

Kemendikdasmen – KONEKSI Call for Proposal

Technical Proposal Template

INSTRUCTIONS

1. All applicants are required to complete all sections of this application form and submit it by the deadline.
2. The timeframe for a Kemendikdasmen–KONEKSI Grant Implementation, from commencement (November 2025) to completion, must not extend beyond December 31 2026.
3. Please avoid the use of acronyms, quotation marks and upper-case characters, apart from KEMENDIKDASMEN, KONEKSI, GEDSI, K2P and K2I.
4. By signing and submitting this application, the applicant attests to the Anti-Terrorism Certification (Part 8).
5. Fill out the form in the field identified with <<Text>> (add as necessary).
6. If you have any technical difficulties filling out this form, please contact: cfp@koneksi-kpp.id

Part 1: Application detail

Project Title	The development of AI-based STEAM teaching modules to improve hearing-impaired students' numeracy skills
Activity Start & End Date	Projected Start: November 15, 2025 Projected End: November 14, 2026
Total funding request proposed (AUD)	AUD 111,825

Part 2: Partnership eligibility

Applications must be a partnership between **an Indonesian organisation and at least one Australian organisation**. The organisations listed on the proposal will be expected to maintain their commitment for the duration of the project.

Principal Organisation

Only invited Indonesian organisations are eligible to be named as the Principal Organisation.

Principal Organisation	
Name of Principal Organisation	Universitas Negeri Malang
Type of organisation (Universities, research institutions, companies, civil society organisations, women's organisations, organisations for people with disabilities (OPDs), legally registered or government agencies (local, provincial or national), or others (please explain))	University
Legal registration number (Government-approved institutional number)	[SK PTNBH] Government Regulation of the Republic of Indonesia Number 115 of 2021

Address of organisation	Jl Semarang 5, Lowokwaru, Kota Malang
Province	East Java
Website of the organisation	https://um.ac.id/
Name of the Principal Investigator	Ediyanto, M.Pd., Ph.D
Email of the Principal Investigator	ediyanto.fip@um.ac.id
Mobile phone/WhatsApp number of the Principal Investigator	+62 817-532-635

Partner Organisation(s)

Stage 2 full grant applications should include a comprehensive list of all partner organisations involved in the project.

- Partner organisations are institutions that will be **subcontracted** by the Principal Organisation.
- You must have **at least one Australian institution partner**. You can add and/or replace the partners identified in your Expression of Interest.
- **Please note** that it is **essential** to include at least one local Indonesian institution partner located **within each research location** to ensure regional engagement and collaboration.

Proposed Partner Organisation(s) to be involved	
Name of organisation (1)	Edith Cowan University
Type of organisation (Universities, research institutions, companies, civil society organisations, women's organisations, organisations for people with disabilities (OPDs), legally registered or government agencies (local, provincial or national), or others (please explain))	University
Legal registration number (Australian Business Number)	54 361 485 361
Name, email, and mobile phone/WhatsApp number of contact person in Partner Organisation 1	Name: Professor Ferry Jie, PhD Email: f.jie@ecu.edu.au Mobile/ WhatsApp: +61414968978
Name of organisation (2)	Universitas Yudharta Pasuruan
Type of organisation (Universities, research institutions, companies, civil society organisations, women's organisations, organisations for people with disabilities (OPDs), legally registered or government agencies (local, provincial or national) or others (please explain))	University
Legal entity status	Educational Legal Entity

