Improvement Working Group and one of the main concerns the group identified was the lack of data related to educational access and quality to support education policy planning. Responding to this, the Nagekeo government has formally asked INOVASI to help conduct a situational analysis. This request was driven by the recognition that the district has limited human resources in terms of content knowledge, information technology skills and research ability. In November 2020, INOVASI helped Nagekeo district develop instruments to capture teacher and student profiles, teaching practices and students' learning outcomes. INOVASI has also trained 30 enumerators who were selected by the district to collect the data; most are school data entry personnel in the district. The data collection was completed in mid-December 2020 and we are currently working with the district team on data cleaning and analysis.

Box 18: Activities in the period demonstrated ability in accessing, analysing and sharing data for decision-making. Examples included:

- In a district in NTT, stakeholders used their own survey data of students' literacy skills to inform the transition language program.
- A District Education Office in East Java used data on student-teacher numbers to decide (i) which schools should be endorsed to use multi-grade methods, (ii) the redistribution of teachers, and (iii) to expand the approach.
- District Education Officers in North Kalimantan undertook rapid survey and reflection to explore how learning during the pandemic was being implemented. They used the findings to improve their strategy.

### *West Nusa Tenggara*

INOVASI has been facilitating a structured PDIA process with around 25 stakeholders in each Lombok Tengah and Bima districts. Between end of September to early November, stakeholders explored the causes of the persistent issue of low basic literacy and numeracy attainment especially among children with serious learning difficulties. Some of the key causes identified including lack of data of literacy and numeracy attainment, and data of children with serious learning difficulties. This lack of data from classroom to policy levels have caused teachers, principals, parents, government, and other actors not being able to develop effective programming. Hence, the key short-term (6 month) solutions proposed are related to data to make the 'invisible problem' visible:

- At the school and community level: improving data of children's literacy and numeracy levels and profile of learning difficulties using formative assessment tools developed by INOVASI and adapted PBS developed by FKIP UNRAM. These data will help school and community organise teaching at the right level, and other support necessary. This will be done through training teachers, principals, and school committee and villagers' a data-driven teaching and school/village program.
- At the district and provincial decision makers levels: making data on students' literacy and numeracy attainment as well as children with learning difficulties available and accessible through development of dashboard data.

- Policy related solution: Lombok Tengah will develop roadmap for improving education quality with a focus on improving basic literacy and numeracy for all SD/MI children, especially those with serious learning difficulties. Bima will continue to improve its technical guide of the existing *perbup* on literacy and *renstra* to include efforts to improve literacy data.

After issues and solutions identified, each district appointed 8 – 10 government officials from *Dinas Pendidikan, Kemenag, Bappeda* and local TTIs to design the solutions in more detail. To support this team, INOVASI organised few sessions on ToC to clarify the proposed outcomes for each solution, and result framework to further detail the indicators and targets expected from implementation of solutions and how to measure the achievement of these. In the first quarter of 2021, INOVASI will have selected TTIs as partners in supporting each district rolling out the solutions at the school and community levels. INOVASI will provide technical support for solutions at the district and provincial in coordination with MoEC and MoRA. It is hoped that this type of experiential and contextual learning by local government and stakeholders will be effective and build program ownership at the same time.

## 2.7 Knowledge Brokering and Coalition Building

The main change in the design update for Phase II of INOVASI is re-conceptualising the program from designer and implementer to *broker, catalyst, collaborator, evaluator* and *communicator*.<sup>25</sup>

INOVASI is expected to have a strong role in brokering partnerships with the private sector and civil society with three aims: 1) coalition building to support locally-led reform; 2) leveraging others' resources to achieve wider impact and support scale-out; and 3) brokering relationships between government and service providers for sustainability.

### Knowledge brokering

Knowledge brokering in INOVASI is a process whereby information captured from INOVASI activities or external partners is shared with decision makers, practitioners and policymakers. INOVASI's role in this is to facilitate knowledge linkages and relationships, and provide meaning, definition and explanation of this information.

In this reporting period, INOVASI provided timely, relevant information to support decision makers and practitioners. This included sharing research, evidence, practices and approaches with MoEC and MoRA to inform their COVID-19 policy and programming (including from international sources). As INOVASI aims to build coalitions of decision makers, practitioners and policymakers to bring the various actors together around issues, we have also brought in civil society organisations and other development programs to contribute to the knowledge base and benefit from our knowledge products where appropriate.

Communications efforts contribute to building coalitions and strengthening the education 'ecosystem' in areas where consensus is emerging about the need to do things differently. Activities in this period included the following:

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<sup>25</sup> 2019 DFAT-LED DESIGN - Investment Design update, p.3

## **Hosting and participating in knowledge sharing events and partnerships to broker connections**

The Communications team has had a strong focus on: creating bridges between INOVASI, as a generator of knowledge from the evidence of Phase I and Phase II, and wider groups of knowledge users; and sharing information between groups, such as, decision-makers, practitioners, policymakers, national and sub-national governments, civil society organisations, schools and other partners. Events and partnerships support INOVASI's knowledge-to-policy-to-practice approach and, whether in the COVID-19 pandemic context or a normal context, they support efforts to improve communication between national and sub-national levels of government.

INOVASI hosted and participated in 15 virtual events at the provincial level in the reporting period (see Annex 5 for full list of Events, Publication and Social Media Content).

At national level, INOVASI hosted and participated in a total of seven events in the reporting period. The largest event we hosted in collaboration with MoEC's Research, Development and Book Agency was the tenth *Temu Inovasi* event on 26 November, entitled: 'Teacher creativity and distance learning: how do you develop higher-order thinking skills during the COVID-19 pandemic?'

This online event attended by 260 people was organised using the Zoom platform and live-streamed on YouTube. It focused on higher order thinking skills and brought in teachers from our partner districts to act as resource persons. The YouTube video of the event has, so far, been viewed by 1,216 people.

## **Communication branding guidelines**

During this period, we conducted a comprehensive branding audit to inform our revision of the guidelines for INOVASI's positioning and messaging in communicating with our audiences. The audit was conducted by an external consultant and completed in December. The resulting audit report is being finalised and will be shared early in 2021. We will then revise our guidelines based on the report. One of the challenges facing the program in Phase II is the emphasis on partnership. In order to build ownership and sustainability, we use inclusive language (we, our, us) and encourage our partners in government and in the non-government sector to 'own' the program by co-designing and co-funding and increasingly acting independently to define and implement the program. In this context, it becomes increasingly difficult for Palladium's INOVASI implementing team to control the brand or control the message. A branding guideline, one of the guidelines we will produce in the next period, provides some measure of control by establishing templates and procedures for INOVASI and our partners to communicate in a consistent manner.

## **Leading information management for effective knowledge sharing internally and externally**

The Communications team captures, manages and develops program information in a variety of products to achieve the Communications unit objectives as well as INOVASI's overall program objectives. The team has led the development of a monthly update since August 2020. This update provides information for DFAT as well as the INOVASI internal teams.

During this reporting period, INOVASI published a total of 82 social media items through its Facebook account. These focused on: learning during the COVID-19 pandemic; literacy and numeracy learning; mother-tongue-based multilingual education; and inclusive education. These posts engaged 4,043 unique users out of the 62,578 reached. At more than 6% engagement rate

per post, this engagement rate is a very high .26<sup>26</sup> An additional 20 posts were published related to events listed earlier in this section. A total of 35 news articles, both print and online, mentioned INOVASI. Five of these articles were published by KOMPAS.com and KOMPAS newspaper.

### **Supporting DFAT's public diplomacy efforts**

The Communications team works strategically with the DFAT team in Jakarta to provide regular content for the Australian government social media channels targeting Indonesian audiences. This content may also be repurposed for the Australian audience or used for other channels, as appropriate. During this period, INOVASI supported seven social media posts for the Australian Embassy's Facebook in Jakarta, three of which were also posted on the Embassy's Instagram. Additionally, for International Literacy Day on 8 December, INOVASI footage was included in a video published on DFAT Canberra's Facebook page.

By coordinating closely with the DFAT team we also disseminated key messages from the Australian government during INOVASI education events and included them in our materials by developing talking points and briefing notes.

### **Partnership Building**

INOVASI has engaged with new and ongoing partners and counterparts across the program during this period. At the national level, our partnerships with MoEC and MoRA deepened, as our combined TASS-INOVASI program worked across the ministries to complete work already begun, support reform efforts and help in the response to the COVID-19 pandemic. Also at national level, INOVASI played a leading role throughout this period in the DFAT-hosted Basic Education Working Group (BEWG) that brings together the government's basic education development partners, especially but not exclusively, those funded by DFAT. The outcomes of these partnerships have been reported earlier in this report.

Annex 6 shows an updated list of INOVASI's partnerships. We currently categorise partnerships as follows:

1. Grant and contract-based partnerships – partnerships involving funding provided by INOVASI to a non-government institution to implement activities for a wider impact. Grant agreements and contracts are signed by both parties, generally with a focus on improving student learning outcomes in primary level literacy, numeracy and GEDSI;
2. Coalition building – partnerships with one or more institutions (government and non-government) that share the same goals and objectives are brought together by INOVASI to support activities with established outcomes; no grant is involved as the institutions have their own individual resources;
3. Collaboration/coordination – joint activities involving INOVASI and other parties aiming to achieve a common/shared objective. This kind of partnership may be more flexible and each party has their own individual resources;
4. Brokering partnerships – INOVASI facilitates a partnership between a service provider and the user (in this case, government institution).

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<sup>26</sup> According to [Socialinsider.io](https://socialinsider.io/), for the year of 2020, the average engagement rate per post on Facebook was 0.27%



## Grants and co-funding

During this period, INOVASI and DFAT agreed that engaging with a range of proposed grantees and sub-contractors would be a way to progress program activities efficiently and effectively. Plans for government to increasingly co-fund or fully fund activities were constrained in this period due to the focus on and heavy cost of COVID-19 policies and programs, so in this period INOVASI will provide support though it's expected this will change over the life of the program in line with the design. At the same time, philanthropic organisations that may have been interested in co-funding the scale out of INOVASI pilots, have diverted their funding and attention to address the pandemic. Meanwhile, we are negotiating several grants and co-funding arrangements in strategic areas: (1) to strengthen the education system; (2) to relieve partners whose resources are constrained; or (3) to assist partners who are reluctant or unable to commit their limited resources for initial piloting, for example. This includes a new major partnership with ACER and several digital learning grants as mentioned earlier. A contract was signed with ACER in December. These partnerships will be included in the next round of INOVASI monitoring and evaluation.

These partners have been selected based on the experience of Phase I and beyond – as the most strategic to support the achievement of INOVASI outcomes. In order to determine the partnerships, we explored the needs of the provinces (both the INOVASI teams and of our partners) to align our support to what was needed in the short term. We are also partnering with universities as part of our capacity strengthening approach – both for technical support but also in developing resources that may be used in future years. Due to the short timeframe, the urgency of the situation, our proven experience with many of these partners, and our understanding of the context, we will engage these partners that we've worked with before, and new partners who have the niche required to achieve the above-mentioned objectives.

Contract agreements will be finalised with the following organisations in January or early February and we expect activity to commence in February-March. Details are provided in the table in Annex 6.

- Primary Teacher Education department – Faculty of Education, University of Mataram – West Nusa Tenggara
- Hamzanwadi Islamic Institute – West Nusa Tenggara
- University of Borneo Tarakan – North Kalimantan
- Litara – North Kalimantan
- Abdi Kasih Bangsa school, Kupang – East Nusa Tenggara
- Sulinama Foundation – East Nusa Tenggara
- *LP Ma'arif Nahdlatul Ulama Jatim* – East Java
- *Muhammadiyah* Education Council (MDM) – East Java
- University of Airlangga (UNAIR) Surabaya – East Java
- Bookbot Pty Ltd – EdTech, Jakarta
- UX Indonesia – North Kalimantan
- SAGA Film - PT Kreasitama Reka Cita – Jakarta
- Centre for Education and Policy Studies (PSPK) – Jakarta

INOVASI will also support partners to pilot and implement professional development programs and engage with potential co-funders for activities. For example, as described under section 2.5 on Islamic Education, INOVASI facilitated the ratification of a cooperation agreement between the Ministry of Religious Affairs and the *Ma'arif Nahdlatul Ulama* education institute in East Java. We also continued to support partnerships with *Muhammadiyah*.

The Centre for Education and Policy Studies (PSPK) is an influential non-government organisation working in the basic education field and closely engaged with MoEC as a partner in developing major reform programs, including the new curriculum and assessment systems, and the *Sekolah Penggerak* and *Guru Penggerak* programs. In early 2020, the centre requested support from DFAT to fund their work on the MoEC programs. At the time, the organisation had lost much of its usual funding sources due to the disruption to the economy caused by COVID-19. INOVASI postponed discussions with them in the Phase II mobilisation period pending DFAT advice on the program budget for the 2020–2021 financial year. However, we resumed discussions with the Centre for Education and Policy Studies in November 2020 and are currently negotiating an agreement to fund the support to MoEC to pursue common objectives in relation to curriculum implementation in *Sekolah Penggerak*, school and district scorecards, and assessment.

At the time of writing, these partnerships are in discussion, and scope and number of partners is still being finalised. Any major changes from previous planning for grant partnerships will be discussed with DFAT.

### Partnering with other programs

Proposed and existing partnerships that do not involve grants are described in the table in Annex 6. As reported under the sub-section on National Curriculum Reform under section 2.3, INOVASI is developing collaborations and brokering working partnerships between MoRA, MoEC and Australian organisations, including ACER, ACARA, AITSL, Australian Sciences Academy, ESA and the Charles Darwin University.

Also at national level, the JPAL research institute initiated discussions with INOVASI on developing its impact evaluation study that apparently needs substantial adjustment to fit the reality on the ground, in particular during the pandemic. These discussions are ongoing. We are also still discussing the possibility of a collaborative study with Prospera. We plan to involve Prospera in our work with *Puslitjak*, analysing big data related to learning outcomes. INOVASI also met with Research for Improving Systems of Education (RISE) to discuss a possible collaboration in conducting a learning gap study. INOVASI aims to provide timely input to governments with less emphasis on contributing to academic knowledge. Meanwhile, RISE is assessing whether its paper-based test is compatible with an online test, for a learning loss study (which requires a comparable baseline and endline student assessment).<sup>27</sup> INOVASI plans to conduct its study in Sidoarjo, Sumbawa and Central Lombok (probably also North Kalimantan) where a Phase I numeracy pilot was conducted. Consultations with RISE are ongoing.

In East Java, we are confirming collaborations with *Muhammadiyah* universities (*Unmuh*) in Sidoarjo, Gresik, Malang, Surabaya, Ponorogo and Lamongan. These universities are part of the *Muhammadiyah* network so expect support through INOVASI's grant partnership with *Muhammadiyah* East Java to strengthen and broaden the organisation's role in improving literacy

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<sup>27</sup> The term 'learning gap' here refers to the gap between actual and expected learning outcomes (without a baseline/endline assessment). The term 'learning loss' refers to the measured loss, comparing a pre-COVID-19 baseline and current end-line assessment of learning outcomes.

and numeracy in its primary schools, especially *madrasah*. Similarly, Sunan Ampel State Islamic University (UINSA) is expected to collaborate with *Nahdlatul Ulama Ma'arif* in procuring levelled reading books for its *madrasah*. Creating and strengthening collaborations within the large Islamic organisations is part of our broad sustainability strategy. There are many challenges in communicating and engaging with community organisations, such as NU Ma'arif and Muhammadiyah; their personnel are volunteers and may have existing primary duties, and the culture of the Islamic organizations is often very traditional in a Javanese context: decision-making processes are consensus-based and thus not always transparent or linear, and time management is somewhat fluid. Nonetheless, grants and partnerships can further motivate and speed up activities and may enable good practices to sustain. In the long run, the impact of grants and partnerships can be considered by, for example, prominent regional and central NU and Muhammadiyah personnel so that they can implement and scale out themselves.

Also in East Java we plan to explore the possibility of collaborating with (1) *Aisyiyah, Muhammadiyah's* women's group, as a grantee of *Muhammadiyah*, and (2) *Fatayat Muslimat Nahdlatul Ulama*, as a grantee of *Nahdlatul Ulama Ma'arif*. If successful, these two proposed partnerships will involve *Muhammadiyah* and *Nahdlatul Ulama Ma'arif* education institutions sharing grant funds with their respective women's groups, supporting a collaboration to strengthen women's leadership in education and gender-sensitive schooling in *Muhammadiyah* schools and *madrasah*, and *Nahdlatul Ulama Ma'arif madrasah*. Another potential partner in East Java is *Mutiara Rindang*, a local non-governmental organisation that supports child-friendly school libraries.

In West Nusa Tenggara we have engaged in several smaller-scale literacy and inclusive education activities with the Teacher Training Lecturers Association and the West Nusa Tenggara Reading Consortium. These include supporting webinars, launching the University of Mataram's Inclusive Education Laboratory and supporting literacy competitions organised by both consortia. Sumbawa district is in the final stages of issuing a district head regulation on character education and is requesting INOVASI's support to develop an effective model for implementing character education. In Central Lombok, a new opportunity has arisen for INOVASI to collaborate in implementing a locally-adapted Teaching-at-the-Right Level approach, to address the differences in literacy and numeracy abilities among children.

In addition to these partners, new and potential partners in East Nusa Tenggara include: Plan International Indonesia, co-located in Nagekeo; and Save the Children in West Sumba and Central Sumba districts. Partnerships in North Kalimantan, described elsewhere, include the Provincial Social Responsibility Forum, operating in North Kalimantan and the University of Borneo, Tarakan.

## 2.8 General policy support

MoEC started revising its strategic development plan (*Renstra*) in November 2020, to ensure it reflects current priorities in the context of the COVID-19 pandemic and the major education reforms initiated in 2020. The process should be completed in January 2021. INOVASI has provided advice and inputs during the process, particularly on issues like inclusion, mother tongue and multi-grade learning that needed to be referenced more explicitly.

INOVASI has also started working with local governments to develop technical drafts of their medium-term and strategic development plans. We leveraged this work to bridge cooperation between local government offices and national governments (MoEC). For example, MoEC's

planning bureau participated in the district government planning meetings. In East Nusa Tenggara, this included advising districts on incorporating the Grand Design priorities and targets in their technocratic plans (literacy, numeracy, character education, mother tongue-based multilingual education and GEDSI). We will continue to promote collaboration between local and national government levels, and particularly two-way information sharing in developing strategic plans and targets.

INOVASI supported the National Development Planning Agency by editing twelve background study papers produced with TASS and recasting them as four chapters in the medium-term development plan 2020–2024.

