Strategic Review Report

Australia's investments in basic education in Indonesia

Innovation for Indonesia's School Children (INOVASI),

Technical Assistance for System Strengthening (TASS), and

World Bank Trust Fund for Improving Dimensions of Teaching, Education Management, and Learning Environment (ID-TEMAN)

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Executive Summary

Australia has provided support to the education sector in Indonesia for over two decades. The current strategy supports Indonesia's own systems to improve quality of education by using their own funds in ways that are efficient and effective. This review considered the three main investments in the sector: INOVASI, ($49 million, implemented by a Contractor), TASS ($11.9 million implemented by a Contractor) and ID-TEMAN ($9 million, implemented by the World Bank).

The Review assessed the relevance, effectiveness and efficiency of the current investments in the changing context, and identified lessons learnt and potential improvements in design, governance and management. A two-person independent team consulted over 220 individuals and analysed more than 50 planning and reporting documents. Site visits were conducted jointly with DFAT Post and implementation teams in 8 schools and local government offices in 4 Provinces.

Findings

1: Australia's education investments in INOVASI, TASS and ID-TEMAN are highly relevant to a changing context, and should continue.

Primary and secondary education continues to be a high policy and political priority of both Indonesia and Australia, recognised as essential to Indonesia's economic development. The long history of cooperation in the sector underpins the bilateral relationship and creates significant opportunities for Australia to exercise soft diplomacy in a country of critical importance to regional economic and political security. The suite of current investments is responsive to current opportunities and momentum for reform in the sector, and are appropriately targeted on critical challenges.

2: DFATs investments in the education sector are very effective, with important lessons for future implementation

The individual programs are found to be exceeding expectations given progress to date, and there is sufficient evidence that the intermediate outcomes in the individual program designs are being achieved (Findings 4-8 of this Review). A comparative assessment of strategies and outcomes across the program showed that all strategies being pursued are effective, with most often being highly effective (5/12), many being very effective (4/12) and few being moderately effective (3/12), and that that of the 11 outcome domains, 1 is highly likely to be achieved, 4 are very likely to achieved, and 6 are only somewhat likely to be achieved.

There are important strategic, technical and operational lessons learned from these investments:

1. Australia plays a strategic role supporting the Indonesian government as a trusted partner in seeking solutions and responses to its own priorities which could be more explicitly articulated in the sector strategy and program designs.

2. DFAT Post plays a strategic and influential role in directing programs, responding to GoI priorities and strengthening the bilateral relationship, which could be strengthened even further.

3. There is a strong underlying strategy for scaling out and scaling up evident across the program, but this is not clearly articulated or evenly understood.

4. The PDIA approach (problem driven iterative, adaptive) is a highly effective way of working, and has evolved as a way of thinking, rather than an activity to be delivered.

5. Being "responsive and flexible" is insufficient in itself to generate results, and programs work better when they have a strategic engagement with partners.

6. A 'thinking and working politically' (TWP) approach is highly appropriate and effective when working across a sector, at scale, in complex and challenging settings, but this is not easily acknowledged in standard design formats and reporting processes

7. Stakeholders (DFAT, GoI, Implementers) have had to work hard to establish effective working relationships to overcome the constraints inherently imposed by contracts, differences in technical capacity, status and formal roles, and institutional incentives.

8. Adaptive and flexible programs are inherently resource intensive and require well-resourced sophisticated monitoring and evaluation.

3: Current management and implementation arrangements are working effectively, with some room for improvement.

Analysis of the management and implementation arrangements for each Investment are regarded as working effectively, and are discussed under Findings 4-8. Areas for improvement across the program include coordination across investments, strengthening DFATs policy agenda, and better alignment the Education Sector Investment Plan with program designs and reporting requirements.

4: INOVASI is exceeding expectations in achieving expected outcomes

There is strong evidence that INOVASI will exceed expectations in achieving its anticipated intermediate outcomes as outlined in the program logic, given progress in the 18 months of actual implementation to date. National and sub-national stakeholders have access to emerging evidence through produced reports and other communication products, as well as through direct technical assistance at national and local level, on lessons that have improved learning outcomes with policy and leadership implications for scaling out and up.

5: INOVASI's implementation and management arrangements are fit-for-purpose, with only some room for improvement.

The implementation arrangements for the program are generally working well and are efficient and effective. The program has effectively engaged both key ministries – MoEC and MoRA, The problem driven, iterative and adaptive implementation approach (PDIA) is a world-class and leading-edge approach to catalyse change, and appears appropriate to working within a government system. The internalisation of these approaches throughout the program is contributing to the change in mindset and empowerment of teachers in the classrooms, as well as education system leaders and managers. Areas for improvement include strengthening links across all national Ministry of Education directorates, and broadening engagement with other central and national level agencies; elevating formal

relationships with MORA; improving coordination with other investments; and simplifying design and reporting requirements.

6: TASS is exceeding expectations in achieving expected outcomes.

TASS is making significant progress toward its anticipated outcomes. It is highly valued by GoI leaders within MoEC and MoRA and the technical assistance and advice provided is supporting significant GoI policies and practices. Originally developed as a fully responsive and flexible 'facility' the program has evolved to provide more strategic engagement with MoEC and MoRA to identify, scope and support activities that work with the critical and immediate priorities of the government. An independent review conducted in 2018 supports this finding.

Finding 7: TASS plays a strategic role and its implementation arrangement are now generally effective, with marginal room for improvement.

The approach and implementation arrangements have developed over time and are now generally functioning well. The use of a process consultation methodology, with the core team providing ongoing technical support to senior officials to help identify and scope priority actions, is effective, but not well recognised in the design, budget and reporting framework. Other areas for improvement include: adopting a medium term planning framework, rather than activity by activity approvals; and engaging with a wider range of central and national level agencies.

Finding 8: ID-TEMAN is highly relevant and highly effective in supporting Australia's other education investments

Activities being implemented by the World Bank under ID-TEMAN are highly relevant to the changing context (outlined under Finding 1), and strongly supportive of Australia's other investments through INOVASI and TASS. Partnering with the World Bank in Indonesia has given Australia the ability to leverage the World Bank's lending; access to world class expertise that can inform and influence policy discussions; and a neutral and authoritative third party voice in policy discussions.

Recommendations:

1. Australia should maintain a medium to long-term interest in basic education at current levels as core to Australia's bilateral interests in Indonesia.
2. DFAT should exercise its options to extend TASS and INOVASI within the current contract and management arrangements, and continue its partnership with the World Bank in education. Caution should be taken in bringing the approaches together under one program design at the end of the extension period (June 2020).
3. Australia (through the DFAT education team at Post) should extend the scope and strategic intent of if its engagement in the sector, working with a broader group of stakeholders and developing a stronger analytic and policy agenda.
4. Post should consider adopting a more strategic partnership approach to program management and oversight in the next phase, and streamline its design, monitoring and evaluation, reporting and funding procedures.

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List of Abbreviations

ACDP	Analytical and Capacity Development Partnership for education
ACDP	Analytical and Capacity Development Partnership
ADB	Asian Development Bank
AIP	Aid Investment Plan
AKSI	*Asesmen Kompetensi Siswa Indonesia* (Indonesian Standardised Assessment Tools)
AUD	Australian Dollar
Balitbang	*Badan Penelitian dan Pengembangan* (Research and Development Agency)
Bappenas	*Badan Perencanaan Pembangunan Nasional* (Ministry of National Development Planning)
BOS	*Bantuan Operasional Sekolah*, School Operational Assistance
CDP	Continuous Professional Development
Dapodik	*Data Pokok Pendidikan* (Education Database)
Dapondik	*Data Pokok Pendidikan Dasar dan Menengah* (Education Database)
DFAT	Department of Foreign Affairs and Trade
E-KRAM	*Sistem Informasi Pengelolaan Anggaran Pendapatan dan Belanja Madrasah*
E-KRAS	*Sistem Informasi Pengelolaan Anggaran Pendapatan dan Belanja Sekolah*
ESIP	Education Sector Investment Plan
GDP	Gross Domestic Product
GESI	Gender Equity and Social Inclusion
GoA	Government of Australia
GoI	Government of Indonesia
ID-TEMAN	World Bank's Trust fund of Improving Dimensions of Teaching, Education Management, and Learning Environment
INOVASI	Innovation for Indonesia's School Children
KEQs	Key Evaluation Questions
KKG	Kelompok Kerja Guru (Teacher Working Group)
KOMPAK	*Komunitas Peduli Aksi Kemasyarakatan* – Government of Indonesia and Australia Partnership's
KSI	Knowledge Sector Initiative
LLG	Local Level Government
M&E	Monitoring and Evaluation
MERL	Monitoring, Evaluation, Research and Learning
MoEC	Ministry of Education and Culture
MoF	Ministry of Finance
MoHA	Ministry of Home Affairs
MoRA	Ministry of Religious Affairs
MoRTHE	Ministry of Research, Technology and Higher Education
NAPLAN	National Assessment Program – Literacy and Numeracy

PPTK/P4TK	*Pusat Pengembangan dan Pemberdayaan Pendidik dan Tenaga Kependidikan* (Techer and Education Personnel Training and Empowerment Centre)
PDIA	Problem-Driven Iterative Adaptation approach
PG	Parrtner Government
PISA	Programme for International Student Assessment
PKLK	*Pendidikan Khusus dan Layanan Khusus* (Special and Inclusive Education Centre)
PPKLK	*Pusat Pendidikan Khusus dan Layanan Khusus* (Directorate for Inclusive Education)
Puskurbuk	*Pusat Kurikulum dan Perbukuan* (Curriculum and Publishing Centre)
Renstra	*Rencana Strategis* (Ministerial/Institutional Strategic Planning)
RPJMN	*Rencana Pembangunan Jangka Menengah Nasional* (National Mid-term Development Plan)
RPJPN	*Rencana Pembangunan Jangka Panjang Nasional* (National Long-term Development Plan)
SMK	*Sekolah Menengah Kejuruan* (Vocational Senior High School)
STEM	Science, technology, engineering and maths (school subjects)
TA	Technical Assistance
TASS	Technical Assistance for System Strengthening
TIMMS	Trends in International Mathematics and Science Study
TWP	'Thinking and Working Politically'
WoG	Whole of Government

1. Introduction and purpose

Introduction and background

Australia has provided support to the education sector in Indonesia for over two decades. The current strategy aims build on previous activities[1] with a significant shift in emphasis towards improving quality of education (rather than access), and from direct project-type assistance towards working within government systems.[2] The current strategy[3] aims to "help ensure that Indonesia's own education funds are used in ways that are efficient and effective". Indonesian Government priorities and systems are supported through the two Ministries with responsibility for primary and secondary education: the Ministry of Education and Culture (MoEC) and the Ministry of Religious Affairs (MoRA). The program works at Provincial and District level through GoI officials responsible for education service delivery[4] under the decentralised system of government administration under the Ministry of Home Affairs.

Australia's support is provided through three key investments that are the subject of this Review[5]:

1. Innovation for Indonesia's School Children (INOVASI)	An innovative adaptive program design implemented by a Managing Contractor[6], valued at $49 million over 4 years (2016-2019)
2. Technical Assistance for Education System Strengthening (TASS)	A facility-type design also implemented by a Managing Contractor[7], valued at $11.9 over 3 years, (2017-2020)
3. Improving Dimensions of Teaching, Education Management, and Learning Environment (ID-TEMAN)	A World Bank Trust Fund valued at $9 million over 3 years (2017-19, extended to 2020)

Each program has a separate design, with a unique set of outcomes and theory of change. They are aligned to the Education Sector Investment Plan which was developed subsequent to the programs.

INOVASI and TASS share the common governance arrangement of a Program Steering Committee, co-chaired by the Head of the Research Division within MoEC ("Balitbang") and the MoEC Secretary

[1] Including the major loan project after the Indian Ocean Tsunami (in several phases from 2005-17) which involved construction of primary and secondary schools, plus technical assistance and curriculum reform; and the ACDP (Analytical and Capacity Development Program), a research and development project working within the MoEC.
[2] This shift in emphasis corresponded with a significant decline in Australian aid funding to Indonesia over the 2015-17 period.
[3] DFAT, Australia-Indonesia Education Sector Investment Plan, 2016-2020, Jakarta.
[4] *Dinas Pendidikan* (Education Office), is the Education administration body responsible within the Provincial and District Administration, under the Ministry of Home Affairs.
[5] Australia also provides education sector support through other investments including the UNICEF Papua Rural and Remote Education Program, Governance for Growth Program (KOMPAK) and other World Bank Trust Funds (including KIAT Guru and Local Solutions to Poverty).
[6] The Managing Contractor for both INOVASI and TASS is Palladium Pty Ltd, a company based in Brisbane, Australia.
[7] Ibid.

General, the primary counterparts with whom DFAT has their formal agreement. DFAT maintains a separate direct management relationship with the World Bank, who have their own relationship with the Indonesian Government.

Purpose and Methodology

The purpose of this Review is to inform strategic and management decisions for Australia's future support to the sector, and is not a formal activity-level evaluation[8]. The Review assessed the relevance, effectiveness and efficiency of the current investments in the changing context, and identified lessons learnt and potential improvements in design, governance and management.

The Review was structured around three overarching key evaluation questions, and five evaluation questions related to specific investments[9]:

Overarching evaluation questions:

1: How relevant are DFATs investments in the education sector, and if so, should programs continue?

2. How effective have these investments been to date and what lessons can be learned?

3. How could program efficiency and quality be improved?

INOVASI

4) Is INOVASI on track to achieving expected outcomes?

5) How can INOVASI's model and implementation arrangements be improved?

TASS

6) Is TASS on track to achieving expected outcomes?

7) How can TASS' model and implementation arrangements be improved?

ID-TEMAN

8) How relevant and useful is the ID-TEMAN investment in DFATs education portfolio?