Legal registration number (Indonesian institutional registration number, Australian Business Number)	146/D/O/2002
Name, email, and mobile phone/WhatsApp number of contact person in Partner Organisation 2	Name: Lukman Hakim, S.Kom., M.Kom., Ph.D. Email: lukman@yudharta.ac.id Mobile/ WhatsApp: +6281299929202
Name of organisation (3)	Angstrom Education Center Indonesia
Type of organisation (Universities, research institutions, companies, civil society organisations, women's organisations, organisations for people with disabilities (OPDs), legally registered or government agencies (local, provincial or national), or others (please explain))	Private Research Companies
Legal entity status	Registered Legal Entity under Indonesian Law
Legal registration number (Indonesian institutional registration number, Australian Business Number)	AHU-0061000.AH.01.01.TAHUN 2024
Name, email, and mobile phone/WhatsApp number of contact person in Partner Organisation 3	Name: Tata Gading Jatiningiwi, M.Pd. (F) Email: tatagading@acenesia.com Mobile/ WhatsApp: +6283846579778
Name of organisation (4)	World Forum for Inclusive Education
Type of organisation	Non-Profit Organization
Legal Entity Status	Registered Legal Entity under Indonesian Law
Legal registration number (Indonesian institutional registration number, Australian Business Number)	AHU-0000895.AH.01.07.TAHUN 2025
Name, email, and mobile phone/WhatsApp number of contact person in Partner Organisation 4	Name: Dimas Arif Dewantororo, M.Pd Email: dimas.arif.fip@um.ac.id Mobile/ WhatsApp: +62 877-5419 5182
Name of organisation (5)	Southeast Asia Association for Special Education
Type of organisation	Non-Profit Organization
Legal Entity Status	Registered Legal Entity under Indonesian Law
Legal registration number (Indonesian institutional registration number, Australian Business Number)	AHU-0014471.AH.01.07.TAHUN 2021
Name, email, and mobile phone/WhatsApp number of contact person in Partner Organisation 5	Name: Prof. Dr. Asep Sunandar, S.Pd, M.AP. Email: asep.sunandar@kemenkopmk.go.id Mobile/ WhatsApp: +62 823-0101- 4588

Part 3: Proposed research & approach

Confirm your proposed sub-theme and focus area(s).

Sub-themes	You can only choose one sub-theme with X	Please type your focus area (<i>refer to Annex 1 - Topic Map of the Grant Guidelines</i>); you may choose more than one focus area from the same sub-theme
Financing models of specialisation in higher education institutions.		
Financing models in primary and secondary education.		
Enhancing STEM education through deep learning pedagogy, focusing on strengthening numeracy in primary schools, and integrating coding and AI education in schools' curricula.	X	<ul style="list-style-type: none"> ● Investigating appropriate methods considering teachers' capacity (on subject knowledge) to teach numeracy at the early childhood and primary school levels, ensuring joyful learning (the principles of deep learning pedagogy used by the Ministry of Basic and Secondary Education). ● Assessing the infrastructure and teachers' readiness to implement coding and AI education in schools.
Promoting quality education for all, with a focus on addressing inequality in 3T regions (frontier, outermost, and remote).		

Project Concept and Approach

Describe your chosen topic and approach as per the EoI assessment criteria. Provide a Project Concept statement of no more than 300 words with a summary of the proposed research, including objective(s), methods, anticipated outputs, and outcomes.

Projected Title: The development of AI-based STEAM teaching modules to improve hearing-impaired students' numeracy skills

This study aims to develop an artificial intelligence (AI)-based numeracy learning module to improve elementary students' numeracy skills through a deep learning approach and STEM-based content. According to data from the Indonesian Ministry of Education, Culture, Research, and Technology as of May 20, 2025, there are nearly 1,800 deaf students across 39 provinces in Indonesia.

Although numeracy is essential for all students, research (Lutfianto et al., 2024; Nunes, 2020) shows that students with hearing impairments often struggle to understand mathematical symbols and terminology, and consistently score lower on numeracy tests than their hearing peers. Therefore, this innovation is crucial, combining AI technology and pedagogy to address the challenges faced by deaf students in inclusive classrooms. Its key features include: (1) real-time speech-to-text to convert teachers' spoken words into text, (2) real-time sign language-to-speech translation for student-to-

teacher communication, (3) game-based and visual simulation numeracy modules, (4) integration of STEM through simple, everyday life-based projects, and (5) adaptive content tailored to individual learning profiles.

The study adopts the Sustainable Development in Education Research model (Ediyanto et al., 2022), beginning with information gathering, followed by planning, development, and validation. During the validation phase, the AI-based numeracy learning platform prototype will be refined interactively with both teachers and students. The AI component will focus on understanding simple sentences and will be equipped with adaptive features that cater to the specific communication needs of each deaf student. In this study, the development of real-time sign language to speech translation will focus on a functional prototype. The initial target is basic numeracy vocabulary and simple expressions relevant to the classroom context. This prototype will employ a combination of computer vision and machine learning within a limited scope to ensure realistic outcomes within the research period. More complex technical aspects, such as regional variations of sign language and detailed facial expressions, will be considered as a follow-up research agenda after the project. In this way, the project targets can be achieved in a measurable manner while opening opportunities for further development in the next stages.

