Joint Progress Report on

Australia-UNICEF Education Assistance to Papua and West Papua

and

Striding towards Equity in Education in Papua and West Papua (STEP)

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Second Progress Report
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The amounts reflect the figures available at the field office level and should be considered as indicative. Actual expenditures will be reflected in the Statement of Accounts prepared by the Division of Financial Management, New York.

LIST OF ABBREVIATIONS AND ACRONYMS

AJEL	Active, Joyful and Effective Learning
APBD	*Anggaran Pendapatan dan Belanja Daerah* (Regional Budget)
AusAID	Australian Agency for International Development
Bappeda	*Badan Perencanaan dan Pembangunan Daerah* (District Planning and Development Agency)
Bappenas	*Badan Perencanaan dan Pembangunan Nasional* (National Planning and Development Agency)
BOS	*Biaya Operasional Sekolah* (School Operational Cost)
CLCC	Creating Learning Community for Children
CSO	Civil Society Organization
DBE	Decentralized Basic Education (funded by USAID)
Dikpora	*Dinas Pendidikan Pemuda dan Olahraga* (Education Youth and Sport)
DPRD	*Dewan Perwakilan Rakyat Daerah* (Provincial Legislature)
EAD	Education and Adolescent Development Cluster, UNICEF
EFA	Education for All
FKIP	*Fakultas Keguruan dan Ilmu Pendidikan* (Faculty of Teachers and Education Knowledge)
GoI	Government of the Republic of Indonesia
ICT	Information Communication Technology
KKG	*Kerja Kelompok Guru* (Teachers' Working Group)
KKKS	*Kerja Kelompok Kepala Sekolah* (Principals' Working Group)
LPMP	*Lembaga Penjamin Mutu Pendidikan* (Education Quality Assurance Institute)
MBS	*Manajemen Berbasis Sekolah* (School Based Management)
MDGs	Millennium Development Goals
M&E	Monitoring and Evaluation
MoEC	Ministry of Education and Culture (or, *Departemen Pendidikan dan Budaya Nasional,*Depdikbud)
MSS	Minimum Service Standards (or SPM)
NER	National Enrolment Rate
NGO	Non-Government Organization
OTSUS	Otonomi Khusus (Special Autonomy)
PGSD	*Pendidikan Guru Sekolah Dasar* (Teacher Education for Basic Education)
POs	Project Officers (UNICEF's personnel)

PSC	Provinvial Steering Committee
Renja	*Rencana Kerja* (annual work plan)
Renstra	*Rencana Strategis* (Strategic Plan)
SBM	School-Based Management
SD	*Sekolah Dasar* (Primary School)
SPM	*Standar Pelayanan Minimal* (or MSS)
Subrayon/ Gugus	Clusters for Junior Secondary Schools and Primary Schools
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development

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1 EXECUTIVE SUMMARY

In support of government efforts to address educational inequities in Papua and West Papua, UNICEF with funding from the Government of Australia and the Government of the United States is implementing a joint programme on education support for Papua and West Papua. The programme aims to strengthen governance systems of the basic education sector and improve learning and teaching processes at school level through service delivery of critical inputs such as capacity development of key education staff, improved planning and community involvement. This joint programme encompasses the 'Australia-UNICEF Education Assistance to Papua and West Papua' and the 'Striding towards Equity in Education in Papua and West Papua' (STEP) Programme.

This second progress report presents a description of the development and progress of the programme for the period from 1 March 2011 to 31 March 2012 as well as a brief discussion and analysis of implementation challenges. The report also outlines particular challenges faced in rural and remote areas, suggesting refinements for the school cluster model as applied in remote and rural areas, and the benefits of engaging potential new partners who can help reach children in remote and rural areas.

The report is organized around the agreed outcomes of the AusAID and USAID funded programmes.

During the reporting period a number of key results were achieved:

1. Renstra (strategic plan) capacity development activities were implemented in all target provinces and districts. Strategic plans were developed and completed using participatory methods in all target provinces and districts. The model and process of Education Renstra development has been acclaimed as a model for other sectors.

2. Provincial and district governments allocated financial resources for the replication and provision of training materials for School-Based Management (SBM) to all non-target districts.

3. School-Based Management 'revitalization training' was designed to be more practical with hands-on experiences instead of theories. During the reporting period, SBM revitalization training reached 347 principals, teachers, and school committee members. The training of school supervisors contributed to improved school management and community participation.

4. Monitoring and Evaluation (M&E) capacity development materials were delivered to all target districts and provincial education offices.

5. Mainstreaming of HIV and AIDS into the education sector and schools through inclusion in local planning and budgeting processes was supported by the Renstra and Renja.

6. Thirty two Early-Grade Master Trainers (13 men, 19 women) participated in a Training of Trainers intended to improve their capacity to teach others (teachers) the skills of teaching reading, writing, and basic numeracy in early-grade classes.

7. Training materials tailored for early-grade and multi-grade teaching within a Papuan context including a semester syllabus, sample lesson plans, and 18 fiction story books as well as tool kits for teaching literacy and numeracy were developed and distributed to schools.

8. The quality of education provided in satellite schools varies across districts with less reach into rural remote areas. Realignment and re-programming for the remainder of the programmes' implementation period will prioritize satellite schools, their principals, teachers and students in an effort to ensure that the capacity development methods and materials reach this marginalized group.

2 PURPOSE

The Government of Indonesia has a strong commitment to education and has undertaken a number of important measures to achieve MDG 2 by 2015. In 1994 the Government expanded Compulsory Basic Education up to grade 9 for all children aged 7–15 years. While the net enrolment rate (NER) has increased nationally, Papua and West Papua (commonly referred to as Tanah Papua) have significantly lower enrolment and retention rates and are at risk of not achieving MDG 2 by 2015.

Children and youth in Papua and West Papua face challenges to accessing quality education services with particular segments of society experiencing massive inequities. Enrolment rates are lower than national averages for both primary and junior secondary schools (91.5 per cent for primary and 63 per cent for junior secondary levels in Papua, compared with national averages of 95 per cent for primary and 74 per cent for junior secondary[1]; Enrolment rates in West Papua are even lower with 87 per cent for primary and 61.5 per cent for junior secondary levels); drop-out and repetition rates are high (estimated repetition rate is as high as 11 per cent in grade 1); more than 15 per cent of primary school age children are not in school (more than seven times higher than the national average); at least 38 per cent of classrooms in primary schools are in bad condition; and only 4 per cent of primary school teachers possess the minimum qualification compared with 18 per cent at the national level.

In general, factors contributing towards such disparities in Papua and West Papua include: Limited capacities on governance of the basic education sector, structural poverty; geographic isolation, ethnic or linguistic inequities; cultural and social norms, including gender discrimination; and HIV and AIDS[2]. Findings from the baseline survey funded by AusAID reveal capacity gaps in education sector planning and management. Quality of public service delivery at district and school levels also remains a challenge as do targeting of services to the poor, creating greater disparities.

Paradoxically, Papua and West Papua have higher per capita spending on education than most other provinces in Indonesia. In fact, Papua is reported to have the second highest education spending in the country after East Kalimantan (World Bank, 2005). However, these figures may need to be updated given recent analysis of actual education budget allocation in Tanah Papua which found that contributions are often well below stipulated levels. Funding is also often directed to areas not proven to improve access and equity in the basic education sector (e.g. high funding levels for university scholarship schemes for Papuans to other parts of Indonesia or overseas). A study also found that high proportions of budget allocations are directed toward education infrastructure including school buildings and education offices (World Bank, 2009) and routine government expenditures that have

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[1] BPS 2010 Census data shows that rates of participation are in fact much lower than the official rates listed herein, with over 300,000 primary school aged children out-of-school and a school participation rate of some 61 per cent for children ages 7-15 years old.

[2] At the end of 2009, about 333,200 people were estimated to be living with HIV in Papua and West Papua, 25 per cent of them women. During the same year, the number of reported AIDS cases per 100,000 people for Papua had increased to 133.07. This is 15 times higher than the national rate of 8.66, while the number in West Papua is double the national average (17.32). Failure to curb the spread of the AIDS epidemic in Tanah Papua may ultimately negate any possible advances made in relation to achieving equitable access to quality education services. Conversely, good quality education, including Life Skills education, can significantly help reduce the spread of HIV and AIDS.

resulted in the creation of new districts. For example, the number of districts in Papua has grown from 13 in the early 1990s to 40 in 2011 with several new districts planned for 2012.

Although Tanah Papua has significantly increased access to educational opportunities for school-aged children, the quality, equity and relevance of education continue to remain uneven despite significant efforts in recent years. School numbers have expanded rapidly, especially in urban areas where basic education has increasingly become available through secondary school. Despite this progress, key educational disparities in basic education remain: (i) high illiteracy rate, (ii) high number of drop-outs and out-of-school children, (iii) gender imbalance, (iv) poor learning environment, (v) low demand, (vi) inefficient teacher deployment, (vii) shortage of qualified teachers and poor teacher education programmes, (viii) inadequate learning materials, (ix) lack of instructional leadership, (x) limited capacities in school management, (xi) low performing clusters, and (xii) the absence of an up to date educational management information system.

Within this context, the overall goal and objective of the AusAID and USAID Education programmes supported by UNICEF is to advance and improve capacity at provincial, district and school level across Tanah Papua to conduct strategic planning, and improve teaching practices in primary schools in six districts. The success of the programmes is to be demonstrated through:

- Improved Education Sector Strategic Plans and Annual Work Plans in two provinces and six districts.

- Clear linkages between District Medium Term Development Plans and those of province and national levels for 2010-14, and equally clear linkages between annual operational plans for the education sector and sector budgets at provincial and district level.

- Increased participation of key stakeholders including civil society and communities in education sector planning and budgeting, and in monitoring and evaluation strategies.

- Improved teaching practices and increased participation of staff, school committee members and parents in the management of urban and peri-urban primary schools.

- Improved teaching practices in rural and remote schools through implementation of multi-grade teaching and learning materials (grades 1-6).

- Improved literacy and numeracy teaching in small schools through intensive training on early-grade teaching and provision of resource package (grades 1-3).

The USAID-funded STEP programme was jointly designed with the Government to advance equity of education efforts in selected districts and more broadly through increasing the capacity of local education offices (from provincial to school levels) to better manage the education system, removing barriers to education for children in rural and remote areas, improving financial planning in the education sector, and promoting civil society participation and partnerships for increased empowerment of communities and indigenous Papuans. Improved partnerships and participation of civil society organizations (CSO) in policy making, participatory planning and education service delivery at community, district and provincial levels is thus seen as an integral and critical ingredient of the effort on strategic and annual planning at provincial and district levels, and school management at community level.

The expected combined programme outcomes include:

Outcome 1.1:   Provincial and selected District Education Offices use Plans (Renstra and Renja), including improved budgeting and financial management system. (This outcome is supported by both AusAID and USAID.)

Outcome 1.2:   Primary school children in selected schools in target districts are benefiting from improved teaching.
(AusAID supports this component through building teacher capacity for active learning in urban and peri-urban schools, multig-rade in rural and remote schools and early-grade teaching in small rural schools.)

Outcome 1.3:   Principals, supervisors and school committees have stronger leadership and management skills.
(Supported by USAID.)

Due to the integrated nature of the programme this report combines the progress made under both the 'Australia-UNICEF Education Assistance to Papua and West Papua' and the USAID-funded 'Striding towards Equity in Education in Papua and West Papua' (STEP) Programmes. To the extent possible clear attribution by donor is provided in the text, although this is not always possible due to the convergent nature of the effort. The fund utilization table however, clearly delineates the source of funding for various activities and thus makes it possible for each donor to clearly see where their contribution has been used for the programme.

3 RESULTS

According to the recent independent assessment of the 'Australia-UNICEF Education Assistance to Papua and West Papua' programme, "*Measurable progress is being made and the delivery of outputs by late 2012 is likely to be consistent with the design".[3]* However reaching children in remote and rural areas has remained a persistent challenge with access and quality issues that are intractable, such as distances to school, availability of teachers in the classroom, poor community perceptions regarding the value of education, and poor infrastructure.

With less than a year of implementation time remaining, and with significant achievements and results in urban and peri-urban areas ready for replication, careful consideration is now being given to refinements and adjustments necessary for much-needed progress in rural and remote areas. Strategies for strengthening access to remote and rural schools are presented in section 6.2.

The present chapter outlines the progress toward results across the three core outcomes listed above.

3.1 OUTCOME 1.1: PROVINCIAL AND SELECTED DISTRICT EDUCATION OFFICES USE PLANS (RENSTRA AND RENJA) INCLUDING IMPROVED BUDGETING AND FINANCIAL MANAGEMENT SYSTEM (AUSAID AND USAID)

The achievement of this result was undertaken through capacity development of partners in strategic planning (Renstra) and annual work plan (Renja) with specific reference to:

- Renstra and Renja capacity development workshops for government and development partners from all target districts (AusAID);

- Capacity development of provincial and district staff in budgeting and financial planning (USAID);

- Training on improvements in provincial and district accountability systems (USAID);

- Training in the use of reliable data in the planning process (AusAID and USAID);

- Policy studies to inform planning including the Teacher Absenteeism Study (USAID);

- Training on the use of effective Monitoring and Evaluation Frameworks for Renstra and Renja.

Progress on outcome level indicators is described below and further data can be found in the Integrated Monitoring and Evaluation Framework (Annex 1).

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[3] AusAID - Aide Memoir: "Evaluation of Australia-UNICEF Education Support to Papua", 28 February 2012, p 2.

1.1a. Education offices in target districts and provinces use improved quality education strategic plans (Renstra)

Analysis of programme documentation and presentations at the Education sector review meeting in Jayapura November 2011 provides evidence that 100% of province and districts (2/2 and 6/6) supported by the programme have Education Sector Strategic Plan (Renstra) for 2012 that have been developed using a participatory and consultative approach and follows the guidelines developed by the government unlike in the past where the office lacked either or both strategic and annual work plans.

During 2011 a team of UNICEF recruited consultants deployed to government finalized a capacity development training module for Renja development that was subsequently used by all education offices in the planning process. Aside from the current result, the Renstra capacity development modules developed as part of this process are resources for future use by local and provincial governments in future strategic planning and annual work plan development, as well as for implementation of these plans.

The quality and relevance of the technical assistance provided by UNICEF to the partners is already being attested to: At the Education Policy Dialogue Meeting, December 2011, district education officials reported to the meeting that their revised Strategic Plans were of better quality than earlier plans because they were more aligned to provincial and national development priorities, mainstreamed HIV and inclusive of an equity perspective.

1.1b. Education offices in target districts and provinces using improved quality annual work plans that include child focused budgeting and participatory approaches

Emerging from the strategic planning process, sustained technical support from UNICEF was provided to government education offices to help translate their strategic plans into annual work plans with 100% (i.e. 2/2 provinces and 6/6 district education offices) currently having education sector annual work plans for the year 2012. These work plans were developed using a structured and sequential process, similar to the process followed for Renstra development.

The table below presents the planned allocation in the 2012 Renja for the education sector in the two provinces and the 6 districts. It is evident that the planning process in programme districts has been improved with improved participation and clear budgeting for key areas of education quality.

Figure 1: Planned allocation in the 2012 Renja for the education sector in the six target districts in Papua and West Papua

Education Office	Allocation by Area of Allocation								Total Per Education Office	
	Planning	M & E	SBM	Early-/Multi-Grade	Education Council	Teacher/School Principal Working Group	School Supervisors	School Committee	IDR	USD
Papua Province			7,000,000,000						7,000,000,000	762,527.23
West Papua Province	3,450,000,000								3,450,000,000	375,816.99
Biak Numfor	150,000,000	30,000,000	85,000,000		25,000,000	200,000,000	420,000,000	150,000,000	1,060,000,000	115,468.41
Jayapura	150,000,000			250,000,000			150,000,000		550,000,000	59,912.85
Jayawijaya	250,000,000	240,000,000	900,000,000	70,000,000	100,000,000	300,000,000		50,000,000	1,910,000,000	208,061.00
Mimika	100,000,000		300,000,000			200,000,000			600,000,000	65,359.48
Manokwari		150,000,000	315,000,000	500,000,000	48,000,000	330,000,000		75,000,000	1,418,000,000	154,466.23
Sorong	20,000,000	40,000,000	36,000,000	20,000,000	40,000,000	420,000,000	280,000,000	40,000,000	896,000,000	97,603.49
Total (IDR)	4,120,000,000	460,000,000	8,636,000,000	840,000,000	213,000,000	1,450,000,000	850,000,000	315,000,000		
Total (USD)	448,801.74	50,108.93	940,740.74	91,503.27	23,202.61	157,965.07	92,592.59	34,313.70		

NB: Allocation for HIV&AIDS was mainstreamed across all the areas. (1 USD = IDR 9,180).

Besides the participatory approach that led to the development of the Renja, further analysis of the planned allocation amounts shown above highlight the commitment of the government to address equity concerns and the needs of marginalized children. For example, IDR 840 Million (US$ 92,000) was allocated for Early-Grade and Multi-grade Education for children in rural and remote areas; and another IDR 8 Trillion (US$ 941,000) was allocated for school based management to promote community participation in schools.

These advancements are already leading to further results beyond the education sector, thus paving the way for evidence-informed, participatory planning processes at district level that can lead to child focused budgeting. In Jayawijaya district for example, this programme has documented evidence that Bappeda in Jayawijaya District has begun to replicate the capacity development approach for Renstra development to other departments in the district such as health and women's empowerment. Similar results have been reported from the districts of Biak, Sorong and Manokwari, where the local Bappeda have also committed to adopting and applying the education RENJA process to the other sectors and departments.

1.1c. Target districts allocating budgets to address identified inequities in Renstra

In addition to ensuring child-friendly budget planning in the education sector, additional measures were taken during the reporting period to address issues of equity in access and quality of education. In Sorong district for example, the Bupati officially endorsed the new Renstra developed by the education office and allocated a budget (in-line with the Renja) to support children from poorer families to go to school. The Sorong District Education Office was also granted an award from the Central Government Financial Auditing Board noting that the alignment of the education RENSTRA with the district medium term strategic plan

offered an example of good practice for other departments to follow. As such, the Bappeda in Sorong District has allocated funds to replicate planning training to other departments.

At the provincial level, in a public release following the Papua Education Office Rakernis meeting for 2012, Dikpora issued an official statement outlining key education priorities for improving quality and access to education including: strengthening early- and multi-grade teaching and learning materials, improve children's access through specialised incentive programmes for poor children and further commitment to supporting the implementation of School Based Management.

1.1d. Regulations passed to support replication in non-target districts

The provincial governments of Papua and West Papua took preliminary steps in November 2011 to begin replicating Renstra and Renja processes to all education offices in non-target districts in both provinces.

Provincial Renstra and Renja were socialized and discussed with all non-target districts in November and December 2011 to ensure programmatic alignment so that new Renstra plans developed across the district education offices will be harmonized with the provincial plan and address issues of children's access to quality education services. UNICEF provided technical support for preliminary replication training of education office officials from 15 non-target districts in Papua province in November 2011 as part of this important process.

Replication training is a significant development for the provincial education office as it signals a willingness and capacity to provide mentoring and quality oversight to district education offices. The initial training for non-target districts raised awareness that Renstra documents are not only administrative documents but rather are important for ensuring that government programming is effectively targeted toward children's needs. As at the time of compiling this report, 7 out of 25 non-target districts in Papua province have initiated actions towards the development of education Renstra. The replication training in Papua province was jointly funded by the provincial government using its own APBD funds of IDR 340 million. A total of twenty staff from district education offices were trained by a provincial Renstra team with technical support of UNICEF consultants. Replication has not yet occurred in any districts in West Papua due to election delays.

