

Six-Monthly Progress Report

July - December 2021



INOVASI – Innovation for Indonesia’s School Children

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

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



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LIST OF ACRONYMS

ACER	Australian Council for Educational Research
AIPJ2	Australia – Indonesia Partnership for Justice 2 program
AITSL	Australian Institute for Teaching and School Leadership
AKM	Minimum Competency Assessment (<i>Assessment Kompetensi Minimum</i>),
BAN SM	National Accreditation Board for Schools and <i>Madrasah</i> (<i>Badan Akreditasi Nasional Sekolah dan Madrasah</i>)
Bappeda	Regional Development Planning Agency (<i>Badan Perencanaan Pembangunan Daerah</i>)
Bappenas	National Development Planning Agency (<i>Badan Perencanaan Pembangunan Nasional</i>)
BAST	Handover note for goods or services in Indonesia (used in accounting) (<i>Berita Acara Serah Terima</i>)
BSKAP	Board for Standards, Curriculum and Assessment, MoECRT
DFAT	Australia’s Department of Foreign Affairs and Trade
FPMI	<i>Forum Pendidikan Madrasah Inklusi</i> (Inclusive Madrasah Education Forum)
EPP	Education Pilots and Partnerships unit
GEDSI	Gender equality, disability and social inclusion
MERL	Monitoring, evaluation, research and learning
MoECRT	Ministry of Education, Culture, Research and Technology
MoRA	Ministry of Religious Affairs
OPD	<u>Organisation of People with Disabilities</u>
P3K	Fixed-term contract teachers (<i>Pegawai Pemerintah dengan Perjanjian Kerja</i>)
PBS	Student learning profile (<i>Profil Belajar Siswa</i>)
PDMS	Program data management system
PPKM	Public activity restrictions during the COVID-19 pandemic
<i>Puskurbuk</i>	Curriculum and Book Centre (MoECRT)
Puslitjak/PSKP	Centre for Education Policy Research (MoECRT)
RELASI	Literacy volunteer program (<i>Relawan Literasi</i>)
RPJMN	National Medium-term Development Plan (<i>Rencana Pembangunan Jangka Menengah Nasional</i>)
S&P	Systems and Policy unit, INOVASI
SAKB	Character education project in Kupang (<i>Sekolah Abdi Kasih Bangsa</i>)
TASS	Technical Assistance for Education Systems Strengthening program
UMSIDA	<i>Muhammadiyah</i> University of Sidoarjo
UNRAM	University of Mataram

EXECUTIVE SUMMARY

The Innovation for Indonesia's School Children (INOVASI) program is a collaboration between the governments of Australia and Indonesia. It is funded by the Government of Australia through the Department of Foreign Affairs and Trade (DFAT) and implemented by Palladium. INOVASI works with Indonesia's Ministry of Education, Culture, Research and Technology (MoECRT), the Ministry of Religious Affairs (MoRA) and the Ministry of National Development Planning (known as the National Development Planning Agency *or Bappenas*), as well as partners at the regional level in the provinces of West Nusa Tenggara, East Nusa Tenggara, North Kalimantan and East Java.

INOVASI is an eight-year program, managed by Palladium on behalf of the Australian government, through the Australian Department of Foreign Affairs and Trade (DFAT). Phase II commenced on 1 July 2020, bringing together the INOVASI Phase I and the Technical Assistance for Education Systems Strengthening (TASS) programs. It is due to finish on 31 December 2023. This is the third six-monthly progress report of INOVASI Phase II, covering the period July–December 2021.

INOVASI aims to accelerate the improvement of learning outcomes for all Indonesian children, particularly in the foundational skills of literacy, numeracy and character education (that includes 21st Century Skills and religious moderation). In this period, INOVASI continued to focus on COVID-19 pandemic learning recovery and supporting the Government of Indonesia to advance its comprehensive reform agenda for basic education.

Program relevance

INOVASI continues to be a highly relevant program for the governments of Australia and Indonesia. The program was designed in 2014 to address the problem of poor learning outcomes, a substantive issue identified in Indonesia's current five-year national development plan (RPJMN). Improving learning outcomes is critical to Indonesia's plan to strengthen its human resources, and this problem has been compounded by the learning loss resulting from the COVID-19 pandemic.

INOVASI's continued focus on foundational skills is particularly relevant. Improving learning outcomes in literacy and numeracy provides a foundation for improving learning outcomes across the curriculum and through the higher grades. These skills are the foundation for all education – and for lifelong learning. Improving approaches to character education can have equally broad impacts: the 'soft' skills, known as 21st century skills, include critical thinking, conflict resolution and communication

As an adaptive program, in 2020 INOVASI pivoted to meet the objectives of both Australia's COVID-19 response and recovery strategy, and Indonesia's need to address the challenges associated with the pandemic and related school closures. A major strategy testing exercise conducted in this period, confirmed the program goal '**Accelerated progress towards improved learning outcomes for all Indonesian students.**'

End-of-program outcomes (EOPOs), along with the Program's Theory of Change (ToC), were updated and clarified in consultation with DFAT. The previous EOPO¹ was restated as two interrelated (EOPOs): (1) national and sub-national actors implement **education systems and policies** to support inclusive **learning recovery** and the achievement of **foundational skills for all children**; and (2) education practitioners (teachers, principals, school supervisors) demonstrate

¹ Previous EOPO: 'In priority areas of basic education reform, key actors develop and implement sustainable policies, systems and practices to support all students to achieve competence in foundational skills.'

practices that support **inclusive learning recovery** and the **achievement of foundational skills for all children**. These EOPOs continue to be highly relevant to Indonesia, as confirmed with counterparts in the national steering committee meeting on November 22nd, 2021.

GEDSI and program priorities

INOVASI prioritises COVID-19 pandemic learning recovery and improving approaches to teaching the foundational skills of literacy and numeracy with the overall aim of improving learning outcomes for all Indonesian children. To this end, equity in participation and learning outcomes for girls and boys, children with disabilities, local language speakers and remote communities is paramount, particularly in the context of the COVID-19 pandemic. INOVASI's research highlighted this equity issue to key decision makers at both national and sub-national levels. INOVASI continues to prioritize the issues through research, piloting new approaches in schools, and in consultations with decision-makers on learning recovery, curriculum, textbooks, and teacher management.

In addition to an updated theory of change, the strategy-testing conducted in this period resulted in updated strategies for: monitoring, evaluation, research and learning (MERL); gender equality, disability and social inclusion (GEDSI); communications; and sustainability and scaling. The exercise also produced a new Guiding Program Strategy and a Foundational Skills Strategy. Program priorities and the strategies to achieve the end-of-program outcomes are clear for the final two years of implementation. A strong emphasis on sustainability highlights Gol ownership of programs developed with INOVASI support at national and sub-national level.

The foundational skills associated with character education and 21st Century soft skills, such as conflict resolution, communication, and tolerance, have become more important in Phase II. Working with MoRA, INOVASI is helping develop and pilot a new approach to teaching religious moderation, called '*Moderasi Beragama*'. In September 2021, the ministers for MoRA and MoECRT jointly launched this new program with the Head of the National Parliament's Commission 8 (responsible for religion, social, disaster, women's empowerment and child protection sector). INOVASI worked with MoRA's non-governmental organisation partners to develop the training materials, and we are also facilitating coordination between the ministries to synergise MoECRT's character education program with MoRA's *Moderasi Beragama* (religious moderation) program. We are promoting inclusion through ministerial and provincial roadmaps and by piloting approaches to gender-inclusive classrooms and character education in schools in East Java and East Nusa Tenggara.

Partnerships with Indonesia's major Islamic organisations, *Nahdlatul Ulama* (NU) and *Muhammadiyah* continue to be a priority. In the final stage of the program, INOVASI is building coalitions for change with government and non-government partners, including local non-governmental organisations working in the relevant fields of literacy, numeracy, religious moderation, character education, gender and disability inclusion.

Changes in the context and key achievements

During this period, the government introduced a prototype of Indonesia's new national curriculum, *Kurikulum Merdeka*, in trial schools called '*sekolah penggerak*', the new competency-based assessment system was introduced across the country, and progress was made in new approaches to teacher development. INOVASI supported these reforms by collaborating with the Government of Indonesia on research, monitoring and evaluation and giving technical advice.

These reforms are potentially transformational for Indonesia's education system. Meanwhile, the COVID-19 pandemic continued to disrupt the education system, with most schools only partially opening in this period. INOVASI's support for the COVID-19 response and recovery is described below.

Senior officials visited INOVASI sites in East Nusa Tenggara, West Nusa Tenggara, and North Kalimantan to see how INOVASI's approach is supporting learning recovery and improving learning outcomes. The Head of MoECRT's Board for Standards, Curriculum and Assessment (BSKAP)² and the Director General of Teachers and Education Personnel (GTK) were both struck by the successful engagement and high levels of ownership among districts and stakeholders that they witnessed, and they want to ensure this high level of support for the upcoming reforms.

In September 2021, MoECRT used the teacher competency-based model to recruit 173,000 teachers across Indonesia. The use and adaptation of the selection instrument are expected to have a significant impact on teachers' quality across Indonesia. The model has also been used by MoECRT as a reference for the learning curriculum for *penggerak* teachers and is the basis of a new skills framework that will underpin the development of microlearning for teachers and principals.

Working with MoECRT and the Australian Council for Educational Research (ACER), INOVASI completed the major *Student Learning Gap Study (Grades 1, 2 and 3)* in this period (the report is due in early 2022). This study highlighted the widening gap between advantaged and disadvantaged children, including those with disabilities, brought about by school closures. Beyond this, the study also highlighted the need to modify Indonesia's national curriculum, focusing on foundational skills in the early years of primary school.