The expected outputs are an AI-based numeracy learning module with STEM and deep learning integration, along with its user manual. The final outcomes are improved student participation and understanding in numeracy learning, enhanced teacher capacity in inclusive education, and a replicable technology development model adaptable to diverse student needs in inclusive settings.

Resources, Budget, and Achievability

In no more than 300 words, describe the adequacy and appropriateness of the proposed resources in your Budget.

Resources

Expertise

In this study, the researchers' expertise is highly relevant to the research. The PI has expertise in inclusive education and special education, while the Co-PIs have expertise in the field of deep learning, artificial intelligence, social science, and management. This interdisciplinary collaboration is expected to enhance the validity, relevance, and sustainability of the research results.

Institution

This research involves a variety of institutions, including universities, research forums in the field of special education and inclusive education based in Indonesia, as well as a private company that focuses on research. We also have excellent collaboration with school partners that will be involved during the testing and implementation phases.

Previous Study

Our previous studies strongly promote this project. Some of our research is described in the following,

- Optimizing AI-based sign language technology by overcoming the limitations of two-way communication for deaf people through community participation from Ediyanto et al., which is applicable in the AI-based interactive learning module for the identification of students' input in the form of hand movement or expression.
- Artificial Intelligence and Adaptive Governance in the Technical and Vocational Education and Training Sector in Bhutan: A Case Study by Ferry Jie. This study can serve as a reference for

designing an inclusive numeracy learning module based on AI, particularly for students with special needs.

- Mathematics Learning for Students with Special Needs by Ediyanto & Asep Sunandar. This study offers the pedagogical base for the adjusted numeracy curriculum, including a concrete strategy that supports students with hearing impairment to comprehend the mathematical concepts.

Budgeting

Aside from the funding from KONEKSI-Kemdikdasmen, we have secured in-kind support, including organizing focus group discussions, provision of meeting rooms, and other assignments not covered in the program budget.

Achievability

In this project, we will involve 20 schools, situated in East Java, Indonesia, with each of the schools sending 10 teachers (200 teachers). All of the participants will attend a training for AI-based STEAM teaching modules. This will be the direct influence of the research. Further, the teachers will implement the AI-based STEAM teaching module in their schools during the evaluation phase.

Feasibility statement

In no more than 300 words, please indicate why you believe your proposed research and impact are achievable within the proposed Budget and timeline.

We suppose that this research can be executed realistically within the Budget and 12 12-month timeframe. The institutions involved in this project have shown tremendous commitment, as observed through the provision of experts, supporting facilities, and in-kind support, such as laboratory access, technological equipment, and administrative and logistical support.

The scope of this research has been designed in a measurable manner with a systematic method, therefore, facilitating efficient implementation and attainment of goals relevant to the research objectives. The schedule has been compiled in detail following the main stages, including development of AI-based STEAM learning module, teacher training, field implementation, along with evaluation of final enhanced numeracy skills.

This research is carried out by a multidisciplinary team with expertise in the field of inclusive education, technology education, and STEAM pedagogy. This collaboration reinforces our belief in the success of the project, and the attainment of the output, as well as its direct influence on the enhanced teacher capacity in the delivery of adaptive and inclusive STEAM-based learning.

With sufficient institutional support, a well-planned methodology, and a realistic scope of activities, we are confident that this project can be carried out successfully, offering a significant contribution to the technology-based inclusive education practice in Indonesia.

Proposed partnership

Partnership suitability

In no more than 300 words, describe why your organisation and partners are best suited for the proposed project and committed to KONEKSI equity principles.

The proposed partnership consists of Malang State University as the leading organization from Indonesia, in collaboration with Edith Cowan University from Australia, and a number of local partners,

including Yudharta Pasuruan University, Angstrom Education Centre Indonesia, World Forum for Inclusive Education, and Southeast Asia Association for Special Education. This partnership is designed to ensure synergy between academic excellence, technological strength, field experience, and commitment to inclusive education at the national and international levels.

Universitas Negeri Malang presents a strong track record in research and development, as well as the implementation of projects in the field of special education. Edith Cowan University is recognized as an institution that excels in STEM curriculum development and innovative pedagogy, particularly those based on AI technology. Local partners are selected based on their active involvement in the community, inclusive education, and community-based approaches, which are essential for ensuring meaningful regional engagement.