A two-person review team[10] was contracted by DFAT to conduct the review. The methodology[11] included extensive documentation review, and interviews and focus group discussions with a broad range of stakeholders (including over 220 Indonesian and Australian government officials, implementers, students, parents, teachers, other donors and key informants), and site visits to 4 Provinces and 8 schools[12]. To conduct analysis, particularly of relevance, the team undertook a policy and political economy analysis of the education sector in Indonesia, and developed a rubric for making qualitative judgements against each of the evaluation questions.[13]

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[8] As considerable evidence is available in program reporting documentation, the methodology focused on the forward-looking policy and political economy analysis, and verifying reporting information, rather than gathering new original research information.

[9] Each Key Evaluation Question had a series of sub-questions to guide information collection and analysis. Refer to Annex 1. Note that the order of KEQs 1 and 2 has been reversed from the original Review Plan, for purposes of clearer report writing.

[10] Paul Nichols, Team Leader, and Petra Wiyakti Bodrogini, Education Specialist.

[11] Refer to the Review Plan in Annex 2 for a detailed description of the methodology.

[12] Refer to Annex 4 for detailed schedule of meetings and key informants. Numbers based on at least 10 key informants per school and 5 key informants per focus group meeting with Government officials in Provincial and District offices.

[13] Refer to Annex 3.

The programs each have an extensive body of reporting information which provides evidence of their individual activities, outputs and outcomes which is not duplicated in detail in this Report. The Report provides findings against the key evaluation questions 4-8, incorporating the relevant analysis and evidence as appropriate for each of the individual programs.

A challenge for the methodology was to develop a means for analysis ***across*** programs, given that the outputs and outcomes of individual programs are not aligned simply to the ESIP outcomes[14], nor to each other. Findings for Key Evaluation Questions 4-8 discuss the distinctive and complementary roles that each program contributes against their own outputs and outcomes. However, an additional simplified structure across programs was also developed to contrast and compare programs:

- Strategies – the primary approaches adopted to organise and plan activities intended to bring about results (individual program designs include more complex theories of change and a confusing multiplicity of approaches not directly comparable).
- Outcomes areas – domains of change expected from the program.

The strategies and outcome areas are not taken directly from the designs or program logic of each program, but synthesised at equivalent levels for comparative analysis. They were developed by the Review team solely for the purpose of this additional analysis, and are not meant to replace or undermine the existing designs of individual programs.

Summary of framework for comparative analysis:

INOVASI	4 strategies	4 outcome areas
TASS	4 strategies	4 outcome areas
ID-TEMAN	4 strategies	3 outcome areas

Annex 2 provides a detailed listing of strategies and outcomes used in the analysis. They are referred to under Finding 2.

Limitations of the Review methodology

There are a number of practical and theoretical limitations to the Review. The methodology was not structured at a sector level, taking into consideration all of the factors that contribute to high level outcomes in the sector (such as GoI investments and other donors and actors), so the relative contribution of Australia in the context was not formally assessed. The review was not structured as an impact evaluation which may have required standardised tools at the sector and program level administered in a consistent manner. The review utilised data and information provided at a program level, and did not utilise specific tools to gather original data or research. However much of the evidence on ''effectiveness'' did draw on evidence and data about outcomes of the program rather than activities and progress, and so caution was taken to use this as evidence of effective strategies rather

[14] The view of the Evaluation Team is that the ESIP program logic is too complex, does not reflect the relative contributions of the programs in the broader context of the GOIs own effort sufficiently, and requires too much additional data gathering for a broader analysis. Essentially, because the individual programs were designed separately and have their own internal design structures (which is all fine), they don't 'fit together' well when the ESIP program logic was developed later. If a program design and logic had been developed with a clean slate, the individual designs would read in a more consistent manner than they do at present, and the *relative* contributions to the GoI outcomes would be clearer.

than absolute impact across the program. The review team visited selected provinces, districts and schools to help verify reporting information and the more deeply understand the operating context, but this does not necessarily reflect the unique situation of each operating location, nor provide comprehensive evidence across the suite of investments. Finally, in the Review Plan, the team intended to use ''activities'' as a common unit of analysis across the programs (given they each have different levels of intermediate and end of program outcomes) for the purposes of a comparative analysis on effectiveness. However, this turned out to be impossible as the definition for an activity was different in each program and consisted of different scale and type. For example, an Activity in INOVASI is mostly a 'pilot' which is really a whole suite of activities more like a designed program in itself, whereas ID-TEMAN activities are major studies, and TASS activities at times are discrete tasks (like running a workshop). Rather than leave the analysis to the individual program reviews (Findings 4-8) the additional comparative methodology (of strategies and outcome domains) was thus developed.

The Report should be read as a synthesis of available evidence across the investments against key policy questions, to stimulate consideration of improvements and management decisions for future investment, not as a formal evaluation or compilation of information available in individual program reporting.

2. Findings and discussion against overall Key Evaluation Questions 1-3

Finding 1: Australia's education investments in INOVASI, TASS and ID-TEMAN are highly relevant to a changing context, and should continue.

Primary and secondary education continues to be a high policy and political priority of both Indonesia and Australia, recognised as essential to Indonesia's economic development. The long history of cooperation in the sector underpins the bilateral relationship and creates significant opportunities for Australia to exercise soft diplomacy[15] in a country of critical importance to regional economic and political security. The suite of current investments is responsive to current opportunities and momentum for reform in the sector, and are appropriately targeted on critical challenges.

Current opportunities

Education is a key policy priority for Indonesia's economic development. The national long-term plan 2005-25 – *Rencana Pembangunan Jangka Panjang Nasional* (RPJPN) [16] and Indonesian vision for 2045 [17] has a central focus on human resource development to be realised through enhancements in education, science and technology, health and culture development. The Government has identified improving quality as a key future target of the draft medium-term development plan (RPJMN) for 2019-24 in line with the Sustainable Development Goals. The President and Vice President have consistently made public commitments to basic education, and have continued to provide strong budget allocation to the sector of some IDR492.5 trillion rupiah (AUD $4.93 bn) (in line with the National Education System Law requiring 20% of the national budget be allocated to education). The case for human resource development will be stronger within the next strategic planning period for 2019-2024. Through the course of the 2019 election campaign, both major parties and leaders expressed continued commitment to human resource development as a key national priority, with emphasis on both access and quality, as well as enhancing research and improving links with industry. While the Government has increased its focus on workforce development and vocational training and skills, there remains a strong recognition that basic education is the foundation for this to be effective. The new curriculum introduced in 2013 is intended to introduce '21st Century' skills (innovation, analysis, creativity, collaboration) and student-centred learning into the classroom.

Australia recognises the importance of education to building a productive workforce and a stable and peaceful economy. Indonesia has made significant gains in halving poverty and doubling GDP from 2001-2012. Australia has a strong interest in Indonesia maintaining the trajectory towards middle-income status by 2025, creating opportunities for domestic and international trade. The "Strategy for Australia's Investments in Education 2015-2020" outlines how education contributes effectively to

[15] The Hon Christopher Pyne MP, Minister of Education Speech. Indonesia and Australia: Power of Education and Soft Diplomacy. Retrieved from: https://ministers.education.gov.au/pyne/indonesia-and-australia-power-education-and-soft-diplomacy.
[16] Bappenas (2005) *Rencana Pembangunan Jangka Panjang Nasional (RPJPN) 2005 -2025.* Retrieved from: https://www.bappenas.go.id/files/1814/2057/0437/RPJP_2005-2025.pdf; Bappenas (2017) *Evaluasi Paruh Waktu RPJMN 2015-2019*. Retrieved from: https://www.bappenas.go.id/files/publikasi_utama/Evaluasi%20Paruh%20Waktu%20RPJMN%202015-2019.pdf.
[17] Bappenas (2017) *Visi Indonesia 2045.* Unpublished Bappenas presentation, delivered during Academic Oration Session at Universitas Indonesia on 26 September 2017.

continuing national prosperity and stability. [18] Two of four of the key priorities of the strategy are to improve learning outcomes and quality of education, and universal participation, ensuring that girls and children with disabilities can participate. "Human Development for a productive and healthy society", including support for basic education, is one of three main objectives of Australia's Aid Investment Plan[19] (AIP) for Indonesia 2015-19. The AIP focuses on "the design and testing of flexible programs that address underlying structural weaknesses or problems" and says Australia "will work at the national level to support policy-makers and at the sub-national level to improve service quality and governance systems"[20] It is of vital importance to Australia that Indonesia remains a stable and peaceful democracy. Growing inequality in access and quality of education[21], and continued vulnerability to radicalisation[22] are two significant concerns for Australia's broader strategic interests in Indonesia.

Current programs respond well to current momentum and opportunities for reform in the sector. The education sector in Indonesia is at a critical stage in its evolution, and significant gains have been made, while significant challenges remain. The Human Development Index has increased from 70.18 to 70.81 within the period 2016 to 2017, and the average years of schooling increased from 8.42 to 8.45 years (Bappenas, 2019)[23]. A number of education policy reforms have aggressively been implemented since 2002 but implementation challenges generate mixed results[24].

The positive momentum and opportunities stem from several supportive factors for reform in the sector, which the current programs are supporting and responding to well. There is now a strong public policy discourse on **the importance of quality** (rather than access) in education[25]. The President's commitment to continue to publish the remaining poor PISA and TIMSS 2015 results[26] has acted a focal point for stakeholder discussion and commitment to quality, from parents, teachers through to education officials and academics. This central concern over quality is leading to the establishment of nationally agreed targets in the forthcoming medium-term development plan (RPJMN), and commitment to improvements in systems and capability in assessment, and teacher training. There is also a strong recognition amongst stakeholders that the reform agenda needs to **shift from policy development to policy**

> The responsive and flexible nature of programs means that activities can engage with critical events and constraints as they arise in a timely manner. Assistance is highly valued and utilised effectively by the GoI.

[18] DFAT, 2015, Strategy for Australia's Investments in Education 2015-2020, Canberra
[19] DFAT, Aid Investment Plan for Indonesia, 2015-19, https://dfat.gov.au/about-us/publications/Pages/aid-investment-plan-aip-indonesia-2015-16-to-2018-19.aspx
[20] Ibid.
[21] The World Bank. 2016. *Indonesia's Rising Divide.* Retrieved from: http://pubdocs.worldbank.org/en/162614607050881 79/Indonesias-Rising-Divide-English.pdf
[22] https://conveyindonesia.com/national-survey-on-radical-islamic-movement-in-schools-and-universities/. Also, refer to: https://www.straitstimes.com/opinion/hidden-fire-of-intolerance-among-indonesias-young
[23] Bappenas (2019). *Capaian Pembangunan Tahun 2017 dan 2018.* Unpublished Bappenas presentation, delivered during public Consultation, 23 January 2019.
[24] World Bank (2018) Learning more, growing faster. *Indonesia Economic Quarterly, July 2018.* Retrieved from: https://openknowledge.worldbank.org/bitstream/handle/10986/29921/126891-WP-PUBLIC-on-6-5-18.pdf?sequence=1&isAllowed=y
[25] Strong feedback was received from GoI stakeholders on the importance of the quality agenda for education, from senior MoEC, MoRA and local level government officials.
[26] The nation's students were ranked 36th out of 40 countries in the 2011 TIMSS international test and 64th out of 65 countries in the 2012 PISA test. In 2015, Indonesia is still among the lowest, ranked 64th out of 72 participating countries.

implementation. Stakeholders from national to local levels are articulate about the inefficiencies, lack of clarity and differences across the two systems of education (MoEC and MoRA), and about the challenges of working in a decentralised system where rules and regulations need to be supplemented by effective working relationships and collaboration between levels of government to be effective. Real-time structural and system obstacles of budgeting, planning and reporting are now being openly recognised across the system (national, provincial, district), as well as significance of capacity gaps amongst education personnel (officials, teachers, and teacher educators). In a context where clear policy (that is regulation) is expected and required before action can be undertaken, many stakeholders now identify that implementation of their own systems is the core issue, not the need for more regulation.

Another factor indicating strong momentum for reform are the **critical junctures** currently at play. The development of the medium-term development plan (RPJMN) is a pivotal moment in the government policy and planning cycle for both MoEC and MoRA. There is strong appetite amongst government officials to highlight the quality issues in the indicators, which has been strongly supported with evidence, technical assistance and policy dialogue by all three Programs. Both MoRA and MoEC are also conducting internal organisational reviews and re-structure processes, which have the potential to provide stronger capacity for each agency to better perform its functions in a decentralised system and for leaders to address underlying systemic constraints.

A fourth factor supporting reform is the emerging paradigm shift and **culture change amongst leadership and management** within the sector. [27] This includes the growing appreciation of 21st skills agenda (innovation, creativity, analysis and collaboration) enshrined in the 2013 curriculum and the push for improved technical and vocation education. This skills agenda requires deeper implementation of the student-centred learning approach of the 2013 curriculum which is being taken up by many, and the recognition by others of their capacity gap in being able to deliver it. Further momentum is being created by the National Literacy Movement, officially supported by Bappenas,[28] the Ministry of Education and Culture and the Ministry of Home Affairs and the Ministry of Religious Affairs. This movement is growing in public recognition through the media and high-profile political support. The emphasis on character and values in education (religiosity, nationalism, collaboration, integrity and independence)[29] is a further element that supports culture change in the sector. This unique approach to character building in education is a nationally driven and supported agenda. While its interpretation is contested and not applied evenly these ideas creates a public discourse and a common priority for education across stakeholder groups. This is particularly evident in madrasah (amongst parents, teachers, principals) and MoRA administrators, who call on this philosophical commitment when drawing local attention to quality education issues.