Progress towards end-of-program outcomes

INOVASI is well on track to achieving its high-level EOPOs. This is most evident in the reporting against achievement of intermediate outcomes (IOs) which contribute directly to achievement of the EOPOs. As described above, INOVASI has contributed substantially to the design of Indonesia's reform agenda and continues to support and inform its iterative implementation. Significant examples of this contribution are as follows.

- Leveraging the Learning Gap study findings, INOVASI demonstrated the need for adjustments and support materials, and provided the technical expertise to support this. Activities contributing to these achievements included: ongoing technical assistance; curated field visits; media coverage; events like the *Temu Inovasi*; and a meeting facilitated between the head of MoECRT's BSKAP and Lant Pritchett, a world leader in the field. INOVASI's position as a trusted partner and a critical friend provided the context for these achievements.
- INOVASI's research and work in Phase I and Phase II have informed changes to the new mathematics curriculum for primary school. Following consultations and sharing of the curriculum analysis arising from our Learning Gap study, MoECRT revised the learning progressions for mathematics (in November 2021). These changes ensure that children develop a concrete understanding of number and basic mathematical concepts before they advance to more abstract calculations.
- Similarly, learning from INOVASI's work, the *Bahasa Indonesia* curriculum has incorporated a more structured methodology for teaching reading and makes greater use of levelled and

² Formerly known as *Balitbang* (Research and Development Agency)

early reading books for children. These reforms should significantly improve learning outcomes – both in the short-term COVID-19 context and in the future.

- INOVASI is also working with MoECRT and non-governmental organisation partners to develop materials to support implementation of the new curriculum in the early grades, including learning progression frameworks, videos and online modules. The pace of this work accelerated late in the six-month reporting period, once the new curriculum was more widely available.

Changes to the new curriculum, to which TASS and INOVASI contributed significantly, will ultimately help address the problem of poor learning outcomes for all children in Indonesia. This is a significant achievement for a program the size of INOVASI, considering that Indonesia has the fourth largest education system in the world with more than 50 million students, three million teachers and 300,000 schools.

These achievements demonstrate significant progress towards INOVASI's two interrelated end-of-program outcomes (EOPOs).

Progress towards intermediate outcomes

Intermediate outcome 1: Improved policy, systems and practices for curriculum and assessment: INOVASI contributes most directly to this outcome through working with its partners to develop improved curriculum and assessment policies and tools, better approaches to teaching literacy, numeracy and character education/religious moderation, and systems to improve the supply of appropriate children's books. INOVASI has made satisfactory progress with considered inputs into policies, systems and practices with respect to curriculum and assessment during this period. This was achieved through program dialogue, technical advice, and by developing the evidence base described above. Literacy and numeracy learning progressions, and teaching toolkits developed by INOVASI and non-government partners, were accepted into the new *Merdeka Mengajar* online platform for the trial schools (*sekolah penggerak*). This will soon be available to schools trialling the *Merdeka* curriculum in the coming school year.

Intermediate outcome 2: Improved policy, systems and practices for teacher and principal management and capability: Progress towards this outcome is satisfactory, given the development context, particularly at the sub-national level where partner agency focus is more on shorter-term recovery from the pandemic. Building on earlier TASS work, INOVASI has contributed to the updating of Indonesia's teacher competency framework and is now working with MoECRT on translating this competency framework into the new teacher standards. In this period, INOVASI also supported MoECRT to develop merit-based systems to recruit one million new contract teachers across the nation.

The Program's support for teacher capability improvement is strongly linked to the reform program described above. Implementation of the new curriculum and assessment systems will require significant teacher in-service training and upskilling. In this period, INOVASI continued to work with MoECRT, districts and civil-society partners to develop and scale-out new approaches to cluster-based teacher training, including online during school closures. The continuing professional development program developed by TASS with support from INOVASI Phase I is now being scaled out with a World Bank loan.

Intermediate outcome 3: Improved and targeted gender equality, disability and social inclusion policies, systems and practices: INOVASI continued to make progress towards this

outcome, identifying strategic entry points to pursue GEDSI objectives aligned with priorities of national and local governments. Examples from this period include INOVASI's work with the Centre for Gender Studies and Child Protection at the *Muhammadiyah* University of Sidoarjo (UMSIDA) to develop and pilot gender-responsive school modules for teachers and principals in East Java. Also during this period, INOVASI supported MoRA to develop an 'inclusive *madrasah* roadmap'. The new policy will mainstream inclusive principles, values and practices in all MoRA schools, not only in special schools, as previously was the case.

Intermediate outcome 4: Targeted policies, systems and practices to address participation and learning recovery (COVID-19): INOVASI is helping government and non-government partners to assess the impact of the COVID-19 pandemic on students' learning and wellbeing and then institute policies and practices to mitigate its adverse effects on foundational skills, especially for disadvantaged children. In this period INOVASI worked with MoECRT to build an evidence base to demonstrate the need for targeted interventions for learning recovery after a long period of hybrid school or school closures, as well as supporting the need for differentiated learning for students. INOVASI also provided technical assistance and advisory support at national and sub-national levels on implementing the special circumstances curriculum, formative assessment of foundational skills for students who missed schooling, and 'teaching at the right level' strategies to address COVID-19 pandemic related learning loss.

Intermediate outcome 5: National and sub-national governments scale out implementation of effective education policies, systems and practices: There is strong evidence of national and sub-national governments scaling effective policies, systems and practices with respect to curriculum and assessment, and teacher quality improvement, developed earlier with INOVASI support. This scaling includes, for example, building on the initiatives developed, broadening the geographic reach of the initiatives and expanding their reach to other ministries, school levels or systems. At national level, there is early indication that current changes or improved systems will be expanded to other areas of reform. For example, using a model developed with INOVASI for MoECRT's teacher competency framework and breaking down competencies into skills for teacher development and micro-learning. At the sub-national level there are many examples of scale-out, for example, the Nagekeo district education office in NTT and *Ma'arif NU* in East Java are funding the scale-out of the early grade literacy programs piloted earlier by INOVASI.

Sustainability

INOVASI's partnership approach aims to build ownership and sustainability for the program outcomes. Over the last six years the program has built a strong partnership with government, based on trust, open communication and collaboration to achieve shared goals.

We will continue to: support the government in refining and effectively communicating its reform agenda to increase district ownership and minimise opposition; build the capacity of teachers and administrators to implement the reformed curriculum, assessment, teacher development and religious moderation/character education programs; and begin to shift mindsets to accommodate the new approaches that MoECRT describes as a *transformation*.

INOVASI will continue to work closely with key partners to support the reform agenda. In addition, INOVASI regularly shares the view that the changes to teaching of literacy, numeracy and character, and the introduction of inclusive policies and practices are relevant and appropriate to any curriculum framework.

INOVASI IN NUMBERS

up to
DECEMBER 2021



Estimated indirect national reach:

14,533,000

Early grade students



> **800,000**

Early grade teachers

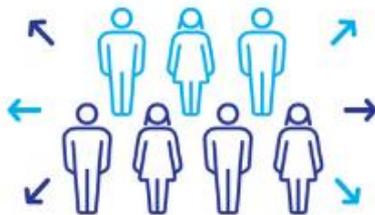


173,837

SDs and MIs

20,501

individuals reached (directly)



1,531

organisations supported



- 1,365 schools
- 90 development partners/CSOs
- 25 local govt institutions/units
- 13 central govt institutions/units
- 29 Teacher Working Groups
- 9 universities



8 Grant Programs

44

collaborations

with CSOs, TTIs, government agencies, private companies, research institutes



53

policies

developed or strengthened at various levels:

School: **10**

Province: **3**

District: **30**

National: **10**

1. INTRODUCTION

This is the third six-monthly progress report for INOVASI Phase II, covering the period July – December 2021.

1.1. Background

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

Program activity in this period focused on COVID-19 pandemic learning recovery and support for Indonesia's ambitious education reform agenda. Schools in Indonesia closed in March 2020 at the beginning of the pandemic, and had begun slowly reopening, though were unexpectedly closed in July at the beginning of the school year following a surge in COVID-19 cases. They began to partially reopen during the reporting period and, by January 2022, most schools have resumed face-to-face learning at either 50 per cent or 100 per cent capacity. In 2021 Centre for Education Standards and Policy in the Ministry of Education, Culture, Research and Technology (MoECRT)³ to identify the learning gaps resulting from school closures during the pandemic. Preliminary findings from this study revealed the substantial impact of the COVID-19 pandemic on learning, especially for children in poor and marginalised communities. The findings reiterated that student learning outcomes in Indonesia are below international benchmarks, and further worsened by the pandemic.

The study also highlighted problems with the national curriculum: comparisons between actual and intended learning outcomes, and with international benchmarks, showed that Indonesian children are not only underachieving due to the pandemic but also that the expectations are set too high for the early grades. Better learning outcomes were associated with the use of literacy and numeracy modules developed to support the 'special circumstances curriculum' implemented during school closures.⁴ A report on the Learning Gap study will be finalised in early 2022.⁵ Work in the Islamic sector focused on support for the Ministry of Religious Affairs (MoRA) religious moderation program for schools, called '*Moderasi Beragama*'.

Internally, INOVASI undertook a comprehensive strategy-testing exercise to ensure a strategic focus. As a result, towards the end of this period INOVASI adopted a revised theory of change (ToC) and developed a new guiding program strategy, along with updated strategies for sustainability and scaling, MERL, communications, gender equality, disability and social inclusion (GEDSI). A new strategy for foundational skills was also developed. The Results Framework will be updated to reflect the revised ToC in the first few months of 2022.

³ The former *Pusat Penelitian dan Kebijakan Pendidikan* (Education Policy Research Centre) has now been disbanded. The new body is called *Pusat Standar dan Kebijakan Pendidikan* (Education Standards and Policy Centre). The research function has officially moved to the National Research and Innovation body (BRIN – *Badan Riset dan Inovasi Nasional*)

⁴ The 'special circumstances curriculum' is a simplified sub-set of the 2013 national curriculum (K13), focusing on foundational skills in early grades. It was previously referred to as the emergency curriculum (*Kurikulum Darurat*).