UNICEF and programme advocacy efforts at the district level have resulted in the issuance of administrative instructions by the Bupati to ensure that the education RENJA is used for mobilizing budget.

All Renja were approved by the provincial/district Bappeda for funding approval for 2012.

1.1e. District M&E frameworks for monitoring the Renstra

Chapter Seven in all Education Renstra deals with monitoring and evaluation. However under the USAID project support was provided to develop a more detailed framework including a log frame for evaluating the Renstra. Technical assistance was also included for capacity development for monitoring and evaluation in the education sector.

A Renstra Monitoring and Evaluation ToT was conducted in August 2011 in Jayapura to generate a pool of skilled personnel to support district level monitoring and evaluation capacity training. The 18 members (14 male and 4 female) of Renstra M&E teams across the provincial and district education offices who were trained as trainers on M&E also developed indicators for monitoring the Renstra outcomes and outputs. The training was facilitated with an M&E Training manual, developed by expert consultants in data management with inputs from planning (Renstra) consultants.

In October 2011, the data management team reviewed and revised the ME training materials based on lessons learned from the ToT and the needs of district Renstra team. The review and revision process involved teams of consultants funded under STEP) and several faculty members from UNIPA in West Papua. Under the consultant's assistance, the team (four persons from UNIPA) developed a standardized draft M&E framework and guideline/module for Renstra monitoring and evaluation. Content of the modules include: 1) Logical framework of Renstra, 2) Monitoring procedures, 3) Evaluation procedures, 4) Reporting of education progress and 5) formulation of results-based indicators to measure progress towards achieving strategic results.

The revised materials are less theoretical, and focus more on practical steps in developing a monitoring and evaluation logframe and monitoring tools.

The revised materials were used in training at provincial and district levels across October and November 2011, including Mimika (a non-target district for STEP) upon the request of the government. The combination of the technical support to partners and emerging capacity in the education office has resulted in the availability of Renstra M&E logical frameworks becoming available in each of the partner provinces and district education offices.

The M&E guidelines will be finalized during 2012 and incorporated into the monitoring systems of each district. Provincial governments are also moving to adopt the systems and procedures being developed for replication to non-target districts.

Figure 2: Renstra M&E Trainings per district

Name of district	Renstra M&E Training		
	M	F	Total
Papua Province	Rollout 2012	Rollout 2012	Rollout 2012
Biak	12	7	19
Jayapura	6	2	8
Jayawijaya	9	6	15
Mimika	11	6	17
West Papua Province	4	3	7
Sorong	17	3	20
Total	59	27	86

Output 1.1.1: Government development partners participate in planning processes at provincial and district level (AusAID)

Renstra development team members from all target districts and provinces reported engagement of local parliament members in the Renstra planning process. Support from a local Member of Parliament for the district Renstra development, and subsequent Renja development was reported to assist the passage of the education sector budget requested and approved by the Bappeda.

"Bappeda in Biak noted that only the Education Office has developed an effective Renstra with participatory processes. Bappeda noted that it is very pleased with the results and has planned to replicate this approach to other departments at district level."

1.1.1 a. Capacity review of government development partners (AusAID)

A partnership mapping study was completed between July 2011 and March 2012. The report is currently being translated to English but is now available in Bahasa Indonesia. The mapping focused on Civil Society Organisations' (CSOs) capacity for governance, management, finance, participation in policy-making, networking and communication with policy-makers and beneficiaries, as well as their monitoring capacity. The coverage of actual and potential service delivery for Papuan children was also assessed. Beneficiary perspectives were also obtained on the quality of the school services and community participation in government planning and policy-making processes.

Preliminary findings were reviewed with government and civil society partners during a large provincial policy dialogue workshop conducted during December 2011. The dialogue solicited inputs from partners on developing policy recommendations for strengthening civil society-government partners in education service delivery. The partnership mapping report outlines recommendations for strengthening: the capacity of selected civil society organisations (specifically education Yayasan); for further engaging parent groups; for improving advocacy efforts with community; and for better using evidence based inputs from civil society engagement for government policy and programme development. More recent reviews and responses to the need for improving access and quality of basic education in remote and rural communities has resulted in more local and detailed mapping of CSO, who are nearest to remote programme sites, for enhancing their role in closer engagement during the next phase of the programme.

1.1.1b. Women participants in planning stakeholder meetings

Workshop attendance records show that the participation of women is greater than the target of 30%. Details are provided in the results matrix.

1.1.1c. Meetings held with stakeholders from provinces and districts

The target for the programme is to hold at least two meetings per province and district per year. As mentioned in the results matrix, the programme has so far held in excess of this target, with 3 technical workshops and 1 public consultation per province and district for both Renstra and Renja development. This has resulted in a high level of participation and ownership in the Renstra and Renja.

1.1.1d. Government development partners from target districts trained in strategic planning and annual work plan preparation

For the Renstra Training workshops, out of a total of 202 participants, 153 were male and 49 female. Similarly, for the Renstra Public Consultations, out of a total of 504 participants, 370 were male and 129 female.

For Renja Development training workshops, out of a total f 205 participants, 149 were male and 56 female.

80% of the estimated and mapped development partners have so far been involved in strategic planning and annual work planning consultations, including CSOs, Yayasan, FBOs, schools, SKPD, children, and media.

Output 1.1.2 Education Offices in provinces and districts improve capacity for strategic planning and annual work (AusAID)

Renstra development teams (RDT) were formed in all provinces and districts as a coordination structure for sectoral planning. The core members of these teams were staff from the Education Offices who took the lead responsibility for the development and writing of the Renstra and Renja documents.

The capacity of Education offices was significantly enhanced through the various trainings opportunities and specific technical support and personal mentoring by the RDT from the team of consultants strategically deployed by UNICEF to support the planning process. Some of key activities undertaken to improve the planning capacity of partners are detailed below.

Series of training aligned to the three major steps of the Renja development processes were undertaken as knowledge building blocks for the members of the RDT and other stakeholders.

The three major steps include: 1) socialization of materials to education office partners, 2) mentoring workshops to support local and provincial governments in developing their Renja based on a performance work plan format, and 3) a public consultation/dissemination. The training sessions were design to allow Education office staff to acquire practical planning skills through on-going mentoring and exposure.

While the technical assistance has resulted in the production of key planning and budgeting documents for the education sector, another major benefit of the assistance include the knowledge and skills acquired by government, CSO partners, NGO and other local partners

in planning. The application of the acquired skills are also becoming evident as local Renstra and Renja teams took the lead in preparing and presenting materials (with technical backstopping provided by UNICEF recruited consultants) in several planning sessions.

1.1.2a. Renstra and Renja capacity development workshops for government development partners from target districts

Aligned to local needs, four or five capacity development workshops were implemented for the Renstra and another 4 or 5 for the Renja making a total of 8-10 workshops in every province and district as part of the combined development process for the Renstra and Renja. The combined workshops recorded 202 participants (Papua: M=121; F=37; West Papua M=32; F=12) involved in the workshops at several stages of the Renstra development i.e. Renstra orientation, development of education profile and data analysis, strategic issue development and development of plans. The workshops used participatory methods and included policy makers, education planners / managers, Education Department staff, Bappeda, academics, KPA and CSOs.

Participant feedback from workshops for Annual Work Plan development reported a high level of satisfaction with how the workshops were conducted with 78% of workshop participants reporting that the workshop was highly active and participatory. The training method considered most effective was 'simulation' activities used to strengthen capacities for participatory planning and budgeting while the least effective method was interactive dialogue. When asked whether or not the workshop increased the confidence of participants to conduct effective planning some 56% reported that their confidence was 'very much increased' and 44% reported that their confidence was 'increased'.

As part of the validation of the planning document, public consultations were held with a larger group of stakeholders and the Renstra was socialized in public after the signing of the documents. The public consultations aimed at promoting transparency, accountability and to ensure the relevance of plans, and strengthen partnerships with civil society and other groups. They were facilitated in 2 provinces and 6 districts with over 500 participants from faith-based organisations, local Education Foundations, teacher and principal representatives, media, local parliamentarians, universities, other government development agencies such as Bappeda, school students, and development partners.

The public consultation for West Papua Province Renstra was attended by most heads of the Education Department from 11 districts and the activity was jointly funded by the Education Department with a contribution of IDR 700 million. Meanwhile, in Papua Province representatives from seven non-target districts representing different geographic regions of Papua Province attended the provincial public consultation to review and refine the provincial strategic plan.

The Papua Province Renstra document was printed and is available to education officials as guidance for their 5 years strategic development plan. In West Papua province, the Renstra document remains a draft and will be adjusted after the newly elected Governor and the new RPJMD 2012 – 2016 has been established. Education Department of West Papua province contributed IDR 123 million for data collection and analysis to support the writing of the Renstra.

1.1.2b. Mentoring support for provincial and district Renstra writing teams

The programme provided mentoring support to provincial and district Renstra writing teams focused on improving writer's understanding of the different dimensions of inequity for children i.e. underlying reasons for poor access to schools, poor quality of teaching and learning and the high dropout and high teacher absenteeism.

A series of capacity development trainings were implemented to translate the vision and strategic objectives of Renstra into clear annual budgeted activities. Expert consultants were assigned to each province and district and provided dedicated and intensive support to the teams.

Various Renstra modules, materials and tools were also available to support the provincial and district Renstra writing teams some of which the teams helped develop during the process as earlier reported. Among the planning materials used to support the partners were two modules i.e. *Module 1* Eight Steps in Strategic Planning Development: Manual for Developing "Renstra")[4] and *Module 2* Facilitator Guidelines for Renstra Multi-Stakeholder Workshop. These documents have been developed, piloted and printed.

1.1.2c. Renja development teams in the two provinces and six target districts

In each district the Restra teams consisted of a core team of 6-8 people with a broader panel team of an additional 10-12 people but usually not exceeding 20. Core team composition included Education office staff (majority) including staff from Planning and finance. Core teams for the Renstra and Renja included a representative from Bappeda and a number of core teams included invited experts and occasionally NGO folk. Biak invited a person from a strong NGO- Runsran to be part of the team. The broader panel team included people in strategic positions Head of Education, Secretary of section in education and dinas, university, education council, Head of teachers association and local religious foundations.

The composition of the Renja teams was similar to the Renstra; however being a work plan the Renja teams were very education specific. In each district the Renja team had about 10 members although consultant's recommendations suggested including at least seven participants.

1.1.2d. Completion of provincial and district Renstra and Renja documents

All Renstra and Renja documents have been completed for 2012 in both provinces and all six districts.

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[4] The full eight steps include: Step 1: Applying a Rights Based Approach to Programming; Step 2: Strategic Planning; Step 3: Updating Education Profile (or situation analysis); Step 4: Formulating Strategic Interventions; Step 5: Institutional Visioning; Step 6: Formulating a Strategic Program; Step 7: Formulating M&E Plan, and Step 8: Promoting Community Participation.

Output 1.1.3: CSOs improve their capacity for policy development; communication for development; and financial management (USAID)

CSO members were systematically invited and involved in various capacity development activity related to the Renstra and Renja and in a few cases CSO staff had opportunities for capacity development as a Renstra team member. The opportunities for CSO's to attend the various consultations and workshops (Including monitoring of Renstra workshops, identification of issues, through public consultations LAKIP workshop and BOS training) provides access to senior policy makers which can provide an avenue for on-going partnerships and to advocate for greater involvement of CSO.

Many government and civil society duty-bearers noted that the Renstra experience was the first time that they had ever participated in planning processes and it has been very beneficial to improving transparency, accountability and local ownership[5].

1.1.3a. Mapping of CSO roles conducted

A Partnership Mapping was undertaken by independent consultants between September and November 2011 focusing on CSO capacities for management and communication for development. The mapping also included *Yayasan Pendidikan* in target districts.

The aim of the mapping was to identify potential and existing partners at district and sub-district levels with a view towards expanding outreach to teachers and communities in rural and remote areas. Information was collected through interviews, focus groups, and surveys, while local education staff were mobilized as research partners to build capacity and ensure inclusion of local knowledge about who can reach the most hard to reach communities.

Analysis of the assessment shows that only a small number of CSOs and yayasans are working in the education sector in target districts – suggesting that local organizations focus more on other development areas or that few CSOs exist in more remote and rural areas.

It is hoped that further analysis of the findings will inform refinements in the AusAID-USAID programme for remote and rural areas.

1.1.3b. Training of CSOs in policy development, communication for development and financial management (USAID)

Many CSOs report that they have not received training/support in management and service delivery in rural and remote areas. It is the aim of this programme to provide training for a minimum of 2 civil society organizations per target district by end of programme. Based on the findings of the mapping survey, this activity will be rolled out in the next two quarters of the programme.

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[5] Analysis of Reports from Renstra consultants; and Implementation Reports from partners.

1.1.3c. CSO participation in policy making processes (e.g. Renstra) with government (USAID)

To date, during the implementation of the programme, 85% of estimated and mapped education CSOs/Yayasan have been involved in policy dialogue forums such as public consultations, and M & E training on *Renstra* and *Renja* development.

1.1.3 d and 1.1.3e are indicators of CSO capacity improvements with respect to funding support as well as their ability to address equity issues. As the partnership mapping is only recently completed, activities related to CSO capacity development will only take place in subsequent months.

1.1.3f. Study visits by government officials and CSOs

Study visits are one of the capacity development strategies adopted by this programme to provide on-site exposure for partners. During the reporting period, forty four education personnel from Papua and West Papua participated in two major study visits in 2011. The two visits were conducted to *good practice* districts[6] to strengthen learning in the areas of financial management, data management and School-Based Management (SBM) programme, as well as to strengthen government partnerships with other parts of Indonesia. A total of 29 education officials from Papua Province and 15 persons from West Papua Province (drawn from provincial and district levels and including representatives of Parliament, District Planning and Development Agency [Bappeda], Department of Education, Finance and asset management Board etc.) participated in the visits. The focus was on transfer of knowledge for improved implementation and considering what refinements would be needed for the context of Papua and West Papua. Provinces and districts visited included: the Office of Education and Culture for East Java Province; Tuban and Mojokerto Districts in Jawa Timur, Kota Makasar and Baru districts in South Sulawesi.

The study exchange team also visited two schools for each district. Officials were provided with report templates to assist them in recording key good practices, lessons learned, and suggestions for incorporating good practices into management processes in Papua and West Papua. These reports were subsequently presented during a provincial policy dialogue conducted during December 2011.

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[6] Tuban, Bojonegoro, Mojokerto, East Java and Pangkep, Baru, Sidrap, South Sulawesi.

Output 1.1.4: Provincial and district education staff have improved capacity for budgeting and financial planning (AusAID and USAID)

1.1.4a. Provincial and district education staff mentored in financial planning (by gender) (USAID)

With the baseline result that no mentoring has taken place for financial planning, the programme has a target of reaching at least 25% of provincial and education staff with mentoring support for financial planning. This will be carried out in the remaining quarters of the programme.

1.1.4b. Education staff per district trained in improved financial management reporting (by gender) (USAID)

After the recruitment of Education Finance and Data Management team in August 2011, a team of twenty partners from Papua province developed training modules to strengthen the capacity of local service providers and government for budgeting and financial planning.

This process included adapting existing education finance modules known as Education Finance of District Government (AKPK), School Unit Cost Analysis or known as (BOSP), development of government budgeting performance report or known as LAKIP, and integrated financial reporting (LKT). Reviews focussed on identifying good practices from stakeholders and facilitators to be adapted to the Papuan and West Papua context and finalizing pilot modules. Key outputs included the completion of modules for use in training activities and strengthening the sense of government ownership over modules to be used.

Figure 3: Participants attending district education finance programme socialization workshop

Date	Name of district	Male	Female	Total
24-August-11	Biak	19	6	25
07-Sep-11	Jayapura	11	4	15
26-August-11	Jayawijaya	14	3	17
14-Sep-11	Sorong	12	9	21
Total		56	22	68

Some 68 duty-bearers participated in this activity. Participants included representatives from Education Offices, faith-based education foundations, University representatives, formal and non-formal education institutes, Indonesian youth association representatives, local government from parliament, and other public services offices (e.g. health).

There continues to be a gender imbalance in access to and uptake of training opportunities across the programme with far greater numbers of males than female's access training. The programme staff and consultants continue to considerate and advocate for greater female participation but further strengthening of strategies should be considered.

1.1.4c. Education offices in target provinces and districts use financial management data for planning purposes and1.1.4d. Education offices in target provinces produce AKPD/SAKIP to meet predefined criteria (USAID)

Progress related to both is pending roll out of training in quarter two and three of 2012.

1.1.4e. Allocation of budgets for SMB at provincial and district levels (AusAID)

Provincial and local governments have allocated significant funding to replicate SBM and provide in-service training support via school clusters, model schools and supervision via school supervisors.

Successful involvement of stakeholders in Renstra and Renja in both Papua and West Papua, supported by many programme investments, resulted in significant budget allocation for SBM in both provinces and all districts with breakdown shown in Figure 4. Currently Papua provincial education office has allocated IDR 4 billion, and West Papua IDR 1.2 billion to further strengthen the province wide replication of SBM. Target districts have also planned to allocate funds in 2012 to support district-wide replication of SBM (as per final version of 2012 provincial and district Renja):

Figure 4: Government budget allocations for SBM 2012 (Final District Renja 2012)

District	2012 Budget Allocation for SBM Replication (IDR)
Papua Province	4,000,000,000
West Papua Province	1,200,000,000
Biak Numfor	190,000,000 (replication to JSS only)
Jayapura	350,000,000
Jayawijaya	900,000,000
Manokwari	315,000,000*
Mimika	150,000,000
Sorong	453,850,000

Pending approval by local parliament

For 2012 Jayawijaya District allocated specialised funding for mentoring at school level for school committees (IDR 50 million), mentoring for the district education council (IDR 100 million) and mentoring for school teachers and supervisors (IDR 225 million). Similarly Timika has allocated IDR 200 million for training of teachers for Minimum Service Standards including SBM and IDR 100 million for increasing the budget of school supervisors operational activities.

Data management and maintenance budget in Biak Numfor increased from zero in 2010-2011 to IDR 40 million in 2012. The district government also allocated IDR 130 million for further review and revision of Renstra and Renja after data quality has been improved.

Minutes from the Provincial Education Steering Committee December 2011 report that Dikpora will replicate AusAID supported programmes to all non-target districts with a target that by the end of 2012 all districts will have at least one effective 'model school' for SBM.

1.1.4f. Education offices allocating funds for HIV/AIDS programming (AusAID)

All of the six district Education Office Renja documents included specific budget line items for HIV AIDs prevention activities within schools. This had been encouraged and advocated for by UNICEF as a convergence strategy with the HIV&AIDS programme supported by the Dutch government in education sector. The mainstreaming of HIV into the Renja highlights the importance of the process for operationalizing higher level regulations at local level.

Figure 5: Planned amount for HIV&AIDS within the 2012 Annual Operational Plan of the Education Sector

Education Office	Planned Amount	
	IDR	**USD**
Papua Province	1,500,000,000.00	166,463.21
West Papua Province	370,500,000.00	41,116.41
Biak	283,000,000.00	31,406.06
Mimika	0.00	0.00
Jayawijaya	350,000,000.00	38,841.42
Jayapura	150,000,000.00	16,646.32
Sorong	450,000,000.00	49,938.96
Manokwari	950,000,000.00	105,426.70
Total	**4,053,500,000.00**	**449,839.08**

1.1.4g. Districts providing additional BOS allocations to schools to fill funding gaps (USAID)

Since 2005 the government BOS scheme, funded by World Bank loans, has provided financial support directly to schools based on total number of students enrolled. A key factor with funding education services is ensuring operational needs of schools are met, as well as ensuring that children (especially those from poorer families) do not face obstacles accessing education due to financial obstacles.

