

The Education Partnership: 2015 Annual Partnership Performance Report

MANAGEMENT RESPONSE

Program Summary:

Program Name	Australia's Education Partnership
AidWorks details	INJ648
Commencement date	June 14, 2011
Total Australian \$	AUD 369 million
Total other \$	-
Delivery organisation(s)	Components 1, 2 and 3 are delivered by Cardno Emerging Markets –through School System and Quality (SSQ). Component 4, which is co-financed by the EU, is delivered through the ADB.
Implementing partner(s)	The Ministry of Education and Culture (MoEC) and; The Ministry of Religious Affairs (MoRA)
Country/Region	Indonesia
Primary sector	Basic Education
Objectives	<ol style="list-style-type: none"> 1. Component 1 (C1) – The construction or expansion of up to 1,150 junior secondary schools to increase junior secondary enrolment in participating districts. 2. Component 2 (C2) – The development of a professional development system for Indonesia's 293,000 school principals, school supervisors and district education to improve the quality of school and madrasah management (ProDEP) 3. Component 3 (C3) – The improvement of 1,500 madrasah consistent with the National Education Standards and the strengthening of madrasah quality improvement support systems. 4. Component 4 (C4) – The support of relevant, high quality and timely research and analysis that strengthens education policy, planning and budgeting.

Report summary:

• 2015 Annual Partnership Performance Report:

The Annual Partnership Performance Report (APPR) provides an objective assessment of program achievements, weaknesses, opportunities and challenges. The APPR captures key results and informs program management decisions and strategic dialogue between the Government of Australia (GoA) and of Indonesia (GoI) about sector performance and emerging priorities. Produced by the Education Partnership (EP) Performance Oversight and Monitoring (POM) team, the APPR is reported against the OECD's DAC criteria of relevance, efficiency, effectiveness, impact and sustainability. It also addresses the requirements of GoA's Investment Quality Reporting and the associated Aid Quality Checks.

With Components 2 and 3 closing in June 2016, Component 1 expected to close in early 2017 and Component 4 concluding in mid-2017, the emphasis of the 2015 APPR differed slightly from those of previous years. For Component 4 the APPR continued to support improvements to the management and implementation of the EP, while elsewhere the emphasis shifts to informing GoI/GoA on the performance of the EP and to identifying

recommendations that should ensure optimal effectiveness, impact and sustainability. The APPR also captured lessons relevant to DFAT's Forward Program, particularly in respect to its design, delivery, management, governance and performance appraisal.

- **Completion date:** March 2016
- **Evaluation team:** the APR was completed by the Performance Oversight and Monitoring (POM) team contracted through Palladium International.

Summary of report findings:

- **DFAT's response to the evaluation report:**

The 2015 APPR is a well-balanced, fair and objective assessment of the performance of the Education Partnership. The approach to drafting the APPR focused directly on key issues was highly consultative. From all reports, POM's engagement with stakeholders throughout the drafting process was substantial and productive.

We acknowledge that Australia's contribution to education through the EP has remained highly valued and that the EP has continued to assist GoI by meeting capacity and service shortfalls in key areas. We also recognise that 2015 was a difficult year for EP. The program passed through two periods of uncertainty: first as our aid commitments were adjusted to reflect Australia's new development policies, and second, as the direction of the new Indonesian administration became clearer through a restructuring of MoEC. In the final analysis, this report judged that the EP adjusted satisfactorily as the two governments' policies and priorities changed.

On Component 1, plans are now in place for a successful completion of school construction program. DFAT and MOEC continue to optimize opportunities in using the products of Component 1 especially for school construction committee training.

MoEC is adapting ProDEP to be part of their much larger professional development system for education personnel under **Component 2**. And, as this takes place and the wider program develops, discussions continue regarding the further evaluation of ProDEP to ensure that any new measurements and their analysis fully utilise existing baseline data.

DFAT-financed TA, provided following assistance under **Component 3**, will support MoRA in operationalizing the Madrasah quality reform process. However, organising the necessary Steering Committee meetings to guide implementation is recognized as solely a MoRA responsibility.

Under **Component 4**, DFAT has continued to promote more responsive procurement arrangements from ADB, and ADB have responded with what they expect to be a better system. Terms of reference reviews will also be made speedier. EU, DFAT and ACDP are monitoring both processes to assess their effectiveness.

We agree with the need for increased attention to sustainability, and in particular to recognising those elements of the EP that can be usefully supported through DFAT's post-EP program of support to the sector.

Looking ahead, implementing partners and key GoI figures are generally supportive of Australia's shift to an economic partnership focused on policy engagement and technical assistance program. This approach is fully consistent with GoA's desire to transition its relationship with Indonesia from that of donor-aid recipient to that of a mature relationship between two G20 neighbours. Within this context Australia worked hard to expand its engagement at a variety of levels, with a particular focus on high-level engagements within the key counterpart ministry (MoEC). Nonetheless, as the Embassy transitions from the EP to its Forward Program it must ensure that it sets a clear strategic direction, that it clearly communicates what it wants from its investments and those implementing them, and that it invests in appropriate capacity building measures such that key actors possess the understanding, the capacity and the capability to meet the Embassy's expectations of its aid development program.