"What we are seeing is a change in mindset … for how to deliver in the classroom and for how we have to work at the national level to support quality in education…"
Senior MOEC Official

[27] This was referred to as a 'change in mindset' by senior MoEC and MoRA officials concerning quality teaching and student-led learning, and concerning education sector leadership and management.
[28] Bappenas (2019. *Siaran Pers. Seminar Nasional Literasi dan Pembangunan Sosial Ekonomi.* Retrieved from: https://www.bappenas.go.id/files/3715/2410/9142/Siaran_Pers-Seminar_Nasional_Literasi_dan_Pembangunan_Sosial-Ekonomi.pdf
[29] MoEC (2016) *Gerakan Penguatan Pendidikan Karakter.* Retrieved from: https://cerdasberkarakter.kemdikbud.go.id

A final factor in this context which is building positive momentum for reform is the **fast pace of change in information, communication and technology (ICT)**. Previously difficult to deliver, and highly controlled, information, curriculum and materials can now be accessed at school level by well informed and trained teachers and parents. This is enabling access to new materials (such as story books for literacy), information on compliance with school standards for parents and school committees, and easy delivery of training and sharing of information for teacher groups. As ICT continues to develop obstacles and constraints in current processes and systems will become even more evident, and require change or be subverted.[30]

The Program is engaging and responding well to these supportive factors for change in the context. Some examples current responses are outlined in Figure 1.

Figure 1: Opportunities for Reform and Program Responses

Opportunities supporting reform agenda		*IN*	*TS*	*WB*	*Examples of program positioning and responses (Activities and Strategies)*
i)	Strong public policy discourse on quality	√	√	√	• TASS supporting Bappenas, MoEC and MoRA on developing quality indicators in the RJMPN and RENSTRA • INOVASI pilots on teacher training, TASS supports MoRA to develop CPD system and pilot it in 7 provinces. • TASS TA on education quality and assessment systems
ii)	Policy implementation the key challenge	√	√	√	• INOVASI policy officers at District level working with MoEC/MoRA on local regulation • INOVASI working across Provincial and District levels of Dinas Education, especially on budget allocation • TASS facilitating joint Bappenas, MoRA/MoEC discussions on RPJMN/RENSTRA
iii)	Critical junctures presently at play	√	√	√	• TASS influencing the quality indicators in RPJMN/RENSTRA • TASS and INOVASI working with MoRA and MoEC on a draft RENSTRA • TASS TA on organisational structure and functions (MoEC) • TASS working on MoEC strategic olanning and organisational review • ID-TEMAN activity on tertiary education sector financing • ID-TEMAN conducting study on teacher workforce management
iv)	Growing paradigm shift and culture change evident	√	√		• INOVASI participating with Literacy Movement stakeholders • INOVASI pilots on teacher education and KKG • TASS TA on organisational structure and functions (MoEC) • TASS supporting joint MoEC/MoRA coordination forums • INOVASI, TASS and ID-TEMAN activities which address leadership and management behaviours
v)	Disruptive ICT	√		√	• INOVASI supporting teachers to develop own materials on line and to use internet to access resources • INOVASI using mobile phone messaging for teacher working groups • INOVASI partnering with ADB to tap on digital books repository to be used by students • ID-TEMAN activity on e-RKAS and e-RKAM allows schools to use web-based application to develop annual plan and budget
√ *indicates program has a substantial body of work addressing this factor (IN-INOVASI; TS = TASS; WB = ID-TEMAN*					

[30] An easy example of this is the approved book list, from which primary schools have to purchase for literacy. Once teachers start developing and sharing their own materials, not formally published but easily accessible, the prescribed official list will become quickly redundant.

The program supports strongly the quality agenda, policy implementation, and critical junctures. There is comprehensive, but less tangible and less planned, engagement on the changing mindset and paradigm across the education sector. Further work could be done on using ICT for disruptive, and progressive change, in delivering quality education.

Critical Challenges

Programs are well positioned and appropriately targeted to address the critical challenges in Indonesia for improving quality of education. The challenges of ***decentralisation*** and the need to change approach in functions, policy, systems, budget and leadership from the national level is only recently being understood and internalised by GoI stakeholders.[31] Accountability and authority for quality of education under decentralisation is diffuse and unclear, particularly the lack of sight by all stakeholders over budgeting, planning and reporting across the system, when Provinces and Districts receive the bulk of funding available for education, yet the MoEC has no direct control over planning and expenditure. The largest proportion of expenditure goes to teachers, which is directly transferred to local government through the block grant mechanism, and teacher pre-service training is funded through the Ministry of Research, Technology and Higher Education. There is uneven development of appropriate policy and management responses from sub-national to national levels, and as yet the conventions and culture of inter-governmental collaboration are not established and bedded down.

The ***two 'systems' of education*** through MoEC (a decentralised system through provinces and districts) and MoRA (a centralised system from national level) continues to be a major challenge for the sector. There are differences of views over the appropriateness of national budget allocation (of the legally required 20% of national budget) to various parts of the system, and quality of planning and spending varies across Ministries and levels of government.[32] The distributed authority and power for education quality and accountability, with multiple management, administrative and policy arrangements in place, makes implementation of consistent policy, equitable capacity, alignment and consistency of outcomes highly challenging.[33] There are benefits from the multiple approaches to education adopted in Indonesia, particularly the important role that MoRA plays in supporting national unity and meeting public demands for religious education, while the decentralised system under MoEC allows public schools and Districts to respond to local contexts and needs in a differentiated way. However, the balance across the system, consistent outcomes, and potential benefits of the multi-pronged approach, are yet to be fully realised.

There is also ***increasing inequity*** in quality education and learning outcomes, particularly in remote and border areas, and amongst marginalised and disadvantaged groups.[34] This, along with the ***vulnerability to radicalisation*** amongst some students[35] due to the school environment, is potential source of political instability and regional insecurity. These issues are being raised publicly and privately by external stakeholders and interest groups.

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[31] Feedback from interviews and focus groups, particularly from senior MoEC officials.
[32] Feedback from interviews, reflecting differences amongst MoEC, MoRA, and LLG officials.
[33] Feedback from World Bank and DFAT technical advisers, key stakeholder informants.
[34] The World Bank. 2016. *Indonesia's Rising Divide.* Retrieved from: http://pubdocs.worldbank.org/en/16261460705088179/Indonesias-Rising-Divide-English.pdf
[35] Outlined in the research paper from Syarif Hidayatullah State Islamic University, funded through DFAT's Knowledge Sector program.

Teacher governance, including their training, deployment, pay, supervision, and accountability, remains the biggest core issue for education quality. For example, the large numbers of untrained honorarium[36] teachers, oversupply of new but poorly equipped graduates, lack of budgeting and rational deployment of resources, and poor performance management and accountability. Teacher pre-service education and in-service training are yet to be effective to prepare professional teachers. The attempts (through ID-TEMAN) to undertake the analytical work and provide evidence and some proposed policy solutions to these constraints has met with limited response and action from GoI - despite many officials across the sector acknowledging the problems. Both national and sub-national governments benefit from bigger number of teachers through budget allocation and power over appointments. Several other important agencies are involved including the Ministry of Home Affairs, Ministry of Research, Technology and Higher Education, Ministry of State Apparatus and Bureaucracy Reform, and the National Civil Servant Body. Inter-governmental collaboration and commitment to solve them is weak, as there are powerful risks and disincentives in any changes to current arrangements.

Implementation of the 'new' ***2013 curriculum*** remains uneven and weak. While the curriculum requires a shift to learner-centred approaches to build the 21st Century skills of innovation, creativity, analysis, and collaboration, this is both highly contested by some and teachers' capacity to deliver is weak (due to poor training, and many years of past practice adopting teacher centred directive approaches). The curriculum is also used as a tool for building "character" values - of nationalism, religiosity, independence, integrity and collaboration, which at times, particularly in their delivery, can be seen to be in contrast to learner-centred approaches and send mixed messages to teachers and students.[37]

Demand for quality education at local and national level, from parents and communities and locally elected leaders through to national members of Parliament, is growing, but still weak. The lack of accountability between the education sector as a whole and the community undermines good governance of the system. The general lack of transparency over education sector funding, budgeting and planning, and 'results' for students, in terms of educational attainment[38] or future education and employment prospects, means that policy makers and elected representatives are not publicly accountable for their decisions and responsibilities. This is particularly evident in the vocational training sector (SMK) where an increasing number of parents are paying higher costs to attend SMK when learning and employment outcomes are actually poorer than for the regular secondary schools. As the middle class grows with higher expectations, this lag between demand and responsiveness of the government school system has potential to cause

Programs are well targeted to the underlying constraints facing the education sector in Indonesia, creating the conditions for more effective evidence-based policy making by local actors over time.

[36] Current announcement from Minister of Education and Culture stated that there are around 1.53 million honorary teachers currently employed as retrieved from https://www.cnnindonesia.com/nasional/20180604172143-20-303375/separuh-jumlah-guru-indonesia-masih-berstatus-honorer-k2

[37] Vastly different feedback on the curriculum was received from respondents: including those who say the curriculum is terrible and cannot support good quality teaching and learning, to those who say it is not the curriculum but the actual teaching that is poor quality.

[38] Overwhelming feedback from respondents at national, District and school level, was that parents say the completion of school as the main indicator of success (and hence the standardised year 6 and 12 tests which everyone passes are highly politicised and poor quality) rather than having a deeper understanding of quality education (comprehension, analysis, critical thinking, and other skills).

significant problems, including a growing urban/rural divide, as many already choose to send children to private schools.

The growing youth bulge and ***need for a well-trained workforce*** to fuel the next phase of the economy is undermined by poor literacy and numeracy in early grades. The strong positive political drive to improve technical and vocational training and better meet the needs of employers is doomed to failure if the foundations in basic education systems are not functioning sufficiently well. The private sector is itself acknowledging this, in some cases by supporting basic education in their areas of operation[39], or by taking high school graduates (rather than SMK) and training them in-house.

Programs are well positioned and are targeting these underlying constraints to the education sector in Indonesia. While these challenges cannot necessarily be fully addressed directly by external actors, the programs are creating the conditions by which Indonesian agencies can identify and address them with local stakeholders over time.

Figure 2: Challenges for reform and Program responses

Challenges facing reform agenda		***IN***	***TS***	***WB***	***Examples of Program positioning and responses***
i)	Decentralisation	√	√	√	▪ INOVASI, TASS and ID-TEMAN working on budgeting, planning, leadership and management, policies and systems, to enable GoI to identify and address structural challenges and reforms
ii)	Parallel systems of education (MoEC and MoRA)	√	√	√	▪ INOVASI working at local level jointly with both MoEC and MoRA in collaboration ▪ TASS working within MoEC to support collaborative whole of government mechanisms across Agencies for strategic planning and coordination ▪ ID-TEMAN working within MoRA on fundamental processes for planning and budgeting, assessment and quality assurance
iii)	Growing inequality & vulnerability to radicalisation	√	√	√	▪ INOVASI piloting local level responses in remote areas, addressing gender and disadvantage to learn lessons for broader policy making ▪ ID-TEMAN study on education quality
iv)	Teacher governance		√	√	▪ ID-TEMAN major studies in MoEC and MoRA on teacher governance, pay, financing ▪ TASS data analysis supported the calculation of teachers need in 2018 and introducing efficiency idea through multi-subjects and multi-grades teaching option.
v)	Contested curriculum and 21st C skills agenda	√		√	▪ INOVASI piloting learner-centred approach and changing mindset and culture for broader uptake and policy making ▪ IBL Approach in Science Teaching and Spatial Reasoning in Mathematic teaching, which is part of ID-TEMAN activities, contributed to the development of 21st century skills such as critical thinking, logical thinking, and problem solving.
vi)	Weak public demand for quality	√			▪ INOVASI building coalitions of stakeholders at local levels, and at national level, to improve transparency, give GoI confidence and mechanisms for consultation, expand collaboration in policy making
vii)	Skills for well trained workforce	√	√	√	▪ INOVASI, TASS and ID-TEMAN working on assessment of basic literacy and numeracy outcomes as foundation for future training
√ *indicates program has substantial body of work addressing this factor (IN = INOVASI; TS = TASS; WB = ID-TEMAN)*					

[39] Such as PT PKN Coal in Kalimantan who are working with INOVASI and local Dinas to support primary schools to ensure that graduates are ready for further education (including taking up scholarships in China).

The programs are well targeted across the major constraints to education quality, and takes a long term approach to supporting GoI efforts in these complex, contentious and politicised areas, rather than naively expect a short term quick fix. The program overall has less emphasis on teacher governance and skills as these are highly politicised and contested areas for reform, beyond the scope of Australia in these investments to address. However, the program does not ignore them, and engages with them to build the longer-term foundations for significant reform and change.

Finding 2: DFATs investments in the education sector are very effective, with important lessons for future implementation

The individual programs are found to be exceeding expectations given progress to date (Findings 4-8 of this Review), and there is sufficient evidence that the intermediate outcomes in the individual program designs are being achieved. Highlights of key results against these intermediate outcomes are included in the following table. This also demonstrates the distinctive and different nature of each program design and the different kinds of reporting information available.