INOVASI will continue to strengthen the collaboration between local government and national government, seeking to strengthen two-way information on strategic plans and targets, if possible, across MoEC, MoRA and Bappenas. During this period INOVASI continued to participate in and contribute to regular meetings on revising Indonesia's education law, organised by the research and development agency. Meetings usually involve MoEC's core team, relevant directorate generals, technical units and external education experts, such as academics, practitioners and principals. Key issues still being discussed include:

- Including kindergarten (5-6 years old) as part of formal Basic Education;
- Whether schooling should be compulsory from kindergarten to year 10, from kindergarten to year 12 or from grade 1 to year 12.
- How the education system can support high-achieving or gifted students (and children with disabilities such as autism) to reach their potential.

MoEC is aiming to bring a draft of the revised education law to parliament in the second quarter of 2021, however the revised law has not been included in parliament's 2021 legislative program so it is currently unclear if this will occur. INOVASI's Systems and Policy team will continue to provide support and advice, leveraging other activities across the program where possible. This is another activity that is highly confidential and at an appropriate time, the team will brief DFAT and the wider program on key issues and considerations being debated.

## 3. PROGRAM PERFORMANCE

### 3.1 Progress based on Six-monthly Monitoring and Evaluation

In this period, 14 activities were monitored; 5 at the national level and 9 at the sub-national level (refer to Table 1).

Table 1: INOVASI activities monitored in July-December 2020

Activity	Lead Work Unit
COVID-19 response – national	EPP
Continuing professional development (CPD) for madrasah teachers	S&P
Curriculum reform	S&P
Inclusion and Special Education	S&P
School evaluation and improvement	S&P
Language Transition pilot and scale-out – Nagekeo and Sumba Timur	NTT
COVID-19 response	NTT
Support for Grand Design	NTT
COVID-19 response and recovery	Kaltara
COVID-19 response and recovery	Jatim
Capacity Strengthening – Districts – Sumenep and Probolinggo	Jatim
Capacity Strengthening – AI Maarif	Jatim
Support for PDIA	NTB
Literacy Volunteers – COVID-19	NTB

#### Emergent Outcomes

Monitoring found that we are achieving *emergent outcomes at the expected level*, as outlined in Table 2 and Annex 8 which includes additional MERL reporting.

Table 2: Findings at emergent outcomes level: July– December 2020

Program analysis – July to December 2020			
Result level	Measure of success		Findings <sup>28</sup>
<b>Emergent outcomes</b>	Proportion of activities that result in one or more emergent outcomes – and are likely to lead to intermediate outcome(s)		<b>On target<sup>29</sup></b> All 14 activities (100%) are currently demonstrating one or more emergent outcomes. All activities (100%) demonstrated positive changes in knowledge, skills, understanding, confidence and

<sup>28</sup> Data sourced from analyses of separate activities (monitoring and evaluation) and synthesised in provincial work units and then across the whole program.

<sup>29</sup> 'On target' result given because although all activities demonstrate one or more emergent outcomes, it is too soon to assess whether these are sufficient to lead to intermediate outcomes



Program analysis – July to December 2020		
Result level	Measure of success	Findings <sup>28</sup>
	Target 75%	<p>attitudes, with 43% demonstrating new skills and knowledge being applied to change practice.</p> <p>Nine activities (64%) demonstrated one, two or all three of the positive changes in:</p> <ul style="list-style-type: none"> <li>• key actors' input to decision-making and policy dialogue</li> <li>• interactions, linkages, relationships between key actors</li> <li>• commitment to collective action to achieve systemic change</li> </ul> <p>Four activities (28.6%) could access, analyse and share data for decision making. One communications activity also demonstrated potential for the knowledge-to-policy-to-practice principle</p>

Positive change has occurred in four key areas.

#### 1. *Positive changes in knowledge, skills, understanding, confidence, or attitudes*

This was the predominant emergent outcome in this monitoring period. All activities (100 per cent) reported this outcome with changes such as:

- District staff are more aware of the need to choose monitoring tools according to the purpose of the information;
- Teachers are more skilled in assessing the basic competencies of their students and adapting worksheets to the varying needs of their students (during the pandemic);
- Multi-stakeholder groups know how to use tools to identify problems and explore solutions together;
- Positive changes in parents' attitudes and confidence in supporting their children's learning during the pandemic;
- Staff and stakeholders are learning how to analyse data and use the findings to make decisions;
- Government personnel at the national level are gaining a better understanding of the gaps in the policy arena they are working in.

Given that INOVASI's key delivery modes are technical advice and facilitating learning, this high result is not surprising since all our activities incorporate these methods.

#### 2. *Positive changes in the application of new skills and knowledge to change practice*

Knowledge and skills can only lead to ongoing change if they are applied. While it was too soon to record this level of change for all activities, 43 per cent reported evidence of knowledge being applied appropriately. Examples included:

- Conducting training sessions;

- ‘Skilling-up’ colleagues;
- Applying formative assessments; and
- Making adjustments to learning materials.

Future monitoring cycles will continue to track the extent that changes in knowledge, skills, confidence and attitudes actually translate into changed practices.

*3. Positive changes in: key actors’ input to decision-making and policy dialogue; interactions, linkages, and relationships between key actors; and capability to commit and engage in collective action in order to make systemic change*

These three outcomes are associated with INOVASI’s delivery modes of continuous policy engagement and brokering linkages and relationships. For this monitoring period, nine activities (64 per cent) reported changes in either one, two or all three of these outcomes. These emergent outcomes were demonstrated through:

- Multi-stakeholder forums being used for the first time for problem-based analyses and solution-setting, consultation and feedback as well as working groups;
- Cross-agency coordination and collaboration that had not previously occurred;
- Efforts to support the learning of others;
- Improved levels of communication;
- More institutionalised collaborative arrangements, such as, negotiating a consortium or drawing up a memorandum of understanding;
- Commitments to resource the next phase or expand an activity.

These outcomes rely on stakeholder engagement. While all activities have informal stakeholder engagement plans, only the sub-national activities (9) have formally mapped their stakeholders. However, it is not yet clear to what extent these stakeholder engagement plans are being used to inform strategy.<sup>30</sup> None of the national level activities yet have a formal stakeholder engagement plan, though these are planned to be developed in February and March 2021.<sup>31</sup> As stakeholder engagement becomes more normalized, we are likely to achieve more of these particular emergent outcomes.

*4. Positive changes in: accessing, analysing and sharing data relevant to their area of decision-making; and communications facilitating knowledge-to-policy-to-practice*

Research, analysis and strategic communication for knowledge sharing are other key delivery modes in INOVASI. In this monitoring period, four activities (29 per cent) reported one or both of these emergent outcomes. In three separate provinces and a central agency, key actors took more responsibility for gathering, analysing and using data to decide on issues like program design, allocations for teachers and improving responses to the pandemic.<sup>32</sup> One of these activities also

<sup>30</sup> Reflection workshops with provincial teams.

<sup>31</sup> Analyses reports of national level activities.

<sup>32</sup> For this set of emergent outcomes, a critical qualifier is how much responsibility the key actors take and whether they are agents for change. Other activities drew on data, for example, multi-stakeholder problem-based activities, but were not included. While key actors in these activities understood the implications of the data, the responsibility generally remained with others.

strategically shared knowledge more broadly through seminars, media articles, social media and journal publications.

### **Intermediate Outcomes and EOPOs**

It is too soon to expect results at the end-of-program outcome level within this reporting period and, likewise, our expectations at the intermediate outcome level are limited. These high-level outcomes require a high degree of agency and some knock-on effects from earlier outcomes which we cannot expect to achieve at this early stage. However, we have a high degree of confidence that progress is being made towards these higher-level outcomes.

All activities demonstrate a high degree of fidelity and quality. All are responding to GoI priorities and all are informed by evidence. A majority build on work of Phase I, which were aligned to the then outcomes and which also align with Phase II outcomes.

All are guided by individual activity program logics that articulate a pathway to medium and longer-term outcomes. As of December 2020, progress of 12 activities (87%) was found to be consistent with the individual activity program logics, suggesting that they are on track to achieve the expected outcomes. Two activities (School Evaluation and Improvement; and Inclusion and Special Education) have experienced delays of about three months due to local issues, including significant Ministerial or Directorate changes in direction and priorities. The program logics, and associated activity plans, have been adapted in response and we anticipate that progress in the next quarter will bring these two activities back on track (against the revised plans).<sup>33</sup>

However, while all individual activity program logics indicate an alignment with the INOVASI intermediate outcome and EOPOs, these links are not always strongly articulated. Workshops are planned for early 2021 with each work unit to review activity program logics and better align them with INOVASI's IOs and EOPOs.

Some early trends are indicated. For example,

- INOVASI helped Nagekeo district develop instruments to capture teacher and student profiles, teaching practices and students' learning outcomes
- During this reporting period, MoEC continued working with its team of advisors on designing its suite of 'change agent' programs to support continuing professional development for teachers across the system, namely: Program Organisasi Penggerak, Sekolah Penggerak and Guru Penggerak. INOVASI has been providing advice on the three initiatives and MoEC has acknowledged that they drew significantly on INOVASI approaches to supporting schools and districts to improve learning in designing Sekolah Penggerak. In planning discussions, the co-chair of INOVASI's national steering committee referred to the Sekolah Penggerak program as a scale-out of INOVASI Phase I.
- INOVASI's MERL team collaborated with MoEC's policy research centre (*Puslitjak*), development partners, the Systems and Policy Unit and provincial teams to conduct a series of surveys on the implementation of MoEC's COVID-19 response to refine and improve its policies and support for districts and schools.
- Building on outcomes from the Phase I pilots and strengthened by the problem-driven iterative adaptation exercise, Bima and Central Lombok districts have allocated IDR400 million and IDR200 million respectively to implement solutions in 2021. This includes scaling out good practices piloted in Phase I with local adaptations and a new intervention to introduce the Teaching at the Right Level approach in Central Lombok and character education in Bima. Five non-governmental organisations

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<sup>33</sup> Activity analyses: Inclusive and Special Education (S&P); School Improvement (S&P).

and five teacher training institutes have adopted good practices from the INOVASI pilots in their volunteer programs.

## **3.2 Program Strategies**

INOVASI finalised four program strategies in the reporting period between September and October: (1) the Communications and Stakeholder Engagement Strategy; (2) the Monitoring, Evaluation, Research and Learning (MERL) Strategy, (3) the Gender Equity, Disability and Social Inclusion (GEDSI) Strategy; and (4) the Sustainability and Scale-out Strategy. These strategies guide the program in making decisions and maintaining a long-term focus for the program's objectives. They were reviewed by DFAT and finalised between October and December 2020.

**Table 3: Progress on INOVASI Phase II strategies (July–December 2020)**

Strategy	Approved by DFAT	Progress in Reporting Period
Monitoring, Evaluation, Research and Learning (MERL) Strategy	5 November	<p>Extensive consultations undertaken to develop the MERL Strategy, including on the system levers</p> <p>Strategy and toolkit disseminated through small-group discussions by province and a whole-staff meeting</p> <p>Technical operationalisation of the MERL Strategy and the toolkits discussed in one-day MERL workshop on 11 November</p> <p>Program data management system redesigned and developed in consultation with INOVASI staff and consultants – and launched in a team workshop on 21 December</p> <p>First monitoring cycle completed in December with program areas using tools from the MERL toolkit and based on activity program logic also developed in the reporting period</p>
Sustainability and Scale-out Strategy	6 November	<p>The Sustainability and Scale-out Strategy is closely linked with the program's other strategies. As such, focus was initially on socialising all of the updated strategies among program team members</p> <p>The strategy was socialised to the whole team on 22 December, together with the communications and stakeholder engagement strategy</p> <p>Next steps following the initial socialisation session will be followed up in early 2021</p>
Communications and Stakeholder Engagement Strategy	20 November	<p>In the first six months of the program, the Communications Team focused on their role of supporting ongoing activities and doing preliminary longer-term planning with the program areas</p> <p>The current stakeholder and audience list was established to help identify where we need new or stronger engagement with our counterparts</p> <p>Provincial communications strategies are being developed</p> <p>The Communications and Stakeholder Engagement Strategy was socialised to the whole team on 22 December, jointly with the Sustainability and Scale-out Strategy</p>
Gender Equity, Disability and Social Inclusion (GEDSI) Strategy	10 December	<p>The Jakarta-based GEDSI Team held workshops with provincial offices to socialise the strategy in November and December</p> <p>These workshops identified key focus areas in each of the provinces and these are being developed into plans</p> <p>A workshop with the Jakarta team is planned for January 2021</p>



### 3.3 Lessons

As described in the MERL section 2.6, above, INOVASI's first round of monitoring and evaluation was completed in December 2020, with analysis completed in January 2021. Two significant lessons were learned from the first six months on Phase II: (1) systemic change needs a whole-of-Program approach, and (2) systemic change needs a more methodical approach to stakeholder engagement. INOVASI is adapting to these early lessons, as described below.

#### **Systemic change needs a whole-of-Program methodical and strategic approach**

To influence systemic change, INOVASI needs to make sure that a systems focus is applied across the whole of the Program. This begins with ensuring all activities are well aligned to the overall Program. All activities are currently showing alignment with the Program's EOPOs, intermediate outcomes and the associated system levers. However, in many instances, the alignment is not as strong as it could be. This is particularly so at the sub-national level where, generally, activity designs and the theories of change align with INOVASI's emergent outcomes but not clearly with the higher-level outcomes.

It is important to raise the sights of the sub-national activities otherwise there is a risk of supporting interesting activities that achieve worthwhile short-term gains but having little or no impact on the Program's longer-term objectives. This has been recognised by the Program team, and is being addressed in the planning for the next annual work plan, due in May. The regular monitoring and strategy testing will contribute to the review of these activities for future programming. It is also recognised that the experience on TASS and INOVASI Phase I included some smaller, less strategic activities, in the case of INOVASI responding to local demands and opportunities, which matured into strategic activities as the relationships built. With new counterparts in many of the provinces, this is an opportunity to engage with new stakeholders, though efforts will still be made to ensure all activities clearly align with the program outcomes.

A second consideration is that systemic change requires individual activity plans to look beyond their immediate focus and consider how they interact with other parts of the system – both at sub-national and national levels. The interdependencies between national and sub-national are not always well articulated, though in many cases these require more information (and partner commitment) than is known at the time of planning to be able to clearly detail a link between focus areas. Mostly, the national activities articulate the theoretical links, but the practical links need to be sharpened. Generally, the sub-national activities are not yet articulating these links well.

#### **Next steps**

- INOVASI will draw on expertise and experience in systems thinking from within the team to support work units (national and sub-national) to critically review activities for their systems-change fidelity and robustness during design, implementation and reflection, and to assist teams to sharpen the systems focus, based on the review.
- Training and coaching will be provided to activity managers and MERL staff in how to (1) better align activity designs with INOVASI's higher-level outcomes; and (2) explore the plausible links with other work units, both national and sub-national.
- The first round of strategy testing and monitoring processes due to take place in the coming six months, will assist in future planning.

## **Systemic change needs a more methodical approach to stakeholder engagement**

Systemic change calls for effective stakeholder engagement. A diversity of voices is important to decision-making to help ensure policies, practices and systems are feasible, relevant and appropriate. If feasible, relevant and appropriate policies, practices and systems are to take hold and endure, it is important to engage and inspire people with authority, influence and interest. While INOVASI's problem-based approach has been politically informed and effective in this respect, there is a need for activities to move from a largely informal approach to stakeholder involvement to a more methodical approach to stakeholder engagement. . This is recognised by the team, and this issue will be addressed as work units begin to implement the stakeholder analysis and engagement process that are outlined in the Communications and Stakeholder Engagement Strategy and the MERL Toolkit.

### **Next steps**

- Work units will ensure stakeholder analyses are facilitated early in 2021 in time to inform the next set of workplans.
- Social network analyses will further enhance stakeholder engagement. These could help INOVASI and counterparts to better understand the interrelationships between key actors and identify the points for initiating intervention and diffusing innovation. Each work unit, with their key counterpart(s), will facilitate the conduct of a social network analysis either across the work unit or for particular key activities.

## 4. MANAGEMENT AND OPERATIONS

### Management, leadership and coordination

In the reporting period. The program established the program's leadership and management structures – and made adjustments to internal ways of working, lines of reporting and coordination. This was critical for a strong start to the new, integrated program. The senior management team worked closely with DFAT, government counterparts, the Palladium corporate team and key international advisors to clarify the program direction, core strategies, internal ways of working and especially the matrix management system. Four strategies – Communications and Stakeholder Engagement Strategy, MERL Strategy, GEDSI Strategy and Sustainability and Stakeholder Engagement Strategy – as well as two program work plans were submitted and agreed with DFAT. Socialisation sessions for each of these strategies were held with staff.

One full management meeting and one full team meeting were held in July and October respectively. Key messages from the leadership reinforced team solidarity, building on the successes of Phase I in both programs, and continuous reviewal of program strategies, policies and processes related to COVID-19 health and work conditions. Going forward, we will continue to explore and adopt creative approaches to team building in a remote working context, especially as working from home continues for the foreseeable future.

### Operations and Procurement

During the first six months of Phase II from July to December 2020, the INOVASI Operations team focused on the following priorities:

- Developing the Phase II Project Management Manual (previously called the Operations Manual) submitted to DFAT on 1 September 2020;
- Developing Work-from-Home guidelines to support working arrangement and operational processes during COVID-19 restrictions.
- Updating INOVASI Emergency Communications Tree for Phase 2 in line with the staffing and organisation chart changes.
- Updating INOVASI Asset Register to include some TASS assets from Phase 1 and Phase 2 assets.
- Procurement process and selection of preferred suppliers in Jakarta and the provinces for essential operational services, such as travel, hotels, stationery, logistical shipping, photocopying and car rental.
- Sub-contracting the following international organisations to support INOVASI program activities: ACER, Charles Darwin University, Australian Academy of Science (AAS), and Metis Analytics.
- Finalising Performance Appraisals for 19 NOVASI grantees engaged in Phase I.
- Seeking technical and financial proposals from 9 Grantees to engage in Phase II on a sole-source basis, and tendering one grant in Bima.

- Finalising the Berita Acara Serah Terima (BAST) report for the period of November 2019-June 2020.
- Conducting Operations trainings to all INOVASI staff during INOVASI online whole staff meeting and in smaller groups per province and per unit in October and November 2020.
- Reviewing office spaces – currently there are 13 offices:

**Table 4: INOVASI Office Spaces July - December 2020**

NO	PROVINCE	TOTAL OFFICE SPACE	DETAILS
1	Jakarta	1	1 Head Office
2	NTB	3	1 Provincial Office in Mataram, 1 District Office in Central Lombok and 1 in Bima
3	NTT	5	1 Provincial Office in Waikabubak, 4 District Offices in West Sumba, Southwest Sumba, East Sumba, Central Sumba
4	North Kalimantan	3	1 Provincial Office in Tanjung Selor, 2 District Offices in Bulungan & Malinau
5	East Java	1	Provincial Office only
Total Office Space		13	

Priorities for the next period January-June 2021 will include:

- Conducting Due Diligence Process for all grantees selected for Phase 2 who were not part of Phase 1, and contracting those grantees for Phase 2.
- Conducting Financial Audit of the calendar year 2020.
- Submitting the BAST report for period July-December 2020 to MoEC and registering it with MoF
- Finalising procurements of AITSL and conducting new procurements to support program activities, such as for MERL situation analysis, or data collection activities.