⁵ At the time of writing, the report is final but pending DFAT review. It was submitted for review in early January.

1.2. Context

This section describes the context in the July – December 2021 reporting period. The key aspects are the COVID-19 pandemic and the Indonesian government’s major basic education reforms. As INOVASI is in partnership with government, some policy shifts reported in this section reflect both a change in context and an impact of the program. Where this is the case, it is noted in the text.

COVID-19 update

School reopening status

As of January 2022:

- Most primary schools are reopened for face-to-face learning in East Nusa Tenggara
- Most primary schools are fully reopened in West Nusa Tenggara
- Primary schools are partially reopened in North Kalimantan (maximum 50% of students for 4 hours per day – to be reviewed)
- Primary schools in East Java have reopened with alternating schedules (50% capacity)

The projected horizon for the end of the COVID-19 pandemic has moved out progressively since the pandemic began in Indonesia in March 2020. We assumed we would return to semi-normality and that schools would reopen across the country by the end of 2020. However, most schools remained closed, and movement was restricted through to the end of June 2021. Once again, we assumed that schools would reopen in July for the new school year, however, the Delta variant created a surge in cases in June, leading to reimposed lock-down measures and school closures. While most schools have at least partially reopened since then, the Omicron variant that entered Indonesia in December 2021, is further delaying the return to ‘semi-normality’. According to data from the Indonesian Ministry of Health, over 70 per cent of Indonesians have received at least one dose of vaccine, with around 50 per cent double vaccinated.

INOVASI staff continued working from home throughout this period although program offices began to reopen for some personnel in October. Face-to-face meetings were permitted with justification and appropriate precautions, and these became more common towards the end of the period.

Policy update

COVID-19 continued to dominate policy focus throughout this period, with both national and district governments wrestling with policy on ‘learning from home’ and schools reopening in the changeable and uncertain context of the pandemic. In the previous school year, the focus was on short-term *responses*, with school closures and a special circumstances curriculum. Since July 2021, policymakers have shifted the focus to long-term learning *recovery*.

MoECRT has continued with its major reforms. A prototype version of the new curriculum, *Kurikulum Merdeka*, is being trialled during this school year in selected schools, known as ‘*sekolah penggerak*’. INOVASI provided support in the conceptual transition to a more flexible and simplified curriculum, and support as requested in its development. Government intends to give all schools the option of adopting the new curriculum and will begin to scale it out in the next school year. *Kurikulum Merdeka*

is a departure from previous curriculums, in that it specifies learning outcomes at a high level in broad two-year learning stages. The aim is to free up the teaching and learning process, enabling competent teachers to go beyond the specified curriculum, while providing resources for less-skilled teachers. *Kurikulum Merdeka* should help teachers ‘teach at the right level’ (not just for the grade curriculum), and link to or draw on the local context and student interests to make it more relevant and engaging.

INOVASI is increasingly engaged with MoECRT in developing learning progressions⁶ and toolkits for teachers to support implementation of the new curriculum. Technical advice provided by INOVASI in this period assisted in the revision of learning progressions in mathematics for early grades to provide a stronger basis for foundational skills. The next steps from this activity will be confirmed with MoECRT in January 2022.

During this period, schools across the country took part in the new national assessment program, comprising the minimum competency assessment (*Assessment Kompetensi Minimum* or AKM), a character survey and a school climate survey. Results are expected early in 2022. Like the Programme for International Student Assessment (PISA), the AKM assesses students’ abilities in numeracy and literacy but not in subject-based content as in the previous exams. The assessment no longer takes the form of multiple-choice questions and focuses on higher-order thinking skills. The AKM is held for a randomly selected sample of students from all schools, in grades 5, 8 and 11. Unlike the previous national examination system, the AKM is not used to determine student graduation. The AKM is also intended as an assessment of school and system quality which also includes additional character and school climate surveys. Along with the *Kurikulum Merdeka*, this is a major step forward for the Indonesian education system. Both the curriculum and the AKM require schools and teachers to develop their own district or school-based diagnostic assessments and mechanisms for graduating students. INOVASI assisted MoECRT in developing tools for teachers to use in assessing and teaching literacy and numeracy in the early grades. We also provided technical advice on MoECRT’s approach to interpreting and reporting initial AKM results.

MoECRT has initiated in-service training for teachers (the program known as ‘*Guru Penggerak*’) associated with the trial schools introducing *Kurikulum Merdeka*. A related program, *Organisasi Penggerak*, that engages non-government organisations in teacher development was also introduced in this period. At the same time, MoECRT is developing online ‘micro-learning’ resources to upskill teachers for implementing *Kurikulum Merdeka* and has asked INOVASI for support with this, particularly drawing on approaches and materials trialled in INOVASI districts.

The four road maps that were in various stages of development in the middle of 2021 have had their release postponed or cancelled. The National Education Roadmap being developed by MoECRT was unable to proceed after opposition from Parliament. The Inclusive Education Roadmap being developed by the MoECRT Directorate of Teachers and Education Personnel was postponed indefinitely due to waning traction, with the focus transitioning to *guru pembimbing khusus* or special tutors. This Directorate has moved forward by requesting support for the development of eight regulations related to inclusive education, including roles and responsibilities and competencies of teachers and principals and funding, and the review of three regulations related to reasonable accommodation, disability resource units and revising the ministerial regulation (No 70 of 2009) on inclusive education for students with disability. The Inclusive Education Roadmap that was in development by the MoECRT Directorate of Primary Schools has also been postponed indefinitely due to reduced traction, and instead focus is on supporting districts that are interested in developing

⁶ According to ACER, a learning progression is a continuum that maps key stages in the development of a learning domain (e.g. reading and mathematics)

inclusive education regulations through their new Acceleration of Inclusive Education Program. To do so, they need to develop a guide for acceleration of inclusive education which INOVASI may support.

The Inclusive Madrasah Roadmap being developed by MoRA has expanded to become an Islamic Education Roadmap, though requires recognition through a ministerial guideline on inclusive education to proceed. INOVASI is lightly engaged in this process, though many areas are out of INOVASI's scope, so engagement will be reviewed as the process continues. The *Forum Pendidikan Madrasah Inklusi* (FPMI) is integral in the process of developing the Roadmap. As part of its technical support to the Roadmap, INOVASI has encouraged the participation of marginalised populations. Within the Roadmap, Book 1 on Inclusive Madrasah has been finished after revisions were made, based on feedback provided over several sessions by INOVASI. Additionally, INOVASI provided technical support in a series of workshops with MoRA, involving women's organisations, Organisations of People with Disabilities (OPDs), MoRA's province level offices, along with digital children's books. Our collaboration with other DFAT-funded programs included the Australia–Indonesia Partnership for Justice 2 (AIPJ-2) and their implementing partners. Books 2, 3 and 4 relate to Islamic higher education, Islamic religious education (at pre-primary, basic and secondary education), and Islamic education (*pondok pesantren*). As a result, the development of Books 2-4 will involve a wider stakeholder base than the FPMI, and INOVASI will encourage the involvement of women's organisations, OPDs and sub-national MoRA offices (at province and district levels).

MoRA is implementing its own continuing professional development program that was designed with TASS assistance and is now supported by the World Bank, through the *Madrasah* Education Quality Reform project.

1.3. Program relevance

INOVASI remains a highly relevant program, for both the Government of Australia and the Government of Indonesia. INOVASI identified the problem of poor learning outcomes in its program design document (2014, updated in 2019) and the Indonesian government recognised this as a major issue in its current five-year national development plan (RPJMN). Improving learning outcomes is critical to Indonesia's plan to strengthen its human resources. This problem has been compounded by learning loss resulting from the COVID-19 pandemic.

As an adaptive program, INOVASI pivoted in 2020 to meet the objectives of both Australia's COVID-19 Partnerships for Recovery Strategy, and Indonesia's need to address the challenges associated with the pandemic and related school closures. INOVASI's Learning Gap study conducted with MoECRT and ACER highlighted the widening gap between advantaged and disadvantaged children due to school closures during the pandemic as well as the need to modify Indonesia's national curriculum. INOVASI continues to build networks between the Indonesian government and Australian agencies, including ACER, and to establish Australia as a key partner in both COVID-19 response and recovery, but also longer-term education reforms.

INOVASI has been closely involved in the development of Indonesia's education reforms and is increasingly involved in their evaluation and iterative implementation.

Our partners appreciate and have endorsed our ways of working. Government stakeholders, for example, have commented on the value that INOVASI brings in providing experience and knowledge from research in Indonesia and from Australia and internationally:

‘Very clear [is] INOVASI’s contribution (with regards to collection and analysis of data related to school closures and the learning gap). Input from international consultants is really helpful, they provided analysis or perspectives/best practices to strengthen the content of curriculum. What I can confirm, the discussions with INOVASI consultants, [with one of the INOVASI advisors] in this domain, is really insightful, providing new knowledge about the system in [other countries]. That is a new thing for me.’

- Senior BSKAP Official

INOVASI’s continued focus on foundational skills is particularly relevant. Improving learning outcomes in literacy and numeracy provides a foundation for improving learning outcomes across the curriculum and through the higher grades. These skills are the foundation for all education – and for lifelong learning. Improving approaches to character education can have equally broad impacts: the ‘soft’ skills, known as 21st century skills, include critical thinking, conflict resolution and communication. As Indonesia seeks to expand its knowledge-based economy, these skills will be pivotal.

2. PROGRAM PERFORMANCE

As an adaptive program, INOVASI is regularly reviewed and adapted to reflect any changes in our operating environment. The October–November 2021 strategy testing reviewed the strategies for INOVASI to respond to significant changes in the development context, – the COVID-19 pandemic and the development of government’s education reform agenda.