All of the partners express excellent commitment to the equality principles promoted by KONEKSI, particularly in gender equality, inclusion of people with disability, and social participation. This project prioritizes equal participation in the design, implementation, and evaluation phases. Thus, we also involve teachers and students with disability in the learning design process.

Our collective experience in evidence-based development, cross-country collaboration, and sensitivity toward social context and local culture makes this partnership highly relevant for an inclusive and sustainable AI-based project. Besides, it is applicable in every area of Indonesia. This equitable partnership structure supports the success of the project and contributes to strengthening the inclusive education ecosystem in Indonesia broadly.

Partnership potential

In no more than 300 words, describe how your proposed partnerships will create innovative forms of knowledge and potential for local benefit.

This partnership is established to construct innovative knowledge and education practice relevant to the local needs, particularly in the context of improving numeracy skills among primary school students with hearing impairment. A combination of partners with multidisciplinary backgrounds from various institutions enables this partnership to enhance technical capacity and generate contextual and sustainable solutions.

Edith Cowan University presents a significant contribution to STEM pedagogy development and the adoption of artificial intelligence in education. Universitas Negeri Malang and Universitas Yudharta Pasuruan present an in-depth understanding of the local context, the Indonesian education system, and inclusive learning practices. Angstrom Education Center Indonesia reinforces the development of local technology and the dissemination of innovation, while the World Forum for Inclusive Education and the Southeast Asia Association for Special Education offer community perspectives and policy-based advocacy.

This partnership will produce a new form of AI-based numeracy module designed in a participative and responsive manner for students with hearing impairment. The development process involves a participative design approach that brings together teachers, students, technology experts, and researchers in an innovative education ecosystem.

The local culture offers enormous potential, including in escalating teachers' competencies in adopting adaptive technologies, improving numeracy comprehension among students with disabilities, and the establishment of a technology-based learning model that is applicable in the areas of Indonesia, particularly in the frontier, outermost, and remote regions. Besides, this partnership also presents an opportunity for replication and scalability of the program by local governments and relevant ministries. Therefore, this project is an evidence-based intervention model that accelerates the achievement of inclusive education in Indonesia.

Proposed research location and your identified local partners (Mandatory)

Please indicate your research location(s) and identified your local partners

Research location in Indonesia province(s) and the local partner(s) engaged.

Research Location:

A province in Indonesia: East Java

The research focuses on a number of inclusive primary schools located in the cities of Malang and Pasuruan, East Java, that are experienced in providing education for students with hearing impairment.

Local Partners in the Research Location (Indonesia):

Universitas Negeri Malang (UM)

As a primary organization from Indonesia, UM offers robust research in the field of special education and learning technologies. It will also facilitate coordination for the project management at the school and local government levels.

Universitas Yudharta Pasuruan (UYP) and Angstrom Education Center Indonesia (ACEnesia)

It supports the development and trial of AI technology, as well as provides training on the use of digital platforms for teachers and students.

World Forum for Inclusive Education (WFIEd)

It offers advocacy-based support and ensures the involvement of inclusive education communities.

Southeast Asia Association for Special Education (SAASEd)

It ensures that research findings are relevant to professional networks in special education and provides strategic input for policy strengthening.

GEDSI responsiveness

Select **one or more GEDSI marker** and indicate the degree (with "X") to which your project aligns with the most relevant markers (see **Section 5.2 GEDSI in Research** in the Grant Guidelines)

	None/ unaware	Sensitive	Responsive	Transformative
Gender Equality				x
Disability Inclusion				x
Social Inclusion				x

GEDSI-responsive research design and goals

In no more than 300 words, identify the ways in which the project will address inequalities and advance GEDSI. We accept that there may be some duplication from the section on project concept and approach (relating to your GEDSI marker).

This project is designed to directly address the unequal access to quality education for children with hearing impairment in elementary school. By adopting a transformative approach toward GEDSI (Gender Equality, Disability, and Social Inclusion), this research focuses on developing AI-based learning technology that is adaptive to the needs of students with hearing impairment and sensitive to their social and gender backgrounds.

This project aims to develop a STEM-based numeracy module, as well as inclusive, participative, and contextual deep learning. This research integrates the universal design learning principles and assistive technology to reduce the communication barriers between students with hearing impairment and their learning environment.