## Human Resources

During the first six months of Phase II from July to December 2020, the INOVASI HR team focused on engaging team members, and focusing on team wellbeing during remote working. INOVASI team members worked on the:

- Engagement of Phase II staff under Personnel: Total LTA staff on board by end of December is 94 staff distributed as follows: 80 national fixed-term staff, 5 international LTA, 5 international STA, and 4 National STA.

- Engagement of consultants under Program Activities: Total of 15 International STA, and 41 national STA engaged. These advisors support various program activities, such as systems and policy, curriculum improvement, education research, strategic advice, translation, communications or operations. A list of international STA is provided in Annex 9.
- Conducting of induction sessions for new staff, and providing them with refresher training on compliance policies: Child Protection; Whistle Blower; Code of Conduct; Diversity and Inclusion; Anti-Fraud; and Prevention of Sexual Exploitation, Abuse and Harassment.
- Registering of new staff for insurance and BPJS (social security agencies for labour and for health).
- Conducting of an Employee Wellbeing Survey in October 2020 to better understand staff conditions during the current COVID-19 and work-from-home (WFH) condition. The survey results were presented during the Whole Staff Meeting on 27 October 2020. As a result of this survey, the INOVASI management issued several policies as a response, such as updating WFH protocols and the support to staff in this period related to internet costs, health insurance, or face-to-face meetings procedures.

Two full time, national positions are being recruited in addition to the original organisational structure: (1) Procurement Officer in Jakarta to support the management of the increasing number of sub-contracts and grants which require more work than is feasible for the one position initially recruited (2) Program Officer for MoRA to support Systems and Policy work, to ensure coordination and liaison with the partner Ministry is effective. Previously, an STA was undertaking this role and was requiring 15 days per month consistently, so this position is being converted to full time. The budget line for Personnel in the contract is not exceeded with these two additional positions due to changes in personnel start dates and overall efficiencies in personnel cost, resulting in savings under Personnel in this period.

## **Safeguarding (and Child Protection)**

In this period, we supported the:

- Completion of all 5 mandatory training sessions (New Code of Conduct, PSEAH, D&I, Child Protection and Whistle-Blower) by all staff and consultants.
- Fraud, Anti-Corruption trainings provided, a refresher training was conducted on 26-28 October 2020 to all staff
- Socialisation of available staff welfare support for project team, including the Acacia Employee Assistance Program

## **Risk**

In the reporting period, the risk register was updated twice – October and November 2020. We have also updated the risk register in January 2021.

The risks in the program have been shifting over the reporting period. Significant risks at the beginning of the reporting period (and program) were focused on the (1) health risks of the pandemic



for staff and counterparts, (2) risks related to program start up, and (3) building relationships with new counterparts or socializing new ways of working for the program with ongoing counterparts. Risk controls have been implemented to reduce the impact of these risks, however we maintain a focus on these areas as the pandemic continues, and recent changes in national and sub-national partners requires re-socialisation of the program

In the most recent update, while these risks continue to be a focus, we are now also focusing on: (1) the impact of continued closure of schools and offices on our short- medium- and long-term planning and on student learning outcomes, (2) on the impact of long-term working from home on program activities and monitoring and evaluation, and (3) supporting our partners to deliver outcomes in line with agreed scope of partnership agreements, particularly where increased movement restrictions (relative to initial discussions) may reduce their ability to progress workplans as expected.

With regards to fraud, we continue to monitor closely and implement safeguards to minimize the changes of fraud. We have seen a significant reduction in fraud events in the reporting period, compared to pre- COVID-19 times. We attribute this to the reduction in workshops and travel. However, we continue to remain vigilant in undertaking spot checks.

## Annexes

Annex 1: Minister of Education and Culture Policies to Minimize the Learning Loss and to Keep the Safety of Students, Teachers, Principals, Parents and Their Communities, During March – November 2020

Annex 2: Continuing and new District Heads of December 9, 2020 election in Partner Districts

Annex 3 : Summary of Progress against workplan

Annex 4 : Modules

Annex 5 : Partnerships

Annex 6 : Program logic

Annex 7 : Findings from July – December 2020 Monitoring Report

Annex 8 : Events, Publications and Social Media Content July – December 2020

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## Annex 1: Minister of Education and Culture Policies to Minimize the Learning Loss and to Keep the Safety of Students, Teachers, Principals, Parents and Their Communities, During March – November 2020

The following table provides a brief summary of MoEC formal policy responses to the COVID-19 pandemic. In general, the response has been timely and adaptive. National edicts in a country as diverse and decentralized as Indonesia are always a challenge, however the general approach has moved towards providing guidance and direction, but leaving the detailed response to local authorities, schools, communities and teachers, which is a positive direction. As a result of these policies, schools remained closed across the country throughout the reporting period, while the government provided emergency curriculum materials and directions on requirements for home learning and eventually school re-opening.

**Table 5: MoEC Policies during COVID-19 Pandemic (July - December 2020)**

No.	Policy	Summary
1.	<i>Surat Edaran Mendikbud tentang Pencegahan COVID-19 di Satuan Pendidikan (No.3/2020).</i> Minister of Education & Culture Circular in Preventing COVID-19 at the School Level	<ul style="list-style-type: none"> <li>March 9, 2020; signed by the Minister;</li> <li>To keep children at schools with new health protocols for preventing COVID-19;</li> <li>To consult with Education Office to close teaching-learning and taking temporary leave if the level absenteeism is disturbing.</li> </ul>
2.	<i>Surat Edaran Mendikbud tentang Pelaksanaan Kebijakan Pendidikan dalam Masa Darurat Penyebaran COVID-19 (No. 4/2020).</i> Minister of Education & Culture Circular on the Implementation of Education Policies during COVID-19 Pandemic	<ul style="list-style-type: none"> <li>March 24, 2020; signed by the Minister;</li> <li>In implementing education policies, the safety first for students, teachers, principals and all school staff;</li> </ul> <p>Therefore:</p> <ul style="list-style-type: none"> <li>neither national nor school examinations; students can “learn from home” (<i>Belajar Dari Rumah</i>, or BDR); relax the requirements for grade promotion; simplify the requirement for the registration new students; and more flexible in using BOS money for buying mask; sanitizer; disinfectant; and paying for the online connection.</li> </ul>
3.	<i>Permendikbud tentang Perubahan Petunjuk Teknis BOS Reguler (No. 19/2020)</i> Minister of Education & Culture Decree on the Changes of Technical Guidelines for the Regular School Operational Grants	<ul style="list-style-type: none"> <li>April 09, 2020; signed by the Minister;</li> <li>Minister provided more explicit technical guide for the schools to spend regular BOS money in getting access for online learning from home; hand sanitizer, soap, masks, to pay honoraria without the limitation of 50%.</li> </ul>

No.	Policy	Summary
4.	<p><i>Surat Edaran Sekretaris Jenderal Kemendikbud tentang Pedoman Belajar Dari Rumah (BDR) Masa Darurat COVID-19 (No. 15/2020)</i></p> <p>Secretary General of MOEC Circular on the Guidelines for Learning from Home During COVID-19 Emergency Period</p>	<ul style="list-style-type: none"> <li>• May 18, 2020; signed by Secretary General;</li> <li>• To provide additional operational guides for teaching and learning from home both online and offline.</li> <li>• The circular provided websites for accessing information on COVID-19; 23 websites list from MOEC for online learning and 7 access list for offline learning.</li> </ul>
5.	<p><i>Keputusan Mendikbud tentang Pedoman Pelaksanaan Kurikulum dalam Kondisi Khusus (No. 719/P/2020).</i></p> <p>Minister of Education &amp; Culture Decision on the Guidelines for Curriculum Implementation During Special Conditions.</p>	<ul style="list-style-type: none"> <li>• August 4, 2020.; signed by the Minister;</li> <li>• Because of special conditions due to COVID-19, the Minister provided more guides for the schools in implementing the curriculum.</li> </ul> <p>Therefore,</p> <ul style="list-style-type: none"> <li>• Based on local needs and context for children learning, teachers and principal can independently decide to simplify the curriculum; and on the flexibility in implementing it;</li> <li>• For grade promotion and graduation, schools are not required to complete the curriculum achievement; the exception to the 24 hours face to face teaching-learning. The school can decide independently but always refer to the national curriculum;</li> <li>• Because of the special condition, teaching and learning begin with diagnostic assessment. The assessment must be valid, reliable, fair, flexible and authentic and be used for feedback;</li> <li>• Affirm to support children who, based on the assessment, have learning barriers; and</li> <li>• Teaching and learning be contextual and meaningful.</li> </ul>

No.	Policy	Summary
6.	<p><i>Surat Keputusan Bersama Menteri Pendidikan dan Kebudayaan, Menteri Agama, Menteri Kesehatan dan Menteri Dalam Negeri tentang Panduan Penyelenggaraan Pembelajaran pada Tahun Ajaran 2020/2021 dan Tahun Akademik 2020/2021 di Masa COVID-19</i></p> <p>Joint Decree of Ministers of Education &amp; Culture, Religious Affairs, Health, and Home Affairs on the Guidelines for Managing Learning during School Year of 2020/2021 and Academic Year of 2020/2021 during COVID-19</p>	<ul style="list-style-type: none"> <li>• November 20, 2020; signed by four Ministers;</li> <li>• Its top priority is the health and safety of all people at school;</li> <li>• Based on GOI evaluation that there are serious barriers for students during the learning from home;</li> </ul> <p>Therefore:</p> <ul style="list-style-type: none"> <li>• With the requirements, Bupati/Walikota and Governors give permission for reopening face to face teaching-learning for school and Kantor Agama for madrasah in this semester;</li> <li>• The decision to reopen (or not) face to face learning determined by COVID-19 risk level mapping in each district; the availability of facilities; readiness of the school; access to BDR; psycho-social conditions of the students; access to transportation; distance to school; and regional geographic conditions.</li> <li>• The reopening can be simultaneously or in steps down to the village level;</li> <li>• Face to face learning can be done in transition phase (first two months) and then the province and district can continue with new habit phase (masa kebiasaan baru);</li> <li>• Parents still can choose for their children to continue for BDR;</li> <li>• For the transition phase, there are tight rules for students, teachers and parents to follow;</li> <li>• The face to face should be stop if there are new positive cases at school/madrasah.</li> </ul>



## Annex 2: Results for 9 December 2020 elections in partner provinces

**Total INOVASI Partner: 4 provinces; and 20 districts/cities**

No.	Partner	Results/Winner	New vs Incumbent
	<b>Province</b>	<b>Governor/Vice Governor</b>	
1	Kalimantan Utara (Kaltara)	Zainal Arifin Paliwang /Yansen TP (was Head of Malinau District)	New Inauguration date: Feb 12, 2021
	<b>District</b>	<b>Heads of District/Vice Head</b>	Inauguration dates: between mid-February to March 2021; depends on the end date of current head of district
1.	Bulungan, Kaltara	Syarwani – Ingkong Ala	New
2.	Malinau, Kaltara	Wempi W Mawa – Jakaria <sup>34</sup>	New
3.	Tana Tidung, Kaltara	Ibrahim Ali – Hendrik	New
4.	Sidorajo, East Java	Ahmad Muhdlor/Subandi	New
5.	Sumenep, East Java	Achmad Fauzi (was vice head)/ Dewi Khalifah	New
6.	Bima, NTB	Indah Damayanti Putri/Dahlan M. Noer	Incumbent
7.	Sumbawa Barat, NTB	W. Musyafirin/Fud Syaifuddin	Incumbent
8.	Dompu, NTB	Abdul Kadir Zaelani/Syahrul	New
9.	Sumbawa, NTB	Muhammad Abdullah/Dewi Noviany	New
10.	Lombok Utara, NTB	Djohan Syamsu/Danny Carter Ridawan	New
11.	Lombok Tengah, NTB	Lalu Pathul Bari (was vice head)/Nursiah (was secretary of district)	New
12.	Sumba Barat, NTT	Yohanes Dade/ John Lado Bora Kabba	New
13.	Sumba Timur, NTT	Khristofel Praing/ David Melo Wadu	New

<sup>34</sup> Due to close race, the case is under Constitutional Court to decide. The names therefore may be subject to change.

## **Annex 3: Summary Progress against workplan (see attached)**

## Annex 4: Modules

### Use of INOVASI modules/learning materials

INOVASI Modules	Use	Districts/partners
Literacy 1&2	Adapted for use for MORA CPD early and higher grades at the primary level.	MORA CPD recipients
	Also, will be used by Muhammadiyah and NU in the partnership programs.	East Java
	Pilot an e-learning training for teachers in remote areas	Bulungan, Kabupaten Tanah Tidung
	Supporting MORA to pilot a literacy module to be delivered on-line	TBD
	Scaled out literacy module in multigrade schools	Kab. Probolinggo
	Gradually scaled up the literacy module	Kab. Tuban
	Scaled out the basic literacy module by the district government	Kab. Bulungan Kab. Malinau Kab. Tana Tidung
	Scaled out the literacy module 2 for the higher class	Kab. Bulungan
	Piloted the literacy module 1	Kab. Sumba Timur Kab. Sumba Barat Kab. Sumba Barat Daya Kab. Sumba Tengah
	Scaled out literacy module 1 by the district government	Kab. Sumba Timur Kab. Sumba Barat Kab. Sumba Barat Daya Kab. Sumba Tengah Kab. Nagekeo
	Piloted the literacy module 2	Kab. Sumba Barat Kab. Sumba Timur
	Scaled out the literacy module 2 by the district government, including in multigrade schools	Kab. Sumba Timur
	Adapted literacy module 2 unit 1 for reading camp program by the district government for all schools and madrasah (91 schools in total)	Kab. Sumba barat
	Adapted the literacy module 1 with some activists from literacy community (Komunitas Penggiat Literasi)	Kab. Sumba Barat Daya
	Trained the literacy module 1 for lecturers in STKIP Weetabula for redesign a <i>Kurikulum PGSD Bahasa Indonesia</i>	Kab. Sumba Barat Daya
	Will adapt the literacy module 1 and 2 together with YPII (Plan International)	Kab. Nagekeo
	Will adapt literacy module 1 and materials for library management system, together with <i>Taman Bacaan Pelangi and Komunitas Penggiat Literasi</i>	Kab. Sumba Barat Kab. Sumba Barat Daya Kab. Sumba Tengah Kab. Sumba Timur Kab. Negekeo
	Piloted literacy module 1	Bima Dompu Sumbawa Barat

	Scaled out the adaptation of literacy module 1 by the district government	Bima Dompu Sumbawa Barat
	Scaled out the adaptation of literacy module 1 by non-district government	<u>By the teacher working group/ madrasah working group independently.</u> Bima Dompu Lombok Tengah  By <i>LPTK</i> and CSO through the university students and volunteers: <u>All districts and cities in NTB:</u> Kodya Mataram Lombok Barat Lombok Utara Lombok Tengah Lombok Timur Kota Bima Bima Dompu Sumbawa Sumbawa Barat
	Piloted literacy module 2	Dompu Bima
	Scaled out the adaptation of literacy module 2 by the district government	Dompu Bima
	Scaled out the adaptation of literacy module 2 by non-district government	<u>By the teacher working group/ madrasah working group independently.</u> Bima Dompu Lombok Tengah Lombok Barat  By <i>LPTK</i> and CSO through the university students and volunteers: <i>All district and cities in NTB</i> Kodya Mataram Lombok Barat Lombok Utara Lombok Tengah Lombok Timur Kota Bima Bima Dompu Sumbawa Sumbawa Barat
Literacy and numeracy off-line learning materials developed in the beginning of the COVID pandemic to support learning from home, especially for those without the internet access	Support learning from home, especially for those without the internet access in the beginning of pandemic situation for 6,821 students in NTT.	NTT: <ul style="list-style-type: none"> <li>• Kab. Sumba Barat</li> <li>• Kab. Sumba Tengah</li> <li>• Kab. Sumba Timur</li> <li>• Kab. Sumba Barat Daya</li> </ul>
	Support learning from home, especially for those without the internet access in the beginning of pandemic situation in NTB.	NTB: <ul style="list-style-type: none"> <li>• Lombok Tengah</li> <li>• Bima</li> </ul>

Numeracy 1 & 2 (Module 2 was developed in collaboration with Tanoto Foundation in Phase 1)	Scale out Modul Numerasi 1 oleh PW LP Ma'arif NU Jatim.	<ul style="list-style-type: none"> <li>Kab. Gresik</li> <li>Kab. Jember</li> <li>Kab. Lamongan</li> <li>Kab. Lumajang</li> <li>Kab. Magetan</li> <li>Kab. Malang</li> <li>Kab. Pasuruan</li> <li>Kota Surabaya</li> </ul>
	Scale out Modul Numerasi 2 by PC LP Ma'arif Kab. Sidoarjo and PC ISNU Kab. Sidoarjo	<ul style="list-style-type: none"> <li>Kab. Sidoarjo</li> </ul>
	E-Learning Modul Numerasi 2 by Muhammadiyah in Jawa Timur	Jawa Timur
	Piloted numeracy module	Kab. Sumba Barat Daya Kab. Sumba Tengah
	Will scale out the numeracy module by the district government	Kab. Sumba Tengah
	Piloted numeracy module 1 and 2	Sumbawa
	Scaled out adaptasi Numerasi 1 by pemda	Sumbawa
	Scaled out the adaptation of numeracy module 1 and 2 by the district government	<u>By the teacher working group/ madrasah working group independently.</u> Sumbawa  By the STKIP Tamsis Bima (Planning on April - July 2021): Bima Kota Bima
Character Education & 21 <sup>st</sup> C skills	Being piloted by Sekolah Anak Kasih Bangsa, NTT	Kab. Sumba Barat: <ul style="list-style-type: none"> <li>Kec. Tana Righu: SDN Lokory, SDN Wee Lalaka,</li> <li>Kec. Kota Waikabubak: SD Islam Waikabubak 5, SDN Dede Kadu,</li> <li>Kec. Wanokaka: SD Hupu Mada dan SD Hoba Jangi</li> </ul>
	Being piloted by UNAIR (universitas Airlangga), East Java	<ul style="list-style-type: none"> <li>Kab. Sidoarjo (10 Madrasah)</li> <li>Kab. Lamongan (10 madrasah)</li> </ul>
	Will be adopted as a part of <i>Modul Moderasi Beragama</i>	<ul style="list-style-type: none"> <li>Schools will be chosen by the MoRA</li> </ul>
	Adapted by MoEC	<ul style="list-style-type: none"> <li>Schools will be chosen by the MoEC</li> </ul>
	Will be piloted in Sumbawa	NTB: Sumbawa
Numeracy higher grades, primary level	Will be piloted in some <i>Sekolah Penggerak</i>	<ul style="list-style-type: none"> <li>Have not decided yet.</li> </ul>
Multigrade	Scaled out the multigrade module in some small schools	Kab. Probolinggo
	Piloted the multigrade module	Kab. Sumba Timur
Leadership	Piloted the leadership module	Kab. Sumba Barat
	Scaled out the leadership module by the district government	Kab. Sumba Barat
Moderasi Beragama	Schools will be chosen by the MoRA team.	Schools will be chosen by the MoRA team.



