

Getting to know INOVASI

Innovation for Indonesia's School Children



THE GOVERNMENTS OF AUSTRALIA AND INDONESIA

are partnering to understand how to improve student learning outcomes in literacy and numeracy in diverse schools and districts across Indonesia.

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

Working with Indonesia's Ministry of Education and Culture (MoEC), the INOVASI program has formed partnerships with 17 districts, in West Nusa Tenggara; Sumba Island, East Nusa Tenggara; North Kalimantan; and East Java. By program end, when all the pilots have been implemented, INOVASI hopes to see partner districts and provinces apply and scale out effective and context relevant approaches to improving student learning outcomes, as developed and tested through the program.

INOVASI also works closely with the Ministry of Religious Affairs (MoRA) so that pilots in selected locations focus on madrasah, or Islamic schools. This engagement allows MoRA to pilot its newly designed continuing professional development system, developed with support from the Australian Government funded Technical Assistance for Education System Strengthening (TASS) program. Partnership agreements signed in 2018 between INOVASI and Indonesian Islamic Associations Muhammadiyah and Ma'arif NU also strengthen this support for Islamic schools, particularly in East Java.

INOVASI'S DISTINCTIVE APPROACH

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

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

The approach is focused on building local capacity. All stages involve local stakeholders including representatives from local government bodies, school principals, teachers, parents, communities and local organisations. INOVASI works with these stakeholders as joint partners to explore and understand the local context, design, try out and test proposed solutions. INOVASI describes this as co-design. By designing solutions with the very people who will use them, the opportunity for pilot success and finding out what does and does not work is strengthened.

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

grades, through strengthening classroom practice, improving support to teachers and ensuring that all children in the classroom are able to learn. All parts of the pilot planning and implementation process, including lessons learnt, are valued, documented and shared.

INOVASI pilots share some common themes

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

INOVASI also implements pilot activities in partnership with other education organisations in Indonesia, adapting existing ideas and education models to the local contexts in which INOVASI works.

DURATION

January 2016 to December 2019

LOCATION

West Nusa Tenggara: 6 Districts
(Sumbawa, West Sumbawa, North Lombok, Central Lombok, Dompu, Bima)

East Nusa Tenggara: 4 Districts
(East Sumba, West Sumba, Central Sumba, Southwest Sumba)

North Kalimantan: 2 Districts
(Malinau, Bulungan)

East Java: 5 Districts
(Kota Batu, Pasuruan, Probolinggo, Sidoarjo, Sumenep)

PROGRAM BUDGET

Total budget: AUD\$ 49 million

INOVASI IN ACTION

West Nusa Tenggara (NTB)

INOVASI began its formal partnership with NTB in June 2016, and works in six districts including North Lombok, Central Lombok, Sumbawa, West Sumbawa, Dompu and Bima. In NTB, INOVASI pilots focus on a number of different areas, based on local district priorities and challenges. The very first pilot was Guru BAIK (Belajar, Aspiratif, Inklusif and Kontekstual), which supported teachers to nominate, develop and test solutions to learning challenges they faced in the classroom. Through a series of workshops and classroom-based mentoring activities, teachers were supported to discover what particular learning challenges children in their own classroom face and develop, test, review and iterate different solutions to address them.

Additional pilots focus on enabling community engagement to improve learning outcomes (Dompu), improving learning for children whose first language is not Bahasa Indonesia (Bima), foundational literacy (North Lombok and West Sumbawa), foundational numeracy (Sumbawa), and children with disabilities in learning (Central Lombok). Following the earthquake that hit Lombok Island in August 2018, INOVASI also implemented an emergency schooling pilot with partner schools and communities in North Lombok. This included psycho-social education and bamboo school construction.



North Kalimantan

INOVASI began its formal partnership with North Kalimantan in December 2017 and works in two districts, Bulungan and Malinau. In North Kalimantan, INOVASI pilots focus on ways to strengthen early grade literacy. These pilots work to improve student literacy learning outcomes in the early grades, by improving teacher's understanding of curriculum content and their ability to use appropriate formative assessment processes to further develop students' literacy skills.

They also focus on implementing the most effective teaching and learning materials. INOVASI in North Kalimantan works through local education forums (KKG) as a place to learn and share ideas and seeks to strengthen community and parental engagement and build a reading culture. In both Bulungan and Malinau, INOVASI is also collaborating with The Asia Foundation, utilizing their Let's Read digital book program to provide access to interesting and age appropriate children's reading books.



East Nusa Tenggara (NTT)

INOVASI began its formal partnership with NTT in November 2017 and works in all four districts of Sumba Island including Southwest Sumba, West Sumba, Central Sumba and East Sumba. In NTT, INOVASI pilots have focused on a number of different areas, based on locally identified education priorities and challenges. Pilot areas have included Guru BAIK and improved teacher competency (Southwest Sumba), foundational literacy (Central Sumba, Southwest Sumba, West Sumba and East Sumba), improving learning for children whose first language is not Bahasa Indonesia (East Sumba) and instructional leadership in schools (West Sumba).



East Java

INOVASI's initial engagement with East Java differed to other provinces. An Educational Innovation Mapping Study (Stocktake) was undertaken in late 2017 – early 2018, which aimed to document innovation and promising basic education practices and understand in what context the innovations are successful and sustainable. The scope of the study included innovation and promising practices undertaken at the primary school level, whether undertaken during programs supported by local governments, donors, NGOs, communities, or completed as individuals (teachers, principals, supervisors, parents). The study found 165 promising practices in 38 districts and municipalities across East Java. 27 promising practices were agreed with the East Java Regional Government for further study.

In May 2018, INOVASI began work in five districts, including Batu City, Pasuruan, Probolinggo, Sidoarjo and Sumenep. In East Java, INOVASI pilots focus on a number of different themes, including multi-grade teaching (Probolinggo), foundational literacy (Batu City, Probolinggo, and Sumenep), foundational numeracy (Sidoarjo), and instructional leadership in schools (Batu City).



Grants and Partnerships Program





In July 2018, INOVASI commenced a major new partnership program to support the achievement of program outcomes. A diverse range of non-government partners were engaged, including for grant programs in each partner districts, with an emphasis on coalitions for change and strategic alliances for better literacy, numeracy and inclusion education practices. Through its partnership program, INOVASI is working with: Bina Nusantara University (BINUS), Borneo Tarakan University (UBT), CIS Timor, Dompot Dhuafa, Edukasi 101, Forum Lingkar Pena, Kolaborasi Literasi Bermakna, Litara-OPOB, Makassar State University (UNM), Nadhlatul Ulama University Surabaya (UNUSA), Rainbow Reading Gardens, Sahabat Pulau Indonesia, Suluh Insan Lestari (SIL), Sunan Ampel State Islamic University Surabaya (UINSA), Surabaya State University (UNESA), Yayasan Literasi Anak Indonesia (YLA), Yayasan Sulinama, and Yayasan Tunas Aksara.

To learn more about INOVASI pilots, including those implemented through the grants and partnerships program, please visit our website www.inovasi.or.id

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