In September and October 2011 workshops were conducted in four target districts to ensure accurate budgeting (or counting of operational needs) by target districts and ensure that local government provide additional funding support using local government budgets in cases where BOS funding from the central government is insufficient. Participants included District Education Officer, Planning Boards, District Finance Officer, and Ministry of Religious Affairs at district level, local parliament, NGOs, Media and representative from school committee members.

Following the training mini policy dialogues were facilitated at district level to further inform government budgeting policy. Each target district also completed a full report on BOS funding needs for schools. These documents outlining the details of the calculation process and now are being used to inform government policy.

Output 1.1.5: Provincial and district accountability systems improved (USAID)

1.1.5a. Relevant staff from provincial and district teams trained in the preparation of Accountability Report (LAKIP) by gender

LAKIP training is geared toward strengthening the transparency and accountability of education offices with the main objective to develop participants' awareness and understanding of legal, methods, mechanism, and data management required for good accounting and accountability. A training course was developed during this reporting period aimed to develop capacity for 1) compiling a strategic plan and annual work plan, 2) determining targets including measuring performance, 3) narrative report writing and 4) reporting of education progress linked to strategic development objectives.

The initial training was held in West Papua in October 2011 and included 21 male and 11 female participants. In Sorong 10 people successfully completed the course in 2011 with other districts delaying LAKIP workshops due to high workloads of government counterparts. As is common practice for all capacity development programme activities, participants' evaluations were sought and 83% participants reported that the training had met or exceeded their expectations.

All other outputs as mentioned in the results matrix are expected to be rolled out in Q2 and Q3 of 2012 and will be reported on in the final report.

Output 1.1.6: Provincial and district education offices have access to and are using reliable data in planning process (AusAID and USAID)

1.1.6a. Operational budget for data management system in place (USAID)

The baseline data informed that Papua province allocated IDR 144 million for routine data collection activities and IDR 377 million for training of personnel in 2011, while Biak Numfor of Papua Province allocated IDR 40 million in 2010. Other than this, Jayapura and Jayawijaya allocated some funds for LI data collection from Papua province target districts.

From Papua Barat neither Sarong nor Manokwari allocated any operational funds for data management systems.

The target for the programme is to strengthen the capacity of the four target districts under USAID programme as well as both provinces to have operational budget allocations for data management systems in place by the end of the programme.

1.1.6b. Budget allocated for professional development of data management staff in Dinas (USAID)

Allocation for monitoring purposes has been available every year in both provinces and all four of USAID target districts. However, professional development funding has only been allocated in Papua province in 2011 (IDR 435 million). This includes funding for training at district level. At the time of baseline none of the provinces or districts had allocated any funds for routine monitoring and evaluation of Renstra.

1.1.6c. Education data team members in 2/2 provinces and 6/6 districts trained in M&E for Renstra and Renja (including baseline and endline survey methodology) (AusAid)

All data management teams with 100% of team members from both provinces and all districts have received training in M&E and baseline evaluations under this programme. This far exceeds the target of 50% of team members receiving training.

1.1.6d. Districts trained in use of standardized SBM indicators for SBM Monitoring and Evaluation System (AusAid)

Between September and November 2011 a standardized set of SBM indicators were developed by the provincial SBM team with UNICEF support using national Minimum Service Standards as the main reference. An tool to monitor the SBM indicators was designed and piloted in **four target districts** including all SBM model schools (n=39). At the end of 2011, Papua Provincial Education Office used the draft tool for monitoring and evaluation purposes of SBM indicators across **another 24 districts** involving UNICEF in the process. A meeting to review the results of that activity is planned for late April to inform future government strategies on the roll-out of SBM in Papua Province.

West Papua provincial education office recently reviewed the SBM monitoring tool and follow up is required to finalize the instrument.

As part of the strategy for alignment, consensus has been reached to provide technical support to government to develop a supplementary school monitoring tool to be applied by school supervisors in the monitoring of MBS in school. This revised tool is expected to the operational by end of April 2012.

1.1.6e. Availability of baseline survey (AusAID and USAID)

To complement baseline data collected earlier under the AusAID programme, focusing on education strategic planning[7], teaching practices and schools management[8], an additional baseline monitoring was completed in September 2011 followed by the writing of a draft baseline report.

The baseline gathered data related to Education Sector Financial Management, Data management, Leadership competencies of principals and school supervisors and partnerships and participation between government and civil society organizations.

Data was collected from 81 school principals, 69 school committee members, 51 CSOs, and 44 school supervisors. Information related to education finance and data management was also collected through focus groups discussions both at the provincial and district levels. A baseline study focused on several results areas of the programme as follows:

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[7] Renstra, Annual Planning, Information Management, and Monitoring and Support for School.
[8] Teaching and Learning (PAKEM, multi-grade, early-grade), School Management, Community Participation, External support (KKG, Pengawas), HIV/AIDS information and awareness.

Baseline data on *Education Sector Financial Management was gathered identifying* provincial/district education offices regular financial analysis including per capita cost of students and criteria used by the government for allocating operational funds for schools.

The baseline also explores transparency and accountability, issues of budget allocation between investment and operational expenditures and educational inequities addressed via budget allocations. Lastly, the baseline provides data about the management of school operational funds (BOS) and the complementary funds.

Baseline on *Data Management* explores the availability of M&E capacity and data management systems within provincial and district education office. It also looks into the data personnel working in data management: their number, gender, data related training and capacity gaps, as well as existing skill levels for data analysis. The baseline also explores organizational capacities relating to budget allocations for staff training and the extent to which existing data is utilized as based on LI and NUPTK and the extent to which data is readily available to parties outside the education offices.

A draft report was presented in an education Policy Dialogue in December 2011 to get inputs from key education stakeholders in Tanah Papua. The Indonesian language version was completed in late March and the English translation will be version will be available by end of April.

1.1.6f. Availability of routine monitoring reports (field trip reports, activity implementation reports) and monitoring data (AusAid and USAID)

Currently routine data is collected and is available from UNICEF about the programme however the programme acknowledges that access to specific documents and historical data is not easily accessible in the current system. The data is not all easily housed together. The UNICEF office is seeking a knowledge management and/or data management consultant ideally with archiving skills to review, refine and coordinate the internal data management aspect of the programme.

Greater data collection tasks have recently been assigned to UNICEF Programme Officers to ensure that routine data is collected, recorded within the programme data management system. Appendix 3- provides an example of the new programming tool being used by all UNICEF programme officers and consultants in the field. In addition the programme is liaising with government partners at districts and provincial level to ensure that routine data collection by the system is occurring and that the programme M and E tools are harmonized with other tools being promoted and used by the Education system.

1.1.6g. Completion of Endline survey (AusAid and USAID)

Discussion within the team about the endline survey is underway.

1.1.6h. Data gathering tools developed (MSS, MBS, HIV/AIDS, LI) and implemented in provinces and target districts (USAID)

Instruments have been developed and piloted in all target districts.

1.1.6i. Target districts with integrated data gathering instruments mainstreamed to school supervisor reporting system (USAID)

A good practice emerged in Biak Numfor where the SBM indicators monitoring tool was integrated into the supervisors monitoring system at the beginning of 2011/2012 academic year to strengthen district-wide replication of SBM through supervisor mechanism. (See 1.1.6d for further details.)

1.1.6j. Data units staff in Dinas capable of running PadatiWeb (USAID)

At the time of baseline only 41% of data unit staff demonstrated this capacity. The target for the programme is to improve the capacity to 80% of unit staff pending roll out of training in Q2 and Q3 of 2012.

Output 1.1.7: Teacher Absenteeism Study provides evidence for Policy (USAID)

Teacher absenteeism was identified by the baseline study as a crucial challenge in the delivery of education service in the two provinces. Consequently, in late 2010, at the request of and in cooperation with the Government, UNICEF initiated a study on teacher absenteeism and its root causes in Papua and West Papua. This study represented a unique opportunity to strengthen the research capacity of local universities, namely Cenderawasih University and University of Papua. SMERU, a well-recognized national research institute, provide technical support at different stages of the process and supported capacity building activities for local research institutions.

Several technical workshops were conducted with university research teams in Papua and West Papua to develop and finalize the research instruments (i.e. questionnaires, school profile, teachers' profile, and community perceptions), sampling procedures and protocols. An enumerator's workshop was held to train the 50 researchers from research institutes and academia (36 male and 14 female) to administer the survey.

Over 1,200 teachers in 240 schools across seven districts were surveyed, alongside approximately 420 community members drawn from either school committees or from positions of influence at community/village level.

Preliminary findings of the survey were reviewed and verified with government and civil society partners during a large provincial policy dialogue conducted in December 2011. The dialogue solicited a series of inputs for strengthening the analysis of the survey findings and policy recommendations for addressing teacher absenteeism.

Subsequent to the policy dialogue, work continued on the writing of the report leading to a full draft report completed end May. The draft report is now being peer review before finalisation. Once the peer review process is completed the report will be socialised at provincial and national levels together with local research team members and government officials.

1.1.7a. Study on Teacher Absenteeism Survey completed

Teacher Absenteeism Survey was completed as of November 2011 including survey of 1,296 teachers, 430 community members and 245 schools across all target districts and provinces. A draft report was completed and shared with government and partners to discuss preliminary findings in early 2012. It is anticipated that the final report will be completed by Q2 2012.

According to Pak James Modow, Head of Education department in Papua, the Teacher Absenteeism Report is one of the most significant pieces of research for the education sector in Tanah Papua for some years. Funded by USAID, UNICEF has played the lead role in managing and coordinating the research and leading the research team. Recommendation will guide future policy and programming directions especially as they related to policy for teachers and students living in remote and rural area. It is important that all programme staff are aware of the implications and recommendations of the report so they too can support policy discussion and dialogue and UNICEF in consultation with government and partners will seek opportunities to support policy dialogue and the sharing of this important research work.

The research team has been led by UNICEF in partnership with BPS Papua and West Papua, UNCEN, UNIPA, districts coordinators and Education department colleagues.

1.1.7b. Workshops on capacity development for research of universities completed by the end of 2011.

The Teacher Absenteeism Study in Papua represented a unique opportunity to strengthen the research capacity of local universities, namely Cenderawasih University and University of Papua. SMERU, a well-recognized national research institute, provide technical support at different stages of the process and supported capacity building activities for local research institutions. Individuals from BPS were also involved I the process hence having most of the significant research groups involved in this study.

Several technical workshops were conducted from the planning, development of research instruments through to the writing stage of the study. One workshop was conducted with university research team members to finalize instruments, procedures and protocols, and strengthen local university research capacities. In total, by end of 2011, six capacity development workshops had been completed; eight core researchers and fifty university students worked as enumerators as a result of the training.

As part of the objective to strengthen partnerships, SMERU also provided technical support for two workshops. Workshops covered instrument on the study protocol, school profile,

teacher profile, community perceptions, in-depth interview instruments, as well as guidelines for completing case studies on cases of positive deviance.

An enumerator training was conducted in September 2011 with UNIPA and UNCEN for all of the enumerator (data collectors) who went into the field for data collection. A working team had a number of intensive meetings and in February 2012 the team had a retreat to review comments and verify data. UNICEF has sought input and expert reviewer comment on the study given the significance of the report and the role that it will play in policy and programming in the future. Partnerships with individuals and organisations have ensured that data that is released is fully reliable, which is unfortunately not always the case in locally developed and designed research.

1.1.7c. Academic and Research Institutes participate in government policy formation processes

Research institute participation in the Teacher Absenteeism Study not only increased the competence and experience of many researchers but it also served to create a local ownership of the study findings (that are potentially sensitive) and ownership of the emerging recommendations. Specifically, the study increased participation of UNCEN and UNIPA staff in this research policy process.

Given the importance afforded to the Teacher Absentee study in Papua and the emerging policy implications academic and research institutions involved in this study are now ideally placed with good technical credibility and high visibility to advocate for and support the development of government policy.

3.2 OUTCOME 1.2: PRIMARY SCHOOL CHILDREN IN SELECTED SCHOOLS IN TARGET DISTRICTS ARE BENEFITING FROM IMPROVED TEACHING (AUSAID)

In order to accomplish this difficult task for 232 early-grade and multi-grade schools, 260 MBS schools including schools spread over urban, peri-urban, rural and remote areas of 6 districts in Papua and West Papua, the programme has implemented a number of key activities during reporting the period including:

- Preparation of multi-grade, early-grade and AJEL materials and classroom kits for teachers and students

- Training on improvements in child-centred teaching and learning in the classroom in urban and per-urban schools

- Strengthening management roles of principals and school committees in supporting child-centred classroom practices

- Training in multi-grade and early-grade teaching for rural and remote schools

- Strengthening the roles of school supervisors to provide sustainable support for teachers in urban, peri-urban, rural and remote areas

- Strengthening of KKGs or school clusters for on-going support for teachers

- Regular district level workshops to strengthen capacity and coordination of SBM, early-grade and multi-grade teams
- Development of district SBM, early-grade and multi-grade teaching model schools for district-wide replication of child-centred teaching and learning practices

AusAID funds have been used to accomplish results related to these outcomes and outcome indicators including:

1.2a. Teachers trained applying Active Joyful Effective Learning approaches in urban and peri-urban classroom

Between August and October 2011, the programme piloted a draft of SBM indicators and instruments and found that 80% of the 39 sample schools in Papua showed very limited evidence of AJEL implementation which included but not limited to using of relevant teaching aids, active participation of children in learning process, and positive classroom environments. Reports of school visits by programme officers, mentoring by trainers, as well as monitoring by supervisors and district education offices have indicated that following training, mentoring, and cluster meetings, positive changes in AJEL implementation has been seen however much more evident in urban and peri-urban classrooms. While percentage figures are unavailable the programme is on track to achieve the intended target related to this indicator.

1.2b. Teachers in target rural and remote schools have enhanced skills and confidence in multi-grade teaching (grades 1-6)

It is not possible to assess the exact percentage at this time given the early stage of multi-grade roll out coupled with the difficulties the programme has encountered in reaching the remote satellite schools. It is predicted that currently these numbers are small. While many teachers reportedly have attended cluster meetings it is unclear how much time and attention has been given to these areas of multi-grade teaching. Strengthening strategies presented later in the report aim to increase the number of teachers reached in rural and remote schools.

As a third outcome indicator is to monitor the percentage of teachers being trained who are applying improved early-grade teaching approaches in their classrooms. The baseline revealed that none of the teachers in target schools had the capacity to do so. While the target for the programme has been set at enabling at least 80 per cent of teachers trained in applying improved early-grade teaching approaches in their classrooms, it is difficult to say whether the programme will be able to achieve this goal given the difficulties of reaching teachers in rural and remote areas.

Output 1.2.1: Teachers, principals, and supervisors improve capacity to use child-centred learning approach in the classroom (AusAID)

School Based Management is a major government programme focused on improving the quality of education services for children in schools. It is a model of management required by Law 20/2003 to allow greater autonomy for a school to plan and implement its 3 key pillars i.e. participatory and transparent management, active parent/community participation, and child-centred teaching and learning process. Preliminary research results conducted in Papua and West Papua on teacher absenteeism with USAID funds show that in schools that apply SBM effectively the rates of teacher absence are as low as 11% compared to an overall average of 33.5%.

During the reporting period, UNICEF facilitated government counterparts in implementation of a number of key activities including contextualizing child-centred teaching training materials, training of trainers, teachers, principals, school committees and supervisors, strengthening provincial and district SBM teams, improving SBM monitoring and evaluation system, and providing support for teacher and principal working group meetings.

1.2.1a. Teachers, principals, supervisors and school committee members trained in AJEL

The programme has implemented district level trainings and mentoring for teachers, principal, and supervisors. During the reporting period, six target district education offices organized refresher AJEL training consisting of 962 teachers, 213 principals and 115 elementary supervisors. The training in each district was conducted for 3 days, using materials developed from a standardized UNICEF CLCC – MoEC SBM training modules. Prior to the training, the programme conducted a training needs assessment process to 39 sample schools and found that around 80% teachers have shown very limited evidence of AJEL implementation. Based on this information, the AJEL training materials underwent significant modifications and incorporated much more practical examples and hands-on experiences instead of theories. The result of training post-tests indicated that the knowledge of teachers, principals, supervisors, and school committee members on AJEL had increased considerably. The change in school level practice is monitored and reinforced through regular on-the-job mentoring by trainers and supervisors.

The on-the-job mentoring reports generally indicate that the level of progress in teaching and learning processes are varied between schools. The reports also highlight that most target schools have shown progress in semester planning, syllabus, and lesson plans. The mentoring reports also mention that positive changes have occurred with supervisors who accompanied trainers to schools, in that they have improved upon how they provide constructive mentoring guidance to schools and teachers.

Papua Province replicated the UNICEF-supported AJEL training for teachers, principals, and supervisors in 24 non-target districts.

Papua Provincial Education Office allocated IDR 3 billion during 2011 to create model schools of effective AJEL implementation throughout 24 non-target districts. The Provincial Education Office trained 145 model school principals, teachers and school committee members drawn from non-target districts in July and October 2011. Following the training, a

block grant of IDR 3 million was provided to each model school to support the initial implementation of SBM at school level.

1.2.1b. Principals, supervisors and school committee members trained in improved school-based management

Successful implementation of AJEL by teachers requires effective planning, budgeting, supervision and support from principal and school committee. To improve the capacity of school principals and committee members, a similar approach of district level training and school level mentoring was adopted. The district level training targeted consisting 213 principals, 120 committee members, and 115 supervisors). As with AJEL, the materials for the trainings were modified from UNICEF CLCC – MoEC SBM materials to include more practical strategies in school transparent and participatory planning, budgeting, reporting, and supervision.

Examples of community participation in supporting school management and AJEL implementation from Manokwari and Sorong include the renovation of classrooms, teacher homes, playgrounds, fences, toilets, and school clinic; and monitoring of teaching and learning processes.

As part of the programme's strategy to raise awareness and support for sustainable quality improvement at school level, the programme closely engaged the education community including parliament representatives, district education council members, local media, CSOs, and Bappeda in SBM monitoring. In Biak Numfor, media and community keenly reported on both progress and challenges of SBM implementation through audio broadcasting (14 stories) and printed newspaper coverage (6 stories) during 2011. This has helped garner stronger support for schools from community, particularly parents who in the past were not always involved in their children's education.

1.2.1c. Teacher and principal working groups (KKG/KKS) supporting the implementation of SBM through regular meetings in 6/6 districts

Since April 2011, each district education office has organized at least 3 quarterly teachers and principals working group meetings in at least 80% of programme's target clusters. The working group meeting usually takes place on a Saturday when learning load is not as heavy as during other work days. It normally takes one whole day in the core school in the cluster. SBM trainers (3-4 depending on needs) were present to accompany the respective cluster supervisor to present materials related to SBM pillars. Topics such as curriculum and AJEL teaching methodology were addressed in teachers working groups; and school planning, budgeting, reporting, and new relevant policies in school principals working group.