Science, higher grades primary	Schools in NTB and NTB team are interested in piloting science module.	It is still on “interested” step, have not committed to implement the module: <ul style="list-style-type: none"> <li>• Kota Mataram</li> <li>• Kab. Sumbawa</li> <li>• Kab. Sumbawa Barat</li> </ul>
Inclusion	Scaled out the inclusion module in some <i>SD Inklusi</i>	Kab. Probolinggo
	Piloted inclusion module by CIS Timor	Kab. Sumba Timur
	Adapted by MoRA for PBS Unit	Inclusive Education PKB Modul as unit from several units and districts and madrasah will be chosen by the MoRA Team
	PBS instrument part of the training material guru penggerak with GTK Dikmendiksus	Guru Penggerak SLB pada 34 provinsi
	Piloted the inclusive education module	Lombok Tengah
	Scaled out the adaptation of inclusive education module by the district government	Lombok Tengah Sumbawa Barat Sumbawa Bima Dompu
	Scaled out the adaptation of inclusive education module by actors from non-district government	<u>By the teacher working group/ madrasah working group independently.</u> Lombok Tengah Sumbawa Sumbawa Barat  By <i>LPTK</i> and CSO through the university students and volunteers: <i>Di semua kab/kota NTB</i> Kodya Mataram Lombok Barat Lombok Utara Lombok Tengah Lombok Timur Kota Bima Bima Dompu Sumbawa Sumbawa Barat
Modul Gender	Piloted for principals, vice principals, and school' staffs. Piloted in 10 schools, including 3 groups: public inclusive elementary schools, Muhammadiyah elementary schools, and Nahdhatul Ulama elementary schools.: <ol style="list-style-type: none"> <li>1. Group 1 (SD Negeri Lemah Putro 1, SD Negeri Lemahputro III, SD Negeri Sidokare 2, SD Negeri Ganggangpanjang, SD Negeri Kludan);</li> <li>2. Group 2 ( MI Muhammadiyah Randegan, MI Muhammadiyah Kedungbanteng, &amp; SD Muhammadiyah 1 Sidoarjo);</li> </ol>	Kab. Sidoarjo

	3. Group 3 (MI NU Pucang 1 Sidoarjo & MI Maarif Tanggulangin)	
	<p>Piloted for classroom teachers in 10 schools, including 3 groups: public inclusive elementary schools, Muhammadiyah elementary schools, and Nahdhatul Ulama elementary schools:</p> <ol style="list-style-type: none"> <li>1. Group 1 (SD Negeri Lemah Putro 1, SD Negeri Lemahputro III, SD Negeri Sidokare 2, SD Negeri Ganggangpanjang, SD Negeri Kludan);</li> <li>1. Group 2 ( MI Muhammadiyah Randegan, MI Muhammadiyah Kedungbanteng, &amp; SD Muhammadiyah 1 Sidoarjo);</li> <li>2. Group 3 (MI NU Pucang 1 Sidoarjo &amp; MI Maarif Tanggulangin)</li> </ol>	Kab. Sidoarjo
Modul Psycho-education (Psikoedukasi)	Piloted	Lombok Utara Sumbawa
	Scaled out by the district government	Lombok Utara Sumbawa

## Annex 5: Events, Publications and Social Media

### I. EVENTS

#### a. July

1. 13 Jul: INOVASI NTB Provincial Manager participated as one of resource persons at MoEC GTK's Guru Belajar webinar series Webinar: "Adaptasi Pembelajaran Masa Pandemi"

#### b. August

1. 17 Aug: Launch of Literacy Volunteer Program (Relawan Literasi/RELASI NTB) which was held by the NTB Provincial Education and Culture Office in partnership with 6 LPTKs, 8 CSOs, and INOVASI to help distance learning related to literacy in SD/MI level
2. 27 Aug: INOVASI Kaltara PM participated at Webinar co-hosted with Tana Tidung on "*Merdeka Membaca, Anak Bahagia*"

#### c. September

1. 8 Sep: NTB Webinar on "*Literasi di Masa Pandemi*" co-hosted by INOVASI and the NTB Association of TTI Lecturers which was held to commemorate International Literacy Day
2. 16 Sep: Rembuk NTB Webinar on "*Kondisi Literasi dan Numerasi Semua Siswa*" facilitated by INOVASI and supported by the NTB Reading Consortium and the NTB Association of TTI Lecturers.

#### d. October

1. 8 Oct: Webinar on the role of community Library (*TBM*) during the pandemic and its synergy with local governments and schools co-hosted with Malinau Reading Family Association (IKBM)
2. 14 Oct: National Steering Committee (SC) Meeting
3. 20 Oct: Webinar on Developing a Child Friendly Library co-hosted by NGO Mutiara Rindang Surabaya and INOVASI
4. 24 Oct: East Java Muhammadiyah Madrasah Webinar co-hosted by East Java's Muhammadiyah School Principal Gathering and Communication Forum (Foskam) and INOVASI

#### e. November

1. 10 Nov: INOVASI partner teachers in Malinau participated at Puslitjak Balitbang MoEC's Webinar on "*Beradaptasi dengan Kurikulum dan Cara Belajar dalam Kondisi Darurat*"
2. 11 Nov: INOVASI's adviser Rob Randall participated as keynote speaker at Pusmenjar Balitbang's 3rd ICEAP Conference on Advancing Artificial Intelligence in Assessment for Learning
3. 19 Nov: Co-hosted Webinar Sapa KKG: "Bulungan's Strategy to Implement Learning in the Covid-19 Period with an Emergency Curriculum", including launch by the Bupati for the learning management program during the Covid-19 pandemic based on the KKG using the emergency curriculum
4. 23 Nov: Co-hosted Webinar on Innovative and Religious Reformulation of Basic Literacy Learning at SD/MI Level with the NTB Association of TTI Lecturers
5. 26 Nov: Temu Inovasi #10 "Teacher Creativity in Distance Learning: How to Develop HOTS Skills during the COVID-19 Pandemic?" co-hosted with MoEC's Balitbang
6. 27 Nov: INOVASI presentation of research reports on the use of mother-tongue language as a learning strategy in the early grades in NTT co-hosted with MoEC's Puslitjak Balitbang

#### f. December

1. 3 Dec: UNRAM's talkshow in NTB on Inclusive Education co-hosted with INOVASI
2. 3 Dec: NTT Steering Committee (SC) Meeting
3. 8 Dec: INOVASI Webinar on Inclusive Education with AIDRAN, KOMPAK, UNRAM, and MOEC
4. 14 Dec: INOVASI Webinar on Mother Tongue Language Transition in NTT co-hosted with NTT Provincial Government

5. 15 Dec: INOVASI's adviser Rob Randall participated at MoEC Puskurbuk Balitbang's International Seminar on National Curriculum

## II. PUBLICATION

### a. Survey/Reports:

1. Survey of Emergency Curriculum Implementation and Use of MoEC's Literacy and Numeracy Modules (in collaboration with MoEC's Puslitjak Balitbang)
2. Study on the use of local languages in the classroom to improve students abilities

### b. News Articles:

1	Covesia.com	20 Jul 2020	<a href="https://covesia.com/archipelago/baca/98410/itp-peduli-pendidikan-guru-sma-smk-di-sumbar-bakal-diberikan-pelatihan-mengajar-daring">https://covesia.com/archipelago/baca/98410/itp-peduli-pendidikan-guru-sma-smk-di-sumbar-bakal-diberikan-pelatihan-mengajar-daring</a>
2	Gatra.com	23 Jul 2020	<a href="https://www.gatra.com/detail/news/485548/milenial/anak-indonesia-terancam-alami-penurunan-kemampuan-belajar">https://www.gatra.com/detail/news/485548/milenial/anak-indonesia-terancam-alami-penurunan-kemampuan-belajar</a>
3	Guru Tana Tidung.id	23 Jul 2020	<a href="https://www.gurutanatidung.id/2020/07/anak-indonesia-terancam-alami-penurunan.html">https://www.gurutanatidung.id/2020/07/anak-indonesia-terancam-alami-penurunan.html</a>
4	Guru Tana Tidung.id	25 Jul 2020	<a href="https://www.gurutanatidung.id/2020/07/strategi-sdn-terpadu-unggulan-2-tana.html?fbclid=IwAR3KUybc5nSxL22ninTcyR3iJBkjiKIYFp5k75hzGhSV89PBLvpNYkkAJHE">https://www.gurutanatidung.id/2020/07/strategi-sdn-terpadu-unggulan-2-tana.html?fbclid=IwAR3KUybc5nSxL22ninTcyR3iJBkjiKIYFp5k75hzGhSV89PBLvpNYkkAJHE</a>
5	Benuanta	26 Jul 2020	<a href="https://benuanta.co.id/index.php/2020/07/26/jadikan-bdr-lebih-bermakna-dengan-literasi/13067/16/02/04/">https://benuanta.co.id/index.php/2020/07/26/jadikan-bdr-lebih-bermakna-dengan-literasi/13067/16/02/04/</a>
6	Guru Tana Tidung.id	29 Jul 2020	<a href="https://www.gurutanatidung.id/2020/07/kisah-perjuangan-guru-tana-tidung-bantu.html?fbclid=IwAR2OL2rQuI3nKuQcURWSrw8HzvWSGceKWDpJFp4nXazfRTpquYI8XoLZho">https://www.gurutanatidung.id/2020/07/kisah-perjuangan-guru-tana-tidung-bantu.html?fbclid=IwAR2OL2rQuI3nKuQcURWSrw8HzvWSGceKWDpJFp4nXazfRTpquYI8XoLZho</a>
7	Kompas.com	1 Aug 2020	<a href="https://regional.kompas.com/read/2020/08/01/16161111/demi-antar-bahan-belajar-murid-guru-di-kaltara-seberangi-sungai-habitat?page=all&amp;fbclid=IwAR0ilmzDaP8bDJjN8hckbzvyk0u1TIJ8tzoDB1J0KExqQLS5EY3G3snYrY">https://regional.kompas.com/read/2020/08/01/16161111/demi-antar-bahan-belajar-murid-guru-di-kaltara-seberangi-sungai-habitat?page=all&amp;fbclid=IwAR0ilmzDaP8bDJjN8hckbzvyk0u1TIJ8tzoDB1J0KExqQLS5EY3G3snYrY</a>
8	Pendis.Kemenag.go.id	11 Aug 2020	<a href="http://pendis.kemenag.go.id/index.php?a=detil&amp;id=11534&amp;fbclid=IwAR0-49oo30XJfdznAe9MirNrCX5cvqMXGXJ1SZcCBwtnV--Efm7zyZQyCuQ#.X9bHhWQzY2x">http://pendis.kemenag.go.id/index.php?a=detil&amp;id=11534&amp;fbclid=IwAR0-49oo30XJfdznAe9MirNrCX5cvqMXGXJ1SZcCBwtnV--Efm7zyZQyCuQ#.X9bHhWQzY2x</a>
9	Tribunnews	12 Aug 2020	<a href="https://bangka.tribunnews.com/2020/08/12/kemenag-ri-berharap-kerjasama-dengan-pemerintah-australia-untuk-madrasah-berlanjut-dan-diperluas">https://bangka.tribunnews.com/2020/08/12/kemenag-ri-berharap-kerjasama-dengan-pemerintah-australia-untuk-madrasah-berlanjut-dan-diperluas</a>
10	TanaTidungKab.go.id	27 Aug 2020	<a href="http://tanatidungkab.go.id/pustaka-3543-Webinar-Merdeka-Membaca-Anak-Bahagia-di-Rumah-jpg-">http://tanatidungkab.go.id/pustaka-3543-Webinar-Merdeka-Membaca-Anak-Bahagia-di-Rumah-jpg-</a>
11	TanaTidungKab.go.id	5 Sep 2020	<a href="http://tanatidungkab.go.id/pustaka-3596-Latih-Rekan-Guru-Ini-Yang-Dialami-Fasilitator-Muda-Tana-Tidung-jpg-">http://tanatidungkab.go.id/pustaka-3596-Latih-Rekan-Guru-Ini-Yang-Dialami-Fasilitator-Muda-Tana-Tidung-jpg-</a>

12	Pendis.Kemenag.go.id	5 Sep 2020	<a href="http://pendis.kemenag.go.id/index.php?a=detil&amp;id=11581&amp;fbclid=IwAR0WH_dKJ5BWUtq6lJnrxt2xdlaWKBaC0s0Ve6Q5qTU57a1GplkD_AvMARM#.X9bVT2QzY2x">http://pendis.kemenag.go.id/index.php?a=detil&amp;id=11581&amp;fbclid=IwAR0WH_dKJ5BWUtq6lJnrxt2xdlaWKBaC0s0Ve6Q5qTU57a1GplkD_AvMARM#.X9bVT2QzY2x</a>
13	Republika	6 Sep 2020	<a href="https://republika.co.id/berita/qg7t80430/kemenag-susun-modul-penguatan-literasi-guru-madrasah">https://republika.co.id/berita/qg7t80430/kemenag-susun-modul-penguatan-literasi-guru-madrasah</a>
14	The Conversation	11 Sep 2020	<a href="https://theconversation.com/kurangnya-perpustakaan-dan-bacaan-berkualitas-sebabkan-indonesia-darurat-literasi-145857">https://theconversation.com/kurangnya-perpustakaan-dan-bacaan-berkualitas-sebabkan-indonesia-darurat-literasi-145857</a>
15	Pendis.Kemenag.go.id	16 Sep 2020	<a href="http://pendis.kemenag.go.id/index.php?a=detilberita&amp;id=11598#.X9bV1mQzY2w">http://pendis.kemenag.go.id/index.php?a=detilberita&amp;id=11598#.X9bV1mQzY2w</a>
16	KSI	28 Aug 2020	<a href="https://www.ksi-indonesia.org/id/insights/detail/2135-layanan-pendidikan-harus-disesuaikan-dengan-kondisi-siswa">https://www.ksi-indonesia.org/id/insights/detail/2135-layanan-pendidikan-harus-disesuaikan-dengan-kondisi-siswa</a>
17	RISE-SMERU	11 Sep 2020	<a href="http://rise.smeru.or.id/id/blog/kurangnya-perpustakaan-dan-bacaan-berkualitas-sebabkan-indonesia-darurat-literasi">http://rise.smeru.or.id/id/blog/kurangnya-perpustakaan-dan-bacaan-berkualitas-sebabkan-indonesia-darurat-literasi</a>
18	Guru Tana Tidung.id	11 Sep 2020	<a href="https://www.gurutanatidung.id/2020/09/kepala-dinas-pendidikan-beberkan.html">https://www.gurutanatidung.id/2020/09/kepala-dinas-pendidikan-beberkan.html</a>
19	Almi.or.id	12 Sep 2020	<a href="https://almi.or.id/2020/09/12/kurangnya-perpustakaan-dan-bacaan-berkualitas-sebabkan-indonesia-darurat-literasi/">https://almi.or.id/2020/09/12/kurangnya-perpustakaan-dan-bacaan-berkualitas-sebabkan-indonesia-darurat-literasi/</a>
20	PGDikdas Kemendikbud	14 Sep 2020	<a href="http://pgdikdas.kemdikbud.go.id/read-news/5-aspek-yang-perlu-diperhatikan-dalam-menyusun-rpp-tematik-pjj">http://pgdikdas.kemdikbud.go.id/read-news/5-aspek-yang-perlu-diperhatikan-dalam-menyusun-rpp-tematik-pjj</a>
21	Guru Tana Tidung.id	26 Sep 2020	<a href="https://www.gurutanatidung.id/2020/09/kebutuhan-bahan-belajar-siswa-dari.html">https://www.gurutanatidung.id/2020/09/kebutuhan-bahan-belajar-siswa-dari.html</a>
22	PSPK.id	26 Sep 2020	<a href="https://pspk.id/kilas-pendidikan-edisi-23-menumbuhkan-literasi-bermakna-di-kab-probolinggo-jilid-ii/">https://pspk.id/kilas-pendidikan-edisi-23-menumbuhkan-literasi-bermakna-di-kab-probolinggo-jilid-ii/</a>
23	Guru Tana Tidung.id	22 Oct 2020	<a href="https://www.gurutanatidung.id/2020/10/australia-puji-program-bdr-tana-tidung.html">https://www.gurutanatidung.id/2020/10/australia-puji-program-bdr-tana-tidung.html</a>
24	Pwmu.co	25 Oct 2020	<a href="https://pwmu.co/166135/10/25/madrasah-harus-terdepan-dalam-pendidikan-moral/">https://pwmu.co/166135/10/25/madrasah-harus-terdepan-dalam-pendidikan-moral/</a>
25	Pwmu.co	27 Oct 2020	<a href="https://pwmu.co/166223/10/27/optimalisasi-peran-kkg-madrasah/">https://pwmu.co/166223/10/27/optimalisasi-peran-kkg-madrasah/</a>
26	The Conversation	20 Nov 2020	<a href="https://theconversation.com/riset-penggunaan-bahasa-daerah-di-kelas-terbukti-berpotensi-tingkatkan-kemampuan-siswa-di-daerah-148531">https://theconversation.com/riset-penggunaan-bahasa-daerah-di-kelas-terbukti-berpotensi-tingkatkan-kemampuan-siswa-di-daerah-148531</a>
27	Citra Benuanta	20 Nov 2020	<a href="https://citrabenuanta.id/2020/11/20/sediakan-layanan-pendidikan-bermutu-selama-pandemi-bulungan-gerakan-kkg/">https://citrabenuanta.id/2020/11/20/sediakan-layanan-pendidikan-bermutu-selama-pandemi-bulungan-gerakan-kkg/</a>
28	Kompas Newspaper	27 Nov 2020	"Guru Masih Sebatas Memberi Soal"
29	Guru Tana Tidung.id	27 Nov 2020	<a href="https://www.gurutanatidung.id/2020/11/implementasi-kurikulum-darurat-di-tana.html">https://www.gurutanatidung.id/2020/11/implementasi-kurikulum-darurat-di-tana.html</a>
30	Guru Tana Tidung.id	28 Nov 2020	<a href="https://www.gurutanatidung.id/2020/11/jadi-contoh-baik-guru-tana-tidung.html">https://www.gurutanatidung.id/2020/11/jadi-contoh-baik-guru-tana-tidung.html</a>
31	Guru Tana Tidung.id	30 Nov 2020	<a href="https://www.gurutanatidung.id/2020/11/wajibkan-guru-gunakan-kurikulum-darurat.html">https://www.gurutanatidung.id/2020/11/wajibkan-guru-gunakan-kurikulum-darurat.html</a>