- **DFAT's response to the recommendations made in the evaluation report:**

The report made 25 recommendations clustered under four components. DFAT's response to each recommendation is listed below:

Detailed management response to all APPR recommendations

Recommendations	Level of Urgency	DFAT Management Response (agree/ partially/ disagree)	Action
Component 1			
R1: Institutional partners should develop and implement a plan to ensure professional completion of Cycle 4 schools.	High	Agree	Plans are in place for a successful completion of school construction program. The SSQ Component 1 team will remain in place as DFAT have extended the SSQ's C1 contract through January 2017. MOEC welcomed this decision and is committed to complete the EP schools.
R2: MoEC and DFAT should continue their efforts to maximize existing investments in systems strengthening (e.g. guidelines, monitoring, CHS, and site selection).	High	Agree	DFAT and MOEC continue to optimize opportunities to use the products of Component 1 (an audio-visual package of construction guidelines, monitoring and evaluation practices and resources, CHS system and guidelines) especially for the APBN-funded school construction committee training. Indications are that CHS will be a permanent feature of MoEC construction programs. The Field Monitor (FM) based independent monitoring system has been taken up in part by MOEC and will be employed in Gol's 2016 APBN financed school construction program (366 schools are to be built/revitalised in Gol FY 2016). DFAT will monitor the use of FMs beyond Gol FY 2016.
Component 2			
R3: The performance of ProDEP be assessed with due consideration given to the relative merits of its Units of Learning, components (e.g. CPD, SPD), and delivery modalities (e.g. direct, on-line learning) that are particularly applied in Gol financed districts.	High	Partially agree	MoEC is adapting ProDEP to be part of their much larger professional development system for education personnel. And, as that program develops, discussions continue regarding the further evaluation of ProDEP to ensure that the new measurements and their analysis fully utilise existing baseline data. DFAT-financed TA, provided through the Forward Program, will continue to pursue DFAT's interest in assessing ProDEP products and the effectiveness of delivery modalities.
R4: The relevant findings and implications of ACDP's Evaluation of Principals Preparation Program (ACDP 042) for ProDEP be identified and applied.	High	Agree	ACDP's findings have been provided to Gol on a number of occasions. LPPKS and PASKA are now looking at how best to apply those lessons. DFAT-financed TA, provided through its Forward Program, will also promote lessons and support better legislation for greater district level use of trained principals.
R5: Light-touch reviews of the Gol-financed ProDEP "replication"	High	Partially	DFAT-financed TA, provided through its Forward Program, will assist Gol to design policy and

in 2016 be undertaken on a frequent and ongoing basis so that real-time learnings are captured and applied, and such that more evidence becomes available about ProDEP's ongoing relevance and effectiveness.		agree	monitor the broader professional development program – this will include careful attention to assessing impact of ProDEP related interventions.
R6: Subsequent to assessing the performance of ProDEP, a revised sustainability plan should be developed that reflects experience to date and emerging opportunities at national and district levels to adopt a properly timed and sequenced ProDEP that is relevant to the needs of the sector and key decision makers.	High	Partially agree	In May 2016, as part of the sustainability effort, DFAT, MoEC and other donors participated in a ProDEP transitioning workshop to ensure that ProDEP products/lessons were taken into account as the MoEC CPD program expands. DFAT-financed TA, provided through its Forward Program, will continue to focus on principals as instructional leaders as they assist MoEC to develop and assess their new CPD system.
R7: Consideration should be given to the provision of DFAT-financed technical assistance in support of the appraisal and, where applicable, further development of ProDEP.	Medium	Agree	Fully agree that DFAT-financed TA support the rollout of ProDEP
Component 3			
R8: Lessons should be captured about how external funding has been secured for Madrasah quality improvement measures.	High	Agree	DFAT will commission POM to a) determine and document how madrasah capture (or can capture) external funding to support ongoing quality improvement, and b) inform DFAT programming (including for INOVASI) and MoRA of their findings.
R9: The first meeting of the steering committee for the Grand Design should be convened at the earliest convenience to identify priorities and forms of further technical assistance that may accelerate implementation of the Grand Design.	High	Seen as GoI responsibility	DFAT-financed TA, provided through its Forward Program, will support MoRA in operationalizing the Grand Design reform process. However, Steering Committee meetings are solely MoRA's responsibility.
R10: The merits of introducing a variable-funding mechanism to improve MDC capacity should be considered under existing financing plans for MDCs.	Medium	Agree	DFAT to share finding with the in-coming DFAT-financed TA team that will provide support for MoRA in operationalising the Grand Design.
R11: The efficacy and size of block grants as a stimulus for quality improvement should be assessed. Block grants earmarked for training programs are an option that should be investigated.	Medium	Seen as GoI responsibility	DFAT see this as a MoRA responsibility. The recommendation to be shared with MoRA. DFAT-financed TA (see above) may assist MoRA if they are requested to do so.