Strengthened core/model schools to lead effective KKGs:

The programme supports the establishment of the 'SBM model school' for each cluster that provides in-service support for teachers from 'satellite schools'. The programme provides intensive (bimonthly) on-the-job mentoring to teachers in model schools to help prepare them to lead effective replication of child-centred learning through KKGs. UNICEF-supported

model schools have shown marked improvements thus early signs of readiness to facilitate and lead the teachers working group meetings as shown below (example from Manokwari):

Figure 6: Comparison of SBM implementation between cluster model and satellite schools (Manokwari)

1= not good, 2=average, 3=good, 4=very good
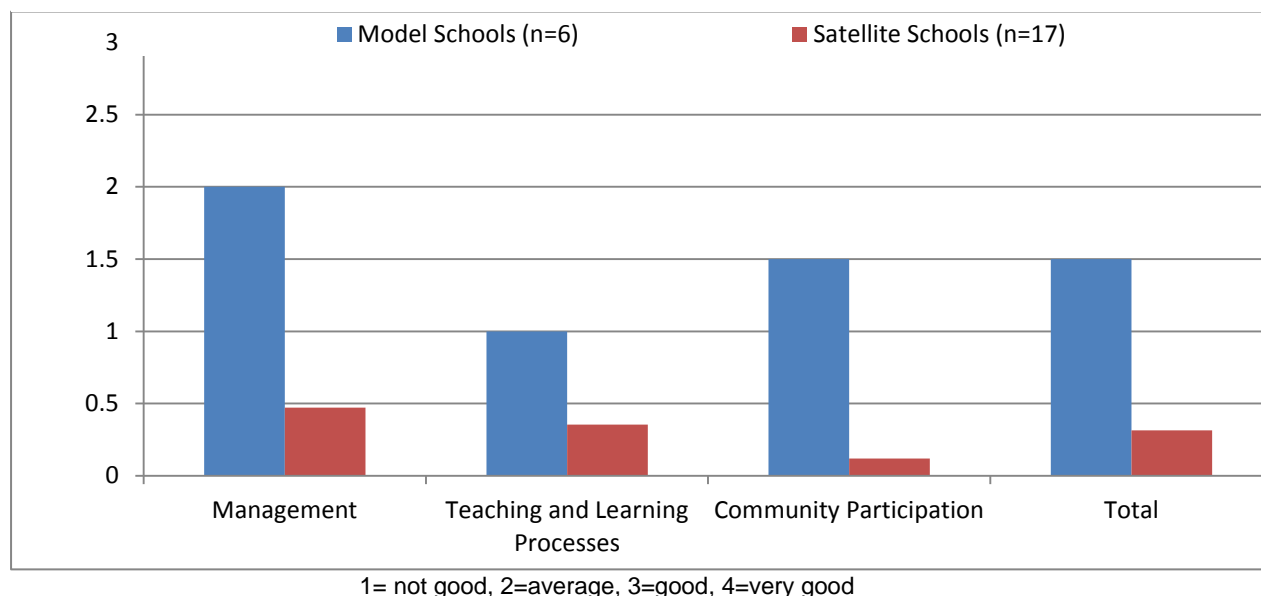
Model schools perform significantly better across all three pillars of SBM when compared to satellite schools but still perform relatively poorly for teaching and learning processes in classrooms. It can be seen that model schools have much to improve as their overall performance is between 'not good and 'average (overall 1.5). However, the model school still perform significantly higher than satellite schools, with satellite schools scoring poorly across all SBM pillars and very low overall (.03). Nevertheless, schools have demonstrated improved performance with model schools increasing mentoring to satellite schools through school cluster mechanisms. This has been most visible in topics such as lesson planning, usage of visual aids in classrooms, and the establishment of reading corners for children in classrooms.[9]

1.2.1d. Quarterly coordination meetings on CLCC/SBM established

To ensure sustainability of support for SBM implementation, the programme has put much effort to strengthening local human resources through refresher ToT and district quarterly capacity building for master trainers; and to creating an enabling environment through linking SBM efforts to supervisors' role, and revitalizing provincial and district SBM teams.

A major obstacle to ensuring sustainable support to schools in Papua and West Papua is a lack of qualified local trainers. To address this challenge, the programme has worked to

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[9] Together with government partners the programme is currently finalizing a standardised set of SBM indicators that will be used to provide an overall evaluation of progress with SBM implementation at school level. Moreover, the system will be a standardised government monitoring system, rather than one that is simply duplicating government monitoring (and thus not sustainable).

strengthen local human resource capacities by developing a pool of locally qualified master trainers. These trainers have received several rounds of training as well as support from provincial level SBM teams. From 25-29 July 2011, 54 district level SBM trainers from both Papua and West Papua Provinces drawn from each target district gathered in Jayapura to receive training from provincial level master trainers.

As can be seen from blue line in the figure, the participants' had positive perception regarding the ToT facilitators/trainers and content of training. They also had an even more positive assessment of their own improvement in terms of knowledge of SBM content and facilitation skills, and this is confirmed by the result of pre and post-tests. The training report has also been used by the provincial education offices to conduct follow-up activities planning for trainers and a mapping of capacity development needs for district trainers across Papua.

Figure 7: SBM – Enhanced skills and confidence, Papua
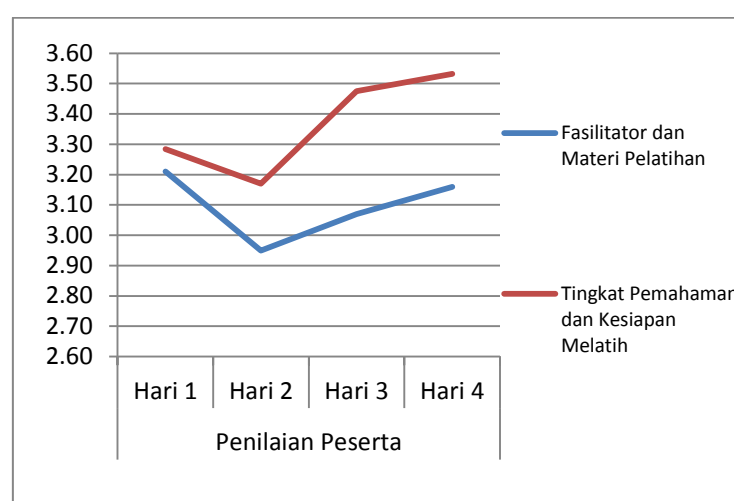
Using the same approach and producing similar results, the West Papua Province provincial education office held a SBM refresher training for district master trainer from 22-25 February 2012 involving 30 trainers from 2 target districts in West Papua, Manokwari and Sorong.

District Quarterly Workshops to Improve Capacity of Trainers

As follow up of the refresher ToT conducted at the provincial level, to improve coordination and to maintain the mastery in relevant topics, the programme organizes district level quarterly workshop for SBM, early-grade trainers, and leadership trainers. Target districts did not select new trainers on multi-grade until early 2012. The workshops are organized on 2-3 days per quarter where progress of each area is discussed, lessons shared from training and mentoring at school level, areas for convergence explored, and good practices to be included in the good practice bulletin at the provincial level collected.

Revitalization of SBM Teams

Through April 2011 to February 2012 each district organized quarterly meetings with the SBM team to design SBM activities (funded both by AusAID and the government) and review detailed scheduling and implementation plan. In Biak Numfor, a specific District Level

SBM Team Work Plan has been developed and approved by the education office and has been useful in guiding the teams work through to June 2012.

One outcome of quarterly meetings in Manokwari resulted in SBM team developed mentoring guidelines to support school level mentoring and supervisors. These guidelines will be further used to support strengthened mentoring processes at school level.

As a result of district revitalization SMB teams being established members report better understanding of their roles in SBM roll out, both at the school and district levels[10].

SMB teams have been institutionalized into district system through education office decrees in Jayapura, Biak Numfor, Sorong and Manokwari. Papua Province education offices have issued a formal decree for these teams. In Jayawijaya and Mimika efforts to adopt a decree are continuing currently under review by the local government. In Biak Numfor case, IDR 80 million has been approved for 2012 to be allocated for SBM team to monitor the implementation of SBM in model and satellite schools.

The SBM programme has influenced the utilization of school BOS funding to support teacher training at school level. These are funds directly under the control of schools that can be used to support teacher quality improvement or in-service trainings. In the second semester of 2011 school level BOS allocation for strengthening SBM implementation were marked.

Through SBM trainers, the programme has encouraged satellite schools to use their own BOS allocation to implement School Based Management. It has been reported that some trainers across target districts have received requests and provided services to satellite schools to support their SBM implementation. The programme, through advocacy with education partners, will seek a formal decree from district education offices, particularly in relation the planning of use of BOS funds for quality improvement.

By end of October 2011, a training of key officials (including head of Basic Education Section, head of Curriculum section, and District Supervisors Coordinator) from 29 districts was organized to support the establishment of district-level SBM teams that will continue to strengthen the SBM model schools supported by provincial education office. Additional follow-up with non-target districts is being conducted by the provincial SBM team to institutionalize SBM into district system of planning and budgeting.

Output 1.2.2: Education personnel improve capacity to teach multi-grades in target schools (AusAID)

1.2.2a. ToT trainers trained in multi-grade teaching

LPMP organized the Provincial Multi-Grade Training of in February 2012 in Jayapura with a total of 46 participants from both provinces and all six target districts (21 male, 25 female). The trainers included 3 representatives from LPMP, 1 Dikpora official, 1 official from each of the provincial universities, 1 SIL staff member and one national trainer from Boalemo District in Gorontalo Province. Training evaluation showed that district level multi-grade master trainers had increased self-confidence to act as 'agents of change' for multi-grade schools as the training progressed, so that by the fourth and fifth days of training their self-

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10 Analysis of trip reports UNICEF PO and minutes of meeting in Biak SBM meetings.

confidence was very high. Additionally, all participants reported that the training materials and resource packets to support multi-grade teaching were highly useful.

Figure 8: Multi-grade Tot – Results with enhanced skills and confidence
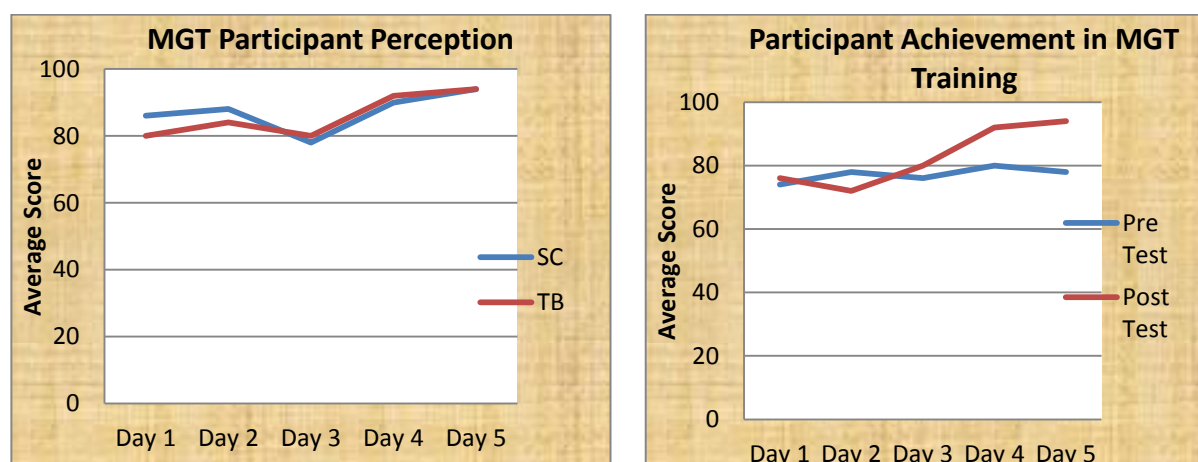
Additional activities related to the accomplishment of other indicators of improved multi-grade teaching will be rolled out in Q2 and Q3 of 2012.

Output 1.2.3: Education personnel improve capacity in early-grade teaching in the classroom in target schools (AusAID)

1.2.3a. Master trainers, teachers, principals, supervisors, and community leaders trained in early-grade teaching

TOT for early-grade master trainers was conducted in Papua province during early July. This training included some 32 master trainers (13 male, 19 female) representing Principals, teacher, school supervisor, from all districts in West Papua and Papua Province, LPMP trainer, and University lecturers. The agreed upon criteria for the selection of candidates for district level master trainers (see annex) was geared toward ensuring that a local pool of trainers with sufficient experience, motivation and energy to travel to remote schools, would be available in target districts to provide regular mentoring support to model schools, school cluster mechanisms, and routine mentoring of schools.[11]

All district trainers were required to sign 'learning contracts' to ensure commitment to full participation in all training sessions and, more importantly, to conduct follow-up training and mentoring to model early-grade schools in remote areas of their respective districts. The ToT's included 'pre-' and 'post-test' training evaluations to measure the increase of knowledge transferred during the trainings and to measure increased confidence. Participants were also required to complete a 'daily journal' for self-review and evaluation.

At the end of the provincial ToT, each team of district master trainers was required to develop follow-up action plans on how best to implement early-grade training in their respective districts based on local conditions and needs and identify how district trainers

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[11] The same method was applied for the selection of multi-grade master trainers from target districts.

could most effectively act as agents of behavioural change at school level (first through model schools and then through school cluster mechanisms).

In addition to Master Trainers, 942 teachers (572 males, 370 female) as well as 240 principals (186 male, 54 female) were trained in early-grade teaching via school clusters/KKGs.

During 2011 a key weakness identified among teachers in schools, both in urban and remote areas, was the extent to which they are ill prepared to take on teaching duties when beginning their careers. To overcome this challenge and in support of government pre-service training and teacher certification programmes via local universities, the programme has explored methods for mainstreaming teacher support materials (SBM, Early-Grade and Multi-Grade) via local universities.

This work has been done together with local partners and universities in West Papua and Papua (UNIPA and STKIP Muhammadiyah Manokwari, and UNCEN). An initial mainstreaming workshop was conducted in West Papua toward the end of 2011 over a period of four days with over 25 participants from local universities in the education faculty. Participant evaluation of the workshop showed that participants felt the materials introduced are very relevant to improving the preparedness of teachers before beginning work in schools and commitments to begin integrating teacher quality improvement materials into the teacher curriculum in university. A similar approach was followed in Papua Province in UNCEN with 22 participants hosted by the LPMP (28-30 November 2011). Evaluations conducted of the workshop in Papua showed that participants gained a strong understanding of SBM, Early-Grade and Multi-Grade (increasing from a score of 42 to 86 for SBM, from 15 to 76 for early-grades, and from 8 to 70 for multi-grades). Additionally, 'willingness' to institutionalize SBM, Early-grade, and multi-grade materials into university teacher training curriculums rose dramatically across all materials (as low as 3% for multi-grade materials) to 100% of participants for all materials.

Figure 9: Mainstreaming SBM, EG and MG to University Teacher Programmes
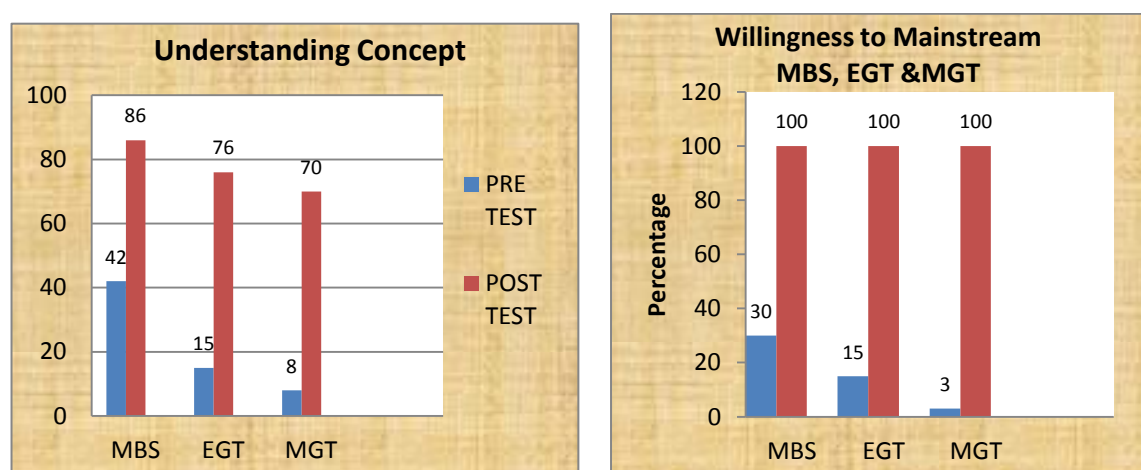
Participants in UNCEN also agreed to a clear strategy for mainstreaming materials into university curriculum so that: 1) all students who conduct field practice, must practice the concept of SBM, 2) The concept of MBS can be integrated in the curriculum of 13 study

departments of FKIP, 3) that EGT and MGT will be introduced into teaching education programs and a one-year field practice component required to obtain certification as a teacher, and 4) all three approaches of SBM, EG and MG will be introduced to teacher certification trainings.

1.2.3b. Teachers applying improved early-grade teaching in the classroom

District level training for early-grade model school only began roll-out during November 2011 across target districts. This delay was caused by the several revisions of early-grade materials that were underway from June to October 2011. As a result, it was January 2012 when early-grade support to model schools began. Support to satellite schools via school clusters had literally begun on a limited basis during January of 2012 across all locations. Considering how recently these activities have been launched at school and cluster level, it is premature to seek significant changes at school and classroom levels. Such programme effects will be reported on in the final assessment.

During the period December 2011 to February 2012, a period of two months, 28 model early-grade schools in Sorong and Manokwari received a first round of mentoring. This round targeted 93 teachers (61 male, 32 female), while some 103 satellite schools sent a total of 422 teachers (186 male, 236 female) to attend training via school cluster mechanisms. Via the school cluster mechanisms in West Papua, this represents school coverage that is 4 times greater than direct intervention via model schools and a teacher coverage 4 times greater over a period of two months.[12] However, significant follow-up is required to ensure that the quality of cluster level training provided leads to the desired results of enhanced teacher confidence and skills and the actual putting this training into practice in early-grade classrooms.

Promising innovations for improved KKGs/KKKs in remote areas

Promising innovations for providing support to rural and remote schools has also emerged in Papua and West Papua. For example, in Sorong District, schools supervisors have been using a 'buddy system' to overcome concerns of an undersupply of trainers in remote areas. As another example, in Biak Numfor, during Renstra development process, the programme identified sub-district education branches as key to reach out to remote schools and encourage regular implementation of teacher working group meetings in rural/remote areas. There are currently sub-district education offices albeit without clear structure or job description. The Biak District Education Office has submitted a formal request in September 2011 to the Head of District to formalize the ad hoc institution of sub-district education offices, and provide clear job descriptions as well as an annual budget allocation.

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[12] While data is still being processed, a similar level of coverage has been achieved in all other target districts.

Support to Rural Areas through Sub-district Mechanisms –

A model for Supporting Change at School Level

The head of the sub-district education office pictured above participated in leadership and early-grade trainings conducted by district education office in November, and has visited each satellite school every other week, bringing one early-grade teacher from the model school to accompany him and train satellite school teachers. Inspired by this leadership, the principals of model and satellite schools, who previously meet once at the district, have met twice at the cluster level between November 2011 and January 2012. The meetings resulted in schools' commitment to allocate funds for cluster level meetings via BOS.

The cluster agenda has been to share experiences for early-grade teaching. Although the changes in teaching practices have yet to be demonstrated clearly, 16 early-grade teachers in that cluster are now equipped with early-grade syllabi and lesson plans using thematic approaches as a result of the cluster meetings.

Output 1.2.4: Schools use AJEL, multi-grade and early-grade teacher resource kits and materials (AusAID)

During the reporting period, UNICEF worked with a number of government and non-government counterparts to finalize the development and distribution of the following AJEL, multi-grade and early-grade teaching resource kits and materials.

1.2.4a., 1.2.4b., 1.2.4c., 1.2.4d. Schools have access to multi-grade and early-grade teacher resource kits as well as literacy and numeracy toolkits, and AJEL teacher resource kits

260 of 260 rural and remote target schools have access to early-grade teacher resource kits. (material no.1). 260 of 260 rural/remote target schools have received the literacy and numeracy kits, as well as children storybooks (material no. 2 and 3).

53 SBM model schools in urban and peri-urban areas have received the teacher resource kits (material no. 2 and 3) for AJEL.