32	Kompas.com	30 Nov 2020	<a href="https://edukasi.kompas.com/read/2020/11/30/102319071/kurikulum-darurat-buat-bingung-bosan-dan-berang-ini-saran-gni-untuk-pemda?page=2">https://edukasi.kompas.com/read/2020/11/30/102319071/kurikulum-darurat-buat-bingung-bosan-dan-berang-ini-saran-gni-untuk-pemda?page=2</a>
33	Kompas.com	8 Des 2020	<a href="https://edukasi.kompas.com/read/2020/12/08/144349171/kemendikbud-anak-berkebutuhan-khusus-harus-peroleh-pendidikan">https://edukasi.kompas.com/read/2020/12/08/144349171/kemendikbud-anak-berkebutuhan-khusus-harus-peroleh-pendidikan</a>
34	Kompas Newspaper - online	8 Des 2020	<a href="https://www.kompas.id/baca/dikbud/2020/12/08/sekolah-inklusif-ruang-mengenalkan-keberagaman-anak/">https://www.kompas.id/baca/dikbud/2020/12/08/sekolah-inklusif-ruang-mengenalkan-keberagaman-anak/</a>
35	Kompas Newspaper	9 Des 2020	"Belajar Keberagaman Lewat Sekolah Inklusif"

### III. SOCIAL MEDIA CONTENT

#### A. For INOVASI Facebook

##### 1. Story of inspiring practices

##### a. COVID-19/BDR/PJJ:

Date	Link to Post
6 July 2020	<a href="#">Distance learning + Inclusive Education in Lombok Tengah, NTB</a>
28 July 2020	<a href="#">Distance learning + Literacy in Tana Tidung, Kaltara</a>
31 July 2020	<a href="#">Distance learning in Tana Tidung, Kaltara</a>
4 August 2020	<a href="#">Distance learning + Literacy in West Sumba, NTT</a>
11 August 2020	<a href="#">Distance learning + Literacy in Probolinggo, East Java</a>
17 August 2020	<a href="#">Distance learning + Parents involvement in Batu City, East Java</a>
18 August 2020	<a href="https://web.facebook.com/InovasiPendidikanAIP/posts/1158792051159340">https://web.facebook.com/InovasiPendidikanAIP/posts/1158792051159340</a>
25 August 2020	<a href="#">BDR + Mapping of students reading skills in Tana Tidung, Kaltara</a>
27 August 2020	<a href="#">Distance learning in Sumenep, East Java</a>
31 August 2020	<a href="#">Distance learning + Literacy in Tana Tidung, Kaltara</a>
8 September 2020	<a href="#">Distance learning + Literacy in Tana Tidung, Kaltara</a>
23 October 2020	<a href="#">NTB Volunteer Program in supporting literacy during pandemic</a>
2 November 2020	<a href="#">Distance learning + INOVASI Worksheet in Sumba, NTT</a>
3 November 2020	<a href="#">Distance learning + Three strategy in Bulungan, Kaltara</a>
5 November 2020	<a href="#">MoEC's emergency curriculum during pandemic</a>



## b. Literacy and Numeracy learning

Date	Link to Post
7 July 2020	<a href="#"><u>Literacy learning ideas - Big Book in Sumenep, East Java</u></a>
8 July 2020	<a href="#"><u>Literacy learning ideas - Paper Doll in Probolinggo, East Java (KLB)</u></a>
8 July 2020	<a href="#"><u>Literacy/Numeracy learning ideas - Ulat Pintar in Pasuruan, East Java</u></a>
9 July 2020	<a href="#"><u>Literacy learning ideas - Pohon Kata in Sumenep, East Java</u></a>
10 July 2020	<a href="#"><u>Literacy learning ideas - Wayang Profesi in Sumenep, East Java</u></a>
10 July 2020	<a href="#"><u>Literacy learning ideas - Mini Zoo in Batu City, East Java</u></a>
13 July 2020	<a href="#"><u>Literacy learning ideas - formative assessment in West Sumba, NTT</u></a>
14 July 2020	<a href="#"><u>Literacy learning ideas - Running Record in West Sumba, NTT</u></a>
15 July 2020	<a href="#"><u>Literacy learning ideas - Levelled storybook in West Sumba, NTT</u></a>
17 July 2020	<a href="#"><u>Literacy learning ideas - Library in Southwest Sumba, NTT (TBP)</u></a>
17 July 2020	<a href="#"><u>Literacy learning ideas - Balanced reading in Southwest Sumba, NTT (YLAI)</u></a>
21 July 2020	<a href="#"><u>Literacy learning ideas - Exploring various teaching methods in Central Sumba, NTT</u></a>
22 July 2020	<a href="#"><u>Literacy learning ideas - Student centered learning in Central Sumba, NTT</u></a>
23 July 2020	<a href="#"><u>Numeracy learning ideas in Southwest Sumba, NTT</u></a>
24 July 2020	<a href="#"><u>Literacy learning ideas in Central Sumba, NTT</u></a>
27 July 2020	<a href="#"><u>Literacy learning ideas - Differentiated learning in East Sumba, NTT</u></a>
30 July 2020	<a href="#"><u>Literacy learning ideas - Guided reading in East Sumba, NTT</u></a>
3 August 2020	<a href="#"><u>Video: Literacy pilot program scale-out in Kaltara</u></a>
13 August 2020	<a href="#"><u>Literacy learning ideas - Bottle caps in Jember, East Java</u></a>
20 August 2020	<a href="#"><u>Literacy learning ideas - Big Book in West Sumba, NTT</u></a>
21 August 2020	<a href="#"><u>Literacy learning ideas - Reading Card in Batu City, East Java</u></a>
24 August 2020	<a href="#"><u>Numeracy learning ideas - Paper dolls in Sumbawa, NTB (Edukasi101)</u></a>
26 August 2020	<a href="#"><u>Literacy learning ideas - Alphabet Cards in West Sumbawa, NTB</u></a>
28 August 2020	<a href="#"><u>The benefit of reading storybooks for children (MoEC)</u></a>
1 September 2020	<a href="#"><u>Literacy Numeracy learning ideas in Sidoarjo, East Java</u></a>
2 September 2020	<a href="#"><u>Literacy learning ideas - Guided reading in West Sumba, NTT</u></a>
4 September 2020	<a href="#"><u>Literacy learning ideas - Creative learning media in Central Sumba, NTT</u></a>
7 September 2020	<a href="#"><u>Literacy learning ideas - Dadu Pintar in Pasuruan, East Java</u></a>
10 September 2020	<a href="#"><u>Literacy learning ideas - Student centered teaching method in East Sumba, NTT</u></a>
17 September 2020	<a href="#"><u>Numeracy learning ideas - Snakes and ladders in Sidoarjo, East Java</u></a>
23 September 2020	<a href="#"><u>Numeracy learning ideas - Easy made learning media in Southwest Sumba, NTT</u></a>
29 September 2020	<a href="#"><u>Literacy learning ideas - Papan Pintar in Sidoarjo, East Java</u></a>
30 September 2020	<a href="#"><u>Literacy learning ideas - Big Book and HOTS in East Sumba, NTT</u></a>
1 October 2020	<a href="#"><u>Literacy teaching ideas in West Sumba, NTT</u></a>
6 October 2020	<a href="#"><u>The benefit of reading storybooks for children (MoEC)</u></a>
7 October 2020	<a href="#"><u>Numeracy learning ideas - Using recycled materials in Sumbawa, NTB</u></a>

13 October 2020	<a href="#"><u>What is Asesmen Kompetensi Minimum (AKM)? (MoEC)</u></a>
14 October 2020	<a href="#"><u>Literacy learning ideas - Creative learning media in Central Sumba, NTT</u></a>
15 October 2020	<a href="#"><u>Literacy learning ideas - Literate classroom environment in West Sumbawa, NTB</u></a>
20 October 2020	<a href="#"><u>Literacy learning ideas - Reading Camp in West Sumba, NTT</u></a>
21 October 2020	<a href="#"><u>Literacy learning ideas - Magical Treasure in Pasuruan, East Java</u></a>
22 October 2020	<a href="#"><u>Literacy learning ideas - Creative Madrasah teacher in Jember, East Java</u></a>
26 October 2020	<a href="#"><u>Literacy learning ideas - Child friendly library in Central Sumba, NTT (TBP)</u></a>
28 October 2020	<a href="#"><u>Literacy + School collaboration in East Sumba, NTT</u></a>
4 November 2020	<a href="#"><u>Numeracy learning ideas - Using recycled materials in Sumbawa, NTB</u></a>
11 November 2020	<a href="#"><u>Did you know? Higher learning outcomes in children who loves to read</u></a>
30 November 2020	<a href="#"><u>Winner teacher's ideas from Mataram, NTB on effective and joyful learning</u></a>

### c. Mother-tongue based multilingual education

Date	Link to Post
20 July 2020	<a href="#"><u>Mother-tongue based learning - folk songs in Southwest Sumba, NTT</u></a>
28 July 2020	<a href="#"><u>Mother-tongue based learning in East Sumba, NTT (Sulinama)</u></a>
4 August 2020	<a href="#"><u>Mother-tongue based learning - Papan Dua Bahasa in Bima, NTB</u></a>
5 August 2020	<a href="#"><u>Mother-tongue based learning - Mpa'a Gopa in Bima, NTB</u></a>
6 August 2020	<a href="#"><u>Mother-tongue based learning - Thematic Map in Bima, NTB</u></a>
16 October 2020	<a href="#"><u>Mother-tongue based learning - Bahasa Kodi in Southwest Sumba, NTT</u></a>
2 October 2020	<a href="#"><u>Mother-tongue based learning - Language bridge in Bima, NTB</u></a>

### d. Inclusive Education

Date	Link to Post
3 September 2020	<a href="#"><u>Involving special needs students in classroom activities - Batu City, East Java</u></a>
25 September 2020	<a href="#"><u>Si Bintang storybooks with sign-language in Central Lombok, NTB (FLP)</u></a>
19 October 2020	<a href="#"><u>Parents engagement for quality learning in Dompu, NTB</u></a>
4 December 2020	<a href="#"><u>Using PBS to measure students capabilities during the pandemic - Probolinggo, East Java</u></a>

## 2. Comms Products

### a. Students Worksheet (LKS)

Date	Link to Post
30 June 2020	<a href="#"><u>Worksheet (LKS) on Literacy for distance learning during pandemic</u></a>
1 July 2020	<a href="#"><u>Worksheet (LKS) on Numeracy for distance learning during pandemic</u></a>
2 July 2020	<a href="#"><u>Worksheet (LKS) on Character Education for distance learning during pandemic</u></a>
3 July 2020	<a href="#"><u>Worksheet (LKS) on Psychoeducation for distance learning during pandemic</u></a>

## b. Newsletter

Date	Link to Post
3 July 2020	<a href="#">Berita INOVASI Newsletter, Apr-June 2020 edition</a>
19 August 2020	<a href="#">Bulletin Mitra Pendidik #1 (BEWG)</a>
9 September 2020	<a href="#">Bulletin Mitra Pendidik #2 (BEWG)</a>
27 October 2020	<a href="#">Bulletin Mitra Pendidik #3 (BEWG)</a>
24 December 2020	<a href="#">Bulletin Mitra Pendidik #4 (BEWG)</a>

## c. Booklet

Date	Link to Post
13 July 2020	<a href="#">Booklet of Promising Practices in Literacy - East Java</a>
20 July 2020	<a href="#">Booklet of Promising Practices in Literacy-Numeracy - Southwest Sumba, NTT</a>
24 July 2020	<a href="#">Booklet of Promising Practices in Literacy-Numeracy in Central Sumba, NTT</a>
30 July 2020	<a href="#">Booklet of Promising Practices in Literacy - East Sumba, NTT</a>
7 August 2020	<a href="#">Booklet of Promising Practices in Mother-tongue based learning in Bima, NTB</a>

## 3. Events

Date	Link to Post
10 August 2020	<a href="#">INOVASI NTB Prov Manager at MoEC's Webinar "Guru Belajar"</a>
18 August 2020	<a href="#">NTB Literacy Volunteer (RELASI) online trainings</a>
11 September 2020	<a href="#">Tana Tidung Education Dinas at MoEC's Suara Edukasi Radio Talkshow 1</a>
14 September 2020	<a href="#">Webinar "Literasi NTB di Masa Pandemi" to celebrate International Literacy Day</a>
15 September 2020	<a href="#">Socialisation on MoEC's Emergency Curriculum in 4 districts in NTT</a>
18 September 2020	<a href="#">"Rembuk NTB" Online Discussion on education challenges during pandemic</a>
21 September 2020	<a href="#">Distance learning discussion with NTB Education Dinas, MoRA, and TTI Association</a>
22 September 2020	<a href="#">Sulinama's mother-tongue based multilingual education in Nagekeo, NTT</a>
24 September 2020	<a href="#">MoRA-INOVASI collaboration for CPD Literacy Module for Madrasah Teachers</a>
8 October 2020	<a href="#">Malinau: Webinar "The role of Community Reading Garden during pandemic"</a>
19 October 2020	<a href="#">East Java MoRA Office and INOVASI socialisation on strengthening CPD Community</a>
9 November 2020	<a href="#">MoEC Puslitjak Balitbang Webinar "Beradaptasi dengan Kurikulum dan Cara Belajar dalam Kondisi Darurat"</a>
18 November 2020	<a href="#">Bulungan, Kaltara: Webinar Sapa KKG on Strategy to Implement Learning during the Pandemic</a>
19 November 2020	<a href="#">Bulungan, Kaltara Webinar "Sapa KKG: Bulungan strategy in learning during pandemic"</a>

26 November 2020	<a href="#"><u>Temu Inovasi #10 "Kreativitas Guru dalam PJJ: Bagaimana Mengembangkan HOTS di Masa Pandemi COVID-19?"</u></a>
26 November 2020	<a href="#"><u>Watch: Temu Inovasi #10 "Kreativitas Guru dalam PJJ: Bagaimana Mengembangkan HOTS di Masa Pandemi COVID-19?"</u></a>
2 December 2020	<a href="#"><u>NTB Online Talkshow and Launch of Laboratorium Pendidikan Inklusif</u></a>
4 December 2020	<a href="#"><u>INOVASI online discussion on Inclusive Education</u></a>
11 December 2020	<a href="#"><u>NTT Webinar on the role of mother-tongue based education in improving children literacy skills</u></a>
14 December 2020	<a href="#"><u>Watch: NTT Webinar on the role of mother-tongue based education in improving children literacy skills</u></a>

#### 4. Media Mention / News Article

Date	Link to Post
28 July 2020	<a href="#"><u>Distance learning - Literacy in Tana Tidung, Kaltara - Banuanta.co.id</u></a>
31 July 2020	<a href="#"><u>Distance learning in Tana Tidung, Kaltara</u></a>
12 August 2020	<a href="#"><u>MoRA-INOVASI program in literacy and numeracy - Pendis.kemenag.go.id</u></a>
14 August 2020	<a href="#"><u>Distance learning - Students Worksheet in Tana Tidung, Kaltara - Kompas.com</u></a>
26 August 2020	<a href="#"><u>Teaching and Learning During School Closure: Lessons from Indonesia - ISEAS Paper</u></a>
16 September 2020	<a href="#"><u>Tana Tidung Education Dinas' LAS support for distance learning - Tanatidungkab.go.id</u></a>
28 September 2020	<a href="#"><u>Best practice from Tana Tidung Education Dinas in supporting learning during the pandemic - GuruTanaTidung.id</u></a>
8 October 2020	<a href="#"><u>Malinau, Kaltara Webinar on "Peran TBM di Masa Pandemi serta Sinergitasnya dengan Pemda dan Sekolah"</u></a>
30 October 2020	<a href="#"><u>East Java LP Ma'arif NU and MoRA CPD Program supported by INOVASI - MaarifNUJatim.or.id</u></a>
10 December 2020	<a href="#"><u>Temu Inovasi #10 - Kompas.com</u></a>

#### 5. National / International Momentum

Date	Link to Post
23 July 2020	<a href="#"><u>National Children's Day (Repost MoEC)</u></a>
17 August 2020	<a href="#"><u>Indonesia Independence Day (Repost MoEC)</u></a>
8 September 2020	<a href="#"><u>International Literacy Day - Story from Kaltara (Embassy's Post)</u></a>
5 October 2020	<a href="#"><u>World Teacher's Day - Teacher's story from Bulungan, Kaltara</u></a>
1 November 2020	<a href="#"><u>National Innovation Day</u></a>
20 November 2020	<a href="#"><u>World Children's Day</u></a>
25 November 2020	<a href="#"><u>National Teacher's Day</u></a>
25 November 2020	<a href="#"><u>Video: National Teacher's Day (Embassy' Post)</u></a>
3 December 2020	<a href="#"><u>International Day of Persons with Disabilities</u></a>

## B. For DFAT / Embassy Facebook / Embassy Instagram

Date	Link to Post
23 July 2020	<a href="#"><u>Maintaining children reading interest in West Sumba, NTT story to celebrate National Children's Day Instagram post</u></a>
1 August 2020	<a href="#"><u>COVID-19 response in education sector (through INOVASI): inspiring story from Sumba, NTT</u></a>
15 August 2020	<a href="#"><u>COVID-19 response in education sector: inspiring story from East Java about parents support + INOVASI module</u></a>
8 September 2020	<a href="#"><u>Tana Tidung, Kaltara story to celebrate International Literacy Day Instagram post</u></a>
8 September 2020	<a href="#"><u>Footage for International Literacy Day Video for DFAT Facebook</u></a>
5 October 2020	<a href="#"><u>Teacher's story from Bulungan, Kaltara to celebrate World Teacher's Day</u></a>
25 November 2020	<a href="#"><u>Video of teaching during pandemic to celebrate National Teacher's Day Instagram post</u></a>
3 December 2020	<a href="#"><u>Probolinggo, Jatim story to celebrate International Day of Persons with Disabilities</u></a>

## Annex 6: Partnerships

Within the reporting period, a number of partnerships were proposed and discussed by the program. At the time of reporting, many of these were in very early stages of discussion. Further reporting on the partnerships will be included in the next SMPR.