Intermediate outcomes as in design	***Examples of key results demonstrating effectiveness***
INOVASI	
1. Districts scale-out successful practices and approaches	In 2018- government-led scale out of INOVASI pilot and supporting activities took place in NTB, Sumba and North Kalimantan with ~AUD480,000 of district funds leveraged. Based on local government planning in later 2018, districts have allocated around $1.4 million to scaling out politics in 2019, across all four partner provinces.
2. District governments adopt policy to improve learning outcomes	40 new policies were introduced across 14 of INOVASI's partner districts to institutionalise better approaches to key aspects of the education system. These include: policies on providing books for reading culture and literacy programs, ensuring that disabled and marginalised children are included, and establishing CD for teachers through teacher working groups. Several Districts have turned to INVOASI for support in preparing their medium term development plans (RPJMD) with a greater focus on learning outcomes.
3. National and sub-national stakeholders have access to emerging evidence	INOVASI hosted a number of events (at national and subnational levels), bringing together education stakeholders to disseminate emerging findings from pilots and share good, locally-driven education practices more widely. 186 communication products for policy makers and practitioners at national and subnational level were produced, resulting in over 800 media reports. MoEC agreed to host INOVASI's products on its digital library platform, so they are easily accessible to ministry officials and educators.
TASS	
1. Improved policy and decision-making processes – Participating decision-makers drawn on TASS supports to improve the feasibility of policy implementation;	TASS advice led to a Ministerial regulation (MoRA Regulation No. 38/2018) that provides the legal basis for MORA teacher continuous professional development. TASS support to MORA for private sector partnerships to finance teacher development will increase the likelihood of its implementation. TASS advice on MoECs organisational effectiveness provided opportunities for MoEC to conceptually explore different structures and functions and how they mightier operate in Indonesia's decentralised system.
2. Conceptual use Participating decision-makers use TASS-facilitated products and services to inform their decision-making	MoEC used analysis prepared by TASS to develop briefs and presentations to the Minister and Vice-President on critical policy topics such as teacher deployment, school zoning, and education unit costs. This contributed to a policy decision to apply efficiency measures such as multi-grade and multi-subject teaching, and to hire 100,000 new teachers in 2018 (replacing retiring teachers, prioritised in disadvantaged areas).

3. Instrumental Use Participating decision-makers make changes to policies, plans, budgets, financing, systems, practices.	TASS support in the development of the 2020-2024 mid-term national development plan has influenced BAPPENAS and MoEC to include improved teaching learning quality and equality indicators and targets with greater emphasis for early grades which also will be included as SDG targets. This is the first time that quality indicators are included in the RPJMN for the education sector and MoEC's RENSTRA (Strategic Plan).
ID-TEMAN[40]	
IO1: National, Sub-national, and Schools stakeholders are actively reforming planning and budgeting policies.	Performance-based electronic planning and budgeting (e-RKAS) has been introduced to pilot districts and MoEC is committed to scaling up the use of this new tool nationally to improve efficiency, autonomy, and accountability of education spending. The e-RKAS also has been introduced to MoRA, whom has shown interest to pilot it in madrasahs and plan to scale it up it nationally. Commitment by these two ministries to national scale up this is a key success for the trust fund, with major impact expected in how schools operate throughout the country. The research conducted for "Supporting Effective utilization of Transfer to Schools and Districts" allowed the WB to assist the MoF and MoEC to develop a formula for BOS Kinerja (Performance-based BOS). MoF and MoEC will use the recommended formula as the basis for the creation of a new, performance-based BOS program, another key success for the trust fund. The new policy was announced in the Nota Keuangan of August 2018 and will be implemented in calendar 2019.
IO2.1: MoEC is scaling up the improved CPD model	The TF supported the Continuous Professional Development (CPD) for Mathematics and Science teachers strengthening through technical and systemic support for MoEC Teacher and Education Personnel Development and Training Centers – the PPPPTK (Pusat Pelatihan dan Pemberdayaan Pendidik dan Tenaga Kependidikan) of Science and Mathematics. Technical inputs on the strengthening of the two PPPPTKs were given in the development of a Spatial Reasoning (SR) learning approach to 64 Mathematics core teachers and Inquiry Based Learning (IBL) to 119 Science core teachers in twenty districts. MoEC is currently scaling up Science IBL approach for teacher CPD program, demonstrating the importance the Ministry attaches to this effort and its uptake into the policy framework for teacher training. Situational analysis of Teacher Professional Education or PPG (Pendidikan Profesi Guru) was completed by the TF team and recommendations to improve the PPG delivery model were presented to MoRTHE as the main stakeholder. This analytical work resulted in the ministry's commitment to refine the PPG implementation manual and strengthening PPG implementation by selected LPTKs.
IO2.2: MoRA is actively reforming teacher governance policies	The "Teacher Policies Rapid Assessment" was completed to examine teacher policies in nine teacher governance areas: data, teacher demand, education qualifications, recruitment, career development, reward and protection, affirmative action programs, professional associations, and public participation. These areas were assessed in terms of its four dimensions: policy existence, consistency, management, and effectiveness. The results and recommendations were presented to MoEC and form the core of the WB's engagement with the Government on teacher policy reform The "Efficient Deployment of Teachers" study threw light on the challenges of identifying teacher demand and allocating teachers to schools. It also identified a number of teacher distribution good practices from Semarang city, Gorontalo district, and East Jakarta city which were shared with the

[40] This table identifying the intermediate outcomes of the individual designs clearly shows the differences in approach to the Theory of Change in each program. In particular, the ID-TEMAN IOs are further away from their actual activities being delivered, and the reporting information is not directly matched to these IO statements, and had to be inferred by the Review Team in reviewing reports.

	MoEC and KemenPAN-RB. MoEC and KemenPAN-RB are disseminating these practices to other districts to support equal distribution of teachers and quality education.
IO2.3: MoTRHE is actively reforming PPG policies	KIAT Guru Urban Scoping Study results were essential in convincing MoEC to start a broader pilot program of performance-based teacher pay approaches to improve efficiency and accountability.
IO2.4: MoRA is actively reforming teacher accountability policies	Analytical work for BAPPENAS on Education Expenditures, Teacher Policies, and Education System Governance provided recommendations on efficient expenditure, improved policy on teacher and improved governance of education system. The recommendations were used as key inputs into Middle Term National Strategic Planning or RPJMN (Rencana Pembangunan Jangka Menengah Nasional) year 2020 to 2024.
IO3.1: GoI is actively reforming student assessment	The study of "Student Learning Profiles: What Students Learn in Indonesian Classrooms" revealed that learning gaps can be identified as early as grade 1 and that such learning gaps are not addressed properly in subsequent grades. As students are not prepared for the next grade, these gaps continue to grow in higher grades. This study is planned for publication in a peer-reviewed journal.
IO3.2: GoI is actively aligning SMK to labour market needs	The study assessing the relationship between vocational education centres (SMK) and the private sector found that high performing SMKs were relatively well resourced. They have good equipment and facilities, well rewarded teaching staff, excellent relations with central and local/regional government, have strong linkages to industry and provide vocational training support to important sectors. This study is a centrepiece of the WB engagement with MoEC and Manpower on skills and vocational training, a priority reform area for the government and a planned WB operation.

A further analysis of the effectiveness of the ***set of investments*** is offered by the Review team, in an attempt to contrast and compare the programs. This highlights the unique contributions of each of the programs to the overall Australian effort in the sector. Each design is highly complex, with a different set of strategies and approaches to implementation, different levels of ambition and ways of articulating outcomes. Programs are mid-implementation, and do not have specific data available on intermediate and higher-level outcomes in a consistent manner, nor against the DFAT Education Sector Investment Plan framework. In the initial Review Plan, the team intended to use the ''activity'' as a core unit of analysis. As noted in the methodology section however, the definition of activities is different in each program, and this was found not to be useful. The following comparative assessment was introduced to further understand the effectiveness of Australia's set of investments. The primary basis for the overall finding is the analysis of each program (Findings 4-8). This additional analysis further supports the finding that the investments (as a set, rather than just as individual programs) are very effective.

Comparative Assessment

In order to make an overall assessment of effectiveness across the program, comparable strategies and outcome areas were identified for each program, and the same evaluative questions were applied to each strategy and outcome. For this Review, four key strategies were identified for each program which represented their unique contribution to the overall suite of Australian investments.

A 'strategy' was defined as the theory of change pathway by which the program intended to identify and implement activities in order to reach anticipated outcomes. These are processes of change that the

program is pursing.[41] This provides a basis for comparing effectiveness of the approach of each program. The effectiveness assessment, given programs are in implementation, was to consider the evidence available from program reporting and from the field visits and interviews to form a judgement about whether the strategy was "highly, very, moderately, somewhat or not" effective. A highly effective strategy would be one where there is strong evidence that the approach has generated intended outcomes (evidence of the outcomes available be they intermediate or higher level outcomes of their own design), a somewhat or very effective strategy is one where there is evidence that the activities and processes are on track (positive feedback and high quality implementation, with a proof of concept that the strategy is likely to achieve the outcomes).

A set of outcome domains was also identified from the program documentation (and review process) to more equally compare programs. These outcome areas are beyond the direct control of the programs, but able to be influenced. They are thus beyond intermediate outcomes (the more direct results of activities and strategies) and represent the first order impacts that the programs would be hoping to achieve. An assessment was made of "highly likely, very likely, somewhat likely, unlikely" to be achieved. The assessment was based on the review of documentation and feedback from stakeholders during the review.

Effectiveness of Strategies

The strategies identified for assessment across the programs were:

INOVASI:

- Generate evidence and lessons from pilots and research
- Build capacity for local level adaptation and learning for continuous improvement
- Build partnerships with communities and service providers to balance supply and demand
- Support coalitions of internal and external stakeholders to contribute to public policy formulation

TASS:

- Consult with GoI clients to identify and scope priority actions
- Provide responsive and targeted high-quality Technical Assistance (TA)
- Highlight evidence of disparity in gender and exclusion for policy maker consideration[42]
- Facilitate internal WOG stakeholder consultation & coordination

ID-TEMAN

- Identify and conduct high quality analytic studies on core sector challenges
- Provide TA for policy development and implementation support
- Draw on international expertise and experience to contribute to national policy making
- Leverage loans and TA for scaled up implementation of key policy reforms

The assessment of the review team shows that all strategies being pursued are effective, with most often being highly effective (5/12), many being very effective (4/12) and few being moderately effective (3/12). Some strategies have more evidence available than others to justify this assessment.

[41] Refer to Annex 2

[42] This strategy is actually more of a cross-cutting principle but is included here as it is a distinctive feature of the TASS design and program logic. It should also be noted that facilitating internal WOG consultation and coordination is both vertical and horizontal across the system, to be led by GOI, not TASS, given internal sensitivities.

Figure 4: The effectiveness of strategies

Strategy	*Assessment & strength of evidence available*	*Example of evidence (and/or rationale for rating)*
INOVASI:		
Generate evidence and lessons from pilots and research	**Highly**, *Strong*	• The paper on "Emerging evidence and policy recommendations" provides useful data and justification for policy recommendations on 10 key issues for improving education quality from pilots so far. • Districts are scaling out pilot programs using own resources
Build capacity for local level adaptation and learning for continuous improvement	**Highly**, *Strong*	• GoI stakeholders at local and national level report changes in skills and mindset towards identifying problems and testing solutions • Stakeholders have internalised PDIA approaches and thinking
Build partnerships with communities and service providers to balance supply and demand	**Very**, *moderate*	• The service providers implementing Mother Tongue pilot are performing well and engaging on policy issues with local government. • The working group led by a local MP in North Kalimantan that brings together MoEC and MoRA officials as well as Province and District Dinas is developing whole-of-government capacity to work with communities to address education quality
Support coalitions of internal and external stakeholders to contribute to public policy formulation	**Very**, *moderate*	• The Literacy Taskforce in North Kalimantan is supported and enabled by INOVASI and has local and national political traction • The Literacy Movement is developing a national profile, supported in part by INOVASI
		TASS:
Consult with GoI clients to identify and scope priority actions	**Highly**, *Strong*	• Senior GoI officials highly value and appreciate both the responsiveness to their requests, and support in activity identification and scoping
Provide responsive and targeted high quality TA	**Highly**, *Strong*	• TASS reports indicate that assessment of products and feedback from clients shows products and advisers are high quality. Several activities have had direct impact on new policies and programs of the GoI (e.g. RPJMN, MoEC organisational reform) • The Steering Committee and out-of-session process ensure that DFAT and TASS is responsive to GoI priorities
Highlight evidence of disparity in gender and exclusion for policy maker consideration[43]	**Moderately**, *weak*	• A GESI strategy is developed, and guidelines for activity selection and approval, however little evidence of their effect on activity selection or planning to date. • The MTR of 2018 notes the efforts to GESI being taken forward, but with little impacts on counterpart policies or practices identified to date or in Review discussions.
Facilitate internal WOG stakeholder consultation & coordination	**Moderately**, weak	• TASS has strongly supported Bappenas to engage with other agencies in RPJMN processes, but has less direct relationships with other central agencies or facilitate such engagement. TASS efforts in this area are highly valued by counterparts and the Review team believes this more strategic engagement is required for TASS to

[43] This strategy is identified as one of the four distinctive strategies for TASS because it received prominence in the program logic and M&E plan, however, it is debateable as to whether it is as important a part of the overall theory of change to the program achieving outcomes in a comparable manner to the strategies of INOVASI and ID-TEMAN, where it is equally important, but regarded as an underlying principle rather than program strategy.

		achieve outcomes, though it is not formally reflected to date in program logic or M&E (being a responsive facility).
ID-TEMAN		
Identify and conduct high quality analytic studies on core sector challenges	**Very** *strong*	• Studies have been published in peer reviewed Journals, and are regarded by stakeholders as of high quality (although sometimes this is varied). The timeliness of completion and publication to meet an immediate policy concern or decision-making process was questioned by some. • Some pilot activities have demonstrated take up by the GoI (e.g. teacher CPD for maths and science teachers; performance pay BOS-Kinerja in Presidents' Financial Note; of August 2018)
Provide TA for policy development and implementation support	**Very**, *moderate*	• The WB has well established processes for mobilisation of high quality TA, and has a strong core team for education in Jakarta office.
Draw on international expertise and experience to contribute to national policy making	**Highly**, *Weak*	• The WB has drawn on international experience, published resources and international experts for their activities. This has enabled access at highest levels of GoI government.
Leverage loans and TA for scaled up implementation of key policy reforms	**Moderately**, *weak*	• Two loans are in preparation, and discussions with GoI officials across central and line agencies has stimulated significant policy dialogue over priorities and policy actions. Once approved, this would be a highly effective strategy.
Effective: Highly = impact demonstrated with evidence; very = proof of concept and on track; somewhat = early signs and positive feedback Strength of evidence : strong (external verifiable reporting data available) moderate (internal reporting and external feedback; weak (internal feedback only and self-reporting)		

A further observation is that these strategies are distinct to each other, and highly complementary, which provides a strong rationale for continuing three separate initiatives, as they offer different strategies for change, and work in different ways. This simplified way of articulating the strategies may be a more understandable and useful way of explaining the programs compared to the highly complex, and different, approaches taken to individual programs design and M&E frameworks at present. They could provide a basis for developing a revised Education Sector Investment Plan for DFAT.