1. Early-grade and Multi-grade Training Module

The process of Early-grade and Multi-grade Teaching Training Module development commenced in 2010 and underwent several revisions in 2011 to adjust the content to the conditions and needs of small children in rural areas of Papua and West Papua. Revisions also included inputs provided by an international consultant who had been requested to review materials and provide technical input for their strengthening. This revision process followed the completion of a draft module that had been completed by the early-grade curriculum development team that was originally established in September 2010.[13] The revisions to Early-Grade Training Module were finalised in October 2011 in Sorong after which the modules were prepared to support a first early-grade ToT, which was conducted only in November 2011. The revised content of the Multi-grade Training Module placed greater focus on issues of literacy, numeracy and arithmetic basic learning around student needs and a range of other topics Materials were finalised and prepared to support multi-grade ToT by January 2012.

2. Papua Children Storybooks

From May – August 2011, UNICEF supported LPMP and *Sekolah Tinggi Seni Papua* in leading the development of 18 Papuan traditional story books for children[14]. The process included consultative workshops with key stakeholders including the Provincial Adat Council, Museum Papua and West Papua, Education offices at district and provincial levels, The Papuan People's Congress, UNCEN anthropologists and linguists, SIL, Taman Budaya, Tourism and Culture office, community figures, and early-grade school teachers.

The storybooks aim to strengthen the development of early literacy skills and love for reading using local context/culture that children are familiar with and to promote children's life skills development (each story teaches a morale that will help children develop some basic and essential life skills – e.g. team work, confidence, and importance of friendship). 500 copies of each book (totalling 9,000) were printed for distribution to rural/remote schools in Q1 2012. Prior to and during development process, stakeholders expressed appreciation for the idea of producing such materials and hope that despite some imperfections these materials will contribute to building a sense of pride and identity of among Papuan children and create positive momentum for other institutions to develop more similar materials. Similar views have been expressed by teachers, supervisors, and education officials from target districts after having initially received the materials. By end of March 2012 all target districts will have received the storybook sets and will distribute them to all early/multi-grade target schools.

3. Literacy and numeracy toolkit

UNICEF also provided literacy and numeracy toolkit to support literacy and numeracy competency development for early-grade children in rural and remote schools. The toolkits

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[13] The development team consists of assenting University lecturers (UNCEN, UNIPA), LPMP trainers, school supervisors, Summer Institute of Linguistic and schools that have implemented early-grade teaching.

[14] Asal Mula Danau Sentani, Raksasa Sumda, Asal Mula Sungai Kohoin, Manawer, Iluagek Hitigama, Tana Napiri Sosane Basien, Kisah Semut dan Rajawali, Kisah Gurita dan Kuskus, Tupai yang Sombong, Nuri dan Kakatua, Isuo Ple, Bulan Sagu di Ibuanari, Asal Mula Wamena, Legenda Waso, Robhonsolo, Putri Kepala Suku dan Cenderawasih, Ansara Bo, Sungai Yamet.

contain 40 learning materials and aids e.g. spelling cards, wooden clock, educational posters, snake and ladder counting game, and student workbooks. Counterparts in Papua and West Papua Provinces have received the materials at the end of December 2011 and have distributed them to rural/remote target schools beginning in January 2012.

4. Early-Grade Literacy and Numeracy Student Kit

To further support literacy and numeracy development among early-grade children in Papua and West Papua, UNICEF and SIL (Summer Institute of Linguistics)[15] have been developing series of short literacy and numeracy student kit. The student kit contains: 1) *Membaca Permulaan* (Early Reading Student Work Book), which focuses on pre-reading skills; 2. *Menulis Permulaan* (Early Writing Student Work Book), which covers pre-writing skills, and; 3. *Berhitung Permulaan* (Early Arithmetic Student Work Book), which covers basic introduction to numeracy using indigenous knowledge and simple story association to numbers. It is expected that these modules will be ready for distribution by the end of June 2012 to all early-grade schools.

3.3 OUTCOME 1.3: STRENGTHENED LEADERSHIP AND MANAGEMENT SKILLS OF PRINCIPALS, SUPERVISORS AND SCHOOL COMMITTEES (AUSAID AND USAID)

A programmatic weakness identified during early 2011 was the insufficient level of effective school management and leadership demonstrated by school principals in rural and remote areas, and also in many schools located in urban and semi-urban areas. Moreover, UNICEF programme staff also identified a weakness in materials being developed for schools in rural and remote areas via the programme. Namely, none of the materials were geared toward improving school management, building community participation, and motivating teachers. To address this, an important adjustment was made to strengthen management and leadership of schools and strengthen SBM in rural and remote areas via improved principal leadership.

Output 1.3.1: Principals and school supervisors have improved leadership skills (AusAID and USAID)

1.3.1a. Principals and supervisors from target schools/ districts trained in leadership (by gender)

Under the AusAID-funded programme, leadership training modules available from several national programmes were reviewed and adapted to local conditions of Papua and West Papua, especially in relation to differences found between urban and remote schools. The writing team consisted of experienced local master trainers, academics, school principals and school supervisors drawn from several different target districts and different geographic locations.

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[15] SIL is a locally respected language institute that has worked together with UNICEF, local universities, and the provincial government since the start of the programme to develop early-grade and multi-grade support materials to strengthen teacher competencies and support children's achievement of learning competencies in the classroom.

Revised materials were piloted and then socialized with education office officials at provincial and district levels to gain government support for the materials and to explore methods of mainstreaming leadership module materials broadly across both provinces. As a result, the module has been used in school principal leadership training conducted in Papua Province during July 2011 (funded by government budget). There were participants coming from non-UNICEF focus districts and the training was conducted in four locations: Biak, Wamena, Merauke and Mimika. From the report prepared by the Trainers, the trainings were considered to be 'very useful' by almost 100% of school principals for better managing their schools – especially in relation to improving accountability of the usage of BOS funds and strengthening community participation in school management.

A training of trainers was subsequently organized with 20 participants (M= 13; F=7) from six districts and two provinces. In each district there were three master trainers who facilitated the training at district level. Master Trainers at provincial level were also used as resource persons for trainers in the training at provincial level and to support the training and provide quality assurance at district level. Provincial Master Trainers were also the focal points for the developing strategies and programme implementation funded by government budget.

Results of the initial district level training were very promising and suggest that the current strategy is very relevant in addressing the needs of children at schools in rural and remote areas. Participants especially noted "Changed behaviour leading to improved attitudes toward community members and teachers (i.e. more polite and respectful of different roles)" and "satisfaction that principal module materials were continuously improved with inputs from district level participants based on realities in rural and remote areas". Each district also conducted evaluation of results at school level.

In addition, 202 principals (154 male, 48 female) participated in the leadership training at district level across five target districts (Mimika not included). Further, Manokwari used their own funds to replicate to all schools.

At endline evaluation, the programme will measure proportion of schools being monitored by supervisors on a monthly basis, proportion of schools with clearly defined record keeping system, proportion of principals sending teachers to training, giving materials for reading and money to teachers to buy books on a regular basis.

Output 1.3.2: Government development partners and school committees have improved capacity in strategic planning and annual work plan preparation (AusAID and USAID)

Under this outcome, the programme is monitoring two inter-related output indicators: Proportion of school committee members (by gender) in target districts trained in school management (AusAID supported) a) In model schools; and b) In non-model schools; as well as percentage of schools that develop medium development plans (RKS) and budgets (RKAS) (USAID supported).

At the time of writing this report, data on these indicators is not yet available.

Output 1.3.3: Principals, teachers and school committee members receive financial management training including asset management (USAID)

1.3.3a. School committee members trained in asset management and having access to financial information (USAID)

Education finance modules were adapted mid-year during 2011 to suit the Tanah Papua context and subsequently socialised to 96 partners to ensure a strong understanding of data management and improved education finance management to ensure that improved education services are delivered for children.

Figure 10: Module Socialization Workshop Participants

	Male	Female	Total
Provincial	17	1	18
Biak	19	6	25
Jayapura	11	4	15
Jayawijaya	14	3	17
Sorong	12	9	21
Total	73	23	96

The BOSP training aimed to ensure that accurate budgeting is conducted by target districts, and local governments are able to provide additional funding using local government budgets in cases where BOS funding from the central Government remains insufficient to support school operational costs.

A series of training on BOSP was organised in the four target districts with 145 participants trained (65 males and 24 females from civil society with an additional 56 school participants).

- Each target district and provincial level has completed a full report on BOS funding needed for schools. These reports have now been published and are being used to inform government policy in Sorong, Manokwari, Biak, Jayawijaya and Jayapura Districts.

- Initial mini-policy dialogues were also subsequently organised at district level and it is hoped that local government policies will ensure that supplementary budget is made available from local budgets focusing on equitable access to a quality education. Public consultations conducted in Sorong District received very positive feedback from local government and District House Representatives (DPRD). Local government confirmed that it will use findings as the basis for future local government budget allocations. The DPRD also requested the District Education Office to formalise the findings by submitting a *Rancangan Peraturan Daerah Pelayanan Pendidikan* (Draft Local Law in Education Services) as an umbrella for strengthening district education public policy. Based on the findings of this work the district government has also allocated funds for Senior High School (SMA) operational costs

in the amount of IDR 221,029,608 (school needs of IDR 117,444/student/year). Moreover, district government agreed to commit further funds in 2013 and beyond to support operational costs for basic education at primary and junior secondary school levels once passing a local regulation (*Peraturan Daerah/Perda*).

- In Biak Numfor, the result of BOSP calculation became an important topic during discussion in district parliamentary meetings for 2012 budget allocation from October to December 2011. As a result, Biak Numfor parliament has now allocated 3.5 billion rupiah to match BOS funds for indigenous Papuan children in all levels of schooling to free them of all personal and operational costs of education. This highly significant achievement is informed by the result of BOSP calculation facilitated by STEP, and influenced by advocacy efforts conducted by education officials, Bappeda, and civil society who have developed a strong awareness of education budgeting processes and calculations.

- Similar results are being achieved across all target districts.

Figure 11: BOSP training participants

District	School Participants by Type of School			Civil society and Government Participants			Total Number of Participants
	State school	Private school	Total School Participants	M	F	Total by Gender	
Biak	8	9	17	10	3	13	30
Jayapura	6	5	11	18	10	28	39
Jayawijaya	3	9	12	17	5	22	34
Sorong	9	7	16	20	6	26	42
Total	26	30	56	65	24	89	145

Integrated Financial Report (LKT)

Integrated financial reporting is an integral part of school reports to meet the Minimum Service Standards (MSS). One indicator of MSS states that each school should apply 'principles' of School-Based Management (SBM), as such schools must provide regular report submitted to district education office. However most schools typically only provide reports on BOS funding usage, while other sources of funding tend to either be reported separately or not at all.

The LKT workshops were attended by participants from 56 model schools and 84 target schools supported by AusAID and USAID. Participants include school principals, teachers, school treasurers from elementary school (SD model), with a small number of junior secondary schools also participating in the trainings to support district government policy and accountability measures for primary level schools. The training supports the improvement of education services for 11,444 students directly consisting of 6,001 boys and 5,443 girls. However, much broader impacts are being achieved via government efforts to

mainstream and replicate technical modules being introduced to strengthen education service delivery.

In each district the LKT training was facilitated by 4 local facilitators and supported by 2 education finance consultants. The training divided into 2 parallel classes, 1 class was trained in developing computerised LKT and the other class for developing LKT manually. This was done to ensure schools across all geographic types will receive support in improving financial management procedures – not only those from urban areas.

Districts are now moving to replicate this training to non-target schools. For example, the Education Office in Soring District has allocated IDR 180 million (consisting of ABPD funds IDR 20 million) and BOS funds IDR 160 million). The replication training was done in two batches in November 2011 conducted by local service providers (trainers) who had participated in USAID-supported trainings. The participants came from 119 elementary schools (SD) and 25 junior high schools (SMP). Participants include School Principals and BOS/school treasurers with a total 174 participants (M: 134, F: 40). An interesting comment comes from one of the school principals, Mr. Johan Manam of SD YPK Klamono, was that "this is the first training that I attended that has a useful benefit for me and my school during my 20 years of service".

- Starting on 24 November and going up to 10 December 2011, Biak Numfor Education Office organized 9 batches of trainings to replicate the Integrated Financial Reporting manual to all 119 non-target elementary schools and 47 junior high schools in the district (totalling 636 participants consisting school principals and treasurers). The budget amounting to IDR 278,925,000 was originally allocated for BOS reporting workshops, but influenced by LKT, the government redirected the allocated funds for replication of LKT. The replication training was facilitated by BOS teams who were trained by STEP consultants and personnel. The district education office noted that follow-up trainings might be required in 2012 due to some anticipated changes with regards to BOS mechanisms and has requested follow-up technical support from UNICEF in 2012.

- Additionally, Jayawaija District in the highlands has also planned to replicate LKT training to all non-target schools using BEC-TF funds with technical support provided by UNICEF and STEP consultants.

- Provincial governments in both Papua and West Papua are also now planning to replicate Integrated Financial Reporting materials to non-target districts to support the strengthening of transparency and accountability of school level funds management.

Figure 12: LKT Training – Schools supported and number of students

Name of District	Total Target Schools (model ++)	Schools Already Trained	Beneficiaries (students) by gender		Total Beneficiaries
			Boys	Girls	
Biak	26	26	2,973	2,808	5,781
Jayawijaya	16	9	1,565	1,323	2,888
Jayapura	22	4	261	261	522
Sorong	20	14	1202	1051	2,253
TOTAL	84	53	6,001	5,443	11,444

Strengthening Data Management Processes

The overall purpose of the M&E capacity development strategy is to contribute to strengthening the capacity of Education Offices, both in terms of human resources as well as system strengthening. This will enable them to effectively gather and manage education related information, as well as to monitor the wider education context, i.e. the achievement of expected results as outlined in national and provincial laws, policies and regulations.

The monitoring and evaluation capacity development strategy involves inputs at all three levels – provincial, district and school – and has two main areas of focus: *strengthening information management* and *developing and implementing monitoring and evaluation*.

The table below summarises the two core areas of the M&E capacity development strategy and highlights the levels at which each core area of the strategy focuses:

Figure 13: Monitoring and Evaluation Capacity Development Strategy

Level	Areas of Focus	
	Strengthening Information management	Developing and implementing M&E plans
Province	Strong focus	Strong focus
District	Main focus	Main focus
School	Main focus	Limited Focus

LAKIP training

LAKIP training, geared toward strengthening the transparency and accountability of education offices, was launched during 18-20 October 2011 in West Papua. This initial training, which is planned to be rolled out over three stages across all districts and province

levels, included 32 participants 32 (M=22 and F= 10). The main objective of this first training was to develop participants' awareness and understanding of LAKIP legal basis, methodology, mechanism, and required data. Training was supported by 2 DBE facilitators.

This initial training will be followed by district level capacity development in Sorong District with education office officials. The training focussed on 1) compiling of strategic plan and annual work plan, 2) determining targets including measuring performance, 3) narrative report writing and 4) reporting of education progress linked to strategic development objectives. The Sorong LAKIP team consisted of 10 people who succeeded in completing the Strategic Planning Form (RS and RKT forms). Other districts have delayed LAKIP mentoring workshops to early 2012 due to high workloads of government counterparts at the end of last year.

USAID-targeted activity of School Level: Strengthened leadership and managerial skills of school principals, monitoring capacity of school supervisors, and participatory roles of school committees, parents, and community at large in monitoring school planning and budgeting.

The programme has so far directly targeted 56 model schools, many of which are model primary schools also supported by the AusAID funded programme, thus allowing for stronger convergence and optimizing technical support. The number of model primary schools will be increased as additional education finance component activities are rolled out. Furthermore, each model school services a number of satellite schools within its cluster. On average some 15 additional schools are thus indirectly supported by the programme.

This year the programme will monitor schools in which school committees have access to financial information as a result of these trainings.

4 PROMOTING GENDER EQUITY

Promoting or advancing gender equity is proving to be a challenge in programme implementation. The Papuan socio-cultural environment does not model gender equity as evidenced by the Governors and Bupati of both West Papua and Papua and all district Bupati being males. The heads of all implementing partners are also males as well as the majority of principals and senior people at district level in the education office. It is against this background that any work on gender must be understood.

Findings from the work of the gender consultant during 2011 showed that gender sensitive approaches have traditionally not been applied to the Renstra of many districts across both Papua and West Papua. Two reasons identified for this have been 1) limited understanding of gender analysis, and 2) low commitment and weak awareness of mainstreaming gender sensitive approaches.

In June 2011 UNICEF provided technical assistance to define strategies on how to mainstream gender sensitive approaches into planning, budgeting and monitoring processes supported by the programme as well as at school level training activities. While efforts have been made to assess and address gender inequalities, real change cannot occur without a supportive policy environment. Provincial education offices in both Papua and West Papua have increasingly looked to mainstreaming gender sensitive planning and budgeting processes, as well as to ensuring that gender responsiveness is included in education quality improvements as well as in non-formal and informal education.

A brief KAP study on gender was conducted during September 2011, limited to a homogenous sample of respondents (some 40 respondents) from government civil servants showing that while the perceived value of boys and girls may be the same, their treatment towards boys and girls is slightly different based, due to socio-cultural and economic reasons.

The consultant also conducted a gender review of early-grade teaching and multi-grade modules developed under the AusAID- and USAID-funded programme, and provided technical inputs for strengthening gender sensitivity in the modules and materials. Additionally, the programme is committed to reaching a minimum level of female participation (30%) in all training activities however as figures demonstrates that is not always the case.

Government officials have generally across all programme activities, increased their awareness of gender issues and are verbally committed to strengthening gender equity in their respective areas of work.

5 PROVINCIAL STEERING COMMITTEE MEETINGS

AusAID, USAID and UNICEF aim to strengthen government ownership of the current education programmes and institutionalize the results that are being achieved. One method for this is ensuring a functional and active steering committee exists in both provinces. The Provincial Steering Committees (PSC) give partners, government officials and local stakeholders an opportunity to provide quality oversight to programme implementation and provide formal recommendations for adjusting activities to ensure that programme initiatives are aligned to government priorities and needs of the education sector.

In Papua Province a PSC meeting was conducted on 11 November 2011 and attended by 34 key stakeholders drawn from UNCEN, faith-based organizations, Bappeda, the private sector, other government departments, Ministry of National Education and Culture, AIPD, the provincial teachers association, LPMP, and donor agencies. The second PSC meeting for West Papua Province was held on 14 November 2011 and was attended by 22 participants (19 men, 3 women) representing the Ministry of National Education and Culture, Provincial Parliament, Bappeda, provincial education office, UNIPA, STKIP, AIPD, AusAID, UNDP, local press, and district representatives from Sorong and Manokwari, as well as UNICEF personnel. Demonstrating the full government ownership of the programme, the heads of the education offices for Papua and West Papua gave presentations outlining progress and challenges as well as recommendations for overcoming challenges (based on inputs from all meeting participants).

Key recommendations that emerged from the meeting in **West Papua** include:

1. Province and districts need to develop education regulation (e.g. Education Perda).

2. MOU needed among the provincial departments and university regarding the KKN.

3. Implement a workshop to review findings of the teacher absenteeism study and solicit policy recommendations from stakeholders.

4. Need to strengthen the incentive and sanction system for teachers in remote areas.

5. Education funds should focus on non-physical inputs to improve management at school and quality of education processes in classrooms.

6. The provincial governments should establish an education council.

7. A meeting is required among donors and development partners to ensure that support is aligned to government strategic development plans as outlined in its Renstra.

8. Programme planning should be synchronized among central level and provinces/districts.

9. UPTD (or sub-district education offices) should be strengthened to overcome weak support and monitoring to schools in remote areas of West Papua.