No	Organisation	Description of partnership (current and future)	Status/update (as at first week January)	Location
Grants and contract-based Partnerships				
1	Sekolah Abdi Kasih Bangsa (SAKB) Kupang	INOVASI proposes to partner with Sekolah Abdi Kasih Bangsa (SAKB) Kupang to jointly develop and implement a Character Education pilot in selected partner schools. We plan to collaboratively design the program and the module content; thus working together in the planning, implementing and evaluation of the pilot, while bringing experiences and expertise from SAKB to the implementation. This pilot will be conducted in one academic year commencing in Semester 2 in January 2021 and concluding December 2021 with a possible extension.	INOVASI module was introduced to the SAKB team who will review the module and adapt it to adjust the Sumba context. SAKB is developing a proposal as of early Jan 2021. The first character education module workshop is planned for late Jan 2021. Currently, the implementation team is identifying feasible schools. The school selection decision will be together with SAKB.	NTT
2	Dikdasmen Muhammadiyah	Muhammadiyah will take a collaborative approach with INOVASI to implement the program, by involving: (a) LPTK/Teacher Training Institutes. We proposed to carry out an internal evaluation of strengthening to the learning system in preparing teachers. (b) Using the KKG or teacher forums to implement the program in order to strengthen the system for Teachers' Continuing Professional Development (CPD). (c) Internal strengthening of the Pengurus Wilayah Majelis Dikdasmen (Regional Council for Student Education). Monitoring and Evaluation and Publications and Communication teams act as "eyes" to ensure the quality of the program and communicators to strengthen the process and program outcomes, (d) Women's organizations (Gender mainstreaming and or women leadership in education). (e) The scale-out of good practices of the INOVASI Program for Muhammadiyah primary schools. INOVASI will provide limited support (ToT), and the following implementation of the program by using Muhammadiyah's independent funds.	Preparation of program structure and Determination of areas and focus of program materials PWMU Dikdasmen Team is preparing proposal and budget.	East Java



No	Organisation	Description of partnership (current and future)	Status/update (as at first week January)	Location
3	LP Maarif Nahdlatul Ulama (NU)	INOVASI's Phase II partnership activities with PW LP Ma'arif NU, at provincial level, aims to strengthen the focus on basic skills (literacy, numeracy, inclusion) in its network of madrasah. This collaborative program will implement: (1) activities to improve the quality of madrasahs through MoRA CPD program, (2) collaboration with INOVASI to strengthen capability for Monitoring and Evaluation (M&E) and Communication teams of PW LP Ma'arif NU, (3) collaborating with Women's Organizations to increase women's participation in education leadership and learning, and (4) exploring collaboration with an NU university with a Teacher Professional Education (PPG) program to strengthen LP Ma'arif NU madrasah teacher capability.	4 webinars on the Strengthening of Monev LP Maarif Team Compiling the program structure and determining the areas and focus of program materials (based on the mapping of madrasah needs). Proposal update; LP Maarif's team is finalizing the proposal and budget	East Java
4	UNAIR	INOVASI will collaborate with UNAIR to; Review, adapt, and develop modules to <i>strengthen Profil Pelajar Pancasila</i> and 21st century skills in primary schools. Implement a character development program at SD under LP Ma'arif Jawa Timur: (1) conduct training for selected facilitators, (2) facilitate teacher working groups/clusters (KKG), (3) mentor facilitators, and (4) conduct joint monitoring and evaluation	Socialization of character modules developed by INOVASI together with representatives of the Ministry of Education and Culture and Ministry of Religion. Discussion on MoU INOVASI-FCS UNAIR Compilation of program structure and determination of program areas (based on mapping of potential character problems in urban - rural areas) UNAIR team is currently revising proposals and budget	East Java
5	Istitut Agama Islam Hamzanwadi Nahdlatul Wathan	The 14-month partnership will focus on literacy and inclusive education. The partnership intends to bring the following results for MI students, especially those with disabilities and other learning difficulties: 1) NW and district government recommend and mainstream MI-relevant models for literacy and inclusive education into pre-service program in IAIH-NW and in-service training program in at least 40 NW-affiliated MIs, 2) improved parents and communities' support as a result of IAIH-NW forming strategic coalitions for literacy and inclusive education, with other NW bodies, governments, and other key actors.	Preliminary meeting with TGB and NW teams. Sole sourcing justification approved by DFAT. Proposal developed together with local government. • Technical and budget proposals have been received and reviewed internally by INOVASI. • Finalisation of Fasda selection. • On-going adaptation of INOVASI and other supporting materials to be used in program	NTB
6	PGSD - FKIP UNRAM	INOVASI plans to partner with a local university/teacher training institute (TTI), Program Studi Pendidikan Guru Sekolah Dasar (PGSD), Fakultas Keguruan dan Ilmu Pendidikan (FKIP), Mataram University (UNRAM are supporting), to support the Central Lombok Government to implement a 14-month program that will contribute to fulfilling the Inclusive Education Bupati Regulation (Peraturan Bupati) mandate to provide quality education for all children.	• Technical and budget proposals have been received and reviewed internally by INOVASI • Finalisation of Fasda selection • On-going adaptation of INOVASI and other supporting materials to be used in the program	NTB

No	Organisation	Description of partnership (current and future)	Status/update (as at first week January)	Location
7	Universitas Borneo Tarakan	The Provincial Steering Committee Meeting at the end of Phase I requested INOVASI to assist all local governments in North Kalimantan. Currently INOVASI is assisted three districts; Bulungan, Malinau and Tana Tidung. The remaining two are Tarakan City and Tana Tidung Regency. In Phase II, INOVASI's role is different from Phase I: INOVASI acts more as a catalyst and broker than in taking program development initiatives. UBT will leverage its relationship with the City of Tarakan to implement an INOVASI program in the city.	The proposal and budget are being reviewed internally	Kaltara
8	UX Indonesia	<p>One of the key planned activities in Phase II is to develop the use of technology in learning and training as well as curriculum development to support continued learning for teachers in the time of COVID 19, and at the same time to bring digital learning to the forefront in the longer term.</p> <p>While INOVASI is exploring the possibility of providing digital support to MoEC, the INOVASI team in North Kalimantan has responded to a request from the government through the Provincial Steering Committee to further disseminate the good practices in the literacy program to all teachers in the remote areas of Malinau district. This is part of the Government's CPD program for these teachers. UX Indonesia will support the following proposed activities:</p> <ul style="list-style-type: none"> <li>• A digital platform that supports online training for remote areas but is still within reach, in terms of available communication and transportation systems.</li> <li>• Digitalization of training materials that support online learning literacy modules for teachers.</li> <li>• Videos of good practice to be used for training in the literacy modules.</li> </ul>	<p>Meeting with UX Indonesia about Indonesia's UX profile and explaining Kaltara's needs to support the Education Office</p> <p>UX Indonesia is preparing proposals and budget estimates based on the available TOR</p>	Kaltara

No	Organisation	Description of partnership (current and future)	Status/update (as at first week January)	Location
9	Bookbot Pty Ltd EdTech	<p>INOVASI plans to support Indonesian students with Dyslexia - adapting <i>Bookbot</i> into Bahasa Indonesia.</p> <p>This partnership will bring together experts who have developed the technology and who bring deep subject matter expertise, with curriculum and content experts in Indonesia to build Bahasa Indonesia into an application called <i>Bookbot</i>. The work will utilize existing book content through platforms such as “Let’s Read”, as well as other global and Indonesian reading content initiatives; and would match content to children’s individual progress as well as to Indonesian school curricula.</p>	Finalization of TOR for EdTech related to the development of the Bookbot application.	National
10	Litara	<p>Litara will help teachers to write children's books based on local content to enrich children's reading books in North Kalimantan. Litara's collaboration with the Bulungan District Education and Culture Office produced five large books with local content in Phase I, and very high technical and production standards. This partnership is expected to produce similar books in Malinau</p>	<p>Discussions with the Dinas / Pemkab / CSR are ongoing.</p> <p>Discussions with Litara has been carried out. The target for proposal discussion is February 2021.</p>	Kaltara
11	Yayasan Sulinama	<p>Yayasan Sulinama (YS) is expected to continue their support for the language transition program in Sumba Timur and to initiate a similar program in Nagekeo, involving teachers at early childhood (Pendidikan Anak Usia Dini, or PAUD) level, delivering teacher training in literacy using a mother tongue approach. The project is expected to commence in January 2021 and run until Dec 2022</p>	<p>Proposal pre-planning meeting in December 2020. Sulinama Foundation has submitted a proposal which is being reviewed internally by INOVASI.</p>	NTT
12	Pusat Studi Pendidikan Kebijakan (PSPK)	<p>PSPK is an influential non-government organization which works in the basic education field and is closely engaged as a partner with MoEC in the development of major reform programs, including the new curriculum and assessment systems and the <i>Sekolah Penggerak</i> and <i>Guru Penggerak</i> programs.</p> <p>In early 2020, PSPK requested support from DFAT to fund their work on these programs. At this time, the organization had lost much of its usual funding sources, due to the disruption to the economy caused by COVID-19.</p> <p>INOVASI postponed discussions with PSPK in the Phase II mobilisation period pending DFAT advice on the program budget for FY 2020-21. Discussions resumed with PSPK in November 2021.</p>	<p>An agreement is currently under negotiation to fund PSPK support to MoEC to pursue common objectives in implementing the prototype curriculum in Sekolah Penggerak, school and district scorecards, and assessment. Funds are expected to be disbursed from February 2021.</p>	National

No	Organisation	Description of partnership (current and future)	Status/update (as at first week January)	Location
13	An LPTK in NTB - to be identified. (grants partnership)	<p>Based on the success of Phase 1 basic literacy program and proven local government's commitment, INOVASI is continuing its support to Bima district in Phase 2. Since September 2020, INOVASI facilitated a PDIA-based process for education stakeholders to explore the root causes and priority solutions for furthering literacy outcomes. The stakeholders have agreed that the priority solutions will be based on the previous model of literacy development and adapted with the following added elements:</p> <ul style="list-style-type: none"> <li>• more focus on children facing the most difficult learning problems for various reasons including pandemic</li> <li>• Incorporation of social sensitivity/empathy (<i>kepekaan sosial</i>) as a character and value into the basic literacy program.</li> <li>• stronger emphasis on using formative reading skills assessment and PBS not only to support teachers plan and implementation of differentiated literacy instruction, but also for schools and even village literacy development plan. This is in line with Perbup Literasi that mandates all institutions including village to give more support to literacy development in Bima.</li> </ul>	<p>The RFP has been shared to all LPTKs in NTB and we are now waiting for the proposals from interested LPTKs.</p> <p>We have been informed that at least 2 LPTKs are planning to submit proposals by due date on 11<sup>th</sup> January 2021.</p>	NTB
14	An LPTK in NTB - to be identified. (grants partnership)	Sumbawa Education office has reached out to INOVASI NTB requesting support and collaboration in implementing and developing a character education model in in the district. Additionally, the government wishes to collaborate with local LPTKs in the implementation of an inclusive Character Education program.	The ToR for partnership is being finalised by INOVASI and Sumbawa government in order to issue RFP.	NTB
15	7 LPTK in NTT (some grants, some collaboration/coordination)	<p>In December, 7 LTPKs in NTT were identified and they were targeted on a webinar on Language Transition to explore their willingness to partners with INOVASI to work in the same area of Language Transition. The 7<sup>th</sup> LTPK are University of Nusa Cendana Kupang, University of Christian Religion Kupang, University of Muhammadiyah Kupang, STKIP Weetabula in Southwest of Sumba, STKIP Citra Bakti Bajawa – Flores, Catholic University of Ruteng Flores and Open University.</p> <p>These LPTKs are identified as they have study program on (i) PGSD (Primary School Teachers Preparation), (ii) PAUD (Early Childhood Care Education teachers preparation), and (iii) Bahasa Indonesia Study Program</p>	<p>INOVASI NTT has engaged the 7 TTIs on the webinar on Language Transition to seek their interest working on the Mother Tongue for Early Grade Learning and they show their interest to work on this area.</p> <p>INOVASI identified most potential TTI based on access to INOVASI Pilot district and INOVASI NTT already targeted STKIP Citra Bakti in Bajawa Flores to support the pilot development in Nagekeo district.</p> <p>INOVASI will formulate how to support other TTIs who have shown their interest working on Mother Tongues Areas in supporting learning in early grade.</p>	NTT

No	Organisation	Description of partnership (current and future)	Status/update (as at first week January)	Location
16	Kantor Bahasa NTT	Kantor Bahasa NTT was participated in the last Webinar on Language Transition dated 14 December 2020 and the head of the office provide positive formal comment on the webinar. The office also plans to conduct a webinar and it was already conducted by January 19, 2021 on Local Language vitality in Indonesia especially in NTT. Almost 500 participants attended the meeting. These partners are considered strategic for NTT's focus on Language Transition	INOVASI NTT would like to host "Temu INOVASI" under the theme of The Use of Mother Tongue in Supporting Learning in early grade. The event will be conducted around the remembrance of International Day of Mother Tongue. Kepala Kantor Bahasa NTT will host the same webinar in relation to the same event and the same theme. INOVASI and Kantor Bahasa NTT already agreed to jointly host the event by February 2021 (tentatively by 19/20 February 2021)	NTT
17	Pimpinan Wilayah Aisyiyah Muhammadiyah Jatim	Grantee Dikdasmen Muhammadiyah for potential collaboration to strengthen women's leadership in Education and GEDSI	Initial discussions on scope and opportunities for collaboration	East Java
19	Mutiara Rindang	Development of a child-friendly school library	INOVASI Jatim have met with MR teams and discussed about potential partnership. The next meeting will explore about the MR professional experience of monitoring and evaluation and the webinar program for school librarian in Sidoarjo. MR professional experience of ME and the webinar developed an application to support monitoring and evaluation efforts for the program for school librarians in Sidoarjo. A child-friendly library in Sidoarjo Regency.	East Java
Coalition Building				
20	Room to Read	INOVASI will broker Room to Read to propose 35 books from Provisi Education to Puskurbuk to get a review and assessment (in regard to support Kaltara to provide "good" books for early reader)	<p>Discussion about children's book assessment with Puskurbuk have been conducted in December 2020. Children's book assessments will be conducted in February 2021</p> <p>The RtR has sent a list of book titles to INOVASI (very limited in number) and will try to increase the number to be sent to Puskurbuk.</p>	Kaltara and national

No	Organisation	Description of partnership (current and future)	Status/update (as at first week January)	Location
21	The Asia Foundation	<p>The Asia Foundation has produced digital children's book that are available and free to download. In addition, they also proposed to have a collaboration on:</p> <ul style="list-style-type: none"> <li>• 4-5 days' workshop to publish collection of local books through BookLab</li> <li>• 2 days' workshop to translate books collection into local languages</li> <li>• Community reading workshop to train reading ambassadors</li> <li>• Teacher training workshops</li> </ul>	<p>Meeting with all PM and Bu Sintha has been presented their program. TAF has some books that could be reviewed and assessed by Puskurbuk (to support Kaltara and maybe other provinces).</p> <p>Since August 2020, The Asia Foundation has supported a number of activities organised by local partners including provincial education and culture office, local TTIs and CSOs in implementation of Literacy Volunteers program. In December, TAF supported UIN Mataram for their plans to create literacy teaching curriculum reform. This type of partnership will continue throughout Phase 2 where INOVASI will broker TAF collaboration partnership with local actors. INOVASI NTB team is brainstorming with UIN, Hamzanwadi NW University, and other universities for organising a series of workshops to produce digital children's book that are available and free to download.</p>	NTB – Kaltara - Puskurbuk
22	Yayasan Literasi Anak Indonesia	Partnership in literacy and numeracy module training in the emergency curriculum. The training involved 4-50 teachers from a total of 5 districts.	YLAI and INOVASI NTT collaborate on literacy and numeracy module training in emergency curriculum.	NTT
23	KOMPAK (Australia–Indonesian government partnership to reduce poverty)	Technical partnership to create a provincial inclusive education dashboard. This year, INOVASI will focus on developing a good model for system to improve data and data management system for inclusive education. Based on preliminary meetings since November 2020, stakeholders are encouraged to try using KOMPAK's Open-SID (Open-Sistem Informasi Desa) dashboard and linking that to the existing dashboard: NTB Satu Data.	<p>2 meetings with KOMPAK and provincial government to finalise the concept for inclusive education dashboard using Open-SID platform supported by KOMPAK.</p> <p>INOVASI Systems and Policy adviser introduced the activity to Pulse Lab who seems to be interested in observing and <u>may</u> join with INOVASI and KOMPAK to support this effort.</p>	NTB



No	Organisation	Description of partnership (current and future)	Status/update (as at first week January)	Location
24	Prospera (Australia–Indonesia partnership for economic development)	Prospera has extensive capacity in turning raw budget data into useful information (data mining) and this expertise can help INOVASI to better analyse MoEC data. Joint data analysis for specific areas is a potential area for collaboration.	Prospera has extensive experience with MoF in analyzing budget data into useful information using data mining approach. This expertise will be useful in analyzing MoEC School Budget Data. INOVASI already brokered a cooperation for joint data analysis for specific areas between PUSLITJAK, DG ECED-Basic-Secondary Education Secretariat, Prospera and INOVASI. The three parties will sign a MoU to secure this cooperation. One analysis results was specific education index using these data and external additional data (e.g. Susenas) that could be used to calculate the basic school operational needs formula for future BOS unit costs. Next Steps: Advocating the new indexes and analysis results to MoEC	
25	SMERU / RISE	SMERU is a potential partner for INOVASI in the design and implementation of research, in a fee-for-service arrangement. RISE may also collaborate with INOVASI as an independently funded program (RISE receives DFAT funding), to continue to share data, instruments and knowledge. This collaboration includes sharing of expertise and mutually benefits both programs. There is a possibility of joint research, where interests align.	Consultations and preparation for a possible joint study on COVID-related learning gaps.  RISE will work in Bukittinggi for SD and Yogya for SMP. Data will be mutually owned.	
<b>Coordination / collaboration</b>				
26	Abdul Latif Jameel Poverty Action Lab (JPAL)	JPAL may collaborate with INOVASI to run the study in our working areas to evaluate existing initiatives and add extra specific interventions without creating disruptions	Initial discussions have been held with J-PAL but this collaboration is currently on hold while J-PAL consults internally	
27	Kanwil DKI	The DKI Regional Office and INOVASI have plans to partner in an effort to realize DKI as a Madrasah Literacy City. This will be achieved in several ways.	Initial meeting with the DKI Regional Office for sharing about the INOVASI program and sharing the work program for the DKI Regional Office on literacy and numeracy. Collaboration Note Drafting.	