As a result of the strategy testing, the program goal ‘**Accelerated progress towards improved learning outcomes for all Indonesian students**’ was confirmed as still relevant. However, in consultation with DFAT, to better represent program aspirations and activities for education reform and learning recovery, two INOVASI’s end-of-program outcomes were specified in the updated ToC (for systems/policies and for in-school/class practice)⁷. this section assesses progress against the updated intermediate and end-of-program outcomes.

2.1. Progress towards the intermediate outcomes

In order to achieve INOVASI’s end-of-program outcomes, the program works towards the following five intermediate outcomes:

1. Improved policy, systems and practices for curriculum and assessment;
2. Improved policy, systems and practices for teacher and principal management and capability;
3. Improved and targeted gender equality, disability and social inclusion (GEDSI) policies, systems and practices;
4. Targeted policies, systems and practices to address participation and learning recovery (COVID-19);
5. National and sub-national actors scale out implementation of effective education policies, systems and practices.

This section illustrates outcomes from a range of activities across all eight work units and at national and sub-national levels. As an outcome of the strategy testing conducted in this period, INOVASI activity has been grouped under eight key programs (previously 16) Progress was assessed against the intermediate and end-of-program outcomes for each of these programs, based on analyses of a wide range of (GEDSI disaggregated) evidence.

Intermediate outcome 1: Improved policy, systems and practices for curriculum and assessment

The following INOVASI programs contribute most directly to achieving ‘*improved policy, systems and practices for curriculum and assessment*’: curriculum and assessment; literacy and books;

⁷ These EOPO remain aligned with the two original EOPOs in the INOVASI Investment Design Update (May 2022), and the single EOPO that was reformulated and included in the Revised MERL Strategy document (June 2021). The IDD EOPOs were that “*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 – both to support all students to achieve competence in foundational skills*”. The June 2021 single EOPO was that “*in priority areas of basic education, key actors develop and implement sustainable policies, systems, and practices to support all students to achieve competence in foundational skills.*”

numeracy; and character education/religious moderation. These are the major priorities for basic education reform in Indonesia.

The contributions of these programs to *improved policy, systems and practices for curriculum and assessment* are outlined in this section while their contributions to the intermediate outcomes for GEDSI (IO 3), COVID-19 recovery (IO 4) and scale-out (IO 5) are considered under the respective sections.

Curriculum

INOVASI supported MoECRT in developing a new national curriculum through strategic partnerships, for example, with the non-government Indonesian Centre for Education and Policy Studies (PSPK) and with Australian bodies like the Australian Academy of Science and ACER. INOVASI advocated for *Kurikulum Merdeka* to help teachers 'teach at the right level' (not just for the grade curriculum) and to draw on local contexts and students' interests to make it relevant and engaging.

The problem of a crowded and rushed curriculum in early grades is common in developing countries. Reducing the scope and slowing down the learning progression allows for more concrete learning and use of diagnostic testing to guide the pace in the classroom, with potentially far-reaching impacts on learning outcomes. INOVASI's Phase I baseline showed that nearly half of children in grade four were not yet reading independently and that both teachers and children were confused by the mathematics curriculum in middle-primary grades. MoECRT made changes to the mathematics learning progressions in the early grades after consultations with, and technical inputs from, INOVASI to address this issue in the earlier version.

During this period, government asked INOVASI to support piloting for the new curriculum, providing an opportunity to support a stronger, more inclusive and skills-based approach to teaching basic literacy, numeracy and 21st century skills in the early grades. INOVASI is increasingly engaged with MoECRT in developing learning progressions and toolkits to support curriculum implementation.

As an example of outcomes from INOVASI activities at the sub-national level, 98 schools and madrasahs targeted by partnerships with TTIs in West Nusa Tenggara are implementing the 'Teaching at the Right Level' approach (often shortened to TaRL) to overcome learning challenges in literacy and numeracy. The essence of the approach is on assessment to determine students' skills level which then becomes the basis for grouping and facilitating learning. In trialling this approach, most target schools choose to group the students based on literacy/numeracy levels instead of grades. They implement the level-based grouping and learning for at least 6 hours per week for both literacy or numeracy. After 8-to-10-week implementation, teachers' assessments indicate that at least 50% of early graders in target schools have moved-up at least one level in their literacy skills.

Assessment

During this period, schools across the country took part in the national assessment program, including the *Assessment Kompetensi Minimum* (AKM). As explained, the AKM focuses on higher-order thinking skills and assesses students' abilities in the fields of numeracy and literacy but not in subject-based content, as in the previous National Examination.

INOVASI helped develop the AKM by writing assessment items through our agreement with PSPK. We monitored AKM implementation, including support for the information technology team on data security, and analysed results through an index of social economic status plus geographical aspects for the reporting process.

INOVASI is working with MoECRT to simplify the tools for class-based assessment of literacy and numeracy (based on the Early Grade Reading Assessment, the Early Grade Math Assessment and Pratham's Read India program). We are also helping to produce a supporting video. At the sub-national level, for example, INOVASI supported the use of diagnostic assessments in Bulungan and teachers have used the tools to adjust their teaching based on students' individual ability levels.

Literacy

At the national level, INOVASI inputs to improved literacy practices included adapting the module developed with INOVASI support in Phase I for grade one literacy to be used as teaching material for *sekolah penggerak*. It will be uploaded on MoECRT's *Merdeka Mengajar* platform.

INOVASI, supported by ACER, completed data collection for a baseline study on the literacy scale out in Bulungan, Tana Tidung, Probolinggo and Sumenep, and on districts and schools' capacity to manage the scale out of language transition programs in East Sumba and Nagekeo. The study report, which will be finalised by March 2022, found that the training-of-trainers approach is effective in disseminating learning and also that the districts and schools have the capacity and are ready to scale out the literacy programs.

Children's reading books

INOVASI worked with BSKAP in two key areas; the book approval process and book levelling. Our inputs will facilitate the process for individual writers and not for profit organisations to submit books for review and approval; and the agreement to add additional levels for beginning and emerging readers will provide the scope for additional books available at these foundation levels. These changes will contribute to more children's story books being made available for schools to purchase with their BOS funds, and will enable teachers, students and parents to choose books appropriate to children's reading levels – as included in the new curriculum.

INOVASI is also coordinating with the private sector, using a PDIA approach to explore the problem of book supply and find ways to improve coordination and get more quality books into the hands of children – especially in remote areas. In this period, we shared findings of the book supply chain problem analysis with MoECRT, drawing on inputs from teachers, writers, publishers, distributors, district stakeholders and children. The results are being used to strengthen the surveys already conducted by MoECRT through the *Peta Besar Literasi* team.

INOVASI played an important role in connecting teachers, communities, literacy activists and writers with the East Nusa Tenggara language office and MoECRT's Curriculum and Book Centre (*Puskurbuk*) in the writing, translation, and procurement from the private sector of children's story books to increase the availability of reading materials in the local language. Fifty local stories were developed and will be further reviewed for their eligibility for publication, both in Bahasa Indonesia and in the local language. Gender equality, disability and social inclusion themes in the writing and selection of books were addressed. A representative from the Curriculum and Book Centre reported that INOVASI helped speed up the process:

'INOVASI] provided information that we might not have received without them, [from writers] who see this from a different perspective... I think this is the impetus for the development of the quality of books in the future.'

- Senior Curriculum and Books Centre Official

Mother tongue

Teaching toolkits for the *Merdeka* curriculum are being developed for mother tongue contexts and will be submitted to MoECRT in the first half of 2022 for inclusion on the *Merdeka Mengajar* platform.

INOVASI has helped develop positive attitudes and build a knowledge base for language transition programs. We continued to provide MoECRT's Centre for Education Policy Research with advisory support on using mother tongue to improve early grade literacy, including research data and experience from other countries.

Numeracy

Scale-out of the numeracy modules co-developed by INOVASI in collaboration with Ma'arif NU in East Java continued this period.

The Islamic schooling sector

INOVASI has supported improvements to literacy and numeracy practice through grants to the large Islamic *Muhammadiyah* and *Ma'arif NU* school systems.

In the second semester of 2021, *Ma'arif NU* independently managed and financed the literacy and numeracy scale-out activity using teachers' working groups as the platform for training and mentoring. They applied their learning from INOVASI's numeracy training of trainers to disseminate the numeracy module and to scale out the delivery of effective training to other schools and teachers in 18 sub-districts in Sidoarjo, East Java.

Muhammadiyah used an INOVASI grant to disseminate the literacy and numeracy modules to 40 schools. This has commenced with scale out by FGM (Forum Guru Muhammadiyah) in coordination with Muhammadiyah District Committee in Jember, Ngawi and Trenggalek.

Multi-grade

INOVASI has reduced its focus on multi-grade-related activities although we are supporting MoECRT in exploring multi-grade approaches through the concept of 'teaching at the right level' in the *sekolah penggerak* (trial schools). Where opportunities present themselves, we still raise multi-grade issues at the national level, for example, in relation to teacher workforce management and data systems.

Character education and religious moderation programs

The National Medium-term Development Plan (RPJMN) 2020–2024 mandates all ministries and state institutions to support the religious moderation program, *Moderasi Beragama*, to reinforce the values of tolerance and social harmony. For national harmony, religious moderation activities need to be harmonised with the character education activities implemented by MoECRT that are based on the *Pancasila* student profile (*Profil Pelajar Pancasila*) concept, as stated by a Senior BSKAP Official. It is anticipated that this will be integrated into the new curriculum.

INOVASI has provided technical support to MoRA to plan, develop and pilot the *Moderasi Beragama* modules.

MoRA officially released four *Moderasi Beragama* modules in September 2021: a pocketbook for teachers; a training book on strengthening teachers' moderation skills; guidelines for integrating moderation into religious subjects; and student handbooks. MoRA then provided grants to 21 civil

society organisations to pilot these modules before it scaled out the program nationally.⁸ INOVASI supported MoRA's piloting through the training-of-trainers program. As part of our broader support for the *Moderasi Beragama* program, INOVASI provided training in monitoring, evaluation and learning for *Ma'arif NU*.