10. Early Childhood Development (ECD) must become a priority area for donors to support in upcoming programme cycles.

Key recommendations and future directions emerging from **Papua** Province include:

1. Dikpora will replicate the AusAID supported programme to all non-target districts with a target that by the end of 2012 all districts will have at least one effective 'model school' for SBM.

2. Education council as a forum to communicate related efforts to improve education service in Tanah Papua should be established immediately.

3. Budgeting in education sector should be well planned, integrated, and carried out in a targeted manner.

4. The Secretary of Dikpora noted the UNICEF-AusAid programme showed significant progress and that the applied strategy is appropriate for Papua. He also noted that patience is required as it is unrealistic to expect immediate results over a short period in the context of Papua. James Modouw, the Head of Dikpora, also noted that experience shows that no programme can make 'instant' impacts in Papua and that the results being achieved currently will be most visible in several years to come.

5. Early childhood education, literacy eradication and strengthening community learning centres need to be supported by education stakeholders as well as UNICEF.

6. In addition to early-grade teaching, higher-grade teaching in one-roof-schools (grade 4 to 9) in every sub-district should also be part of UNICEF's support.

Programme staff are currently considering how to address and take forward some of these key recommendations, include them in revised plans for 2012, and ensure their inclusion in future plans for education in Papua.

6 CHALLENGES AND MEASURES TAKEN

The programmes have made progress across all activities in spite of several challenges encountered. Below is a brief description of challenges and measures taken. Proposed actions are designed to ensure desired programme results will be achieved, especially in relation to early-grade and multi-grade strategies to increase teacher competencies in rural and remote areas.

Also briefly noted below are several recommendations made to UNICEF and the government by an independent team of AusAID consultants, who visited Papua and West Papua during February 2012 to assess the programme progress. They met with a range of government partners, education office officials and visited 12 schools covered by the current programme.

Challenges have required continuous learning and adjustments in the programme approach. Some of the key challenges are listed below as well as actions already taken or being considered.

Teacher Absenteeism *from school continues to undermine the effectiveness of school level quality improvement activities*. To overcome this challenge 'written contracts' have been introduced for target schools to encourage teachers to attend school on a regular basis. Additionally, the programme is exploring new partnerships with district level education foundations to increase human resources for conducting mobile trainings in remote schools, as a means of supporting teachers in an on-going manner, to help improve their capacity to teach and increase their competencies without removing them for extended periods of time for training held far from their schools. The Teacher Absenteeism Study provides a series of policy recommendations to support government in addressing this problem.

Limited supervisors or operational funds are available for monitoring in remote areas. Advocacy for increased funding support and capacity strengthening of sub-district offices in remote areas via Renstra and Renja has occurred and is on-going. Strengthening the supervision system is key to helping teachers and principals perform better in their jobs, and the weak supervision system therefore clearly hampers any possibility for increasing accountability from schools for higher quality education for Papuan children, especially in rural and remote areas.

Cluster activities are difficult in rural locations *where sub-district education offices are weak, and distances to clusters great*. The programme is conducting a rapid geographic mapping and bottleneck analysis of remote target schools to identify where and why success is or is not occurring. Other actions already taken to address this challenge have included the launching of more intensified cluster (or sub-cluster) meetings between one or two satellite schools with model schools.

Community awareness and participation in remote area schools is relatively low. To address this challenge the programme has begun to (and will continue) use local media, community leaders, and social advocacy to encourage community awareness and involvement in education services delivery and quality improvement. The results of the USAID education sector partnership mapping has identified the possibility of further collaborations with local education foundations and church groups in mobilising and supporting local communities for advancing education.

Principal leadership is relatively weak in remote area schools. The programme has already moved to strengthen training support for school principals to increase leadership and management competencies. This work and opportunities for leadership training will be refocused especially for principals and leaders in remote schools including female leaders in remote areas.

Limited suitable resources/training materials for the remote Papuan context. A range of teacher and student learning materials have been developed and are being distributed to schools. The programme is keen to ensure that all materials are culturally appropriate for Papua and is already engaged with ethnographic researchers at the university as advisors. New materials will ensure the balance between consultation for cultural relevance and efficient development in creating more materials for teachers and students in schools.

The level of mentoring support for satellite schools via school cluster mechanisms remains insufficient. To overcome this challenge the programme is exploring additional modalities for building a critical mass of trainers at sub-district level. This includes the possibility of more intensive engagement with local education foundations or NGOs in remote areas.

Telecommunication and ICT facilities including access to telephone signals are a major challenge for the most remote communities and or schools currently targeted by the programme. The government has made available televisions in a range of isolated villages in remote areas through the government RESPECT programme which can be utilised in a fully revised programme approach in the future. Several NGOs have also built VSATs in remote areas to create communication links. The possibility to link to existing communication facilities and channels in satellite school communities is being further explored.

6.1 AUSAID EVALUATION RECOMMENDATIONS

Recommendations provided by the AusAID evaluation mission conducted during February 2012 have provided useful feedback for reflection and action of the UNICEF team and our government partners. The key recommendations are listed below, including UNICEF's reflections and actions.

1. **Strengthen performance management**. It is recommended that UNICEF strengthen and systematically use the monitoring system to monitor indicators in the agreed performance framework as well as conduct an endline evaluation before end of October 2012.

   Action: The UNICEF performance management framework has been adjusted to allow for monitoring of key results on a more regular basis.

2. **Review stimulus modules to ensure quality and relevance for Papua**. It is recommended that UNICEF use available resources in the design for short-term inputs from experts in early-grade and multi-grade teaching practices to strengthen stimulus materials for Master Trainers and prepare complementary teaching method resources that support less experienced teachers to implement early-grade and multi-grade teaching in practice.

Action: UNICEF has already engaged short-term expert inputs to review early-grade and multi-grade materials prepared for Papua and West Papua and is recently engaged with local expert partners (including SIL) in the development of a range of additional early-grade and multi-grade materials. UNICEF also has a network of technical consultants in the field working together with government and local partners to maximize possibilities for locally contextual products.

3. **Strengthen mentoring support approaches in rural and remote areas**. It is recommended that UNICEF use available resources in the design to support district agencies and foundations to deliver mentoring support to principals and teachers in rural and remote schools with systematic mentoring visits by selected master trainers.

   Action: This is being addressed by UNICEF. See below the section on Strategies to Strengthen Support for Rural and Remote Schools.

4. **Acknowledge and promote Australian identity as agreed**.

Action: UNICEF actively promoted AusAID's identity during 2011 and will continue to highlight the contributions and support provided by AusAID through all materials, training events and through acknowledging AusAID as a valuable partner. On a recent visit by the Regional Director, Mr Dan Toole, a number of UNICEF schools were visited and deliberate photo opportunities explored to ensure AusAID supported schools can be better promoted and profiled through materials and advocacy linked to this education programme during 2012.

Similar measures are being taken to promote USAID identity as relevant.

6.2 STRATEGIES TO STRENGTHEN SUPPORT FOR RURAL AND REMOTE SCHOOLS

Following the feedback through AusAID's Aide Memoir the UNICEF Education team supported by management from Jakarta and the field office held an intensive review. Specific areas of strategy strengthening have been identified especially focusing on reaching principals, teachers, students and school communities in rural and remote areas. An implementation plan is being developed and will be discussed for approval and partnership implementation with government partners by end of April 2012. Strengthening strategies include:

Strengthened support for Principals and Supervisors:

1. Increasing focus on principals, school supervisors working in remote and rural model schools to support satellite schools.

2. Special training sessions to increase the mentoring capacity of newly recruited sub-district trainers to support teachers in remote schools.

3. USAID-supported leadership training to be re-focussed on strengthening principal leadership in remote area schools.

Improved training and support for rural and remote area teachers

1. Continued roll-out of training of teachers for early-grade and multi-grade teaching with refinement to strategy in remote areas as required.

2. Further explore and support Remote Area Teacher Resource Centres to better reach teachers in very remote areas. To be established in all districts (maximum of two per district). Intensify mentoring support and funds for travel to model schools in remote areas and equip these centres with full sets of teacher resources to support teacher development. This is believed to improve the number of satellite schools reached.

3. Adopt a more structured training approach for *gugus* meetings, including incentivizing teachers' attendance and capacity development by issuing certificates of completion.

4. All larger scale teacher trainings for remote areas to be conducted either in 'remote area teacher resource centres' or at sub-district level (highest level) to ensure trainings are easily accessible by teachers in remote areas.

5. Develop clear guidelines for training at cluster level and for school level mentoring. Increase the frequency and days of mentoring for schools from remote areas, to be included in district proposals.

Quality and availability of relevant materials for teaching and learning

1. Accelerate printing and distribution of early- and multi-grade teachers' and children's learning materials through model schools and supervisor outreach efforts.

2. Strengthen teacher and student resource materials and seek to develop more teacher- and child-friendly materials to support early literacy and numeracy. Finalize teachers' materials for Multi-Grade Teaching and Early-Grade Teaching. Additional early-grade student literacy kits are being explored including books for reading, writing and arithmetic prepared by SIL and reviewed by UNICEF with government partners.

3. User support materials for literacy kits and fiction books are being finalized.

Stronger partnerships with civil society, communities and other stakeholders

1. Establish new relationships and strengthen those existing with church foundations, NGOs, community-based groups, PNPM facilitators and community leaders in remote areas to encourage their direct support for mentoring local schools.

2. Immediately use results of local partner mapping by UNICEF with master trainers in respective districts to identify potential individuals (village heads, religious leaders, retired teachers) or organisations (yayasan, NGOs, community self-help or youth groups) to reach schools in remote areas on a regular basis.

3. With local community leaders and district master trainers, strengthen relationship with local PNPM facilitators to increase village level funding for local schools and education needs of children and teachers.

4. USAID-supported service provider capacity development activities to be re-focussed on strengthening service provider capacities for remote area schools.

Engaging Government in Policy studies and dialogue to address the needs of rural and remote are education

1. The UNICEF Field Office in Papua is engaging with the government to discuss further support required to advance strategies already included in government plans for 2012 and beyond for advancing education in remote and rural communities.

2. UNICEF suggested the Provincial Education Office in Papua to hold a donors and partners meeting to explore a broader strategy for remote and rural education. There is government interest for this initiative.

3. UNICEF has also initiated discussions with government and partners to support the development of a review of rural and remote area education towards development of appropriate strategies relevant for enhancing educational access and quality for rural and remote areas in Papua and West Papua, but which also might be relevant for other parts of Indonesia. This initiative is likely to be led by government (BAPPENAS and MoEC) through UNICEF and ACDP support, with keen involvement of AusAID.

Figure 14: Direct STEP Beneficiaries: Education Administrators, School Principals and Treasurers (September 2011)

Name of district	BOSP Sensitization			Planning Meeting			Socialization of Partners on Training Modules for M&E and Financing			BOSP Workshop		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total
Papua Province	5	1	**6**	1	0	**1**	1	0	**1**			
Biak	3	0	**3**	3	1	**4**	3	1	**4**	*10*	*3*	*13*
Jayapura	2	0	**2**	5	0	**5**	5	0	**5**	*18*	*10*	*28*
Jayawijaya	2	0	**2**	2	2	**4**	2	2	**4**	*17*	*5*	*22*
West Papua Province	2	0	**2**	6	0	**6**	6	0	**6**			
Sorong	2	0	**2**	3	1	**4**	3	1	**4**	*20*	*6*	*26*
Total	**16**	**1**	**17**	**20**	**4**	**24**	**20**	**4**	**24**	**65**	**24**	**89**

Figure 15: STEP Target Schools (September 2011)

		By Status		
		State	**Private**	**Total Schools**
Papua				
Biak	Primary Schools (model Schools)	4	2	6
	Secondary Junior High School	2	3	5
	Secondary Senior High School	2	4	6
Jayapura	Primary Schools (model Schools)	2	3	5
	Secondary Junior High School	3	1	4
	Secondary Senior High School	1	1	2
Jayawijaya	Primary Schools (model Schools)	1	3	4
	Secondary Junior High School	1	3	4
	Secondary Senior High School	1	3	4
West Papua				
Sorong	Primary Schools (model Schools)	5	1	6
	Secondary Junior High School	3	2	5
	Secondary Senior High School	1	4	5
	Total	26	30	56

* Data is currently being collected

** Available data only for four schools so far

7 FUTURE WORK PLAN

7.1 AUSAID

In addition to on-going activities, the remaining period of the programme will specially focus on strengthening efforts for rural and remote areas as outlined in section 6.2 above.

7.2 USAID

During the next reporting period for USAID the programme will focus on the following:

Component 1

- Workshop for Education Information Management System (SIMP) to be conducted in advance of Renja (Annual Work Plan) development for 2012 so as to facilitate a more effective planning processes.

- Renstra ME mentoring activities both at the provincial and district levels.

- Asset management capacity building ToT at district and cluster levels, followed by mentoring at the school level.

- Workshops to strengthen key education stakeholders in formulation and legalization of relevant provincial and district education policies.

- End-line survey and programme evaluation.

- Follow up training and mentoring of Integrated Financial Reporting in target schools.

- Piloting PBPSA as a tool to calculate the costs required to achieve district and school levels Minimum Service Standards through workshops and mentoring.

- District workshops on calculation of education personal costs.

- Workshops and mentoring on AKPK (Analisis Keuangan Pendidikan Kabupaten – District Level Education Financial Analysis).

- Training of local service provider teams at provincial and district levels.

- End of programme policy dialogue work.

Component 2

- Finalisation of the leadership training modules.

- Leadership training ToTs at district and rural level focusing on remote teachers and Principals.

Component 3

- Completion of report on teacher absenteeism and partnership mapping study report.

- Public policy dialogues between policy makers in education with selected stakeholders from universities and CSOs. The dialogue is expected to produce recommendations for improvements in financial and data management, leadership training and better participation of CSOs in policy formulation. Partnership mapping survey.

- Second round of study-visits to "Good Practices" districts.

- Capacity development activities for selected CSOs.

- Second policy dialogue.

8 FINANCIAL IMPLEMENTATION

8.1 USAID FINANCIAL IMPLEMENTATION

Although experiencing a delayed start-up, the programme has done well to speed up implementation following the beginning of activity in early July 2011. Overall, from 1 April 2011 to 05 March 2012 UNICEF utilized 46 per cent of programmable funds from the first and second tranche payment of USD 2,500,000 (expenditures and obligations combined).

Programme Components		Timeframe	Budget (USD)	Requisitioned 01/04/2011 – 5/03/2012	Balance
Component 1 Activities, Data and M&E	Indicative Activities	18 months	870,000.00	401,393.72	468,606.28
Component 2 Activities, Education Finance and Budgeting	Indicative Activities	18 months	144,800.00	13,094.78	131,705.22
Component 3 Activities, Civil Society and Partnerships	Indicative Activities	18 months	278,600.00	155,949.70	122,650.30
Technical Support	Estimated	18 months	968,790.00	473,289.47	495,500.53
Sub-total (a)			**2,262,190.00**	**1,043,727.67**	**1,218,462.33**
Personnel					
Position	**UNICEF Grade**	**Number**			
Chief of Field Office	P4 - International				0.00
Programme Manager , Education and Youth Development Specialist	P4 - International	1	111,000.00		111,000.00
HIV and AIDS Specialist	P3- International	1	0.00		0.00
Education Programme Specialist	NOC	2	83,067.84		83,067.84
Programme Officer	NOB	2	61,259.19	0.00	61,259.19
Programme Assistant	G6	1	14,190.14	22,116.99	(7,926.85)
Driver	G2	2	9,500.00	4,865.81	4,634.19
Sub-total (b)			**279,017.16**	**26,982.80**	**252,034.36**
Operational					

Programme Components		Timeframe	Budget (USD)	Requisitioned 01/04/2011 – 5/03/2012	Balance
Office Space			45,337.84	20,016.71	25,321.13
Office Maintenance			19,890.00	29,272.78	(9,382.78)
Travel			130,000.00	48,383.67	81,616.33
Cross Sectoral Cost			67,865.70	27,825.45	40,040.25
Sub-total (c)			**263,093.54**	**125,498.61**	**137,594.93**
Total (a + b + c)				**1,196,209.08**	
UNICEF 7% Recovery Cost			196,301.05	79,455.69	
Grand Total			**3,000,601.75**	**1,275,664.77**	
Total contribution received as of today				**2,500,000.00**	
Balance contribution – total requisitions (01/04/11 – 05/03/12)				**1,224,335.23**	

NB: The amounts reflect the figures available at the field office level and should be considered as indicative. Actual expenditures will be reflected in the Statement of Accounts prepared by the Division of Financial Management, New York.

8.2 AUSAID FINANCIAL IMPLEMENTATION

Australia-UNICEF Education Assistance to Papua and West Papua (01 March 2010 to 27 March 2012)

No	Budget Line	Requisitioned Mar 2010-Feb 2011	Requisitioned Mar 2011- March 2012	Total
1	Human Resources	1,066,130.21	611,301.39	1,677,431.60
2	Travel	127,873.26	106,670.79	234,544.05
3	Equipment and supplies	1,785.20	59,497.19	61,282.39
4	Field Office Running Costs	14,218.77	64,435.85	78,654.62
5	Activities			
	5.1 Component 1	368,382.68	518,077.86	886,460.54
	5.2 Component 2	568,462.41	676,541.15	1,245,003.56
	Sub-total	2,146,852.53	2,036,524.23	4,183,376.76
6	*Recovery Costs*	*150,229.14*	*142,508.76*	*292,737.90*
	Total	2,297,081.67	2,179,032.99	4,476,114.66

NB: The amounts reflect the figures available at the field office level and should be considered as indicative. Actual expenditures will be reflected in the Statement of Accounts prepared by the Division of Financial Management, New York.