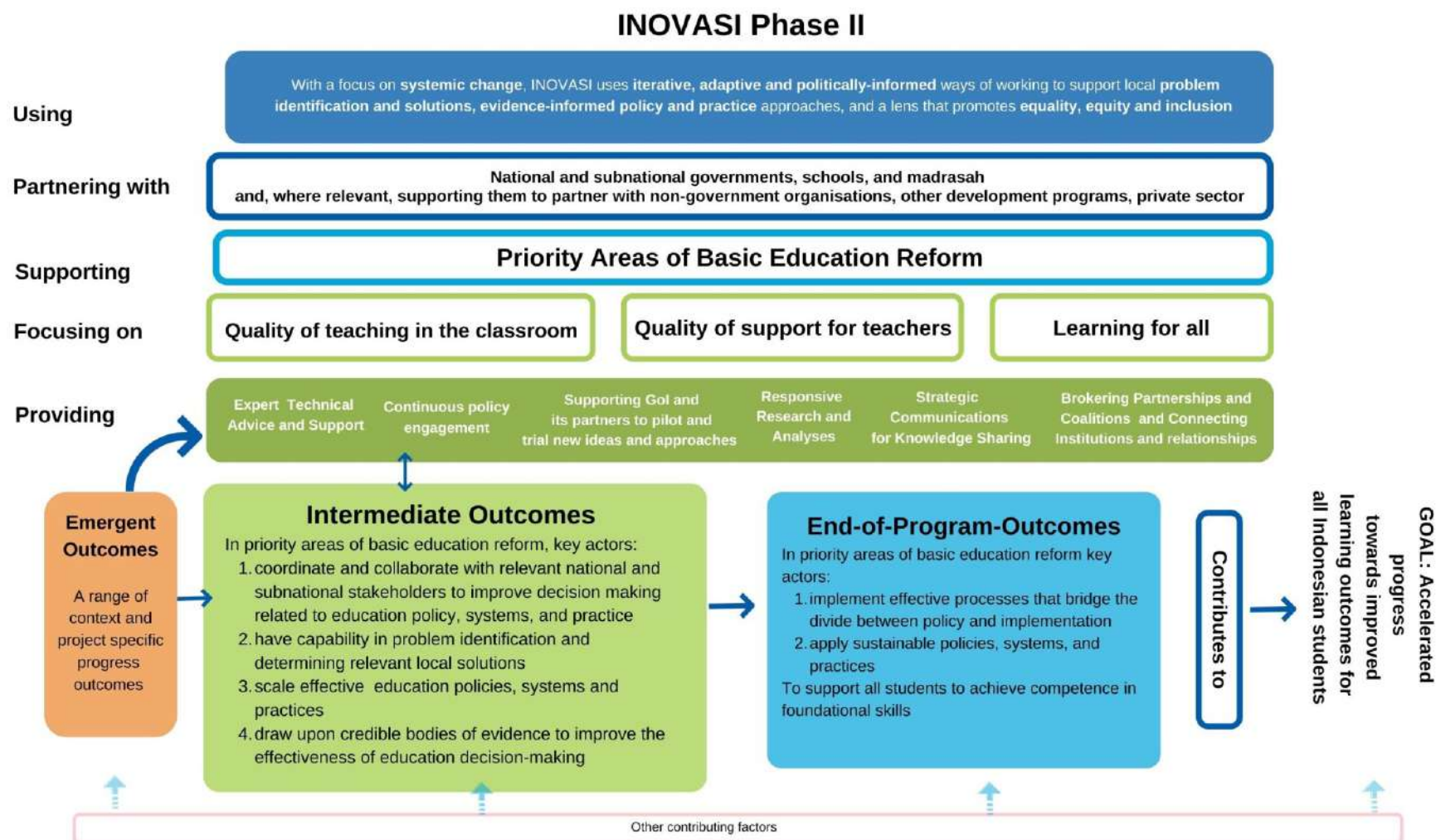
No	Organisation	Description of partnership (current and future)	Status/update (as at first week January)	Location
28	BISA Save the Children	BISA is a project, which has an aim to reduce stunting by improving the nutritional status of adolescent girl, women reproductive age, and children under the age of two across East Nusa Tenggara and West Java. INOVASI and BISA has the same focus area in NTT and may collaborate in Grand Design/ Education Road Map in NTT.	Meeting with BISA (StC) about the partnership possibilities in NTT Collaborate in meeting forum of Grand design/ Education Road Map in NTT.	NTT
29	Plan International	Plan International has a PAUD program in Nagekeo. INOVASI NTT is starting to include PAUD in regard to the Language transition program. (Next Meeting with Plan – Mid December)	Meeting with PLAN NTT has been done in late December 2020. The Plan International team in the province stated that they were ready to collaborate with INOVASI NTT and had already shared contacts with the team in the field.	NTT
30	Australia Indonesia Partnerships for Justice (AIPJ2)	Discussions were held with the Systems and Policy team and AIPJ2 teams related to INOVASI support to MoRA in regard to its religious tolerance initiative (Moderasi Beragama)	Continue discussions with AIPJ2 as required, for example, facilitating involvement of AIPJ2 civil society partners in developing content for MoRA's Moderasi Beragama program.	National
31	UNICEF	PAUD HI_IGRA INOVASI supported the national coalition to support early childhood education development in the Islamic sector under MORA with UNICEF, PAUD HI_IGRA to improve the quality of RA teachers learning at MoRA.  Gender sanitation WASH. Active coordination in regard to separate toilets for girls and boys. Guidebook for district and national level. INOVASI also engaged with UNICEF on their support to development and testing of the school climate survey to better understand MoEC's intent and approach, and inform support to other activities.	Work with UNICEF on PAUD HI-IGRA was completed in October 2020.  Meeting UNICEF Team and GEDSI Team to explore about WASH program and also present the GEDSI focus in INOVASI. UNICEF and GEDSI team are trying to find the best scheme to collaborate in providing male and female toilets for students, also GEDSI facilities at schools, and booklet.	National

No	Organisation	Description of partnership (current and future)	Status/update (as at first week January)	Location
32	World Bank	INOVASI and World Bank have a shared interest in supporting MoRA to implement its CPD program, which was designed with TASS support. INOVASI will focus on the more systemic and longer-term strategic aspects of the CPD rollout.	INOVASI and WB technical teams held ad hoc coordination meetings in late 2020 which will be formalised going forward in routine monthly meetings between INOVASI, DFAT, WB and MoRA. Our focus is on providing technical advice to strengthen the continuing professional development systems and policies, enabling MoRA to work towards delivering a high-quality program design (offline and online) with a GEDSI-inspired focus and sound monitoring and evaluation framework for rollout in 2021 onwards. The aim continues to be to establish an ongoing and sustainable continuing professional development system for the Islamic sector.	National
33	SIAP SIAGA (Australian-Indonesian Partnership in Disaster Risk Management)	Siap Siaga, the Australian-Indonesian Partnership in Disaster Risk Management, was launched in November 2019, and is focused heavily on supporting Gol's COVID-19 response and recovery. Siap Siaga works closely with Indonesia's National <i>Agency for Disaster</i> Management (BNPB) and was at the forefront of supporting GOI to craft its COVID-19 response in the education sector, early in the life of the pandemic. INOVASI has contributed information in this context.	INOVASI engaged with SIAPA SIAGA in the previous period, attending a high-level meeting with Gol coordinated by the SIAP SIAGA to craft Gol's response to COVID-19 in the schooling sector. No further engagement within the six-month reporting period. (In January, INOVASI responded to a request from Siap SIAGA and shared materials, approaches and experience using the PDIA methodology. We also helped disseminate Siap SIAGA developed materials to the school system in East Java)	
34	Australia Awards Indonesia	Australia Awards Indonesia is holding a short course focused on 'Building foundations to equip Indonesians with 21st century skills'. The course provides participants with opportunities to explore and benchmark key strategies to improve education foundations and develop 21st century skills by: developing effective policy; identifying the types of system support needed; implementing whole-school approaches; developing teachers and principals' skills; and adopting successful classroom practices.	INOVASI coordinated with DFAT's Australian Awards Indonesia (AAI) program to develop a short course on 'Building foundations to equip Indonesians with 21st century skills'.  We will coordinate with Australian Awards Indonesia and the participants to ensure that the course results in concrete programs that support INOVASI and MoEC objectives.	

No	Organisation	Description of partnership (current and future)	Status/update (as at first week January)	Location
35	Australia-Indonesia Partnership Towards an Inclusive Society (AIPTIS)	DFAT has engaged a new program to follow on from the MAMPU and <i>Peduli</i> programs with a focus on inclusion.	The program was not fully commenced in the reporting period. INOVASI will meet with the AIPTIS once the program has started to determine areas of collaboration.	
36	DFID (United Kingdom Department for International Development), British Embassy	DFID is launching a new program to help Indonesia expand digital access and reduce the digital divide. They are interested in learning from INOVASI and exploring the potential to collaborate on basic education aspects of the program. INOVASI will continue to communicate and potentially coordinate with DFID, through DFAT, as the new program begins	INOVASI attended a preliminary meeting with DFID in the previous period, as they were designing/preparing for this program. No further engagement in this period.	
<b>Brokering relationships</b>				
37	Tanoto Foundation	Tanoto Foundation has collaborated with the Dinas Pendidikan dan Kebudayaan Kabupaten Bulungan to support teacher training in active learning for MGMP in secondary school. TF also helps the Dinas in Kabupaten Bulungan and tana Tidung for strengthening their Fasda in 5 subjects in order to improve their active and contextual learning in distance learning (PJJ).	From discussions with the 3 district education offices, only the summit budgeted for the SMP KKG. Further discussions with Tanoto Foundation required on flexibility of partnership arrangements	Kaltara
38	Konsorsium NTB Membaca (collaboration partnership)	INOVASI will work with Konsorsium NTB Membaca to target the 45 member-organisations of the consortium. The objectives of this partnership is to improve the members' understanding of key issues surrounding basic reading skills, books, inclusive education. As a result, we are hoping that the member-organisations' have increased commitment to address these issues through inserting relevant activities/programs in their organisations' planning that mostly target grass root communities where many children with difficult learning situations live.	Initial discussions on collaboration held	NTB

No	Organisation	Description of partnership (current and future)	Status/update (as at first week January)	Location
39	Australian Institute for Teaching and School Leadership (AITSL)	INOVASI facilitated initial MoEC engagement with AITSL, one of three institutions established by the Australian Government to execute agreements of Australian state education Ministers and the federal Minister for Education. AITSL's mandate is to empower teachers and school leaders to create better education outcomes for students. MoEC's Directorate General for Teachers and Education Personnel drew substantially on AITSL's professional standards for teachers and principals and are keen to have an ongoing partnership with the institution to access their expertise and experience.	An agreement was negotiated in the last quarter of 2020 and is expected to be signed in January 2021.	National
40	Education Services Australia (ESA)	Similarly to engagement with AITSL, in late 2020 INOVASI held initial discussions with ESA. ESA is the second of the three institutions established by the Australian Government and provides digital solutions for teachers and students. INOVASI seeks to bring their expertise to bear on MoEC's plans to develop a digital platform for the prototype curriculum. ESA confirmed their interest and availability for an initial meeting with MoEC in early February 2021.	INOVASI is working to secure a date in early February 2021. INOVASI will establish further demand for ESA support following the initial meeting.	National

## Annex 7: Program Logic





## Definitions:

**Emergent outcomes** are INOVASI's immediate or short-term results. The adaptive nature of INOVASI means that we cannot specify activities and their implementation in advance so we refer to outcomes at this level as 'emergent'. While outcomes at this level are not predetermined, we drew up a list of likely emergent outcomes based on experiences from Phase I of both INOVASI and TASS

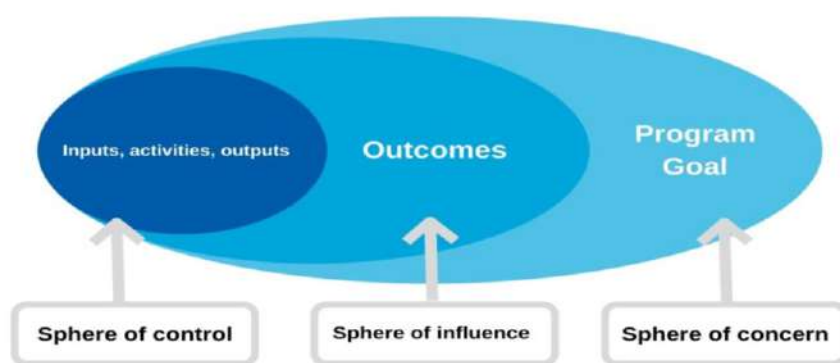
**Intermediate outcomes** (IOs) are the critical outcomes that we need to achieve the end-of-program outcomes. In Phase II we have four intermediate outcomes that are not sequential so we may see evidence that we have achieved any or all of them in tandem. However, we expect to achieve each end-of-program outcome only when two or more of the intermediate outcomes are evident.

The iterative, adaptive nature of INOVASI means that while activities are most likely to result in emergent outcomes, they might also result directly in intermediate outcomes (refer to section 2.4 for a definition of activities). Similarly, emergent and intermediate outcomes might iteratively lead to new activities and intermediate outcomes might lead to new emergent outcomes. This iterative nature of the theory of change is illustrated by two-way arrows in the Program Logic diagram.

**End-of-program outcomes** are the two outcomes that INOVASI expects to demonstrate by the end of Phase II. The EOPOs retain the intent of those articulated in the original INOVASI Investment Design Document published in late 2014.

None of INOVASI's outcomes fall within the Program's sphere of control. Rather, they fall within the Program's sphere of influence, as illustrated in Figure 4. INOVASI is not solely responsible for EOPOs as they depend on collaboration with Gol and other partners, as well as on other contributing factors. Nonetheless, the theory of change assumes that INOVASI will have a strong influence on the EOPOs.

Figure 4: INOVASI's spheres of control, influence and concern



**INOVASI's program goal** is *accelerated progress towards improved learning outcomes for all Indonesian students*. This goal relies on multiple factors over a longer period of time and falls within INOVASI's sphere of concern.<sup>35</sup> The theory of change assumes that INOVASI's end-of-program outcomes will contribute to the goal.

<sup>35</sup> We assume that the evidence generated from pilots and other work will lead to broader systemic change and policy influence that will improve learning outcomes on a much broader level beyond those students directly involved in pilots.

## End-of-program outcomes

INOVASI expects to demonstrate its two end-of-program outcomes by the end of Phase II. These outcomes retain the intent of those articulated in the original INOVASI investment design document published in late 2014.

### **Box 19: INOVASI Phase II End-of-program outcomes**

In priority areas of basic education reform, key actors:

1. Implement effective processes that bridge the divide between policy and implementation;
2. Apply sustainable policies, systems and practices to support all students to achieve competence in foundational skills

## Intermediate Outcomes

An intermediate step towards the program goal and end-of-program-outcomes is to achieve the intermediate outcomes. INOVASI's Phase II program logic specifies four intermediate outcomes that are not sequential so we may see evidence that we have achieved any or all of them in tandem. However, we expect to achieve each end-of-program outcome only when two or more of the intermediate outcomes are evident.

### **Box 20: INOVASI Phase II Intermediate outcomes**

In priority areas of basic education reform, key actors:

1. Coordinate and collaborate with national and sub-national stakeholders to improve decision making related to education policy, systems and practice;
2. Have capability in problem identification and determining relevant local solutions;
3. Scale out effective education policies, systems and practices;
4. Draw upon credible bodies of evidence to improve the effectiveness of education decision making.

## Emergent Outcomes

The adaptive nature of the INOVASI program and the tailored nature of support, mean that early outcomes that we might expect to see in this first six-monthly progress report, cannot be predetermined. These outcomes are *emergent* and based on the intervention and context-specific objectives. However, drawing on experience from TASS and INOVASI Phase I, the following list of likely emergent outcomes is set out in the MERL Strategy (INOVASI 2020).

### Box 21: INOVASI likely Phase II emergent outcomes

1. Positive changes in key actors' input to decision-making and policy dialogue
2. Positive changes in interactions, linkages and relationships between key actors
3. Positive changes in knowledge, skills understanding, confidence, attitudes and practices
4. Positive changes in the application of new skills and knowledge to change practice
5. Positive changes in capability to commit and engage in collective action in order to make systemic change
6. Positive changes in awareness of how to interrogate problems and explore appropriate local solutions
7. Positive changes in knowing how to access, analyse and share data relevant to their area of decision making
8. Communications facilitate good knowledge-to-policy-to-practice
9. New ideas and approaches are tested and existing innovations harnessed
10. Applicability and feasibility of new ideas and approaches clarified
11. Positive changes in levels of ownership and leadership
12. Agreements reached between key actors in relation to direction, priorities and resolution of education issues

## Annex 8: Findings from the July – December 2020 Monitoring

### Purpose of this report

In accordance with the INOVASI MERL Strategy, monitoring at the Program level (that is across INOVASI) occurs every six months. Program-wide monitoring is managed and led by the MERL team in Jakarta, with technical advice from the MERL Advisor. Program monitoring aggregates and synthesises activity and work-unit level monitoring. This report provides the findings from the first such Program-wide monitoring of Phase II. Monitoring occurred in November and December 2020 and covered the period from July-December 2020.

### What was monitored and how?

15 activities were monitored in this period; 6 at the national level and 9 at the sub-national level (refer to Table 6). However, one national activity (Teacher and principal competency frameworks and career progression) was subject to very limited monitoring, with the bulk of the monitoring deferred till February 2021. Therefore, assessments in this report refer only to 14 activities.

Table 6: INOVASI activities monitored in July-December 2020

Activity	Lead Work Unit
COVID-19 response – national	EPP
Continuing professional development (CPD) for madrasah teachers	S&P
Curriculum reform	S&P
Teacher and principal competency frameworks and career progression	S&P
Inclusion and Special Education	S&P
School evaluation and improvement	S&P
Language Transition pilot and scale-out – Nagekeo and Sumba Timur	NTT
COVID-19 response	NTT
Support for Grand Design	NTT
COVID-19 response and recovery	Kaltara
COVID-19 response and recovery	Jatim
Capacity Strengthening – Districts – Sumenep and Probolinggo	Jatim
Capacity Strengthening – AI Maarif	Jatim
Support for PDIA	NTB
Literacy Volunteers – COVID-19	NTB

## Findings

### Activities demonstrate fidelity and quality, and are progressing as expected

Generally, activities are progressing in accordance with work plans, which have been scaled to reflect the changed circumstances caused by COVID-19 and each demonstrates a high degree of fidelity and quality. However, there is a need for a more formalised approach to engaging stakeholders.

The good implementation progress can, in part, be attributed to the ongoing nature of the Program. Firstly, the majority of current activities build on previous work from Phase I. Secondly, ongoing, longstanding relationships between some key actors in GoI and INOVASI have contributed to a relatively smooth transition. Apart from the ongoing nature of the Program, the early strong performance can be attributed to the strong alignment of activities to GoI priorities, the emphasis on local ownership and direction, and the responsiveness to contextual changes in a timely way. These attributes and alignment to INOVASI's EOPOs, intermediate outcomes and the system levers (albeit loose in some instances) suggest a high level of relevance. Generally, activities are evidence-based, which along with alignment to the higher-level outcomes and system levers, helps to promote a focus on systems change. However, the current alignment to the higher-level outcomes and system levers is sometimes loose, especially in the sub-national activities. All activities indicate GEDSI sensitivity. However, none yet take a comprehensive approach, though this may be in process. These findings are outlined in Table 7.