In Sumba, positive changes in skills were demonstrated by teachers' ability to integrate lesson plans with character education elements (*Profil Pelajar Pancasila* and 21st Century skills). Principals in East Java are becoming skilled in implementing character education in a systematic way by developing standard operating procedures, developed from a template by the madrasah and community with support from UNAIR and INOVASI.

Intermediate outcome 2: Improved policy, systems and practices for teacher and principal management and capability

Teacher competency framework and recruitment

In the previous reporting period, INOVASI successfully supported MoECRT to develop a teacher competency model that was formally adopted in the Director General for Teachers and Educational Personnel regulation No 6565/B/GT/2020 on the Competency Model for Teacher Professional Development. The regulation outlines twelve required competencies, along with indicators describing the essential behaviours that represent them and presented in a continuum from beginner to advanced levels. In this period, INOVASI continued to support MoECRT to operationalise this policy, including outlining the specific knowledge and skills needed. This approach is referred to as 'micro learning'.

MoECRT is now using the teacher competency model as the basis for teacher selection. This has significant potential for long-term impact on the quality of teacher and principal management in Indonesia, with one million teachers to be recruited by 2022.

School accreditation

INOVASI continued to facilitate collaboration and coordination between the National Accreditation Board for Schools/*Madrasah*, BSKAP and the *Wartek* team that worked on the education profile report or 'scorecard' (*rapor profil pendidikan*) to digitalise the accreditation system (INOVASI, January and July 2021). INOVASI also assisted in statistical modelling to automate the school and *madrasah* performance evaluation enabling the assess to the accreditation status of 81,570 schools and *madrasah* in August 2021.

Knowledge, attitudes, and skills for teacher management

INOVASI is working with partner districts, MoRA and civil society organizations, including *Ma'arif NU* and Muhammadiyah, to develop capacity for local teacher management in the context of scaling out successfully piloted teacher training modules. This includes strengthening coordination between local stakeholders, such as the universities, LPMP, district education offices, school supervisors and principals.

Ma'arif NU adapted approaches such as using pre- and post-tests and reflection sessions during the scale-out exercise.⁹ Thus, they could identify student progress in early grade literacy and

⁸ Interview with representative of MoRA's Directorate General of Islamic Education GOI#27, 23 September 2021

⁹ CSO#10

numeracy, as reflected in the higher scores (from 73 to 81 for numeracy and 61 to 75 for literacy).¹⁰ The supervisors' working group in the East Java religious affairs office gained new skills in developing instruments¹¹ and applied these skills in monitoring learning during the COVID-19 pandemic.

Intermediate outcome 3: Improved and targeted gender equality, disability and social inclusion policies, systems and practices

During this reporting period INOVASI continued to make progress towards this outcome, identifying strategic entry points to pursue GEDSI objectives aligned with priorities of national and local governments and building on existing relationships and engagement.

In working towards this IO, the revisions to INOVASI's GEDSI Strategy during this reporting period led to a prioritisation of INOVASI's GEDSI activities seen as likely to achieve greater impact (both GEDSI Targeted and Mainstreamed Activities). This will provide clarity of focus and a clearer vision towards achieving this IO for the remainder of the program. Updates to the GEDSI Strategy also provided the opportunity to draw in the new research and evidence on the impacts of learning loss for vulnerable children to refine INOVASI's activity focus and to help prioritise activities for the remainder of the program, particularly with a clearer focus on activities promoting gender equality.

Of cross-cutting relevance to INOVASI's GEDSI work (that is, relevant to gender equality and disability inclusion and social inclusion), INOVASI continued to actively engage with MoRA and MoECRT on *Moderasi Beragama* and character education respectively. Both these curriculums have strong values that relate to the promotion of gender equality and inclusion through their promotion of respect for diversity, equality and tolerance. INOVASI also provided technical assistance to MoRA in developing its 'inclusive *madrasah* roadmap'. The primary objective of this work is to mainstream inclusive principles, values and practices in all MoRA schools, not only in special schools. Once implemented, this activity will reach approximately 15 per cent of the country's primary and secondary students – about eight-million children – including many from the poorest families in rural and remote areas.

INOVASI has delivered more than ten GEDSI training activities to our partners and raised awareness in all four provinces while also providing technical assistance.

Some examples of INOVASI partners reflecting inclusion within their strategic planning and activities are as follows:

- East Nusa Tenggara's provincial strategic plan includes: activities to socialise GEDSI for all junior secondary, primary and early childhood education units in the West Sumba and East Sumba districts; a policy to construct gender-based toilets for elementary and junior high school students; training and mentoring for primary and junior high school teachers running inclusive programs; and including GEDSI indicators in their monitoring, evaluation and learning frameworks.²⁸ A separate process to consult with children was facilitated by Bappeda and Save the Children, and has been incorporated into the planning document. A local CSO - Bahtera with a focus on gender and disability - also participated on this planning process
- GEDSI content is now embedded in the *Ma'arif NU* Literacy 2 module (for example, in the formative assessment materials to map each student's ability).

¹⁰ Pre-post test results.

¹¹ East Java Report, December 2021

- University of Mataram and the Tamsis education and teacher training college in Central Lombok and Bima have both strengthened their curriculum and research agenda related to inclusive education. For example, Tamsis college has made inclusive education a compulsory subject in its education courses.²⁹
- GEDSI was mainstreamed in the seven training units for MoRA's national facilitators on *madrasah* education as inclusive education (including a gender-specific unit). There were 300 participants (60 per cent women) and the units raised awareness of inclusion, not just limited to disability but covering broader social inclusion and including the gender aspects. As one participant commented: 'We learned to talk about GEDSI, how it is applied in schools and how it affects the education ecosystem.'
- MoECRT's teacher selection test (based on the INOVASI competency framework) provides greater opportunity for applicants from various backgrounds to be selected (regardless of their region, gender, status or level).

Gender equality

There has been progress towards achieving results during this period, particularly focused on improving education practice to become more gender responsive. Key examples include work on the development of gender-sensitive modules for school management and practice (ready for piloting in the coming period) and aiming to influence the development of reading books for a more positive representation of girls and to break down traditional gender stereotypes in book images and content. In addition, key gender-focused studies were finalised and opportunities will be explored for how to use this new knowledge to influence practice and policy in the coming period.

INOVASI continued to progress with GEDSI mainstreaming and some examples of increased knowledge or changes in attitudes developed during INOVASI gender training are as follows:

- After the training in November 2021, the *Litara* team (coordinating the production of children's reading materials in North Kalimantan) reported that they now have sufficient knowledge to create gender-sensitive materials, including narratives and images.
- Local actors in the strategy planning process for the Nagekeo district applied a gender lens to their planning and budgeting for water, sanitation and hygiene (WASH). They committed budget for 2022 to the provision of separate girls and boys toilets in schools, indicating an acknowledgement of gender issues related to the provision of WASH in schools.
- Following the character education workshop in East Java, two *madrasah* developed anti-bullying programs.

INOVASI's targeted GEDSI Activities progressed during this period as follows:

- A study on the extent to which the COVID-19 pandemic has increased prevalence of child marriage in select regions was undertaken with the University of Indonesia (UI). The report will be finalised in early 2022. The research team from UI comprised of seven female researchers and the review team (including from INOVASI) ensured a balance of both female and male reviewers. INOVASI will develop a strategy to socialise findings with central and local government and non-government partners on issues related to out-of-school children, policies and guidance for returning married children to formal schooling. Ways to incorporate findings into INOVASI practice will also be explored by the gender team together with EPP and S&P teams.

- A perceptions study on female leadership in schools was conducted by [Cakra Wikara Indonesia](#) (a national social/gender research institute). This study looked at how female and male principals were perceived by their teachers, and perceptions on the differences in leadership styles between female and male principals. The study will also be finalised in early 2022.
- INOVASI accelerated progress in the Centre for Gender Studies and Child Protection at the *Muhammadiyah* University of Sidoarjo (UMSIDA) development of gender-responsive school modules for teachers and principals in selected schools in East Java. The centre is led by a female and the writing team for these modules comprise of seven female researchers and two male researchers. The modules aim to provide a practical guide for teachers to deliver gender-responsive teaching and create a gender-responsive learning environment³¹ INOVASI provided technical support to UMSIDA to better understand the different aspects of gender responsiveness in schools from school management and facilities to practice (teaching and learning). This helped to accelerate progress and the first draft of the modules were finalised by the end of 2021. and trialled these with selected teachers then revised based on feedback.

Disability inclusion

There has been progress in achieving results from INOVASI's activities relating to disability inclusion, particularly at the national level with respect to MoECRT's continuing piloting of the student learning profile (*Profil Siswa Belajar* or PBS) to identify students with disability, based on the system developed by INOVASI in Phase I. INOVASI has introduced stakeholders to new approaches to promoting inclusive education through: five animated videos; a guide for parents and teachers of students with disability; and a seven-part series of training for national facilitators on implementing inclusive education in *madrasah*. The development of disability guide videos involved various government and non-government and OPD organisations working on the issues of learning from home for students with disabilities, and identifying functional disabilities, and provide detailed texts and appropriate images.

The quality of INOVASI's work in disability is enhanced by regularly engaging with organisations of people with disabilities and contracting five resource people with lived experience of vision, hearing, physical and intellectual disability. These consultants contribute to a range of activities, including the PBS revision meetings, video sessions and in the development of guidelines for teachers and parents.

INOVASI encourages accurate identification of children with disabilities to inform planning and service delivery for these children. MoECRT has continued iteratively developing INOVASI's original student learning profile using a functional instead of medical impairment approach to identify students with disabilities.