Likelihood of achieving outcomes

The comparable outcome statements[44] for each program developed for assessment were:

INOVASI
- Improved quality of learning by students in schools of target Districts
- Improved planning and budgeting by local level government for quality education
- Improved coordination and cooperation across Government for education management and leadership, including culture and paradigm shifts
- Improved evidence based policy making & implementation at all levels

TASS
- Improved quality of teaching and learning across Indonesia
- Improved evidence based policy making on targeted priority issues of the GoI
- Improved leadership and management for the education sector
- Improved systems, structures and processes for quality education

[44] This analysis is limited by the capacity to develop outcome statements from documentation that reflect best the design and implementation, and they are meant only for generation of comparative analysis and lessons, not as absolute definitions for formal evaluation.

ID-TEMAN

- Improved planning and budgeting at school, District, Provincial and National levels
- Improved teacher governance
- Improved assessments leading to student learning outcomes

These outcome areas do overlap (particularly in the area of quality, student learning outcomes, teaching, and in planning and budgeting at local level), but they are stated to reflect the differences between programs in terms of their intended scope of influence. There was difficulty in being able to identify these outcome areas from designs and M&E plans, and misalignment with the ESIP monitoring plan, reflecting that programs were designed separately and not in concert. There would be an opportunity to revise the ESIP and develop the primary outcomes and strategies before designing individual programs, if the contracting and funding periods for programs were aligned.

The evidence available for assessment of outcomes is much weaker overall than for the strategies. This is because programs are mid-implementation and have not conducted the data collection or analysis against higher order outcomes to compare original status, because data may not be available easily from the partner government on key educational statistics in the relevant time periods, because outcome areas are so complex and require multiple forms of data collection and analysis, or because baseline data may be lacking. All of this suggests that the programs, by good design and necessity, actually are working sympathetically within the partner government system and a complex context, making a valuable and effective contribution to these broader outcome areas, but not directly causing or being attributable to, the intended higher order changes. This is a common dilemma for 'sector wide' type investments, where outcomes and impacts are beyond the influence of the donor investments.[45] It suggests that future DFAT sector strategies and plans need to clearly articulate the broader outcomes and differentiate across investments their relative contributions, and have more realistic ambition for success more directly attributable to the scale of funding and role of external actors.

The assessment shows that of the 11 outcome domains, 1 is highly likely to be achieved, 4 are very likely to achieved, and 6 are only somewhat likely to be achieved.

Figure 5: The likelihood of achieving outcomes

Outcome areas	***Assessment and strength of evidence***	***Rationale***
INOVASI		
Improved quality of learning by students in schools of target Districts	**Highly,** *Strong,*	There is early evidence that pilots from INOVASI are being effective and pre-and post-testing to demonstrate impact. These methods can be replicated when Districts scale out the program approaches and be incorporated into PG systems.
Improved planning and budgeting by local level government for quality education	**Very,** *Moderate*	Existing evidence that local level government is improving capacity and allocating new funding for quality, as well as engaging with reforms from central government.
Improved coordination and cooperation across Government for education management and leadership, including culture and paradigm shifts	**Somewhat,** *Moderate*	There are signs of changing mindset and approach at local level, but significant constraints remain outside the influence of those officials directly engaging in the program.

[45] Further discussion on the use of the outcome domains and likelihood of success assessment is included in Annex 2.

Improved evidence based policy making & implementation at all levels	**Somewhat,** *Moderate*	INOVASI's reach to national level is relatively weak, and that is where policy reforms and leadership needs to be to 'scale up' the lessons from the program more widely.
TASS		
Improved quality of teaching and learning across Indonesia	**Somewhat,** *Weak*	TASS inputs are very targeted and work with priorities of MoEC and MoRA, rather than rationally addressing key constraints to quality education in a comprehensive manner. This outcome area is too ambitious for the scale and influence of the program.
Improved evidence based policy making on targeted priority issues of the GoI	**Very,** *Strong*	Stakeholders highly value and utilise the inputs provided by TASS, and there is evidence they have improved quality of decision making and policy (eg RPJMN)
Improved leadership and management for the education sector	**Very,** *Moderate*	TASS is effective in its approach with the counterparts it directly works with, but has limited reach across the system of education sector leadership and service delivery.
Improved systems, structures and processes for quality education	**Somewhat,** *Moderate*	TASS adopts a systems strengthening approach, but inputs are highly targeted, and there are significant factors outside of MoEC and MoRA which need to be addressed to enable the system to perform better overall.
ID-TEMAN		
Improved planning and budgeting at school, District, Provincial and National levels	**Somewhat** *Moderate*	The pilot programs of e-RKAS and e-RKAM are being utilised well, and MORA in particular has committed to rolling out improved planning and budgeting systems, to be supported by forthcoming WB loan. The commitment of central agencies and national line agencies to undertake further reforms is unproven as yet.
Improved teacher governance	**Somewhat** *Weak*	The fundamental ground work is being laid to identify constraints and potential solutions, however the broader political will and engagement across whole of government is yet to come from GoI to implement fundamental reforms needed.
Improved assessments leading to student learning outcomes	**Very** *Weak*	The technical approaches to assessment may be delivered and available, but the leadership and capacity to drive the reforms through the system, and capacity of teachers to take up the methods and improve their own performance is highly constrained and beyond the scope of the WB activities.
Likelihood of impact: Highly = evidence available/will be possible on results to date within definable scope ; very = evidence of impact available but scope and extent unclear; somewhat = results will be seen but measuring scope and extent more challenging Strength of evidence : strong (external verifiable reporting data available) moderate (internal reporting and external feedback; weak (internal feedback only and self-reporting)		

Overall assessment of effectiveness

Figure 6: Summary assessment of effectiveness

Strategies 5 Highly effective 4 Very effective 3 Somewhat	Five point scale: Highly = 5 Very – 4 Moderately/Somewhat = 3 Poorly/Possibly = 2 Unlikely/Not at all= 1	VERY (83 points/115 on a 5 point scale, i.e. 72%) = 4th quartile of scale
Outcomes 1 Highly likely 4 Very likely 6 Somewhat likely		

There are several key implications from this analysis. The first is that the current program designs are not easily aligned, and therefore hard to assess collectively. They do have complementary strategies, and are working to the same higher order outcomes, but these are beyond the reach of the individual programs to report on, and beyond the influence of Australian investments as a whole. A clearer articulation of the role that Australia plays in the sector would be of value, and this could guide expectations for the outcomes that each program contributes to that role. Given that the programs themselves can be assessed as effective (looking at their own program design intermediate outcomes, and at commonly laid out strategies) a tighter definition of the intended development outcomes and for assessment of impact across the program could be of value.[46]

Lessons

There are significant lessons[47] emerging from the three programs being implemented to date. They are strategic, technical, and operational in nature.

Strategic

1. **Australia plays a strategic role supporting the Indonesian government as a trusted partner in seeking solutions and responses to its own priorities which could be more explicitly articulated in the sector strategy and program designs**. Australia plays the role of 'critical friend", sharing experience, exploring options, taking risks to test solutions, and nudging and prompting the system from different perspectives to encourage government led reform. This role is often intangible, and not well represented in the designs of individual programs. There is an opportunity to make this more explicit in future strategies and to develop means of monitoring performance and outcomes generated from the underlying approach. The use of adaptive planning methodologies[48], and process consultation[49], are example of how Australia is supporting the need for a change in paradigm in system management, inter-governmental collaboration and empowerment of officials and teachers.

2. **DFAT Post plays a strategic and influential role in directing programs, responding to GoI priorities and strengthening the bilateral relationship, which could be strengthened even further.** However, the role is not clearly articulated in program designs, and does not have a clear policy intent and underlying plan. At times, DFAT staff have over utilised activity level engagement rather than bringing a distinctive policy agenda or use the power of the diplomatic relationship to advance critical issues within the government system. There are many critical education issues of political and technical importance that Australia is well placed to raise and make policy contributions, beyond the role that Contractors can play.[50] The promotion of gender and social inclusion for example, is not just a technical implementation issue, but one that can be advanced through government to government negotiation and dialogue.

[46] This is further developed under lessons and recommendations.

[47] Lessons from the programs are drawn from the comparative analysis of relevance as well as analysis and discussions for individual programs (all the Findings of this Review).

[48] INOVASI

[49] TASS

[50] In other countries, for example, Post brings to bear the broader Australian experience of the education system to influence greater alignment between country and international systems. Issues such as NAPLAN experiences for assessment, funding mechanisms for decentralised education systems (Gonski reforms), the role of the private school system, funding for Higher Education, all are of interest and utility to Indonesia.

3. **There is a strong underlying strategy for scaling out and scaling up evident across the program, but this is not clearly articulated or evenly understood**. The scaling out strategy is pursued through INOVASI in particular at the District level, where local government adopts lessons from pilot activities, allocates their own resources and budget, and extends the scope of implementation. Further replication by other Districts would fall under this strategy. Scaling up is the strategy pursued by all three programs of the policy lessons and recommendations from studies and pilots influencing policy and practice change **across** the system of service delivery, from national through Provinces and Districts, to classrooms. These strategies are implicit, and could be strengthened through a stronger articulation and definition of expectations from the programs. This is one of the reasons that outcomes of the programs are hard to measure – the extent of the adoption or take up of the activities being conducted is unclear.

Technical

4. **The PDIA approach (problem driven iterative, adaptive) is a highly effective way of working, and has evolved as a way of thinking, rather than an activity to be delivered.** The initially rigid set of steps for using PDIA in settings, such as classrooms or District administrations, was useful for INOVASI to begin its program, but very quickly it was discovered that as multiple cycles of action and reflection occurred the lessons could be replicated to new settings more quickly and easily. The approach has had a significant impact on empowering local staff and counterparts to think differently and be solution seekers for themselves, and there are signs this is influencing leadership and management more broadly. The lessons from this experience are of value to DFAT and development partners more broadly and should be shared widely.

5. Being "responsive and flexible" is insufficient in itself to generate results, and programs work better when they have a strategic engagement with partners. The TASS program is highly effective because it is deeply embedded in the partner agency and is able to help identify and scope out potential activities. This balance of responsiveness and policy engagement reflects an organisational development strategy of 'process consultation'[51] and could form the basis for a model of technical assistance for other programs.

> "Process consultation is the creation of a relationship with the client that permits the client to perceive, understand and act on the process events that occur in the client's internal and external environment in order to improve the situation as defined by the client."
> ***Edgar Schien, 1999***

6. A 'thinking and working politically' (TWP)[52] approach is highly appropriate and effective when working across a sector, at scale, in complex and challenging settings, but this is not easily acknowledged in standard design formats and reporting processes. All three programs are politically astute, work 'with the grain' for reform, support endogenous leadership, and support local solutions for local problems. INOVASI and TASS explicitly refer to the approach while the World Bank operating model functions as part of and responds to the local political economy in the countries in which it works. All three programs recognise that they cannot achieve results in a stand-alone manner, but work within the broader system, and all three adapt and change their priorities and focus based on what is likely to work at the time. This way of working is highly appreciated and valued by the partner government, and activities implemented more likely to be well targeted and successful. For example, the World Bank

[51] Schien, Edgar, H, Process Consultation Revisited – Building the Helping Relationship, 1999, Addison-Wesley Publishing, Inc.

[52] AusAID, "Thinking and Working Politically: An evaluation of policy dialogue in AusAID". ISBN: 978-0-9872584-4-1 Published by the Office of Development Effectiveness (ODE), Australian Agency for International Development (AusAID), Canberra, April 2013; and "The case for thinking and working politically: The implications of 'doing development differently.", http://publications.dlprog.org/TWP.pdf

moved a focus from MoEC to MoRA based on the leadership responses and engagement from each Ministry, and is gaining more traction on activities as a result. The current standard design formats and reporting requirements anticipate a more linear and planned pathway for change, and fail to gather information in an open-ended and qualitative manner about what is working and why. M&E arrangements within programs are therefore more complex and sophisticated than is useful or efficient as they try to accommodate multiple purposes and needs.

Operational

7. **Stakeholders (DFAT, GoI, Implementers) have had to work hard to establish effective working relationships to overcome the constraints inherently imposed by contracts, differences in technical capacity, status and formal roles, and institutional incentives**. It is a major credit to DFAT Post, Contract and World Bank staff that these barriers have been overcome to negotiate common understandings of expectations in activity planning and approval, engagement with partner government, financial delegations, finding common strategic intent and understanding, and being able to address the implementation challenges that arise. Each program has address significant problems throughout their course (INOVASI in poor initial team leadership and management, TASS in budget cuts and finding strategic clarity amongst partners, World Bank in understanding thinking behind DFATs reporting requests and interest in engaging beyond usual Trust Fund mechanisms). While all parties acknowledge that the overall design structures and reporting requirements, as well as budget allocations, are not ideal from different perspectives, all have agreed to work constructively and accommodate other's interests and needs. This, sometimes painful, experience, is common to development programs, and highlights the need to conscious and deliberate relationship and team building for program inception and ongoing management. A key lesson for DFAT is that the command and control authority implied by contracts are not an effective means of exercising influence to generate results, but strong working relationships of mutual trust, with give and take, gets better results. A potential implication is that DFAT could move more towards a policy dialogue and influencing role (based on their institutional comparative advantage) rather than the activity management and compliance role.