Detailed Utilization of Australia-UNICEF Education Assistance Funds from 01 March 2010 to 27 March 2012

Description	Expenditure 01/03/10 – 28/02/11	Requisitioned 01/03/11 – 27/03/12	TOTAL
Human Resources			
Remuneration for 1 person of Chief of Field Office - L4	180,000.00	55,634.94	235,634.94
Remuneration for 1 person of International Programme Manager - L4	249,387.80	4,542.64	253,930.44
Remuneration for 2 person of Project Officer - NO-C	112,488.47	273,115.89	385,604.36
Remuneration for 6 person of Project Officer - NO-B	307,104.46	255,402.04	562,506.50

Description	Expenditure 01/03/10 – 28/02/11	Requisitioned 01/03/11 – 27/03/12	TOTAL
Remuneration for 1 person of National Consultant	162,894.53		162,894.53
Remuneration for 1 person of International Part-time Consultant	28,620.00		28,620.00
Remuneration for 2 person of Programme Assistant - GS 6	25,634.95	22,605.88	48,240.83
Sub-total Human Resources	1,066,130.21	611,301.39	1,677,431.60
Staff Travel			0.00
Travel international consultant	23,049.61	10,665.00	33,714.61
Travel International part-time consultant	-	-	-
Travel National consultants	23,881.04		23,881.04
Travel 6 persons at Programme Officer-NO-B &2 Project Officers - NO-C	60,267.92	58,288.27	118,556.19
Travel Project Officer	6,600.05	10,868.19	17,468.24
Programme Assistant - GS	543.90	2,803.73	3,347.63
International Programme Manager - L-4	3,631.00	16,144.31	19,775.31
Chief of Field Office - L-4	9,899.74	7,901.29	17,801.03
Sub-total Travel	127,873.26	106,670.79	234,544.05
Equipment & Supplies			
Printing CLCC Advocacy material	1,785.20	59,497.19	61,282.39
Sub-total Equipment &Supplies	1,785.20	59,497.19	61,282.39
			0.00
Field office Running Cost	14,218.77	64,435. 85	78,654.62
			0.00
Activities			0.00
Component 1			0.00
Conduct school baseline data and capacity analysis and mapping on the education sector planning and budgeting process as well as monitoring and evaluation plan at province and district levels in Papua and Papua Barat	154,668.21	17,955.35	172,623.56
Undertake a gender audit and vulnerability assessment of the education sector in the 2 Provinces and 6 Districts	14,975.69	(707.80)	14,267.89

Description	Expenditure 01/03/10 – 28/02/11	Requisitioned 01/03/11 – 27/03/12	TOTAL
Consultancy and capacity building for education planners on strategic planning process and use of available information	32,427.84	197,298.71	229,726.55
Series of workshops and consultations to draft the Education sector Strategic Plan at the province and in 6 districts	76,854.69	317,365.87	394,220.56
Mid-Year and annual review meeting at province level to monitor the progress of in the Education Programme in the province &districts level (Q2 and Q4)	7,728.47	(51,940.47)	44,212.00
Adoption of the strategic plans with M&E Plan by the DINAS of Education	53,235.29	20,985.74	74,221.03
Develop annual operation plans for the Education sector in the 2 Provinces and the 6 districts	28,492.49	17,120.46	45,612.95
Sub-total Component 1	368,382.68	518,077.86	886,460.54
Component 2			
National coordination meeting for preparation of programme implementation	8,969.71	29,167.20	38,136.91
Workshop to prepare training materials for Papua and West Papua	0	13,308.33	13,308.33
Printing of the repackaged training materials	0		0.00
Development, reproduction, and distribution of IEC materials for advocating CLCC programme to wider stakeholders in Papua and West Papua	0	63,937.49	63,937.49
Facilitate the establishment of education sub-group (e.g. CLCC Development team) as a taskforce of KHPPIA to address EFA, CLCC & ECD at the province and district levels.	2,010.11	135,510.02	137,520.13
Develop advocacy kit and conduct advocacy workshop and visit on CLCC for key policy makers and stakeholders	34,267.11	12,471.46	46,738.57
Support coordination meetings of the Education Sub-group of the KHPPIA with focus on CLCC replication	30,726.54	63,561.57	94,288.11
Basic and Refreshing Training of Trainer for CLCC district master trainers	48,091.57	89,736.66	137,828.23
Training and regular meetings for supervisors to improve their capacity to monitor and assist the CLCC implementation	46,944.16	58,344.43	105,288.59
In-Service Training(s) on CLCC for head masters, teachers, and school committee members	82,043.93	52,157.91	134,201.84
On the Job mentoring on CLCC in the targeted schools through clinical supervision by supervisors assisted by district	7,985.49	77,197.17	85,182.66

Description	Expenditure 01/03/10 – 28/02/11	Requisitioned 01/03/11 – 27/03/12	TOTAL
master trainers.			
Cluster meeting of teachers/principles (KKG/KKKS) to influence replication of CLCC at the district levels	56,723.42	49,322.32	106,045.74
Training for key district stakeholders including CLCC Development Team members to support planning and implementation of CLCC	27,443.84	33,148.28	60,592.12
Develop, print and distribute curriculum, teacher resource materials for multi-grade teaching in rural and remote schools		10,728.20	10,728.20
Conduct Multi-grade teaching Training in coordination with LPMP	223,256.53	(181,628.91)	41,627.62
Development and distribution of curriculum, teacher resource materials, school numeracy and literacy package		60,890.34	60,890.34
Conduct Early-grade teaching intensive training in coordination with LPMP	0	108,688.68	108,688.68
Sub-total Component 2	568,462.41	676,541.15	1,245,003.56
Total Programme activities + Programme Support	2,146,852.53	2,036,524.23	4,183,376.76
Recovery Costs (7%)	150,229.14	142,508.76	292,737.90
TOTAL	2,297,081.67	2,179,032.99	4,476,114.66

NB: The amounts reflect the figures available at the field office level and should be considered as indicative.
Actual expenditures will be reflected in the Statement of Accounts prepared by the Division of Financial Management, New York.

9 EXPRESSION OF THANKS

UNICEF would like to express its gratitude to AusAID and USAID for their generous contribution towards improving the quality of education services delivery for all boys and girls in basic education in Papua and West Papua provinces of Indonesia.

ANNEX 1: MERGED PERFORMANCE MONITORING MATRIX

Result	Performance Indicators	Baseline	Targets	Progress in Reporting Period	End line 2012	Means of Verification
Goal						

To improve participation in primary education in selected districts of Papua and West Papua	Net enrolment ratio of boys and girls in primary education in targeted districts	<u>NER by district</u>
		PAPUA: 76.2 (Susenas 2010)
		  Jayapura: 97.8 (Susenas 2010)
		  Mimika: 94.7 (Susenas 2010)
		  Biak: 97.3 (Susenas 2010)
		  Jayawijaya: 85.9 (Susenas2010)
		WEST PAPUA: 91.9 (Susenas 2010)
		  Sorong 88.79 (Susenas 2009)
		  Manokwari: 88.40 (Susenas 2009)
			MDG are the broader targets			SUSENAS

	Net attendance ratio of boys and girls in primary education in targeted districts	<u>NAR by district</u>
		PAPUA – Total: 60.7; girls: 61.3; boys: 60.2 (Census 2010)
		  Jayapura: 47.2 (Susenas 2009)
		  Mimika: 62.0 (Susenas 2009)
		  Biak: 44.4 (Susenas 2009)
		  Jayawijaya: 56.2 (Susenas2009)
		WEST PAPUA – Total:89.0; girls:89.2; boys:88.9 (Census 2010)
		  Sorong: 88.79 (Susenas 2009)
		  Manokwari: 91.24 (Susenas2009)
			MDG are the broader targets			

Outcome 1.1	Provincial and Selected District Education Offices use plans (Renstra and Renja) including improved budgeting and financial management system (AusAID and USAID)					
Outcome 1.2	Primary school children in selected schools in target districts are benefit from improved teaching (AusAID)					
Outcome 1.3	Principals, supervisors and school committees have stronger leadership and management skills (AusAID and USAID)					
OUTCOME 1.1: Strengthened education strategic planning (AusAID and USAID)						
Outcome 1.1: Provincial and Selected District Education Offices	1.1a. % of education offices in target districts and provinces using improved quality education strategic plans with	2 **Provinces** have *Renstra* 1) <u>Child focused budgeting</u>: **Papua Province** *Renstra* (2006-2011) strong focus on infrastructure inputs and	2 provinces and 6 district education offices with	2 Provinces have Renstra: documents revised/ developed for both provincial education offices 1) <u>Child focused budgeting</u>: **Papua**		Education planning quality assessments

Result	Performance Indicators	Baseline	Targets	Progress in Reporting Period	End line 2012	Means of Verification
use plans (Renstra and Renja) including improved budgeting and financial management system (AusAID and USAID)	1) Child focussed budgeting 2) Alignment with higher level plans 3) Participation process	teacher certification, pro-poor focus through scholarship programs; **West Papua** *Renstra* (2008 – 2012) focused more on facilities and not on quality or equity for children. 2) <u>Alignment with higher level plans:</u> Quality of **Papua Province** *Renstra* needs to be strengthened; not linked clearly to National *Renstra*; analysis and M&E components need improvement; **West Papua** *Renstra:* same as Papua province. 3) <u>Participatory process:</u> **Papua Province** *Renstra* (2007)was based on two public consultations initially; revisions were internal; not widely distributed within office**; West Papua** *Renstra* (2008) had limited public participation in drafting of plans. 3 of 6 **target districts** have *Renstra* in place (Biak, Mimika, Jayapura – baseline survey) 1) <u>Child-focused budgeting:</u> have limited and out of date data; focus on construction and have weak M&E components. 2) <u>Alignment with higher level plans:</u> Plans have only limited reference to District long term plans (RPJMD); they were developed internally (Biak Numfor) or by external consultants (Jayapura and Mimika); 3) <u>Participatory process:</u> Some districts note participation of external stakeholders (i.e. *Yayasan*), but	improved quality strategic plans and annual workplans	**Province** *Renstra* (2012-2016) strong focus on improving service delivery; quality of school infrastructure; promoting access for children in rural and remote areas (IDR 7 billion for 2012); capacity development/support for quality assurance to districts in the province (IDR 4 billion for 2012). **West Papua** *Renstra* (2012 – 2016) strong focus on improving service delivery; quality of school infrastructure; promoting access for children in rural and remote areas; capacity development/support for quality assurance to districts in the province. 2) <u>Alignment with higher level plans:</u> Quality of **Papua Province** *Renstra* is strong and clearly linked to national priorities; analysis and M&E components improved. **West Papua** *Renstra:* same as Papua province. 3) <u>Participatory process:</u> **Papua Province** *Renstra* (2012) participatory planning process at all stages; broad stakeholders in public consultations at completion of document development; revisions conducted with external public partners; widely distributed within the education office and to all districts**; West Papua** *Renstra* (2012) same as Papua Province. 6 of 6 **target districts** have *Renstra* in		

Result	Performance Indicators	Baseline	Targets	Progress in Reporting Period	End line 2012	Means of Verification
		participation not systematic		place (Biak, Mimika, Jayapura, Jayawijaya, Sorong, Manokwari) 1) Child-focused budgeting: using updated and relevant data; stronger focus on quality improvement and children's access to education services (increased BOS funding allocations to all target districts to fill operational gaps and ensure children can access school); stronger M&E developed. 2) Alignment with higher level plans: Plans have strong reference to District long term plans (RPJMD). 3) Participatory processes: High level of participation in all districts including Yayasan, local education institutes, DPRD (local parliament), Bappeda, children, CSOs, media; plans developed with high level of participation across SKPD (or Dinas) by government teams with stakeholder participation; strongly owned locally		
	1.1b. % of education offices in target districts and provinces using improved quality annual work plans that include: 1) Child focused budgeting 2) Participatory process	• **Papua province** collected LI data from 29 districts; results of analysis used for planning. **West Papua province:** data not available • In six districts, LI data collected yearly; the coverage varies among districts. Jayapura and Biak use the data for planning.	2 provincial and 6 district education offices with improved quality annual work plans	*2/2 provinces use improved annual workplans* based on *Renstra*; development priorities with M&E framework in place • **Papua province:** collected LI data from 29 districts; results of analysis were used for planning; data from district education offices and Padati web also used. **West Papua province:** collected LI data from 11 districts; results of analysis were used for planning; data from district education offices and Padati web		Education planning quality assessments

Result	Performance Indicators	Baseline	Targets	Progress in Reporting Period	End line 2012	Means of Verification
				also used. • Public consultations conducted to review and verify plans. _**6/6 districts use improved annual workplans**_ based on _Renstra_; development priorities with M&E framework in place • All districts make stronger use of school LI data and other sources for developing _Renja_ (based on _Renstra_ data). • Public consultations conducted to review and verify plans.		
	1.1.c. % of target districts allocating budgets to address identified inequities in _Renstra_	16% -- Only Papua Province has some analysis for targeting inequities. No equity focus for West Papua Province Districts did not identify inequities and instead allocated budgets mostly on routine expenditures	100%	100% of districts have allocated funds to address identified inequities facing children. Examples include: budget allocations for teacher training, allocations for school monitoring, increased budgets for school operational funds to fill identified school funding gaps.		_Renstra_ Chapter 3 and _Renja_
	1.1.d. Number of regulations passed to support replication in non-target districts	0	2 of 2 provinces	Papua and West Papua provinces have included replication of _Renstra_ and _Renja_ training to all non-target districts in their strategic development plans for improving service delivery at district level		Government records
	1.1.e. % of districts with M&E frameworks for monitoring _Renstra_	0 of 2 provinces and 0 of 6 districts had an M&E framework	2 of 2 provinces and 6 of 6 districts	2 of 2 provinces and 6 of 6 districts have basic M&E framework for monitoring _Renstra_		District records
Outputs						
1.1.1 Government development partners participate in	1.1.1a. Capacity review of Government development partners conducted (Y/N)	No evaluation previously done focusing on internal capacity (organizational or environmental)	Provincial stakeholder capacity analysis completed by	Institutional and organizational capacity reviews completed in both provinces and all target districts. Reports completed and available for		Workshop reports; Review reports for

Result	Performance Indicators	Baseline	Targets	Progress in Reporting Period	End line 2012	Means of Verification
planning process at Provincial and District levels (AusAID)			end of January 2011	each target district and province (2/2 provinces and 6/6 districts). Review covers 8 dimensions of service delivery capacity (1. Access to information, 2. Availability of educational data, 3. Openness to input, 4. Planning mechanism, 5. Strong education council, 6. Government support for local regulation, 7. Local political support, 8. Synchronization of work mechanism) and was used to inform strategic development plans for strengthening service delivery capacity.		2/2 and 6/6 districts
	1.1.1b. % of women participants in planning stakeholder meetings	n/a	At least 30% participation by women	34.8% women (male=370, female=129)		Workshop attendance records
	1.1.1c. Number of meetings held with stakeholders from provinces and districts	n/a	2 meetings each year at provincial and district levels	*Renstra* - 3 technical workshops and 1 public consultation in each district and province; *Renja* - 3 technical workshops and 1 public consultation in each district and province		Education planning quality assessments
	1.1.1d. Number, proportion and type of government development partners from target districts trained in strategic planning and annual work plan preparation	n/a Available data shows that no training was conducted for partners in strategic development planning and annual work planning.	100%	*Renstra* Training workshops - 202 participants (153M; 49F) *Renstra* Public Consultation - 504 participants (370M;129F) Renja Development training - 205 participants (149M; 56F) 80% of estimated and mapped development partners involved in consultations (CSOs, Yayasan, FBOs, schools, SKPD, children, media)		Workshop attendance records
Output 1.1.2. Education Offices in provinces and districts improve	1.1.2a. Number of *Renstra* and *Renja* capacity development workshops for government development partners from target	Sporadic training provided		Each *Renstra* process had 4 different meetings plus a public consultation and a socialization meeting (so 6 in total); Each *Renja* had 4 meetings.		Workshop records, public media, consultants'

Result	Performance Indicators	Baseline	Targets	Progress in Reporting Period	End line 2012	Means of Verification
capacity for strategic planning (Renstra) and annual work plan (Renja) (AusAID)	districts (AusAID)			In total: 10 meetings x2 plus 10 meetings x 6 districts = 80 meetings		reports, Education Sector Review December 2012
	1.1.2b. Mentoring support for provincial and district *Renstra* writing teams (Y/N)	Some support through earlier programmes to Papua province	none	Provincial and district programme consultants provided intensive support for each writing team; RWT all involved in all 5 workshops as capacity development activity		Workshop records
	1.1.2c. Number and composition of *Renja* development teams in 2/2 provinces and 6/6 districts	No formal teams or participatory process except for Papua province to speak of	none	Teams of 6-9 people for core *Renstra* team and another 12 for broad *Renstra* team. Made up of Education staff (planning department, education leaders, Bappeda (at least one) and expert appointees as requested). *Renja* team also 6-8, but more education staff included.		Project documents
	1.1.2d. Completion of 2/2 provincial and 6/6 district *Renstra* and *Renja* documents (Y/N)	Documents existed in 50% of provinces/districts - technical review found very poor quality, no community knowledge and only Papua province used participatory process	non	All *Renstra* and *Renja* documents completed for 2012 in 2/2 provinces and 6/6 districts.		Government records
Output 1.1.3 CSOs have improved capacity for: • Policy development • Communication for Development • Financial management	1.1.3a. Mapping of CSO roles conducted (Y/N)	Assumption that Yayasan and CSOs provide service delivery/management of 60-70% of schools in rural and remote areas of Papua and West Papua	Complete Partnership Mapping by Dec 2011	Mapping completed with draft findings in December 2011; report in draft form in Bahasa Indonesia (March 2012).		Partnership mapping
	1.1.3b. Number and types of CSOs trained • Policy Development • Communication for Development • Financial Management	Many CSOs report that they have not received training/support in management and service delivery in rural and remote areas	2 civil society organizations per target district by end of program	Roll out of training in Q 2 and Q 3 of 2012		Baseline and end evaluation

Result	Performance Indicators	Baseline	Targets	Progress in Reporting Period	End line 2012	Means of Verification
(USAID)	1.1.3c. Proportion of CSOs participating in policy making processes with government	80% of the CSO are active in Dialogue Forums	90% of CSOs participate in policy making processes	85% of education CSOs/Yayasan were involved in policy dialogue forums such as public consultations and M&E training on *Renstra* and *Renja* development		Policy workshop reports
	1.1.3d. % of CSOs receiving support material or funding support from government	88%	90%			Baseline and end evaluation
	1.1.3e. % of CSOs believe that local parliament is addressing equity issues in education for children	17%	50%			Baseline and end evaluation
	1.1.3f. Number of study visits by government officials and CSOs	0	2 rounds per province and district	1 round has been completed for 2 provinces and 4 district teams to DBE districts outside Papua/West Papua		Progress reports
Output 1.1.4 Provincial and district education staff have improved capacity for budgeting and financial planning (AusAID and USAID)	1.1.4a. Number and proportion of provincial and district education staff mentored in financial planning (by gender) (USAID)	n/a (available baseline data shows that no mentoring has taken place for financial planning)	25% of relevant government staff	Pending roll out of training in Q2 and Q3 of 2012		Mentoring workshop reports
	1.1.4b. Number and proportion of education staff per district trained in improved financial management reporting (by gender) (USAID)	0%	80%	Pending roll out of training in Q2 and Q3 of 2012		Training Workshop reports
	1.1.4c. % of education offices in target provinces and districts using financial management data (AKPK) for planning purposes (USAID)	0%	80%	Pending roll out of training in Q2 and Q3 of 2012		Trip reports
	1.1.4d. % of education offices in target provinces producing AKPK/SAKIP meet three predifined criteria: • Using PAN Ministry format; • Covering all activities of *RENJA;* • Using credible supporting data. (USAID)	0%	100%	Pending roll out of training in Q2 and Q3 of 2012		Interview with persons in charge

Result	Performance Indicators	Baseline	Targets	Progress in Reporting Period	End line 2012	Means of Verification
	1.1.4e. Allocation of budgets for SBM at provincial and district levels (Y/N) (AusAID)	1 province only (Papua Province)	Yes for all target locations	Yes for all 2/2 provinces and 6/6 districts Papua Prov.: IDR4 billion W. Papua Prov.: IDR 1.2 billion Biak Numfor: IDR 190 million Jayapura: IDR 350 million Jayawijaya: IDR 900 million Manokwari: IDR 315 million Mimika: IDR 150 million Sorong: IDR 453 million		*Renstra* or *Renja*
	1.1.4f. Number of district education offices allocating funds for HIV AIDs programming. (AusAID)	2 out of 4 Districts (Only Jayapura and Biak allocating funds for HIV/AIDS programming)	100%	100%. 2/2 provinces and 5/6 target districts have allocated funds for HIV/AIDS programming. Papua Province: IDR 1,5 billion West Papua Prov.: IDR 370 million Biak: IDR 283 million Mimika: IDR 0 (this is correct) Jayawijaya: IDR 350 million Jayapura: IDR 150 million Sorong: IDR 450 million Manokwari: IDR 950 million		The *Renstra*
	1.1.4g. Number of districts providing additional BOS allocations to schools to fill funding gaps (USAID)	2 out of 4 districts	100%	Workshops conducted in all target districts in 2011; policy dialogues conducted in each target district; all target districts completed full report on BOS funding needs for schools		Endline evaluation
Output 1.1.5 Provincial and district accountability systems improved (USAID)	1.1.5a. Proportion of relevant staff from provincial and district teams trained in the preparation of Accountability Report (LAKIP) by gender	0%	80% of M&E teams	Training course developed; initial training held in West Papua for 32 participants (21m, 11f); completion course for Sorong only (10 participants)		LAKIP documents
	1.1.5b. Number of provinces and districts that had prepared LAKIP to agreed standards	1 out of six districts	100%	Pending roll out of training in Q2 an Q3 of 2012		