In partnership with INOVASI, the MoECRT Directorate of Community Education and Special Education have worked on increasing the knowledge and skills of teachers and parents related to using learning and teaching materials for students with disabilities (physical, intellectual, mental, sensory, visual and auditory) by developing [five videos](#) that are uploaded to the directorate's YouTube channel. To date, the least viewed video was watched by 192 persons and the most viewed by 473 persons; 1,444 total views for the five videos. Teachers have been asked to provide feedback on the videos as they need to ensure they are well received, understood and properly used.

Some other examples of results from INOVASI's work on disability inclusion in this period are as follows:

- The MoECRT teacher selection test (as described above) now includes a specific mechanism to assist candidates with special vision needs.¹²
- The government is working closely with the World Bank on the education of children with disabilities. The World Bank has acknowledged INOVASI's research and input into the draft documents
- The PBS pilot fully funded by MoECRT's teachers and education personnel directorate general (GTK) was conducted, with data collected by MoECRT. INOVASI assisted in facilitating the piloting process and provided feedback for improvement, as well as acting as a broker between MoECRT and UX Indonesia.
- INOVASI is funding an external party to develop a Bahasa Indonesia version of the Bookbot application for young children with dyslexia or reading difficulties. The app development is still in progress but once the reading material has been translated into Indonesian, levelled and contextualised in the curriculum, it is expected to contain over 1000 books. Bookbot is working with a team from MoECRT to collect children's voices from a wide variety of locations across Indonesia to ensure the software recognises Bahasa Indonesia from children speaking with different accents. A baseline and endline study will be undertaken in 2022-23 to assess the contribution of these materials to learning outcomes.
- INOVASI has supported the development of a digital platform for disability-inclusive education materials for teachers on the Gol learning and sharing teacher platform. The platform was launched on September 10, 2021 by the Director General of GTK. The number of participants was 36,368 from 21,544 schools.¹³
- Commencing in April 2021, INOVASI has brokered partnerships between three district education offices and the teacher training institutes in West Nusa Tenggara. This can be seen at UNRAM for example, where during the reporting period, ten inclusive education studies were conducted by the primary education lecturers, 43 UNRAM students submitted theses related to mainstreaming inclusive literacy and numeracy learning and a 'roadmap' was developed for establishing an inclusive education laboratory.
- The East Lombok education office has scaled the use of disability screening tool in 762 primary schools in the district. The screening tool was developed and trialled in previous reporting period by NTB Provincial governments as an effort to establish NTB Inclusive Education Dashboard (NTB Satu Data Pendidikan Inklusif) with support from UNRAM and

¹² ACER report. Milestone 3. This refers to the test instrument, developed with the support of INOVASI via ACER Indonesia, for the selection of ASN-P3K (*Aparatur Sipil Negara-Pegawai Pemerintah dengan Perjanjian Kerja* or assigning officials with a fixed term contract, including teachers). The ACER report states that the instrument has been used for recruitments, including for people with vision difficulties (*disabilitas tunanetra*).

¹³ Based on MoECRT's 2021 DAPODIK data, there are 32,629 schools providing inclusive education. Of these, 2,798 schools already have special supervisor teachers (total of 4,694 teachers), while 29,831 schools do not yet have a special supervisor teacher. Of these, 3,896 schools have participated in inclusive education training on the Learning and Sharing Teacher (GBB) platform (7,243 teachers). Special education teachers working in inclusive schools include (1) teachers trained by local governments (2,043 schools and 3,348 teachers), (2) alumni of Technical Guidance for GPK (617 schools and 838 teachers), and (3) GPK Bimtek Alumni (138 schools and 508 teachers). Specifically related to the implementation of training through the teacher sharing and learning platform, the inclusive education series has been attended by 36,668 teachers consisting of 7,099 teachers from inclusive education schools and 29,569 teachers from regular schools. Some 21,544 schools have participated in GBB, consisting of 3,746 inclusive education schools and 17,798 non-inclusive education schools.

INOVASI. The trial by East Lombok teachers has identified students with functional learning difficulties; and this result is being verified by supervisors who trained teachers through KKG how to use the tool.

Intermediate outcome 4: Targeted policies, systems and practices to address participation and learning recovery (COVID-19)

The COVID-19 pandemic resulted in lost opportunities for children to learn, especially for marginalised children. In 2020, INOVASI pivoted to align with Australia's COVID-19 development response for Indonesia and the Indonesian government's policies and programs in response to the pandemic. INOVASI established a targeted program to work with the Indonesian government to develop and implement policies, systems and practices to address participation and learning recovery. Our objective in this area is for the government and non-government partners to assess the impact of the COVID-19 pandemic on students' learning and wellbeing and then institute policies and practices to mitigate its adverse effects on foundational skills, especially for disadvantaged children.

INOVASI has made a significant contribution to national policies and systems in response to the pandemic. We worked with MoECRT to develop an evidence base to demonstrate the need for targeted interventions for learning recovery after a long period of hybrid school or school closures, as well as supporting the need for differentiated learning for students. INOVASI has also provided technical assistance and advisory support at national and sub-national levels in implementing the special circumstances curriculum, formative assessment of foundational skills for students who missed schooling, and 'teaching at the right level' strategies to address COVID-19 pandemic related learning loss.

During this period, the focus of INOVASI and policymakers has been on longer-term participation and learning recovery. As described in the introduction to this report, INOVASI led important research to provide an evidence base for recovery initiatives (and ongoing monitoring of the impact of the pandemic). This has increased awareness of the uneven impact of school closures, including on disabled children and marginalised communities. INOVASI also worked with provincial governments to support schools as they recommenced face-face learning, using government's special circumstances curriculum, designed for use during school closures, and undertaking diagnostic assessments of students to inform improvements to the materials.

At the national level, INOVASI assisted MoECRT (including the early childhood, basic and secondary education divisions, as well as the teachers and educational personnel division) to develop a school opening guide to describe the various preparations that should be made before schools conduct limited face-to-face learning. The guidelines were uploaded onto all government platforms and were accessible for stakeholders. On the *Guru Belajar dan Berbagi* (teachers learn and share) platform these guidelines had been accessed by 134,346 educators and education staff.

To provide an evidence base for the government's COVID-19 pandemic learning recovery response, in the first half of 2021, INOVASI and ACER worked with MoECRT's Education Policy Research Centre on a 'Learning Gap' study, looking at the impacts of the COVID-19 pandemic on learning and participation in schooling. This major study sampled 18,370 early-grade students from 612 schools across eight provinces. Preliminary findings of the study highlighted the substantial impact of the COVID-19 pandemic, especially on children in poor and marginalised communities

INOVASI/ACER will release the final study containing more detailed statistical analysis in early 2022. To gain additional data on gender-based impacts on school engagement and learning recovery,

INOVASI has begun a study on the risk of girls dropping out of formal education due to child marriage (particularly in the COVID-19 pandemic context) and the findings will be available in early 2022.

Other examples of the impact of INOVASI's COVID-19 pandemic interventions at the sub-national level include:

- Performance indicators related to learning recovery were included in the mid-term development and strategic plans for the districts of Nagekeo, West Sumba and East Sumba.
- We supported the Tana Tidung and Bulungan district education offices on local policy development to respond to the impact of the COVID-19 pandemic.
- INOVASI training and mentoring through primary and subject teachers' working groups and subject teacher consultation forums were effective in helping teachers conduct diagnostic assessments to inform differentiated learning. A localised diagnostic instrument for literacy was developed collaboratively with local facilitators in East Nusa Tenggara and is being used in 'teaching students at the right level' approaches as a solution to help them recover from learning loss during the pandemic.
- The district offices for education and religious affairs in Bima, Central Lombok and East Lombok issued circulars and decrees to 98 target schools on applying the 'teaching at the right level' approach as a learning recovery strategy for students with severe learning difficulties.

NTB Literacy Volunteer Program (RELASI)

The Literacy Volunteer Program (RELASI) is a response to the COVID-19 pandemic where the quality of student learning tended to decline and disadvantaged students are at risk of experiencing a greater rate of learning loss. RELASI is a collaborative program between teacher training institutes of West Nusa Tenggara and the West Nusa Tenggara reading consortium, facilitated by INOVASI. Volunteers from each institution attended literacy training conducted by INOVASI, mostly online.

This program involved 18 teacher training institutions, 16 CSOs, and 654 volunteers. The program reached 448 children.

The training increased the capacity of volunteers, teachers and parents to teach reading to students. Over half (56 per cent) of these were teachers. reported an increased capacity to teach reading and as a result of RELASI, the reading ability of most of the assisted students increased during round I and II. Albeit with small test numbers, the percentage of students at beginner level of reading dropped (due to the student moving to the next reading level) from 42 per cent to 9 per cent in the first round of the program and from 28 per cent to 0 per cent in the second round.

Involvement in RELASI also resulted in internal changes at teacher training institutes, for example, with increased awareness and knowledge about literacy learning materials, some institutes adopted RELASI activities as part of their permanent program and some integrated the literacy learning materials into their curriculum. Several village governments have reportedly continued RELASI by providing the civil society organizations with funding and reading books.

Intermediate outcome 5: National and sub-national governments scale out implementation of effective education policies, systems and practices

There is strong evidence of national and sub-national governments ‘scaling’ effective policies, systems and practices with respect to curriculum and assessment, and teacher quality improvement, developed earlier with INOVASI support. This scaling includes, for example, building on the initiatives developed, broadening the geographic reach of the initiatives or expanding their reach to other ministries, school levels or systems. The scale out to date is in line with expectations, with, subject to GoI budget availability, further initiatives expected over the remaining years of the program.