This project also promotes equal participation across gender and social environment in the learning process by ensuring an equitable representation in the selection of participants, teachers, and guest lecturers. This research also identifies teachers' need for improving their capacity to teach inclusively using technology-based approaches, especially in areas with limited access to professional training.

A combination of technology development, teacher capacity enhancement, and a learning design that is responsive toward diversity, this project seeks to construct an inclusive education ecosystem that can be replicated and scaled up in various regions of Indonesia.

GEDSI-responsive methods and processes

In no more than 300 words, identify the level of engagement with GEDSI groups through different stages of the research, including co-design and consultation consideration.

The methodology of this project is participative and inclusive in nature. Besides, it ensures active participation from the GEDSI group in each stage of research, starting from the design, implementation, and evaluation. This approach also involves students with hearing impairment, teachers, parents, and the community in the field of disability and inclusive education.

During the co-design stage, the researchers conduct a workshop for teachers and students from various social backgrounds to identify their specific needs, as well as learning barriers. The inputs will be utilized as a foundation for designing AI features, including translation of sign language to spoken language, speech-to-text conversion, and visual simulation-based learning content.

The researchers also collaborate with a number of organizations, such as the World Forum for Inclusive Education and the Southeast Asia Association for Special Education, to conduct consultative forums discussing GEDSI principles and their application in local contexts. The module validation process will

be carried out through a classroom try-out involving students with hearing impairment in two locations (Malang and Pasuruan), along with the assistance of inclusive teachers.

All the documentation processes are carried out through a reflective approach and qualitative analysis to secure authentic experience among GEDSI, including their narrative and testimony. It aims to ensure that the final products are functional, as well as rooted in the experiences and needs of those who have been marginalized from the mainstream education system.

GEDSI-responsive outcomes and impact strategies

In no more than 300 words, identify relevant proposed outputs and outcomes of the research.

The main outcome in this project is centered on the development of an AI-based numeracy module that reinforces the learning of students with hearing impairment in an adaptive and entertaining manner. This module is also equipped with interactive and adjustable features that support all types of students' communication, including symbolic visualization, sign language, and text.

The other produced outputs include a user guide for teachers, training materials related to inclusive technology-based numeracy learning approaches, and evidence-based policy recommendations for improving teachers' capacity, particularly those in areas with high inclusive education needs. In addition, a replication framework is also prepared for the implementation in other inclusive schools outside the study area.

In terms of impact, this project is targeted to realize significant improvement in the learning outcomes among the students with hearing impairment, reinforce teachers' capacity to manage inclusive learning, as well as promote awareness and policy support for GEDSI-responsive education at the local and national levels. The dissemination of study results involves engagement of stakeholders in policy dialogue forums, along with distribution of openly accessible scientific publications and digital products.

By focusing on real, sustainable, and widely impactful results, this project offers a direct contribution toward the realization of SDG 4 (quality education) and SDG 5 (gender equality), as well as expanding an educational innovative ecosystem that promotes social justice.

Impact strategy

Describe your research impact goals as per your intended impact path

In no more than 300 words, confirm the statement outlining your strategy to achieve the intended benefit and impact of the project.

The impact strategy of this project is designed to strengthen access to quality numeracy education for students with hearing impairment through the use of technology based on artificial intelligence that is adaptive and responsive to local context.

The primary purpose of this strategy is to generate actual changes that result in enhanced numeracy skills among students with disability and teacher competencies related to inclusive education, as well as promote evidence-based education policy enactment.

To attain those impacts, this project is accomplished in stages linear to the Theory of Changes framework. The stages commence with the collection of information, planning, and development, followed by validation and refinement of the AI module prototype involving the teachers and students. The module operates as a learning aid, as well as an intervention instrument that bridges gaps of communication and participation from students with disabilities.

The implementation strategy is described in the following.

1. Testing the module in inclusive primary schools in Australia (Western Australia) and Indonesia (East Java: Malang and Pasuruan).
2. Training for teachers in the use of AI-based learning technology.
3. Involving disability organizations for validation and advocacy.
4. Disseminating results through policy forums and open-access publications.

This project also collaborates with the education office to support the project results in local education policy, as well as constructing academic and community networks to support the replication of the model in other regions, especially in frontier, outermost, and remote.