R12: The suitability and performance of Madrasah Working Groups (KKM) in facilitating MoRA's Madrasah Upgrading Program should be evaluated.	Medium	Seen as Gol responsibility	DFAT see this as a MoRA responsibility. The recommendation to be shared with MoRA. DFAT-financed TA (see above) may assist MoRA if they are requested to do so.
R13: The findings of the social inclusion pilot program should be assessed in order to better understand how the Islamic education section might take a lead in social inclusion strategies.	Low	Agree	DFAT to share findings from evaluation of social inclusion pilot with other DFAT education programs, MoRA and the upcoming DFAT-financed TA team that will support MoRA in operationalizing the Grand Design.
R14: Consideration should be given to involving representatives of non-state organisations (e.g. Al Ma'arif) in decision-making about private Madrasah quality improvement.	Low	Agree	DFAT to share finding with the in-coming DFAT-financed TA team that will support MoRA in operationalizing the Grand Design.
Component 4			
R15: ACDP should invest in full-time, dedicated M&E resources to improve reporting and to facilitate learning, continuous improvement and the strategic management of its portfolio.	High	Agree	Although DFAT have requested that ADB/ACDP secure full-time M&E resources, ACDP has been unable to recruit suitable M&E expertise on this basis and has instead recruited a part-time M&E specialist.
R16: ADB's procurement processes should be reviewed and subsequently revised to ensure that they facilitate the timely delivery of required services so that the Secretariat can meet Gol's expectations.	High	Agree	DFAT has continued to promote more responsive procurement arrangements from ADB, and ADB have responded with what they expect to be a better system. ToR reviews will also be made speedier. EU, DFAT and ACDP are monitoring both processes to assess their effectiveness.
R17: The draft Sustainability Strategy prepared in the first half of 2015 should be reviewed, finalised, and then implemented.	High	Agree	All ACDP stakeholders are concerned with the sustainability of an effective R&D system within Balitbang/MoEC. While this concern goes beyond ACDP, the EU, DFAT and the ADB are working with the Head of Balitbang and ACDP staff to ensure that as many of the ACDP R&D attributes as possible can be maintained beyond June 2017.
R18: The ACDP should facilitate evidence utilisation and incorporation by ensuring that the K2P component of activities is sufficiently resourced and implemented.	Medium	Agree	DFAT believe that the revised ACDP work plan for 2016-17 pays adequate attention to these concerns.
Management and Governance of EP			
R19: A clear description of both the development and political outcomes expected from future	High	Agree	DFAT will continue to define its Forward Program over the coming months and throughout its implementation - taking care to

investments under the DFAT Education Forward Program should be provided not least to facilitate program design, implementation, M&E.			be explicit about expectations in terms of 'political', technical and policy outcomes. A critical element of this process is the discussions within DFAT and with GoI stakeholders that revolve around anticipated returns on investments and how those anticipated returns can best be achieved and assessed.
R20: Clearer guidance should be provided to DFAT staff and Implementing Partners about the Basic Education Unit's expectations for achieving political outcomes and how these might be achieved.	Medium	Agree	DFAT will continue to work on clearer guidance in this area
R21: Regular (6-monthly) reviews should be undertaken related to the achievement of the high-level outcomes expected in DFAT's Forward Program, coupled with an identification of opportunities to improve the return on DFAT's investment.	High	Agree	These reviews will be part of the M & E for the forward program
R22: To ensure transparency, mutual accountability and shared understanding, agreed formal management and governance meetings should supplement less formal stakeholder engagement.	High	Agree	DFAT will embed regular formal reviews of the Forward Program with stakeholders both by investment (Inovasi, TFs, TASS, etc.) and as a program. In the latter case, partially to assess how the different investments are influencing each other.
R23: A lessons learned review should be undertaken of the 2014/15 transition process in DFAT's Basic Education Unit and other Development Cooperation sections in the Embassy in Jakarta to inform DFAT policy and programing.	Low	Agree	DFAT will share these lessons across different programs
R24: Consideration should be given to the necessary DFAT and MC staff skill sets required to deliver the new aid paradigm and the need to adjust recruitment plans accordingly.	Medium	Agree	It is agreed that the combination of DFAT and MC staff is required to meet these objectives and consideration will be given in the next year
R25: Separate Gender and Disability Action Plans should be developed as part of an overall Social Inclusion Strategy for DFAT's Education Forward Program.	Medium	Agree	The Basic Education Team will develop separate Gender and Disability Action Plans for the Forward Program together with a tool to assess compliance. These Plans will be embedded in the Sector Investment Plan (SIP) document.