Some primary examples of scaling effective policies and systems have been outlined above and include:

- At national level, there is early indication that current changes or improved systems will be expanded to other areas of reform: (1) Using the teacher competency model for the teacher competency framework and further breaking down skills for teacher development into micro-learning units. The micro-learning is expected to accelerate teacher access to professional development opportunities, beyond MoECRT programs such as *Guru Penggerak*. (2) Following the current teacher competency model and framework, MoECRT (teachers and education personnel division) will develop a concept for teacher career development. (3) The selection process for *Guru Penggerak* is also based on the competency model and this has helped the MoECRT’s personnel division target the right candidates.
- The combination of technical assistance and training during 2020 resulted in improved capacity and experience for the Nagekeo and *Ma’arif NU* in implementing the 2021 scale-out
- At the sub-national level, in 2021 both the Nagekeo district education office (in NTT) and *Ma’arif NU* in East Java are funding the scale-out of the early grade literacy programs piloted earlier by INOVASI. The Nagekeo government allocated IDR 650 million for 2021 scale-out activities. While the expected budget allocation for *Ma’arif NU* scale-out for FY 21-22 was around IDR 179,36 million. Following some capacity strengthening support in 2020, the scale out activities are being managed with minimal supervision from INOVASI.
- In North Kalimantan, the teachers’ working groups were a dynamic forum for improving teachers’ competence in the scaling out by the district government of the literacy program for upper primary grades in Bulungan. However, the COVID-19 pandemic disrupted the implementation schedule for the program.
- In West Nusa Tenggara, 13 village literacy communities scaled out RELASI program, resulting in additional 165 volunteers trained by fellow volunteers without any support from INOVASI. Similarly, the program was scaled out independently by 20 schools in Mataram since October 2021 which prompted Mataram education office head to plan for much wider scale out to 118 schools in 2022. The self-funded scale-out of RELASI continues to take place among teacher training institutes and strengthening the institution’s curriculum in literacy and inclusive education. This was evident in the implementation of *Merdeka Belajar Kampus Merdeka* for literacy by STKIP Tamsis Bima which also created a compulsory courses on literacy and inclusive education, and NW-IAIH has created one compulsory course on basic literacy. UIN Mataram, UNDIKMA Mataram, and NW-Hamzanwadi University have incorporated basic literacy into Bahasa Indonesia-teaching-related courses and changed the courses to become more practice-oriented. Thus far, teacher training institutes and civil society organisations have independently mobilised over a thousand

volunteers in West Nusa Tenggara to teach literacy to children in small village-based groups or schools. In East Nusa Tenggara, INOVASI provided basic literacy materials to university students at the local teacher training and education institute and they carried out two-month fieldwork in 17 villages in five sub-districts in Southwest Sumba.

Other examples of partners scaling out INOVASI initiatives include:

- INOVASI has strongly supported MoRA's planning for the December 2021 piloting of *Moderasi Beragama* by 21 partners – developing a monitoring and evaluation plan as well as helping develop the training modules. As a result, MoRA increased the budget for implementing *Moderasi Beragama*.
- Central Lombok District Education office allocated in its 2021 budget IDR 184,722,400 to scale out UNRAM – INOVASI grants program on improving basic literacy and numeracy using TaRL approach. 1169 teachers and principals from non-target SD/MI in Central Lombok have scaled out this program using IDR 295,260,000,- of BOS funds. 43 teachers and principals in West Lombok which is a non-partner district scaled out this approach using BOS funds totalling IDR 7,955,000,-.
- In East Java, INOVASI facilitated sharing of good practices between teachers. Teachers from Sumenep (1 F, 3 M) who had successfully implemented the INOVASI training in the special circumstances curriculum strengthening and literacy cloud activities during the pandemic shared their experience in online sessions with 66 teachers (32 F, 24 M) from Probolinggo in August 2021.
- The East Nusa Tenggara districts of East Sumba, West Sumba and Nagekeo have refocused their development plan budget for education to provide training for teachers, contextual reading materials and to strengthen parents' ability to support their children's learning at home. The revision of their medium-term development plan and the district education strategic plan will also include indicators for literacy, numeracy and character education.
- In Central Lombok, 78 schools scaled out the literacy, numeracy and inclusive education programs using the schools' operational funds (BOS). This initiative involved 344 teachers (97 male, 247 female). Meanwhile, ten *madrasah* in East Lombok conducted an independent scale out of the inclusive literacy program involving 32 teachers (4 male, 28 female) and six *madrasah* principals (1 male, 5 female).

2.2. Progress towards the end-of-program outcomes

In this sub-section we present a summary of overall progress towards the end-of-program outcomes since the beginning of Phase II of INOVASI and make an evaluative judgement of the progress towards our objectives, based on achievements to date and the current context of education reform in Indonesia.

End-of-program outcome 1: Education policy

National and sub-national actors implement education systems and policies to support learning recovery and the achievement of foundational skills for all children

Overall, as shown in the discussion of the intermediate outcomes, there continues to be solid progress towards achieving this outcome in longer-term strategic areas at the national level and in targeted focus areas at the sub-national level.

Development of strategic policy and its implementation continue to be impacted by the heavy focus on COVID-19 pandemic response and recovery. This has meant reallocating priorities, budgets, and resources at national and sub-national levels. It has also created challenges to INOVASI implementation resulting from school closures, limitations to face-face meetings, travel restrictions and uncertainty for planning.

MoECRT continues to seek input and technical advice from INOVASI for the national education reforms to curriculum, assessment and teaching practice.

We continue to work with MoRA on a range of activities including in developing and piloting its *Moderasi Beragama* program and in the continuing professional development program for *madrasah* teachers.

Progress has also been made with respect to policy and systems for children with a disability. This has included: MoRA's inclusive *madrasah* roadmap which now reflects the decision to make all *madrasah* inclusive rather than having a number of dedicated inclusive schools in each province (although this still needs ratification through a national regulation); technical advice for MoECRT on developing national systems to identify children with a disability; and technical assistance in producing videos for teachers on teaching children with a disability, digital learning resources and a phone application for Indonesian children with dyslexia.

The value of the INOVASI interventions and pilots co-developed with partner agencies, such as support for learning recovery, language transition and 'teaching at the right level' has been recognised by sub-national governments through their funding of scale-out activities to increasing numbers of schools and districts. Principles of literacy, leadership and teacher competence have also, for example, now been incorporated into local education roadmaps and strategic plans in West Nusa Tenggara, East Nusa Tenggara and North Kalimantan, along with relevant results frameworks.

End-of-program outcome 2: Education practice

Education practitioners (teachers, principals, school supervisors) demonstrate practices that support inclusive learning recovery and the achievement of foundational skills for all children

Progress towards achieving this end-of-program outcome is best appreciated by taking a long view. Prior to Phase II, INOVASI focused primarily on piloting new approaches to inclusion and teaching foundational skills at school and district levels. Outcomes were assessed, including changes to teaching practices that correlated with measurable improvements to learning outcomes, generating evidence about 'what works' to improve learning outcomes and leveraging that evidence to inform policy. At the end of Phase I, INOVASI published a series of thematic studies that reported comprehensively on these outcomes.

The transition to Phase II in 2020 coincided with the COVID-19 pandemic and associated school closures. This meant that district plans to scale out the new practices in teaching and school administration were put on hold. Nonetheless, there are many examples of ongoing scale-out and use of Phase I outcomes to inform good practices in schools. Examples include the focus on the foundational skills of literacy and numeracy, supported by special circumstances curriculum modules which were developed by INOVASI's partner non-governmental organisations working with MoECRT; diagnostic testing and differentiated learning (TaRL); and the use of teachers' working groups, both online and face-to-face, to share good practices. Moreover, demonstrated practices that support learning recovery and the achievement of foundational skills for all children are now informing and embedded in our technical advice to MoECRT and MoRA, to support the major reforms in curriculum, assessment, and teacher development, described in this report.

Significant improvement in practice and learning outcomes requires inputs not just from schools but also from other entities, such as civil society organisations, teacher training institutes and volunteers. The RELASI program, supported initially by INOVASI and subsequently scaled out by the West Nusa Tenggara governments, has successfully used volunteers, including from local teacher training institutes (also working with parents) to improve the literacy levels of disadvantaged students.

Other inclusive initiatives underway include character education in West Sumba and Sidoarjo in East Java, working with the *Muhammadiyah* University of Sidoarjo (UMSIDA) on developing a gender-responsive school program and with *Litara* on gender-sensitive reading materials. INOVASI's study on female leadership, to be completed in early 2022, is expected to give insights into actions that can be taken to improve female representation and principal leadership in schools.

Implementation

Working with partners

As described, INOVASI has had good traction in working with its partners towards achieving improvements in education policies, systems and practices as INOVASI's end-of-program outcomes. Much of this work was achieved due to the constructive and respectful partnerships that we have built with our partners. This is as expected since INOVASI's work in this area largely continues from the strong relationships and technical discussions developed over the years from the first phase of the INOVASI and TASS programs.

Government partnerships

Within our main partners of MoECRT and MoRA, INOVASI works with a range of directorates, including: Teachers and Education Personnel; Education Standards, Curriculum and Assessment and Basic Education. Similarly in our four provinces, INOVASI works with decision makers and technical personnel.

INOVASI activities are driven by the government's education reform agenda that is strategically directed by relevant counterparts. The priorities and activities are kept relevant and contribute to the reform agenda and the development context through regular consultations with our government counterparts, strategy testing reviews and the approval process through INOVASI's steering committee.

INOVASI's process of identifying and exploring problems, co-designing solutions and implementing them in an iterative, adaptive approach (PDIA), is built into our program/activity approaches and is an integral part of partner engagement. This approach involves: sharing evidence with stakeholders to raise awareness of problems and to promote adaptations and replications of tested strategies; strategic communication and dissemination of good practices; and finding solutions that are locally appropriate, locally led, technically sound and politically feasible. An example of this is in West Nusa Tenggara where the Central Lombok district developed their education roadmap using the problem-driven iterative adaptation (PDIA) approach.