The targeted long-term effects include enhanced inclusive education quality, replication of adaptive technology models in a variety of contexts, realization of an equitable learning ecosystem that is based on data, and reinforcement of sustainable development goals (SDG 4 and SDG 10).

Stakeholder engagement plan

*In no more than 300 words, provide a statement outlining the plan to engage appropriate stakeholders to achieve your impact strategy. (Please refer to section **9.3 Reporting and output requirements** and the relevant sub sections on stakeholders engagement)*

To attain the established impacts, this project adopts a structured, inclusive, and sustainable stakeholder engagement approach. The involvement of those stakeholders has been designed from the initial phases of planning, development, and the dissemination of research results. This process establishes the success of the implementation and adoption of the research results in the broader context.

The stakeholders involved in this project include:

1. Schools and teachers in inclusive elementary schools in Malang and Pasuruan will be the primary users of the module and partners in the design, testing, and evaluation process.
2. City/District and Provincial Education Offices are involved in developing strategies to integrate the project results into policies and teacher training programs.
3. Disability Communities and Organizations, such as the World Forum for Inclusive Education and SAASEd, provide critical input on the relevance of the module and ensure the representation of persons with disabilities.
4. Parents of students with disability, who will be involved in focused group discussions and feedback sessions to identify changes in their children's participation and learning.

5. Academics and researchers, both from Indonesian and Australian partners, to strengthen the evidence base and scientific nature of the project outcomes.

Their involvement will be manifested during the collaborative workshop, online and offline sharing discussion, as well as dissemination of research results in the form of policy reports, scientific publications, and open digital media. Each activity will be documented as part of the reporting following the KONEKSI guideline (see section 9.3), including reporting on stakeholder engagement and follow-up.

Through this systematic collaboration, this project is expected to construct shared sense of ownership of the research results, reinforce the local potential, and ensure the sustainability of the post-project impact.

Implementation capacity for impact

In no more than 300 words, provide a statement outlining each partner's roles and responsibilities to achieve impactful implementation.

Each partner carries a specific complementary role and responsibility, which ensures the effective project implementation with tangible impacts.

1. Universitas Negeri Malang (UM), as the main Indonesian organization, is responsible for the general project coordination, including activity management, reporting, and engagement of local stakeholders. UM also leads the development of national curriculum-based numeracy content and the implementation of module trials in inclusive elementary schools in Malang. UM also facilitates teacher training and dissemination activities at the local and national levels.
2. Edith Cowan University (ECU) presents the role in strengthening the pedagogical dimension based on STEM and integrating the deep learning approach into learning design. ECU also contributes to scientific publications, academic validation, and international collaboration to improve the quality and acceptability of results.
3. Universitas Yudharta Pasuruan is responsible for the development of artificial intelligence (AI) systems, including the design of AI modules for recognizing and responding to the communication of students with hearing impairment in an adaptive manner. Led by Dr. Lukman Hakim, an expert in AI and deep learning, Universitas Yudharta will ensure that the developed systems are accurate, ethical, and appropriate for the context of inclusive elementary education.
4. Angstrom Education Center Indonesia supports the integration of the developed technology into the learning application and ensures the technical feasibility of the platform. Angstrom will also accompany the technology training in the partner schools.
5. WFIEd and SAASEd will lead the advocacy and involvement of the disability communities, as well as support the replication strategy based on inclusive policy at the national and regional levels.

Part 4: Budget

Please use the template provided to submit the proposed Budget.

Supporting document(s) for the Budget should be kept in the applicant drive, and KONEKSI should be provided with a link to access them.

Part 5: Activity plan

Please use the template provided to submit the proposed Activity Plan.

Part 6: Public statement

This statement will be showcased on the KONEKSI website if your application is successful.

In no more than 100 words, provide a clear, plain-language summary of your project and explain how it contributes to Indonesia's inclusive education policy goals and supports equitable, collaborative research partnerships between Australia and Indonesia.

This project develops an AI-based numeracy learning module for students with hearing impairment in the inclusive schools in Indonesia. This collaboration includes Universitas Negeri Malang, Universitas Yudharta Pasuruan, Edith Cowan University, Angstrom Education Center Indonesia, World Forum for Inclusive Education, and Southeast Asia Association for Special Education. The project reinforces inclusive teaching practices through a STEAM and deep learning approach, involving schools, teachers, and organizations of people with disability. This initiative supports Indonesia's inclusive education policies and strengthens equitable research partnerships between Indonesia and Australia through technology-based innovation and local participation.