8. Adaptive and flexible programs are inherently resource intensive and require well resources sophisticated monitoring and evaluation.

The complexity that has developed around the monitoring and evaluation frameworks, and sophisticated theories of change (log frames) for each program, as well as the intensive effort for ongoing revising of planning, budgeting, and reporting, comes about because programs are constantly changing. This requires internal management effort from the implementers, and fairly constant engagement and oversight from DFAT (not only in compliance which could be relaxed somewhat with different financial and contractual obligations) but in maintaining the strategic intent of the program and ensuring that programs meet the interests of both governments.

Finding 3: Current management and implementation arrangements are working effectively, with some room for improvement.

Analysis of the management and implementation arrangements for each Investment are regarded as working effectively, and are discussed under Findings 4-8.

Across the program as a whole several areas for improvement were identified by the review team based on feedback from stakeholders.

- The mechanisms for coordination across programs, particularly TASS and INOVASI with ID-TEAM, are largely informal. While information sharing occurs, it is incidental and based on existing relationships, rather than institutional commitment. The planning processes for each program are not coordinated or with shared participation, and so there are missed opportunities for collaboration or joint activity, and at times there has been some duplication of effort. More importantly, there have not been strategies for how inputs from various parties can be leveraged for medium term scale out and up. There have been more recent examples of how this coordination can be highly effective (such as joined up work with MoEC and MORA on continuing professional development).

- Australia has been working effectively with the GOI in the education sector for many years based on strong relationships and a responsive approach to current issues. However, Post has not developed a formal internal policy agenda, with its own research, analysis and positions prepared, so that Officers can focus on critical issues and engage in dialogue with partners on a consistent manner.[53] Without clear direction from DFAT, technical advisers and implementing partners may be working at cross purposes to Australia's interests or be at risk of providing conflicting advice to government]. This inhibits Post officers in their engagement, but also misses the opportunity to build a coalition of implementing partners and other donors into the discourse to mobilise broader public and internal government debate on these concerns. The World Bank, Contractors and other parties express a commitment to supporting Australia's interests in the program with the GoI but don't know what the immediate policy agenda might be, and therefore at times say they cannot contribute effectively.

- The Education Sector Investment Plan (and associated performance assessment framework) is not well suited to the individual program designs, and is overly complex to be useful. The different and unique strategies of individual program designs are not directly reflected in the ESIP theory of change. The implementation strategies, intermediate outcomes and end of strategy outcomes are generic across investments. This makes the gathering of results related to individual programs and their links to higher order outcomes hard to track and assess. Consequently, annual targets by program are broken down in the Performance Assessment Framework, which mostly reflects the delivery at the activity level, and doesn't tell the overall story. There are no direct cause and effect links between the implementation strategies, intermediate and end of program outcomes that are not connected by a wide variety of other inputs, activities and actors, particularly the efforts of the GOI, and so the Theory of Change is a very incomplete picture.[54] A simplified version of the strategy could be developed to provide clear policy direction to implementers, and be used as a basis for reporting internally in DFAT. Importantly, a means of data collection and analysis ***across*** the program is required, with attendant resources, rather than expecting information to flow from

[53] Current high profile political and technical issues would be zonation, smart card, public expenditure reforms (systems of budget allocation in decentralised system), teacher governance (recruitment, pay) especially future of honorarium teachers, role and regulation of the private school sector (re fees, access, inclusion, gender)

[54] The Review has the analysis that the ESIP is both overly complex AND doesn't tell the full story – this is because the program logic model used applies a project based framework for Theory of Change rather than a sector wide or policy based framework for the analysis. A simplified version could identify key results of individual investments and their relationship to the broader sector story.

individual programs against higher order goals they are not directly accountable responsible for. This is particularly true for the World Bank, whose internal processes are activity based, which requires a higher level of data collection and analysis beyond what can be gleaned from activity level reports. The ESIP does however, provide a strong rationale and policy justification for the investments, including a strong articulation of the strategies being deployed by Australia across its investments. A tighter relationship between individual designs and the overall framework would be beneficial, rather than the multiplicity of frameworks and design approaches being deployed at sector and program levels.

3. Findings and discussion against program level Key Evaluation Questions 4-8

Finding 4: INOVASI is exceeding expectations in achieving expected outcomes

There is strong evidence that INOVASI will exceed expectations in achieving its anticipated intermediate outcomes as outlined in the program logic (see Figure 1), given progress in the 18 months of actual implementation to date[55]. National and sub-national stakeholders have access to emerging evidence through produced reports and other communication products, as well as through direct technical assistance at national and local level, on lessons that have improved learning outcomes with policy and leadership implications for scaling out and up[56]. The paper on national level policy implications was produced in a timely way to influence the medium-term development plan (RPJMN) and strategic planning (or Renstra) processes with interest and engagement from national level Government. Furthermore, district governments have adopted policy approaches to focus on improving learning outcomes, as well as have started scaling out the pilot activities. This is particularly the case for North Kalimantan and East Nusa Tenggara (in all four districts in Sumba) where policies, human resources, and budget are in place for adoption and replication.

INOVASI has been very successful in engaging with national and sub-national (provincial and district) government, with INOVASI policy officers working with local Dinas to identify, develop and execute new regulations to implement reforms in education system administration and management for better learning outcomes. INOVASI has worked effectively, and in politically astute ways, with community leaders and stakeholders to build coalitions of support for demand for better quality education, for example drawing on public commitment of the Governor in North Kalimantan to mobilise the Literacy Task Force.

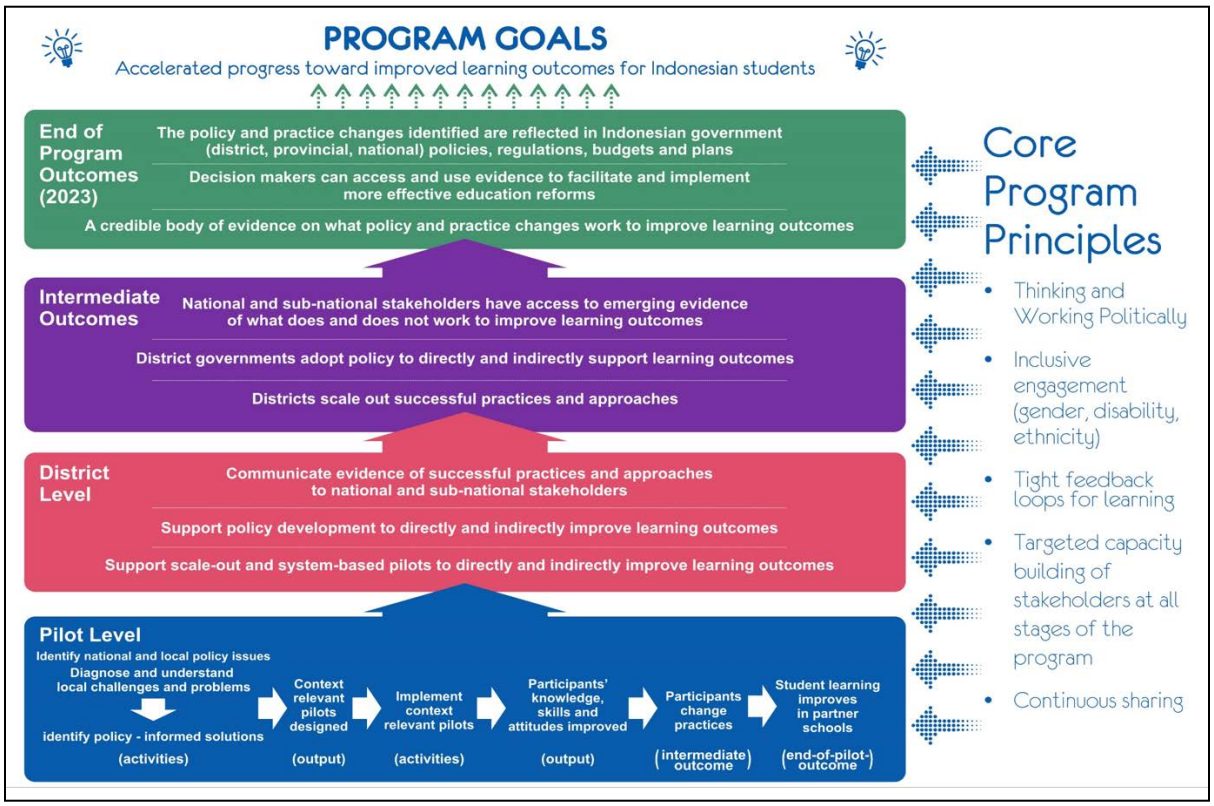
Local governments have replicated pilot literacy programs in East Sumba and North Kalimantan Districts, allocating their own resources for replicating activities, including support of professional development through teacher working groups. This far exceeds the initial Australian investment of $200,000 and demonstrates proof of concept' of the design that piloting, sharing lessons and replication is a feasible approach for scaling-out impact.

Against the result framework, by June 2018[57], INOVASI has shown excellent progress in meeting the indicators particularly in pilot implementation and number of districts that show improvements in education delivery services. By mid-2018, exceeding the amount of AUD 200,000 government investment in literacy programs, around AUD 550,000 has been allocated from provincial government partners (AUD 219,375 in West Nusa Tenggara, AUD 20,000 in North Kalimantan and AUD312,000 in Sumba, East Nusa Tenggara), and around IDR 4.4 billion (AUD 435,000)[58] is committed for literacy programs in all four districts in Sumba and North Kalimantan.[59] In Sumba, this high level of commitment is made possible by

[55] Key achievements and progress to date can be found in INOVASI Six-Monthly Progress Report, July 2018.
[56] The following definitions were developed for the purposes of the Review: "Scaling out" is the process at school, District and Provincial level of local governments and actors replicating pilot activities and allocating their own resources and efforts within their systems; "scaling up" is the process of sharing lessons with national level government and other stakeholders for influencing policy and practice change on a broader scale, not necessarily replication of specific pilot activities.
[57] INOVASI Six-monthly Progress Report, July 2018
[58] Information gathered in Strategic Review interviews.
[59] Plans for 2019 indicate that $1.4 AUD has been allocated by District governments in all four Provinces for scale out.

the Sumba Education Forum (or FPPS) established during Australia's previous investment of ACDP[60]. This local budget allocation reflects the success of pilot literacy programs and INOVASI's engagement with counterparts and their responsiveness.

Figure 7. INOVASI Program Logic



INOVASI is achieving its milestone of getting sufficient evidence of what works for literacy improvement. From document review, the team found that teachers in INOVASI pilot activities – particularly those in West Nusa Tenggara province - have gradually shown improvement in their ability to assess students' progress in reading, perform data analysis, calculate results of student assessment and reflect on their own practice. Based on field visit observations, the uptake from teachers are significant. Not only early grade teachers are applying their new skills in teaching literacy, but knowledge and skills acquired from the pilot activities are being disseminated to upper grade teachers (Grade 4, 5, and 6).

> The Problem Driven Adaptive Approach (PDIA) has been internalised in INOVASI's operations, and is empowering staff and stakeholders to take ownership and responsibility for driving quality improvement and change. PDIA has moved from being an "activity" to commence each pilot, to a way of thinking and mindset, which has been understood and taken up by government officials, teachers, and communities. The approach is a tangible means to influence the broader shifts in paradigm and culture needed for stakeholders to tackle the underlying systemic constraints across the education sector.

INOVASI has implemented a strategy of working in "partnership" by providing grants for service delivery activities and building networks with local non-government organisations (NGOs), the private sector and teacher training institutions as well as the local government (*Dinas Pendidikan).* Seventeen

[60] Analytical and Capacity Development Partnership, an AusAID/DFAT program working with MoEC preceding INOVASI.

grantees have received funds to strengthen local coalitions and implement pilot activities. Although this approach is still at early stage, there are several examples of how this strategy will contribute to sustainability, through stronger links between local government and local service providers and building local demand for quality improvement. A successful literacy program is being carried out by a local NGO (*Sulinama*) in Sumba using mother tongue transitioning to Bahasa in early years of primary school (mentioned above). A local institution in North Kalimantan (*One Person One Book)* is also supporting North Kalimantan's own *Bunda Baca* literacy program, making the right connections to enhance the impact particularly in border areas[61]. Partnerships are also institutionalising curriculum improvements through collaboration with University of Borneo, Tarakan in North Kalimantan and University of Makassar, in South Sulawesi. Relationships with the University of Mataram, West Nusa Tenggara, and the provincial's *Balai Bahasa* as well as State Islamic of Surabaya and Nahdlatul Ulama University of Surabaya in East Java are also being developed. Moving beyond traditional materials for literacy program, cooperation with Asia Foundation has been established to benefit from their digital book repository.

There are early signs that INOVASI can have a broader systemic impact on the education system, although the benefits are not yet realised. The investments are working in the right manner on the right issues. There is a strong appreciation by GoI at national level (MoEC and MoRA) of the need for mindset and paradigm change in delivery of education services and governance which has been influenced by INOVASI[62]. The work of INOVASI is supporting the National Literacy Movement which has potential for broader scale impact. Similar potential impact was also observed during the provincial visits to North Kalimantan where inclusion of a policy officer in the District/provincial teams means that the lessons and implications for broader scale out and up and can be taken immediately and in parallel to implementation. Very strong relationships with District and Provincial levels were evident. INOVASI has developed a partnership approach to work with local stakeholders as both service providers and interest groups, building coalitions that improve transparency and accountability between communities and local government.