Result	Performance Indicators	Baseline	Targets	Progress in Reporting Period	End line 2012	Means of Verification
	1.1.5c. Number of provinces and districts using the format from PAN Ministry	1 out of six districts	100%	Pending roll out of training in Q2 an Q3 of 2012		
	1.1.5d. *Renja* activities are reported with reliable data	1 out of six districts	100%	Pending roll out of training in Q2 an Q3 of 2012		
Output 1.1.6 Provincial and district education offices have access to and are using reliable data in planning process (AusAID and USAID)	1.1.6a. Operational budget for data management system in place (USAID)	• Papua Province allocated – IDR 114 million for routine data collection activities and IDR 377 million for training of personnel (2011); • Biak Numfor: IDR 40million (2010); • Nothing in Papua Barat: Sorong, Manokwari; • Jayawijaya, Jayapura for LI data collection.	4/4 districts and 2/2 provinces			LAKIP documents
	1.1.6b. Budget allocated for professional development of data management staff in Dinas (Y/N) (USAID)	• Allocation for monitoring has been available every year in 2/2 provinces and 4/4 districts • Professional development funding only in Papua Province: IDR 435million (2011); this included funds for training at district level. • 0% for monitoring and evaluation of *Renstra*	Yes for 2/2 provinces and 4/4 districts			Baseline and endline evaluation
	1.1.6c. Proportion of education data team members in 2/2 provinces and 6/6 districts trained in M&E for *Renstra* and *Renja* (including baseline and endline survey methodology) (AusAID)	0	50%	All education data management teams (100% of team members) have received training in M&E and baseline evaluations for 2/2 and 6/6 districts		Attendance records from training reports
	1.1.6d. Number of districts trained in use of standardized SBM indicators for SBM Monitoring and Evaluation System (AusAID)	0	6/6 districts	6/6 districts have piloted the SBM indicators using MSS standards as reference; Provincial governments have also conducted pilot testing in non-target districts		Monitoring reports

Result	Performance Indicators	Baseline	Targets	Progress in Reporting Period	End line 2012	Means of Verification
	1.1.6e. Availability of baseline survey (Y/N) (AusAID and USAID)	0	2 reports (AusAID and USAID)	Baseline reports completed	n/a	Baseline reports
	1.1.6f. Availability of routine monitoring reports (field trip reports, activity implementation reports) and monitoring data (Y/N) (AusAID and USAID)	No comprehensive data available	Field trip reports of school visits and monitoring of programme activities	Yes. Routine activity monitoring by UNICEF available.		Trip reports; programme database; Progress reports; Activity reports
	1.1.6g. Completion of endline survey (Y/N) (AusAID and USAID)	0	1 report (combining both AusAID and USAID)	Planned for October 2012		Endline report
	1.1.6h. Data gathering tools developed (MSS, MBS, HIV AIDs, LI) and implemented in provinces and target districts (USAID) (Y/N)	0 out of 4 Districts	100%	Instruments developed and piloted in all target districts		Education office reports
	1.1.6i. Proportion of target districts with integrated data gathering instruments mainstreamed to school supervisor reporting system (USAID)	0 out of 4 Districts	100%	Biak Numfor: SBM monitoring tool integrated into supervisor monitoring system (2012)		SD MSS data
	1.1.6j. Proportion of data unit staff in Dinas capable of running PadatiWeb (USAID)	41% of data unit staff	80%	Pending roll-out of training in Q2 and Q3 2012		Monitoring visit reports
Output 1.1.7 Teacher absenteeism study provides evidence for policy (USAID)	1.1.7a. Study on teacher absenteeism survey completed by December 2011 (Y/N)	n/a	Report completed and shared with government and partners by mid-2012	Survey completed of 1,296 teachers, 430 community members, 245 schools (November 2011)		Progress report; Copy of study

Result	Performance Indicators	Baseline	Targets	Progress in Reporting Period	End line 2012	Means of Verification
	1.1.7b. Number of Workshops on capacity development for research of universities comlpeted by end of 2011	No capacity development workshops	4 technical workshops completed	6 workshops completed; 8 core researchers and 50 university students working as enumerators by end of 2011		Training records
	1.1.7c. Academic and research institutes participate in government policy formulation processes (Y/N)	n/a	Increased participation of relevant education sector partners	Increased participation of UNCEN and UNIPA staff in government policy making processes		Records of policy forums
Outcome 1.2: Improved teaching practices in schools (AusAID)						
Outcome 1.2: Primary school children in selected schools in target districts are benefiting from improved teaching practices (AusAID)	1.2a. % of teachers trained applying AJEL approaches in the classroom 1) Use of teaching aids 2) Students being active during class 3) Children's work displayed	Small % of teachers in target schools in 6 target districts previously received some training in AJEL (39.5% of target schools) 1) 48.7% 2) 55.5% 3) 36.6%	At least 80% of teachers trained are applying AJEL			School visits and endline evaluation
	1.2b. % of teachers in target rural and remote schools have enhanced skills and confidence in multi-grade teaching (grades 1- 6): 1) conducting student needs mapping 2) use of local learning aids 3) applying student lesson planning for multi-grades	1) 0% 2) 0% 3) 0%	At least 80% of teachers trained are applying improved multi-grade approaches in the classroom			School visits including classroom observations and endline evaluation

Result	Performance Indicators	Baseline	Targets	Progress in Reporting Period	End line 2012	Means of Verification
	1.2c. % of teachers trained applying improved early-grade teaching approaches in the classroom: 1) use of mother tongue 2) application of thematic approach lesson planning for early-grades 3) using literacy and numeracy packs	1) n/a; no mother tongue use reported 2) 0% 3) 0%	At least 80% of teachers trained are applying improved early-grade teaching approaches in the classroom			School visits including classroom observations
Outputs						
1.2.1 Teachers, principals, and supervisors improve capacity to use AJEL in the classroom (AusAID)	1.2.1a. Number of teachers, principals, supervisors and school committee members trained in AJEL (by gender)	Number of teachers, principals, and supervisors in target schools in 6 target districts received some training in AJEL at time of survey (activities in field were already launched by time of baseline survey in the field)	1,800 participants from 260 schools (teachers, principals and school supervisors)	Principals: 213 Teachers: 962 Supervisors: 115 Total: 1,290		Training records
	1.2.1b. Number of principals, supervisors and school committee members (by gender) trained in improved school-based management	Number of school principals, committee members, and supervisors in target schools in 6 target districts received some training in improved school management (activities in field were already launched by time of baseline survey in the field)	1,800 participants from 260 schools (teachers, principals and school supervisors)	Principals: 213 School committee members: 120 Supervisors: 115 Total: 448		Training records
	1.2.1c. % of teacher and principal working groups (KKG/KKKS) supporting the implementation of SBM through regular meetings in 6/6 districts	Regular meetings in 20% of KKGs and 17% of KKKs held on quarterly basis in all target districts	80% of working groups conducting regular meetings to support SBM implementation	80% teachers and principals working groups meet on a quarterly basis to focus on SBM		Monitoring reports

Result	Performance Indicators	Baseline	Targets	Progress in Reporting Period	End line 2012	Means of Verification
	1.2.1d. Quarterly Coordination meetings on CLCC/SBM established	0	Quarterly coordination meeting of CLCC/SBM Development team at district and province level	6/6 districts CLCC/SBM district revitalization teams established; meetings conducted on quarterly basis		Programme reports
1.2.2 Education personnel improve capacity to teach multi-grades in target schools (AusAID)	1.2.2a. Number of ToT trainers (by gender) trained in multi-grade teaching by function and location	0	60 education practitioners trained in multi-grade teaching	46 Multi-Grade Master Trainers trained (21M;25F)		Training records
	1.2.2b. Proportion of teacher and principal working group meetings (KKG/KKKS) focusing on multi-grade teaching	0	60% of KKGs and 60% of KKKS implement regular working group meetings focusing on multi-grade	Pending roll-out of training in Q2 and Q3 2012		Minutes and reports
	1.2.2c. Number of teachers trained (by gender) in multi-grade teaching methods	0	900 teachers in 260 remote schools trained in multi-grade teaching	Pending roll-out of training in Q2 and Q3 2012		Training records
	1.2.2d. Proportion of teachers applying improved multi-grade teaching in the classroom	0	80% of trained teachers	Pending roll-out of training in Q2 and Q3 2012		Classroom observations and records of visits

Result	Performance Indicators	Baseline	Targets	Progress in Reporting Period	End line 2012	Means of Verification
1.2.3. Education personnel improve capacity in early-grade teaching in the classroom in target schools (AusAID)	1.2.3a. Number of master trainers, teachers, principals, supervisors, and community leaders trained in early-grade teaching	0	140 teachers; 12 district supervisors; 69 community leaders trained in early-grade teaching in 260 remote schools across target districts	32 Early-Grade Master Trainers (13M; 19F) trained Via school clusters/KKG: 942 teachers (572M;370F); 240 principals (186M;54F)		Training records
	1.2.3b. Proportion of teachers applying improved early-grade teaching in the classroom	0	80% of trained teachers	Roll-out of district level training of EG model schools began in Nov 2011; 28 model EG schools in West Papua received mentoring in 2012 targeting 93 teachers (61m, 32f); 103 satellite schools sent 422 teachers (186m, 236f) to attend training via school cluster mechanisms. Some emerging innovations include: "buddy" system in Sorong and expansion of sub-district outreach efforts in Biak Numfor.		Classroom observations and records of visits
1.2.4 Schools use AJEL, multi-grade and early-grade teacher resource kits and materials (AusAID)	1.2.4a. Proportion of schools having access to multi-grade resource kits	0	80% of 260 remote schools using multi-grade resource kits	Pending roll-out of training in Q2 and Q3 2012		School assessment form
	1.2.4b. Proportion of schools having access to early-grade teacher resource kits	0	80% of 260 early-grade schools using early-grade resource kits	260 early-grade schools with access to resource kits		School assessment form
	1.2.4c. Proportion of schools having access to literacy, numeracy and children's book kits	0	80% of 260 early-grade target schools using literacy, numeracy and book kits	So far 260 early-grade schools have received the literacy, numeracy and children's book kits		School assessment form

Result	Performance Indicators	Baseline	Targets	Progress in Reporting Period	End line 2012	Means of Verification
	1.2.4d. Number of schools having access to AJEL teacher resource kits	0	60 model school receiving resource kits for AJEL	53 model schools have received the literacy, numeracy and children's book kits		Routine monitoring

Outcome 1.3: Strengthened Leadership (AusAID and USAID)

Result	Performance Indicators	Baseline	Targets	Progress in Reporting Period	End line 2012	Means of Verification
Outcome 1.3 Strengthened leadership and management skills of principals, supervisors and school committees (AusAID and USAID)	1.3a. % of Principals of model schools improve (by gender) their: • managerial competency score • social competency score • supervisory competency score • financial transparency in integrated financial reporting	Managerial Competency: 23% Social Competency: 20% Supervisory Competency: 31% Financial transparency: 80%	50% for all except 90% for financial transparency			Baseline and end evaluation
	1.3b. % of Supervisors in target districts improve scores (by gender) in: • supervisory skills • managerial skills • evaluation skills • social skills	Supervisory skills: 30% (M29% F31%) Managerial skills: 39% (M42% F31%) Evaluation skills: 43% (M45% F39%) Social skills: 27% (M32% F15%)	50% for all			Baseline and end evaluation School Reports
	1.3c. % of School Committees with improved management skills: • financial management • teacher management • teaching learning process	Financial management: 71% Teacher management: 77% Teaching Learning process: 80%	90% for all			Baseline and end evaluation
	1.3d. % of schools that prepare integrated financial utilization reports	79%	100%	Training rolled out for model and small proportion of satellite schools. Local district education offices have adopted LKT training as part of support for all schools in districts		Baseline and end evaluation
	1.3.e % of principals that hold meetings with supervisors and teachers	22%	100%			Monitoring reports

Result	Performance Indicators	Baseline	Targets	Progress in Reporting Period	End line 2012	Means of Verification
	1.3.f % of school committees that provide management advice to schools	Overall: 74% Finance: 65% Teaching and learning: 56% School maintenance: 74%	Overall: 80%			Monitoring reports
Outputs						
Output 1.3.1 Principals and school supervisors have improved leadership skills (AusAID and USAID)	1.3.1a. Proportion of principals and supervisors from target schools/districts trained in leadership (by gender)	0	80% of principals from target schools under USAID agreement	20 District **Master Trainers** (13M; 7F) participated in ToT on leadership at provincial level; 202 p**rincipals** (154M; 48F) participated in the Leadership Training at district level across 5 target districts (Jayawijaya, Jayapura, Biak, Sorong); Manokwari used their own funds to replicate.		Training records
	1.3.1b. Proportion of schools monitored by supervisors on monthly basis (by gender)	6 % of schools by male supervisors 2 % of schools by female supervisors	Males: 20% Females: 20%			Baseline and end evaluation
	1.3.1c. Proportion of schools with clearly defined record keeping system	80%	100%			Baseline and end evaluation
	1.3.1d. % of principals who send teachers to meeting/training on a routine/scheduled basis	69%	80%			Baseline and end evaluation
	1.3.1e. % of principals who often give materials for reading	54%	80%			Baseline and end evaluation
	1.3.1f. % of principals who give money to teachers to buy books	43%	60%			Baseline and end evaluation

Result	Performance Indicators	Baseline	Targets	Progress in Reporting Period	End line 2012	Means of Verification
Output 1.3.2 Government development partners and school committees have improved capacity in strategic planning and annual work plan preparation (AusAID and USAID)	1.3.2a. Proportion of school committee members (by gender) in target districts trained in school management (AusAID) • In model schools • In non-model schools	0	50%			Training records
	1.3.2b. % of schools that develop medium development plans (RKS) and budgets (RKAS) (USAID)	• The baseline study found that the majority of the sample schools had had RKS (51%) and RKAS (57%). • About 25% don't have the plans or budgets	80% have RKS and RKAS			School Reports
Output 1.3.3 Principals, Teachers and School committee members receive financial management training including asset management (USAID)	1.3.3a. % of school committee members trained in asset management	0	50% of school committee members	Education finance modules adapted in 2011 and socialized to 96 partners (73 m, 23f) to districts and both provinces; BOSP training for 145 participants; LKT workshops for 56 model schools and 84 target schools; LAKIP training in 2012 for 32 participants (22 m, 10f). Districts are now moving to replicate this training to non-target schools. Replication training for 119 primary and 225 JS schools completed (174 total participants).		Training Reports
	1.3.3b. % of schools in which committees have access to financial information	52%	80%			Baseline and end evaluation

ANNEX 2: STRATEGIC PLANNING IN PAPUA AND WEST PAPUA

Figure 16: Availability of Renstra and RPJMD in districts in Papua and West Papua

District	Document Status, Renstra			Document Status, RPJMD			BUPATI Period
	Have	Don't' Have	Period	Have	Don't' Have	Period	
Sarmi	√		2005-2009		√		2010-2014 (in process MK)
Keerom	√		2011-2016	√		2011-2016	2011-2016
Intan Jaya		√	In process		√	In process	Caretaker
Peg. Bintang		√		√		2012-2016	2012-2016
Nduga		√			√		2010-2015
Tolikara		√			√		2010-2015
Lanny Jaya		√			√		2011-2016
Memberamo Raya		√		√		2009-2014	2009-2014
Asmat		√		√		2010-2015	2010-2015
Merauke	√		Not final	√		2011-2016	2011-2016
Supiori		√		√		2005-2011	2005-2011
Puncak		√			√		PILKADA
Paniai	√		2008-2012	√		2007-2012	2007-2012
Yalimo		√		√		2011-2016	2011-2016
Deiyai		√			√		Caretaker
	4	11		8	7		

ANNEX 3: ROUTINE SCHOOL MONITORING INSTRUMENT

Figure 17: Routine School Monitoring Instrument

Logframe indicator number	Routine School Monitoring Instrument	
	Pakem	
1.2a	Teachers use teaching aids in classroom	Yes/No>_____
	Students are learning actively in classroom	Yes/No>_____
	Children's work displayed in classroom	Yes/No>_____
	Multi-Grade	
1.2b	student needs mapping conducted by teachers	Yes/No>_____
	local learning aids used to support learning in classroom	Yes/No>_____
	Teacher is applying student lesson plan for multi-grades	Yes/No>_____
1.2.2c	Number of teachers trained (by gender) in multi-grade teaching methods	L___ P____
1.2.2d.	Number of teachers applying improved multi-grade teaching in the classroom	L___ P____
1.2.4a.	School has access to multi-grade resource kits	Yes/No>_____
	Early-grade	
2.1c	Teacher uses mother tongue to support teacher for early-grades	Yes/No>_____
	Teacher used thematic based lesson plans for early-grades	Yes/No>_____
	Children use literacy and numeracy packs	Yes/No>_____
1.2.4b.	School has access to early-grade teacher resource kits	Yes/No>_____
1.2.4c	School has literacy, numeracy and children's book kits	Yes/No>_____
1.2.3a.	Number of teachers trained in early-grade teaching	L___ P____
1.2.3b.	Number of teachers applying improved early-grade teaching in the classroom	L___ P____
	Leadership	
1.3.1a	Principal trained in leadership (by gender)	Principal: L___ P____
1.3.e	Principal holds meetings with supervisors and teachers	Yes/No>_____
1.3.f	% of school committees that provide management advice to schools	Yes/No>_____
1.3.2a	School committee members (by gender) in target districts trained in school management	L___ P____
	In model schools	L___ P____
	In non-model schools	L___ P____

1.1.3b	% of schools in which committees have access to financial information	Yes/No>_____
	School has allocated BOS funding for teacher training	Yes/No>_____
	Principal has regular meeting with community members	Yes/No>_____
	HIV	
	HIV&AIDS incorporated in KTSP for above grade 5 and 6	Yes/No>_____
	Teacher lesson plan for HIV&AIDS available grade 5 and 6	Yes/No>_____
	HIV&AIDS incorporated into school subject time table grade 5 and 6	Yes/No>_____

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UNICEF Office: Jakarta
Donor: AusAID
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<u>DONOR REPORT FEEDBACK FORM</u>

UNICEF is working to improve the quality of our reports and would highly appreciate your feedback. Kindly answer the questions below for the above-mentioned report and return to UNICEF Jakarta who will share your input with relevant colleagues in the field and in headquarters. Thank you!

Please return the completed form back to UNICEF by email to:

Name: Karoline Gerber

Email: kgerber@unicef.org

<div align="center">***</div>

> SCORING: 5 indicates "highest level of satisfaction" while
>
> 0 indicates "complete dissatisfaction"

1. To what extent did the narrative content of the report conform to your reporting expectations? (For example, the overall analysis and identification of challenges and solutions)

5	4	3	2	1	0

If you have not been fully satisfied, could you please tell us what we missed or what we could do better next time?

_____
_____
_____

2. To what extent did the fund utilization part of the report meet your reporting expectations?

5	4	3	2	1	0

If you have not been fully satisfied, could you please tell us what we missed or what we could do better next time?

_____
_____
_____

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3. To what extent does the report meet your expectations in regard to the analysis provided, including identification of difficulties and shortcomings as well as remedies to these?

5	4	3	2	1	0

If you have not been fully satisfied, could you please tell us what we missed or what we could do better next time?

_____
_____
_____

4. To what extent does the report meet your expectations with regard to reporting on results?

5	4	3	2	1	0

If you have not been fully satisfied, could you please tell us what we missed or what we could do better next time?

_____
_____
_____

5. Please provide us with your suggestions on how this report could be improved to meet your expectations.

_____
_____
_____

6. Are there any other comments that you would like to share with us?

_____
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