Non-government partnerships

The formation of partnerships with non-government organizations aims to: support coalition building and locally led reform; strengthen capacity; leverage others' resources to achieve wider impact and support scale-out; and broker coordination and collaboration between levels of the education system within their own structures and with non-government organisations and service providers for sustainability. The non-government partnerships include the following:

- INOVASI continued to support grant and contract-based partnerships in this period. This included, for example, grant funding to *Ma'arif NU* and *Muhammadiyah* for delivery of a range of activities including those centred on improving teacher competencies in developing students' foundational literacy and numeracy skills. INOVASI also contracted a range of institutions to undertake educational research, such as with the University of Indonesia and *Cakra Wikara Indonesia* (a national social/gender research institute).
- INOVASI played an important role in connecting teachers, communities, literacy activists, and writers with the East Nusa Tenggara language office and the national curriculum centre in writing and translating materials and procuring children's story books from the private sector to increase the availability of local-language reading materials.
- INOVASI worked, to a small extent, with the private sector, for example in the Room to Read activity where ProVisi Education have been involved in non-profit book publication, providing capacity building to over 100 local writers and illustrators in Indonesia.
- INOVASI maintained partnerships with Australian organisations to support the education reforms. This included ACER Indonesia in supporting the development of the testing instrument for the fixed-term contract teacher recruitment exercise that will have a long-term impact on teacher quality. INOVASI has also worked with the Australian Institute of Teaching and School Leadership (AITSL) to support MoECRT's teachers and education personnel division on professional standards for teachers and principals. Bookbot, an Australian social enterprise is working with INOVASI to build *Bahasa Indonesia* into a voice recognition application that helps children that are having difficulty reading, for example, due to dyslexia.
- INOVASI worked cooperatively and harmonised its activities with international development agencies also supporting education and learning recovery in Indonesia, including through active participation in the Basic Education Working Group. INOVASI has been working in collaboration with UNICEF on activities, such as preparing learning guidelines in the COVID-19 pandemic period, conducting school climate surveys and the Learning Gap study, and sharing the e-learning numeracy module from INOVASI. We have also been working together with the Asia Foundation on a number of activities involving digital children's books.
- Specifically, INOVASI partners with TTIs, mass Islamic organisations, and NGOs with specific technical areas of focus such as children book development and language transition programs. These strategic partnerships will maximise the opportunity for sustainable benefits at scale, as many are planning to scale within their institution and/or working closely with government.

Where appropriate, INOVASI supports non-government partners to strengthen their systems and build capacity to conduct monitoring, to collect data and to scale out successful programs. The data from these partnerships will be used to support INOVASI's activity evaluation and assessment of achievement of program outcomes.

3. CROSSCUTTING ISSUES

3.1. Monitoring, Evaluation, Research and Learning

Monitoring, Evaluation, Research and Learning (MERL) continued to be integral to INOVASI decision-making and implementation in this reporting period.

Data collected from monitoring activities by INOVASI and our grantees, interviews with stakeholders (government and partners; national and sub-national figures), and from relevant stakeholder documents and communications are collected on the INOVASI program data management system (PDMS). Structured reflections were undertaken in November–December 2021, based on an analysis of the MERL data collected during the period and input from team members and advisors, to assess the effectiveness of each of the eight programs.

The Learning Gap study conducted with ACER was completed in this period, with key findings expected to be completed by ACER in January 2022. I. Research activities in the period also included studies on: female leadership; child marriage; district preparedness for the new academic year of 2021/2022; learning gaps; learning loss on numeracy using online tests; and policy sustainability of literacy and multi-grade in East Java.¹⁴ New baseline studies were also begun for the grant program pilots, such as the literacy and numeracy pilot by *Muhammadiyah* and *Ma'arif NU* in East Java, the character education pilot by UNAIR and SAKB in East Java and East Nusa Tenggara and the gender-sensitive learning pilot by UMSIDA in East Java. Work on baseline studies continued for: language transition in East Sumba and Nagekeo, upper grades literacy in Bulungan, early grade literacy in Tana Tidung, and scaling out initiatives in Probolinggo and Sumenep.

3.2. Communications

Communications across the program in this period focused on: sharing research findings; connecting national and sub-national stakeholders and highlighting successful field experience during this period. Lockdowns in July–August impacted the timeline for many activities that required some level of face-to-face interaction such as *Temu Inovasi* and video productions. Nonetheless, key events and products included the following

- *Temu Inovasi* #12, held on 1 October 2021, was an important public event that aimed to further communicate results from the studies and underline the messages from the policy brief. Live attendance was limited (234 people) because the event took place on a public holiday, *Hari Kesaktian Pancasila* (Pancasila Sanctity Day), and there were many other official events happening at the same time. Nonetheless, post-event views of the event were high – reaching 1,002 on the [BSKAP](#) Youtube account and 3,364 on the [Direktorat SD](#) Youtube account. Direktorat SD channel has more followers than BSKAP (75,000 compared to 4,780 subscribers). The event was also successful in providing a national platform for our district counterparts for dialogue with and recognition from their national counterparts.
- In the reporting period the communications team curated field visits by MoECRT's Director General for Teachers and Education Personnel to West Nusa Tenggara and the head of the

¹⁴ The status of the research during the reporting period was as follows: (1) female leadership: reporting in process (currently completed); (2) child marriage (reporting and is still being finalised); (3) district preparedness (completed); (4) learning loss on numeracy with RISE: on hold for data analysis while waiting for RISE who are not available now to follow up the process, (5) policy sustainability: completed.

Board for Standards, Curriculum and Assessment to East Nusa Tenggara. These visits left strong impressions on our counterparts and on several occasions, these officials referred to INOVASI practices they had seen during their visits to illustrate good practice in public events.

Data and analytics from this period include:

- Youtube INOVASI, individual viewers: estimated 29.400 (estimated because Youtube account only provide data for individual viewers for the last three months)
- Facebook viewers accessing our content: 27.245
- INOVASI Website viewers accessing our content: 220.359

Revamping of INOVASI website have also started this period. The new version will be online early in 2022. It has also been agreed that DFAT will fund the website, for the purposes of sustainability of knowledge products for at least three years beyond December 2023. Increasingly INOVASI is working with MoECRT and other GoI partners to develop online resources – these will be stored on their platforms both now and into the future.

4. OPERATIONS, MANAGEMENT AND LEADERSHIP

4.1. Management and leadership

In the reporting period, a key focus was ensuring that staff were able to explore collaboration opportunities and agree on key program focus areas, even while teams continued to work remotely.

With a dynamic contextual environment and the Delta-variant wave of COVID-19 impacting Indonesia and the INOVASI team, it has been critical to maintain consistent coordination efforts across the team. To this end, we established regular thematic workshops for program staff to support knowledge sharing and collaboration efforts, in addition to the established coordination mechanisms. This involved three workshops¹⁵ on topical issues with positive feedback from staff on the ability to engage with other team members and receive up-to-date information.

Palladium continued to provide oversight of the program through regular management meetings with INOVASI, and quality assurance of key documents and finances.

As of December 2021, INOVASI has a total of 115 staff on board, distributed as follows: 100 national fixed-term staff members, six international long-term advisors, five international short-term advisors and four national short-term advisors

The gender proportion of the 115 INOVASI staff is 49 per cent female (56) and 51 per cent male (59), reflecting a balanced gender distribution. The proportion of national staff is 52 per cent (60) and provincial staff is 48 per cent (55), also reflecting balanced national–sub-national staff distribution.

4.2. Operations and procurement

The INOVASI Operations team continued to support program implementation in this period through finance, administrative, procurement and IT functions. Strict mobility restrictions were imposed during July-August 2021 as a result of surging COVID-19 cases in Indonesia. Following this peak, restrictions to face-to-face meetings and office attendance were gradually eased in line with PPKM guidelines and the improving situation in Indonesia. The INOVASI Operations team continuously adapted to this changing situation, adjusting office use and face-to-face meeting guidelines as needed, and ensuring operations functions were maintained throughout the period despite the uncertainties and the frequent transitions in PPKM guidelines.

The Operations team focused on arranging online workshops and meetings that were in high demand. Some of the main achievements in this period were:

- Finalising the BAST reports for the period of January to October 2021 for MoECRT and MoRA that MoECRT and MoRA signed in December 2021 and January 2022 respectively.
- Completing ten procurement processes during the reporting period to select and engage national sub-contractors to support program teams in various areas such as conducting baseline studies for the INOVASI grants, developing video tutorials, website re-design, printing education modules, providing independent financial audit services, internet, car rentals, courier delivery and stationary services.

¹⁵ Disability inclusion (26 July), COVID-19 response and recovery (1 Sep), Curriculum (6 October), Literacy (10 November), Safeguarding (8-9 December)

- Printing modules for the emergency curriculum themes 6– 9 for students from schools in North Kalimantan. The modules were delivered in December 2021 to three district education offices: Tana Tidung, Bulungan and Malinau.
- Operational support for grants implementation, through reviewing financial reports and processing payments when deliverables were submitted and approved.
- Reviewing and updating guidelines for face-to-face meetings and office opening, in line with developing public mobility guidelines and the COVID-19 situation in Indonesia.

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ANNEXES

ANNEX 1: PROGRAM THEORY OF CHANGE

ANNEX 2: UPDATED PROGRAM GANTT CHART

ANNEX 3: UPDATED PROGRAM MATRIX

ANNEX 4: INOVASI AND SCALED-OUT MODULES

INOVASI PARTNERSHIPS - JANUARY - JUNE 2021

ANNEX 5: INOVASI PARTNERSHIPS – JULY - DECEMBER 2021

ANNEX 6: WORK UNIT PROGRESS REPORTS

**ANNEX 7: INOVASI EVENTS, PUBLICATIONS AND SOCIAL MEDIA JULY
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ANNEX 8: PERSONNEL TABLE

ANNEX 9: INOVASI ORGANISATION CHART - DECEMBER 2021

ANNEX 10: BUDGET AND UPDATED FORECAST

ANNEX 11: LEVERAGING A LITERACY PILOT IN NORTH KALIMANTAN



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