INOVASI is also addressing social inclusion (particularly needs of children with disabilities) through several pilot and overall approaches to literacy and numeracy, including within the teacher in-service, teacher working groups (KKG), and approaches to building teacher capacity in assessing individual needs of children. A focus on students with disabilities is being taken with a literacy pilot in Central Lombok. This dedicated and focused approach to inclusion will reap lessons for future programming and implications for broader national policy and programs. While INOVASI has a GESI strategy, there is less evidence that gender considerations have been internalised in management or operations to date. The pilot on mother tongue language transition to Bahasa Indonesia (in East Sumba) is a discrete pilot activity which has significant gender benefits, enabling participation and success particularly for girls attending early years school.

INOVASI has a world class comprehensive Monitoring, Evaluation, Research and Learning (MERL) system, incorporating action-research, formal pre- and post-testing, qualitative data collection, and impact analysis. MERL is integrated into the adaptive program cycle at school and pilot level, at District level and Program level. Six monthly 'strategy testing' sessions reflect on progress and lessons and re-define and re-plan program activities and approaches.

INOVASI has a comprehensive system and resources for monitoring, evaluation, research and learning (MERL). The

[61] Kompas (2018) *Kaltara Kawal Tapal Batas Indonesia lewat Kolaborasi Literasi.* Retrieved from: https://edukasi.kompas.com/read/2018/11/01/12162691/kaltara-kawal-tapal-batas-indonesia-lewat-kolaborasi-literasi

[62] And also TASS, considered separately.

MERL process is very intensive, with pre and post testing of literacy of students, and observations of classroom teaching, as well as interviews with children. This rich amount of information is challenging to use effectively to report and influence future activities, but is an excellent approach. The six-monthly strategy review process enables a point of time reflection and update of strategies and approaches. It remains challenging to use all the available information in real time for day to day implementation. The multiple forms and requirements for reporting to DFAT appear onerous and overly detailed[63], although have arisen largely as a result of the Contractor attempting to deal with multiple purpose and uses for M&E in an adaptive program, with many expectations. These could be reframed and streamlined to enable MERL to improve implementation and inform a higher-level analysis of implications and lessons across the program. The MERL results and information could also be more useful for local governments (raised in North Lombok, Central Lombok, and East Sumba district) to learn from and plan for further literacy programs as well to learn from the MERL process itself for internal capacity building. Timely yet simple MERL reports to inform the local district will be very valuable asset for the respective district.

The current strategy for INOVASI program scale-out is an ambitious but demonstrably attainable one: attempting to address adoption and uptake in policy and regulation, planning and budgeting, as well as capacity building of district administration and teachers. However, there are some limitations for scale-up at national level, as INOVASI has less reach across other government agencies with significant roles and interests in basic education (including the Ministry of Finance, Ministry of Home Affairs, Ministry of Research, Technology and Higher Education). INOVASI is somewhat limited in broad national engagement through its key counterpart home (*Balitbang*) in the research division of MoEC. There is an opportunity to further extend the reach and influence through stronger coordination with other programs (TASS, ID-TEMAN) and other actors.

Finding 5: INOVASI's implementation and management arrangements are fit-for-purpose, with only some room for improvement.

The adaptive, iterative implementation approach

The implementation arrangements for the program are generally working well and are efficient and effective. The program has effectively engaged both key ministries – MoEC and MoRA, by means of PDIA approaches. The context driven, adaptive design and approach is a world-class and leading-edge approach to catalyse change, and appears appropriate to working within a government system. The internalisation of PDIA approaches throughout is contributing to the change in mindset and empowerment of teachers in the classrooms, and district government level. The move from PDIA as a specific tool or activity to a 'way of thinking' has been appropriate and more meaningful for the design and implementation. Initially PDIA was seen as an "activity" and groups were facilitated through a problem definition and solution finding process through trial and adaptation at classroom, school, teacher working group and District administration level. The strategy review process found that findings from one set of PDIA pilots could be replicated without going through the whole process (while making local adaptations) and a more programmed approach began to develop based on initial experiences. The PDIA approach is not as well established at Provincial and National levels, although some GoI officials have internalised the approach. This is especially true for MoEC counterparts, with less engagement from INOVASI with MoRA at national level to date. MoRA is showing significant interest in INOVASI's work in madrasahs at the subnational level and there are opportunities to share and develop

[63] This is an observation of the Review team, but not identified as a constraint or concern by the Contactor or DFAT Post.

the approach within the Islamic education system. Strong partnerships have been established with the two main Islamic organisations, Ma'arif Foundation and Muhammadiyah, which has strengthened the engagement with MORA and their ability and commitment to participate in program activities.

The move to the short course modality has been an effective approach to build the competency of teachers and improve learning outcomes for students, rather than focusing on PDIA as an activity in itself for the initiation of each pilot. However, caution should be exercised in developing further "implementation" activities for expansion, rather than a true piloting and testing phase to address new problems. Sustainability should be sought in local level (and national government) taking up the lessons from proven pilot lessons rather than expanding implementation of successful activities to new locations.

Management arrangements

The team employed by the Managing Contractor are highly qualified, with a strong understanding of the approach and intent of the program design. They are well engaged with government, working collaboratively with stakeholders and are well managed. Current leadership and management of the program can be contrasted with reports[64] of the initial period of the program (of about one year) when both DFAT and the Contractor recognised the limitations of the management team at the time and steps were undertaken to successfully address them.

Marginal improvements could be made to design, reporting, governance and management arrangements.

i. While there have been positive developments in engaging at national level (through the combined policy and communications team and strategy for example), even stronger links could be sought to other national level education officials and other government actors. There are limitations of the existing MoU being with MoEC Research Division (Balitbang), and subsequent perceived lack of commitment from other units and Divisions within MoEC and MoRA. Closer engagement with Teacher and Education Personnel Directorate, General and Basic and Secondary Education Directorate General – including with Special and Inclusive Education Centre or PKLK – is imperative. The INOVASI team could strengthen their presence by making use of the satellite office in MoEC more intensively (for example, with a dedicated small team sitting more routinely in their MoEC office to carry out daily coordination or provide updates on regular basis).
ii. INOVASI could better to highlight with MoRA its current work in strengthening support for Islamic education, such as the partnership with Ma'arif Foundation in East Java, and support the pilot activities in madrassahs in Lombok, West Nusa Tenggara. This would build constructive relationships across MoRA at national level for broader sharing of lessons and potential influence for policy and practice change supporting the work of TASS and ID-TEMAN.
iii. Broader and closer engagement with other national stakeholders such as Bappenas, MoF, MoHA, and MoRTHE would be worthwhile. Keeping MoF and MoHA informed would promote sustainability and take-up by local governments through aligning policy and funding arrangements. As BAPPENAS is already on board and provides leadership for literacy programs, the INOVASI team could benefit from a more proactive approach of systemic planning for other suitable regions in Indonesia. Other worthwhile engagement would be with MoRTHE to inform teacher training curriculum on early grades literacy and numeracy.

[64] Informal feedback during interviews from DFAT, Contractor and staff

iv. Continuing to improve coordination with TASS and ID-TEMAN would leverage the experiences and lessons coming from INOVASI. Joint planning and joint activities could be undertaken.
v. Engagement could begin with Teacher and Education Personnel Training and Empowerment Centre or P4TK on teacher training on literacy and numeracy for early grades, to prepare for potential scale up (once evidence from pilots concluded). Although these institutions have capacity constraints they have a potential advocacy role as agents of the central government. Partnerships with universities and local NGOs as service providers for this purpose should continue.
vi. The design and reporting requirements and formats to DFAT could be simplified. The current mechanisms (of the design, program logic, M&E framework, reporting) for a complex and adaptive design takes considerable time and resources of management away from implementation[65]. Consideration could be given to revising the 'design' to be based on an adaptive operating model, not a standard project log-frame model, to have better alignment between implementation and communication of the program internally with external expectations.[66]
vii. The sustainability of INOVASI literacy short course activities should continue to be further considered and discussed with national and local government counterparts. One approach being implemented successfully, amongst a series of multi-source funding options, is to have teachers pay a contribution to training implementation from a fund coming out from teachers' professional allowances. However, there is also the risk of discontinuity after the program ends because many teachers are not eligible to receive this allowance.
viii. INOVASI should be cautious about expanding in scope or additional staffing as this could undermine the efficiency of management and ability to utilise the lessons and develop policy implications and have influence. There is a risk of getting too complex and too broad in scope and too hard to manage.

Governance arrangements could benefit from a slightly different formal engagement with the key counterparts. If the program was being established today, it would better be positioned in the Directorate of Basic Education rather than Balitbang, and the Steering Committee could have broader representation from other Ministries (such as MoHA responsible for District level budgets, and perhaps a representative from MoF). A change in the MoU needs to be considered and may be unavoidable do to the expected change of leadership and restructuring of *Balitbang* (i.e. the move of *Puskurbuk* into *Badan Bahasa*). Further options may emerge after the election of 2019 and potential appointments of Ministers and senior officials. DFAT could take the opportunity to strengthen the formation and functioning of the Steering Committee having regard for the long history of Australia's relationships and development of the program. Any changes proposed should be incremental in nature.

There appear to have been missed opportunities to conduct joint planning and have a coherent approach with TASS on some activities, and there are missed opportunities to work more closely with ID-TEMAN.[67] There is only incidental cooperation with KOMPAK. Other DFAT programs such as Knowledge Sector Initiative (KSI) have analysis and relationships which are relevant to INOVASI and

[65] This is an observation of the review team, and not raised directly by implementers.
[66] Note that DFAT does not have a standard "adaptive and flexible approach'' design format and would not be easily negotiated without external expertise.
[67] Although noting that INOVASI does invite ID-TEMAN to participate in the quarterly knowledge sharing "Temu INOVASI".

TASS[68]. This should be the focus of the DFAT Post team's engagement, sharing information and creating opportunities for collaboration, and may be less visible to the INOVASI management team. Some practical mechanisms for communication and information sharing, and joint planning, could be established by the DFAT Post.

Finding 6: TASS is exceeding expectations in achieving expected outcomes.

TASS is making significant progress toward its anticipated outcomes, exceeding expectations at this stage in its life cycle[69]. It is highly valued by GoI leaders within MoEC and MoRA and the technical assistance and advice provided is supporting significant GoI policies and practices. Originally developed as a fully responsive and flexible 'facility'[70] the program has evolved to provide more strategic engagement with MoEC and MoRA to identify, scope and support activities that work with the critical and immediate priorities of the government. An independent review conducted in 2018 supports this finding.

> An Independent review in 2018 found that "TASS is advancing toward the expected outcomes. As it is working within the counterpart's system, TASS has been effective in providing just-in-time support, particularly in giving strategic inputs through Education Sector Review to Bappenas. It is esteemed by government counterparts and positioned to have a very strategic role in engaging decision makers on improvements of teaching and learning and inequality of student learning outcomes. Highlights include support for the MOEC assessment centre (Puspendik) in developing the Indonesian standardised assessment tools (AKSI), and TASS support for teacher in service training (CPD) in East Java MoRA office."
>
> **TASS Independent Review, 2018**

TASS has been particularly effective in providing strategic inputs through an Education Sector Review to the central planning agency (BAPPENAS) and supporting the internal government planning processes to develop the medium-term plan (RPJMN 2020-24) which led to strong whole of government commitment to the quality in education agenda. The GoI has articulated key targets and strategies for quality, equity and gender in its commitments, in line with the Sustainable Development Goals, and a coalition of senior government officials has been empowered to champion these commitments across the system in implementation. It has proved timely and influential technical inputs to MoEC's and MoRA's internal strategic planning processes (RENSTRA documents) which will guide policy and practice of those agencies for the next four years and well as helped MoRA to develop its continuing professional development (CPD) program which represents a major shift in mindset and approach to teaching and learning in the Islamic education system. Technical support for MoEC's data analytics and research capacity has been provided that is now supporting their internal planning processes.

Key stakeholders of these activities recognise TASS' contribution and appreciate its role in sharing international knowledge and experiences, consolidating inputs from various parties (including from the World Bank and ADB), and building internal capacity. Figure 8 demonstrates how TASS activities have moved from a responsive one-of input facility towards a system strengthening approach working with other actor's inputs (particularly the World Bank and ADB). TASS is fully integrated into partner systems, working to the management direction and needs of MoEC and MoRA managers. 'Activities' are often

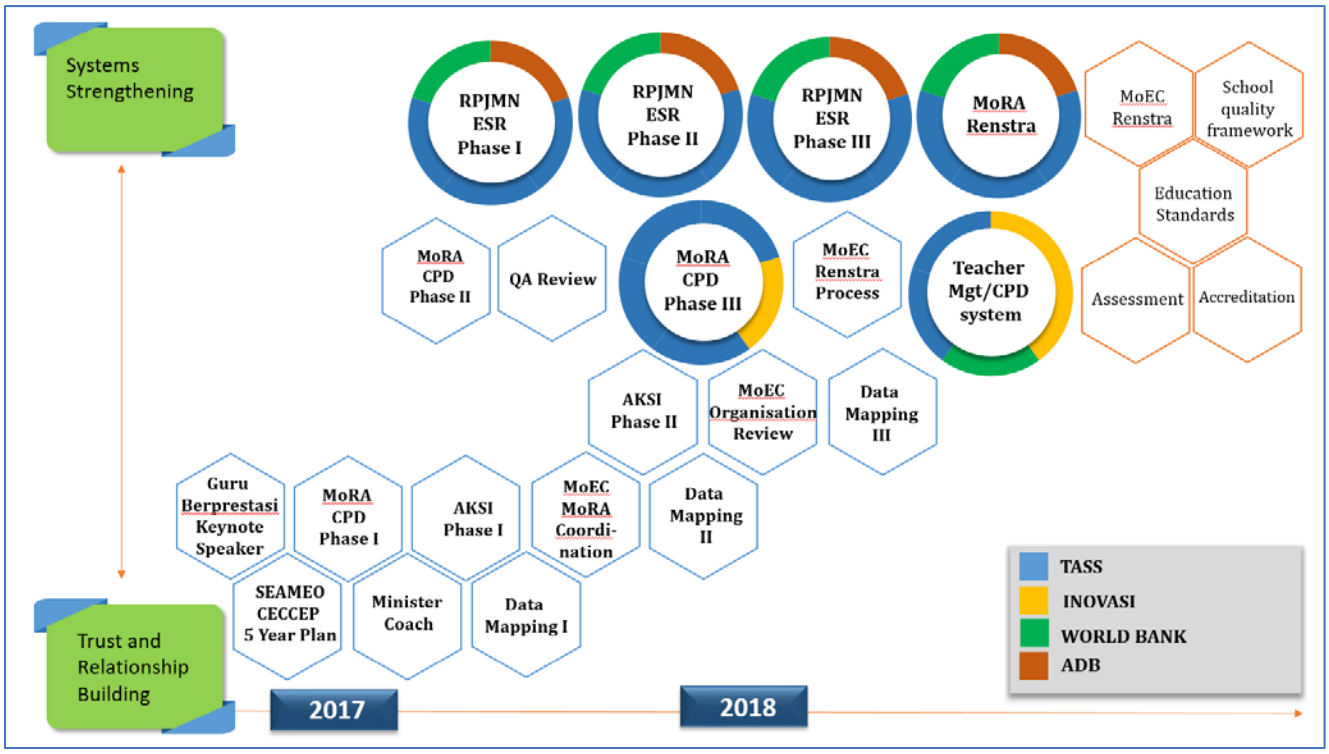
[68] For example, the tracer study of TAS policy influence on the RPJMN inputs being undertaken by KSI is a good example.