Part 8: Certification


1. **The Applicant, to the best of its current knowledge** did not provide, within the previous 10 years, and will take all reasonable steps to ensure that it does not and will not knowingly provide, material support or resources to any individual or entity that commits, attempts to commit, advocates, facilitates or participates in terrorist acts, or has committed, attempted to commit, facilitated or participated in terrorist acts, as that term is defined in Paragraph 3 below.
2. The applicant must use its best endeavours to ensure that funds provided under the contract do not provide direct or indirect support or resources to organisations associated with terrorism. If, during the contract, the Applicant discovers any link whatsoever with any organisation or individual associated with terrorism it must inform KONEKSI immediately. A full list of listed persons and entities is available from DFAT at <https://www.dfat.gov.au/international-relations/security/sanctions/consolidated-list>. A list of listed 'terrorist organisations' is available from National Security Australia at: www.nationalsecurity.gov.au.
3. **The following steps may enable the applicant to comply with its obligations under Paragraph 1:**
 - a) Before providing any material support or resources to an individual or entity, the applicant also will verify that the individual or entity has not been designated by the United Nations Security (UNSC) sanctions committee established under UNSC Resolution 1267 (1999) (the 1267 Committee) [individuals and entities linked to the Taliban, Osama bin Laden, or the Al Qaida Organisation]. To determine whether there has been a published designation of an individual or entity by the 1267 Committee, the Recipient should refer to the consolidated list available online at the Committee's website: <https://www.un.org/securitycouncil/content/un-sc-consolidated-list>.

- b) Before providing any material support or resources to an individual or entity, the applicant will consider all information about that individual or entity of which it is aware and all public information that is reasonably available to it or of which it should be aware.
- c) The applicant also will implement reasonable monitoring and oversight procedures to safeguard against assistance being diverted to support terrorist activity.

4. For purposes of this Certification:

- a) 'Material support and resources' means currency or monetary instruments or financial securities, financial services, lodging, training, expert advice or assistance, safe-houses, false documentation or identification, communications equipment, facilities, weapons, lethal substances, explosives, personnel, transportation and other physical assets, except medicine or religious materials.
 - b) 'Terrorist act' means:
 - i. an act prohibited pursuant to one of the 12 United Nations Conventions and Protocols related to terrorism (see United Nations terrorism conventions Internet site: <http://untreaty.un.org/English/Terrorism.asp>;
 - ii. an act of premeditated, politically motivated violence perpetrated against non-combatant targets by subnational groups or clandestine agents; or
 - iii. any other act intended to cause death or serious bodily injury to a civilian, or to any other person not taking an active part in hostilities in a situation of armed conflict, when the purpose of such act, by its nature or context, is to intimidate a population, or to compel a government or an international organisation to do or to abstain from doing any act.
 - c) 'Entity' means a partnership, association, corporation or other organisation, group or subgroup.
 - d) The applicant's obligations under Paragraph 1 above are not applicable to the procurement of goods and/or services by the applicant that are acquired in the ordinary course of business through contract or purchase, e.g. utilities, rents, office supplies, gasoline, etc., unless the applicant has reason to believe that a vendor or supplier of such goods and services commits, attempts to commit, advocates, facilitates or participates in terrorist acts, or has committed, attempted to commit, facilitated or participated in terrorist acts.
- 5.** On behalf of the applicant organisation, I understand and acknowledge that this concept note's submission does not guarantee any funding or technical support from the KONEKSI Program. The solutions proposed do not contravene the intellectual property or other rights of any other organisation.
- 6.** The financial application template enclosed herewith has been prepared in good faith, and all costs proposed therein are solely intended to support the achievement of the project.
- 7.** I acknowledge that any deliberate dishonesty may result in the rejection of this application or the immediate termination of the grant.

Principal Organisation: Universitas Negeri Malang		
Name of Principal Investigator: Ediyanto	Signature 	Date: September 08, 2025

<p>Name of authorised person (Mandatory): Prof. Dr. Markus Diantoro, M.Si Head of Research Institute and Community Engagement</p>	<p>Signature</p> 	<p>Date: Septembert 08, 2025</p>
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