**Table 7: Activity implementation, fidelity and quality – July to December 2020**

Program analysis – July to December 2020		
Result level	Measure of success	Findings <sup>36</sup>
<b>Successful implementation of inputs<sup>37</sup></b>	<p>Implementation progressing as expected with evidence of adaptation where needed.</p> <p>The right people are being engaged</p> <p>Cost efficient - actual, estimate and/or in-kind resources of INOVASI, GoI and partners</p> <p>Target: 75% activities<sup>38</sup></p>	<p><b>On Target<sup>39</sup></b></p> <p>As of December 2020, 12 activities (88.7%) were found to be progressing as expected. Several of these have required slight adaptations because of the implications of COVID-19 but have been able to remain on the revised track. Two activities (School Evaluation and Improvement; and Inclusion and Special Education) have experienced delays of about three months due to local issues, including significant Ministerial or Directorate changes in direction and priorities. The relevant work unit has adapted activity plans in response and anticipate that progress in the next quarter will bring these two activities back on track (against the revised plans).<sup>40</sup></p>

<sup>36</sup> Data sourced from separate activity M&E analyses. These analyses were then synthesised at provincial work units and then across the whole Program and included a series of stakeholder interviews.

<sup>37</sup> This item is not currently in the INOVASI results framework. Nonetheless, activities reported progress and were now considering incorporating the item in the results framework.

<sup>38</sup> Resource data are often only available at budget and end-of-financial year making it difficult to assess this at each monitoring cycle. Therefore, regular assessment will occur against the other two variables and only against resources when end-of-financial year expenditure becomes available.

<sup>39</sup> 'On Target' rating given because although # is higher than target, stakeholder plans are still informal.

<sup>40</sup> Activity analyses: Inclusive and Special Education (S&P); School Improvement (S&P).

Program analysis – July to December 2020		
Result level	Measure of success	Findings <sup>36</sup>
		<p>All activities have informal stakeholder engagement plans and are engaging stakeholders according to those informal plans. All activities at the sub-national level (9) have formally mapped their stakeholders, with some having used this to develop an engagement plan. It is not yet clear to what extent these stakeholder engagement plans are being used to inform strategy.<sup>41</sup> None of the national level activities yet have a formal stakeholder engagement plan, though these are planned to be developed in February and March 2021.<sup>42</sup></p> <p>Financial data (tangible and in-kind) are being gathered for each activity at the sub-national level but not yet systematically at the national level. The MERL team intends to determine a common approach for the collection and storage of this data in early 2021.<sup>43</sup></p>
<b>Fidelity and quality of activity</b>	<p>Proportion of activities aligned with intermediate outcomes and EOPOs; guided by system levers; informed by and used evidence; GEDSI sensitive; align with GoI priorities<sup>44</sup></p> <p>Target 90%</p>	<p><b>On target<sup>45</sup></b></p> <p>All individual activity theories of change indicate alignment with INOVASI intermediate outcomes, EOPOs, the system levers, though in several instances, these links are loose. A majority of activities build on work of Phase I, which were aligned to the then outcomes and which also align with Phase II outcomes. Many activities would benefit from a more robust assessment of the alignment. For example:</p> <p>There is a need in one activity (COVID-19 response - national) to test the underlying assumptions in the activity's theory of change to determine how the many components link and complement each other.<sup>46</sup></p> <p>While sub-national theories of change make the link with EOPOs and intermediate outcomes, it is not always strong. Generally, these are being pitched at a much lower level of outcome.</p> <p>All activities respond to GoI priorities and are all informed by evidence.</p> <p>While all activities indicate GEDSI sensitivity, it is currently not a comprehensive approach.</p>

<sup>41</sup> Reflection workshops with provincial teams.

<sup>42</sup> Analyses reports of national level activities.

<sup>43</sup> MERL whole-of-program analysis discussions.

<sup>44</sup> This variable (align with GoI priorities) is not currently one of the variables in the INOVASI results framework. It will be added.

<sup>45</sup> Target result assessed by applying a 3-point scale (weak, moderate, strong link) to each of the variables and averaging across all activities.

<sup>46</sup> Monitoring report – COVID-19 response, national level.



Program analysis – July to December 2020		
Result level	Measure of success	Findings <sup>36</sup>
Fidelity and quality of activity (continued)	Proportion of activities perceived by stakeholders as relevant, adaptive and responsive, problem-based and locally led, timely and useful Target 90%	<p><b>Above Target</b></p> <p>All 14 activities (100%) are currently meeting this success measure.<sup>47</sup> Activity Quality Rubrics and interviews with a range of stakeholders at both national and sub-national levels indicate a consistent degree of satisfaction with the support provided by INOVASI, the relevance and timeliness of the activities, and the willingness of INOVASI to respond to requests and changing contexts. It is apparent that activities are being led locally. Respondents consistently discussed the usefulness of activities. For example:</p> <p><i>“The purpose of this activity is in line with the national direction on emergency curriculum by MoEC. The activity is very useful. INOVASI facilitated training so teachers can learn emergency curriculum together with other teachers. Through the forum, teachers were also socialised with emergency curriculum modules (teachers, parents, and students’ modules). The training was not only about lecturing/socialising but also ensuring teachers to be able to implement emergency curriculum modules.” (School supervisor)</i></p> <p><i>I think this kind of activity is very good, involving not only teachers as the front guard but also policy makers and supporting organisations such as literacy organisations. The procedure is systematic from problem identification to solution determination. This is of course very useful, especially for me as a grade 1 teacher who needs a lot of support and solutions in overcoming children’s basic problems, namely literacy and numeracy. The solutions presented will also be effective and relevant to the situation of students in Central Lombok”. (Reflection session - Lombok Tengah)</i></p>
	Proportion of activities that use M&E to guide and adapt the activity Target 2020 50%	<p><b>On Target<sup>48</sup></b></p> <p>Each activity has a theory of change, results framework and M&amp;E plan. Analyses have occurred against the respective M&amp;E plans and the findings shared with activity teams. The sub-national activities have been subject to reflection workshops, though results of any guidance and subsequent adaptations will not be seen until the next monitoring round. Reflection workshops for the</p>

<sup>47</sup> The level of monitoring of the national activity, Teacher and principal competency frameworks and career progression, was insufficient for an assessment to be made. This will occur in February 2021.

<sup>48</sup> ‘On Target’ result given because while all activities have M&E plans, only one-half were developed upfront to help guide activities, the theories of change need more robust review and strategy testing, and only the nine sub-national activities have, to date, been subject to reflection workshops.

Program analysis – July to December 2020		
Result level	Measure of success	Findings <sup>36</sup>
		national activities are due to occur in February and March 2021.

## Indications of strong performance at emergent outcomes level

Emergent outcomes are being achieved at an expected level, as outlined in Table 8 and the text that follows the table. A more detailed list is in the sub-section of Examples on Emergent Outcomes. Evidence to date suggests that the necessary foundations are being built. However, with less than six months of implementation, it is too soon to see if there are sufficient emergent outcomes to lead to the higher order outcomes.

**Table 8: Findings at emergent outcomes level – July to December 2020**

Program analysis – July to December 2020		
Result level	Measure of success	Findings <sup>49</sup>
<b>Emergent outcomes</b>	Proportion of activities that result in one or more emergent outcomes – and likely to lead to intermediate outcome(s)  Target 75%	<p><b>On target<sup>50</sup></b></p> <p>All 14 activities (100%) are currently demonstrating one or more emergent outcomes. Refer to the list that follows this table and examples of emergent outcomes for examples. However, it is too soon to assess if these are sufficient to lead to intermediate outcomes.</p> <p>All 14 activities (100%) demonstrated positive changes in knowledge, skills, understanding, confidence, attitudes, with almost one-half (43%) demonstrating application of new skills and knowledge to change practice.</p> <p>Nine activities (64%) demonstrated one, two or all three of the following:</p> <ul style="list-style-type: none"> <li>positive changes in key actors' input to decision-making and policy dialogue.</li> <li>positive change in interactions, linkages, relationships between key actors.</li> <li>Positive change in capability to commit to collective action in order to achieve systemic change</li> </ul> <p>Four activities (28.6%) demonstrated ability in accessing, analysing and sharing data for decision-making. One of these activities also demonstrated communications facilitating good K2P2P.</p>

<sup>49</sup> Data sourced from separate activity M&E analyses. These analyses were then synthesised at provincial work units and then across the whole Program.

<sup>50</sup> 'On Target' result given because although all activities are demonstrating one or more emergent outcomes, it is too soon to assess whether these are sufficient to lead to intermediate outcomes, which is the other part of the assessment.

## **Positive changes in knowledge, skills, understanding, confidence, or attitudes**

This was the predominant early outcome in this monitoring period. All activities (100%) have reported this outcome with such changes as:

- Increased awareness of district staff of the importance of choosing monitoring tools according to the purpose of the information.
- Teachers having increased skills in assessing basic competencies of students and adapting worksheets to the varying needs of their students during the pandemic.
- Multi-stakeholder groups learning how to use tools to identify problems and explore solutions together.
- Positive changes in parents' attitudes to, and confidence in, supporting their children's learning during the pandemic.
- District Education Office officials learning how to undertake data analyses and using the findings to make decisions.
- Government personnel at the national level gaining a better understanding of the gaps in the policy arena in which they are working.

Given that key INOVASI delivery modes are technical advice and other forms of facilitation of learning, this high result is not surprising. Without exception, activities incorporate these delivery modes.

## **Positive changes in the application of new skills and knowledge to change practice**

Clearly, to lead to ongoing change, knowledge and skill must translate into application. While for many activities, it is too soon to see this level of change, almost one-half (43%) reported appropriate application. Examples included:

- Conducting training sessions
- Skilling-up colleagues
- Applying formative assessments
- Making adjustments to learning materials.

It will be important that future monitoring cycles continue to track the extent changes in knowledge, skills, confidence and attitudes actually do translate into changed practices.

## **Positive changes in key actors' input to decision-making and policy dialogue; interactions, linkages, relationships between key actors; capability to commit and engage in collective action in order to make systemic change**

These three outcomes are associated with the delivery modes of continuous policy engagement and brokering linkages and relationships. For this monitoring period, nine activities (64%) reported changes in either one, two or all three of these outcomes. These emergent outcomes were demonstrated through:

- Multi-stakeholder forums being used for the first time in some locations for: problem-based analyses and solution-setting; consultation and feedback; and working groups; and
- Cross-agency coordination and collaboration that had not previously occurred in some locations.
- Efforts to support the learning of others.
- Improved levels of communication.

- More institutionalized collaborative arrangements such as the negotiation of consortium and memoranda of understanding (MoUs).
- Commitments to resource next phase or an expansion of an activity.

These three outcomes are reliant on good stakeholder engagement. More formalised approaches to engagement are likely to help improve the rate at which these three outcomes are achieved.

### **Positive changes in accessing, analysing and sharing data relevant to their area of decision-making; communications facilitating K2P2P<sup>51</sup>**

Research, analysis, and strategic communication for knowledge sharing are other key delivery modes of the Program. In this monitoring period, four activities (29%) reported one or both of these emergent outcomes. In three separate provinces and a national agency, key actors took increased responsibility to gather, analyse and use data to decide on things such as program design, allocation of teachers, and improving responses to the pandemic.<sup>52</sup> One of these activities also strategically shared knowledge more broadly through seminars, media articles, social media and journal publications.

### **Too soon to demonstrate the higher order outcomes**

It is too soon to demonstrate intermediate outcomes and EOPOs. These higher outcomes require a greater degree of personal agency (that is ability to act in a given situation) and some effect of earlier outcomes. For example, at the emergent outcome level we might see stakeholders being more actively engaged in decision-making processes than in the past. At the intermediate outcome level, we need to see those leading the process more systematically engaging with all relevant stakeholders, for people to believe they are being included and that their voice is being heard, for those voices having had some effect on the decision-making. At the EOPO level we expect to see actions being taken independently of INOVASI. The higher-level outcomes rely on more institutionalised approaches to stakeholder engagement and a strong focus on systems change.

## **Examples of Emergent Outcomes**

The following examples are indicative, not exhaustive.

### Positive changes in knowledge, skills understanding, confidence, attitudes, practices

14 (100%) of activities demonstrated changes in knowledge, skills, understanding, confidence, attitudes or practices. Examples included:

- The problem-based approach to language transition in NTT has raised awareness of the need for the program amongst participating stakeholders.
- Teachers in NTT have reported having improved their skills in developing and adapting worksheets for use during COVID-19.

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<sup>51</sup> Knowledge to Policy to Practice

<sup>52</sup> For this set of emergent outcomes, a critical qualifier is the degree to which key actors take responsibility or are the agents of the change. Other activities drew on data, e.g., the multi-stakeholder problem-based activities, but were not included. While key actors in these activities participated in understanding the implications of the data, the responsibility generally rested with others.

- In NTB, the PDIA problem-based process has led to principals, who were previously concerned only about managerial aspects, now understand the importance of improving learning quality by supporting teachers' capacity to teach at the right level (TaRL). In addition, teachers, who once blamed external factors for learning difficulties, now understand the importance of knowing about a student's background.
- Literacy volunteers in NTB reported having increased knowledge in teaching early grade literacy, including being able to better identify learning problems. The literacy volunteer activity has also resulted in a change in attitude of many parents. Many who has been previously reluctant for their child to participate now actively encourage them. Indeed, seven parents in the program reported that they are now choosing to stay at home to help support their child's learning-from-home.
- Several changes were reported in Kaltara's activity:
  - Teachers had a changed mindset by not focusing on a checklist approach to the curriculum.
  - Teachers are now accessing learning materials from MoEC's website.
  - *Fasda* (local facilitators) are more capable in delivering the emergency curriculum.
- In Jatim, some teachers reported being able to now assess basic competencies of students and adjust the emergency curriculum within the context of a multi-grade approach in the community learning model.
- One district in Jatim now understands that they need to develop their monitoring instruments to align with what they are trying to achieve and measure.
- Teachers from Al Maarif reported being able to be more creative and innovative in teaching numeracy, and as a result, students are reportedly more enthusiastic to learn.
- MoRA is said to have a better understanding of what Inclusive Madrasah means and what the Inclusive Road Map should incorporate and the current gaps in the draft regulation.
- BAN-SM reported having a better understanding of why their indicators need to align with those of MoEC's Scorecard, especially as are required to access data from MoEC's database, DAPODIK.
- The Monitoring Study of the Emergency Curriculum helped MoEC better understand (i) the challenges faced by principals, teachers, students and parents in accessing the emergency curriculum modules, and (ii) the issues with the substance of the modules.
- As result of feedback from sub-national actors, universities and CSOs, MoEC now understand the shortfalls of the existing PBS instrument and the need to make it simpler.
- MoEC and PSPK (the research institute engaged by the Minister to work on the development of the simplified curriculum) reported having a better understanding of how to simplify the curriculum.

#### Positive changes in the application of new skills and knowledge to change practice

6 activities (43%) have demonstrated application of skills and knowledge. Examples included:

- In NTT, fasda (local coordinators) are now conducting their own training sessions with teachers without technical support from INOVASI.
- Literacy volunteers in NTB are now applying formative assessments with the students they are supporting.
- Teachers in Kaltara are now adjusting learning materials based on students' need and the changed learning conditions of COVID-19.

- Al Maarif teachers are creatively using everyday objects in the community as learning media, for example, using seeds from fruit being harvested for counting.
- A counterpart in the Directorate General of Teachers and Education Personnel is now applying newly gained technical knowledge by supporting provincial staff.

#### Positive changes in key actors input to decision-making and policy dialogue

One-half (50%) of the activities demonstrated positive changes in key actors' input to decision-making and policy dialogue. Examples included:

- Multi-stakeholder groups in two provinces (NTT and NTB) working together for the first time to undertake problem-based analyses and solution-setting.
- Schools in Kaltara reaching out to parents to input to decisions about the opening of schools during COVID-19.
- The Dinas in Kaltara seeking feedback from teachers and school leaders about the emergency curriculum then consulting more intensively with principals.
- The establishment (for the first time) of a multi-agency working group in Jatim to manage and oversee activities with INOVASI and the development of new programs.
- The beginning of a coordinated approach to school improvement (quality assurance and accreditation) by the relevant national agencies is working towards an alignment of their respective indicators.
- The involvement of universities and disabled persons organisations (DPOs) in the refinement of the disabled students' profile (PBS) instrument.
- Feedback to MoEC from provinces about issues associated with the implementation of the emergency curriculum.

#### Positive changes in interactions, linkages, relationships between key actors

A little more than one-half (57%) of activities demonstrated positive change in interactions, linkages, relationships between key actors. Examples included:

- Teacher Training Institutes in NTB establishing a consortium to work together on the literacy volunteer program rather than implementing it separately as they had previously.
- Stakeholders in NTB's PDIA activity, who has previously worked in silos, acknowledging the advantages of collaborating.
- In NTT, the District Office and a CSO (Sulunama) have negotiated their first MoU in relation to implementing a language transition program.
- In Jatim, the Sidoarjo District Branch Unit of Ma'arif collaborated with LP Ma'arif NU (Education Institution of Ma'arif, Nahdlatul Ulama) and ISNU (the Association of Scholars of NU) to disseminate the numeracy program.
- A learning exchange/visitation program was established in Jatim for schools interested in developing multi-grade programs with schools already experienced.
- Kaltara's activity demonstrated several changes:
- Collaborative efforts between schools and community libraries in Kaltara have resulted in more learning hours being available (outside school) and the identification of students who are in need of additional support.
- Teachers and parents are interacting more often than previously, with the understanding that learning-from-home is better if they collaborate.



- Younger teachers in Kaltara were observed by principals and supervisors to interact more with older teachers to help them better access technology.
- A collaboration in one district between schools, the village government and a private sector organisation (through a corporate social responsibility arrangement) to train junior high school teachers in specific subject areas.
- BAN-SM (National Accreditation Board) and Pusmenjar (the Assessment and Learning Centre, MoEC), which have not previously had an institutional linkage are now holding bi-weekly meetings using a WhatsApp group to improve communication.
- For the first time, Al Maarif, Muhammadiyah and the MoRA provincial office have begun joint discussions around CPD (continuing professional development).

#### Positive changes in capability to commit and engage in collective action in order to make systemic change

4 activities (14%) demonstrate changes in ability to commit to collective action. They are:

- Following recent multi-stakeholder problem-based processes, the District Education Office in NTB has committed to resource the solutions, which will be implemented collaboratively.
- CSOs and Teacher Training Institutes in NTB have committed to expand the Literacy Volunteer program and local government has committed to provide resources.

#### Positive changes in knowing how to access, analyse and share data relevant to their area of decision-making

4 activities (29%) demonstrated ability in accessing, analysing and sharing data for decision-making. Examples included:

- In a district in NTT, stakeholders used their own survey data of students' literacy skills to inform the transition language program.
- A District Education Office in Jatim used data on student-teacher numbers to decide (i) which schools should be endorsed to use multi-grade methods, (ii) the redistribution of teachers, and (iii) to expand the approach.
- District Education Officers in Kaltara undertook rapid survey and reflection to explore how learning during the pandemic was being implemented. They used the findings to improve their strategy.
- MoEC drew on data from studies to improve its emergency curriculum response.

#### Communications facilitates good K2P2P

There is evidence of reach and early uptake of findings from MoEC's and INOVASI's COVID-related research, including sharing through seminars, media articles, social media, and publication in journals.



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