[69] This was also the finding of the Independent Review, 2018.

[70] "Facility" is a form of aid modality utilised within DFAT largely as a management and contracting model, with direction on activity allocation approval directed by DFAT and/or partner governments. See more at: DFAT, Review of Selected DFAT Facilities, Independent Consultant Report to DFAT by Lynn Pieper, Key Findings, 7 May 2018 retrieved 01/03/19 https://dfat.gov.au/about-us/publications/Documents/independent-facilities-review.pdf

partial inputs to larger bodies of work carried out by the government, and are part of the broader suite of actions being undertaken to strength and develop education systems and policy.

Figure 8. TASS Activities 2017 – 2018



TASS has developed a program logic[71] (see Figure 9) to provide a basis for activity selection and monitoring and evaluation, and has instruments for activity screening. It is evident that TASS has shown progress in achieving its intermediate outcomes, with MoEC and MoRA decision makers drawing on TASS support for policy implementation, and the "conceptual and instrumental use" of TASS facilitated products (such as the Education Sector Review as inputs for RPJMN and data mapping for improved Education Database, or *Dapodik)*.

The role of TASS in providing timely advice and expertise is critical. The access to the right expertise and advising on consultation processes, such as the format of the event be held with stakeholders on RPJMN development, is made possible through the ongoing core team of TASS embedded within government agencies. These resources are currently regarded as "program management" in budget categories in the TASS annual plan, but in reality play a much more strategic and technical role, not recognised in the nature of the 'tasking note' process for activity identification and approval. This ongoing technical assistance from TASS allows different development partners to participate in the process, making inputs from various sources more effective.

> "It is not just the final activity that is most helpful to us, but the process of walking with us and thinking through what the next steps should be and what the issues are so we can work out for ourselves how we are going to go forward . . . "
>
> ***Senior Officer, Planning Bureau , MoEC***

[71] Further comments on the logframe/design are found under Finding 7.

Working within the system of government, TASS has direct access to key decision makers in GoI institutions, particularly BAPPENAS, MoEC, and MoRA. TASS staff and consultants are working on day to day basis with and within these institutions, working as 'critical friends' to strengthen institutional capacity. This is evident not only for 'strategic activities' delivered by TASS, but also by 'administrative activities' carried out based on the request by GoI. Stakeholders in BAPPENAS and MoEC consistently express their appreciation of the "process consultation" approach taken by TASS to help them develop roadmaps for scoping out analytic work and activities.

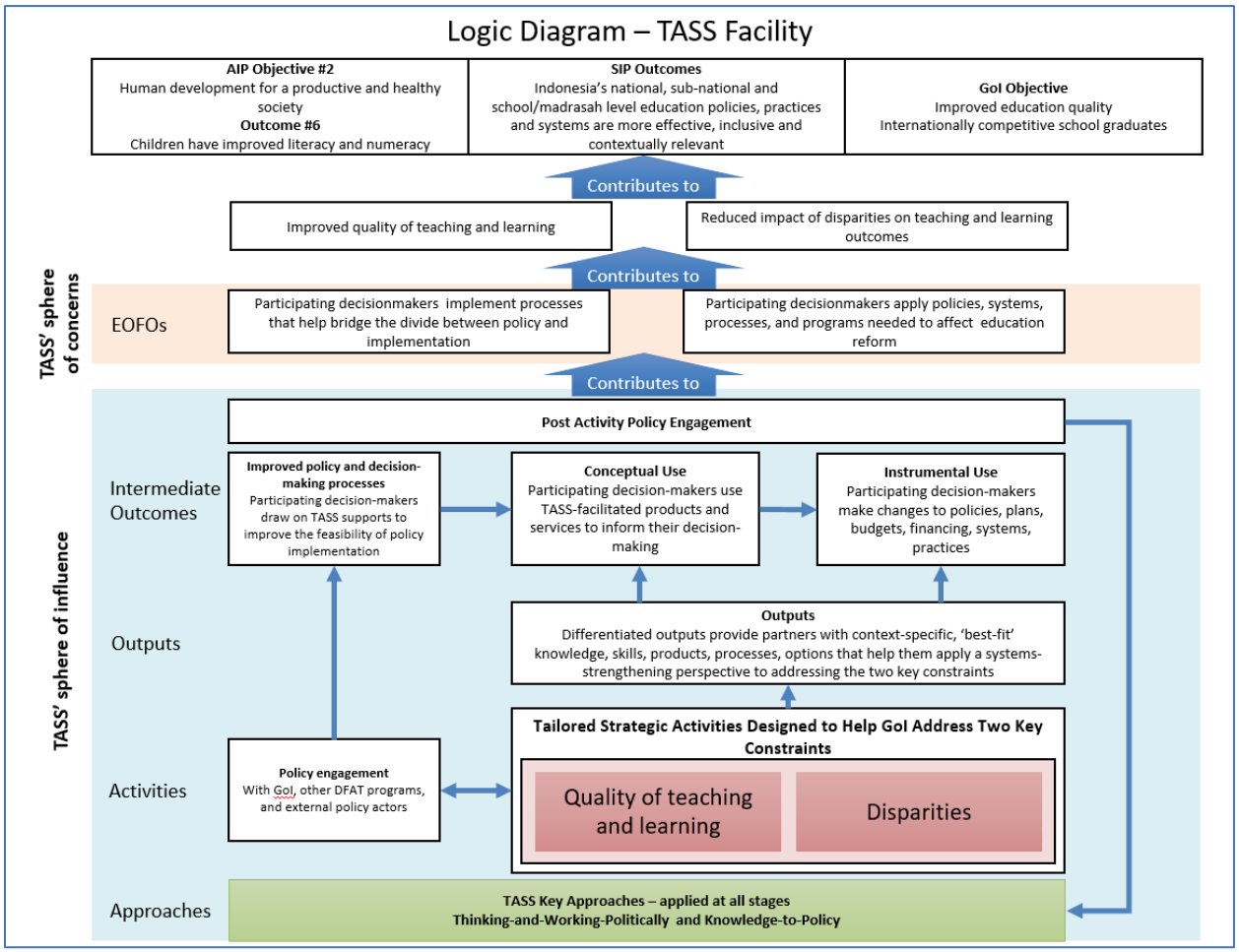


Figure 9. TASS Program Logic

TASS potentially has a very strategic role in engaging national and sub-national decision makers on improvement of teaching and learning and inequality of student learning outcomes. Highlights include support for the MoEC assessment centre (Puspendik) in developing the Indonesian standardised assessment tools (AKSI), and TASS support for teacher in service training (CPD) in East Java MoRA office. TASS is a close partner of these main providing effective and timely inputs. TASS has made significant efforts to mainstream gender and disability inclusion into decision making process and policy development, which is yet to be fully internalised with the government systems and approaches. The team has developed a tool for gender and disability conclusion for future planning of activities, which is

being tested for its effectiveness. There are opportunities to work more closely with the Directorate for Inclusive Education (PPKLK) who has responsibility for gender, ethnic groups, and disadvantaged areas.

Finding 7: TASS plays a strategic role and its implementation arrangement are now generally effective, with marginal room for improvement

The approach and implementation arrangements have developed over time and are now generally functioning well. There were initial challenges establishing commonly understood parameters for requests and efficient approval processes for tasking notes, but as relationships of trust and understanding about the purpose of the facility grew, processes have bedded down. The tasking note proposal and approval processes can at time be an overly rigid procedure, and the annual budget and plan format[72] fails to recognise that the TASS core team provide an ongoing strategic technical role not well captured by the tasking notes. The Log frame and Monitoring and Evaluation Framework for a facility of this nature is overly complex, attempting to assess TASS inputs as stand-alone activities that have direct line of sight to specific policy and practice changes, rather than regarded TASS as an input to a broader set of processes (both internal to GoI and external from programs) that lead to intended outcomes. The program may be regarded as a 'process driven'[73] approach, and the design and M&E arrangements should reflect that within the broader suite of DFAT engagements, perhaps under the Education Sector Investment Plan umbrella[74].

As originally intended when TASS a purely a responsive mechanism to deliver on agreed tasks between Indonesia and Australia, DFAT has played a very detailed role in TASS direction and management. As the approach has developed however, this level of detailed involved (such as in approving consultants from the recruitment process, and reviewing costings and inputs) may no longer be necessary, and creates inefficiencies in implementation.

The Steering Committee[75] is regarded by stakeholders as an effective means of joint GoI and GoA governance of the program. Day to day decision making continues to be on the sidelines of the formal governance arrangement, directly between DFAT and TASS (with GoI engagement prior and subsequent from both parties). The formal process could be changed to better reflect the more recent developments in the TASS approach, by developing a forward workplan for activity identification and scoping, with room for task by task approval being the exception. The Contractor could be delegated with more authority to agree on workplan changes and tasks with the GoI, referring to DFAT only for significant or policy related approvals. This would allow DFAT to engage on substantive policy discussions periodically as part of the forward planning processes, based on research around key education sector issues, rather than be engaged primarily through activity level discussions.

[72] TASS Annual Work Plan 2017, TASS Annual Work Plan 2018.
[73] The process is somewhat outlined in the logframe, but uses traditional cause-effect hierarchy and linkages to explain the theory of change, rather than articulating the key processes and how they bring about changes, and morning those themselves. That is, there is still an over reliance on tracking the Activities ort Tasking notes, rather than the processes of engagement and influence generated.
[74] M&E arrangements for the ESIP are artificial and not connected to program level M&E and reporting. One simplified M&E structure for the ESIP with clear linkages to data and reporting obligations of the implementers (or a separate M&E data collection and analysis process apart from programs) would be easier and more useful).
[75] The Steering Committee oversights both TASS and INOVASI, and is chaired by the Director of Research (Balitbang).

TASS could benefit from closer engagement with other central agencies and local level government (MoHA and Ministry of State Apparatus and Bureaucracy Reform (MSABR)/KemenPAN-RB) to be better positioned to work effectively on issues such as education quality standards, school quality framework and teacher quality improvement which have system-wide dimensions related to the decentralised system of service delivery. This should be to support MoEC and MORA counterparts to work better across whole of government, rather than TASS advisers lead on these relationships.

TASS has proven very proactive in coordinating with INOVASI and ID-TEMAN programs, taking insights from each to inform their own activities. They invite other program staff and external consultants to relevant TASS' events. There have been some minor areas of duplication and missed opportunities which could be overcome by more coordination and joint planning activities between TASS and INOVASI.

Finding 8: ID-TEMAN is highly relevant and highly effective in supporting Australia's other education investments

Activities[76] being implemented by the World Bank under ID-TEMAN are highly relevant to the changing context (outlined under Finding 1), and strongly supportive of Australia's other investments through INOVASI and TASS[77].

> Partnering with the World Bank in Indonesia has given Australia the ability to leverage the World Bank's lending; access to world class expertise that can inform and influence policy discussions; and a neutral and authoritative third party voice in policy discussions

Analytic studies were undertaken and technical assistance was provided in the areas of [78] continuing professional development for teachers[79], understanding gaps in student learning[80], teacher deployment[81], performance-based planning and budgeting[82], sub-national education financing[83], and teacher pay[84]. These all respond and address the issues of decentralisation (related to financing), quality, school autonomy and accountability[85] and particularly teachers governance and management. The World Bank has also responded to immediate requests for support from the GoI, such as providing input for medium term planning (RPJMN) discussions. Activities were also conducted on improving systems and approaches to continuing professional development for secondary maths and science teachers (now completed); and on the relationship between vocational education and the private sector[86], both of which are not as directly relevant to Australia's primary focus on basic education. DFAT approved the activities at the

[76] A full list of the 16 activities for 2019-20 is included in Annex 3.

[77] The methodology for ID-TEMAN was a rapid overview assessment, considering the overall portfolio of activities based on feedback from GoI stakeholders and consultation with implementers. No detailed activity level investigation or analysis was able to be undertaken.

[78] World Bank, Progress Report, Improving Dimensions of Teaching, Education management and Learning Environment, Trust Fund, (ID-TEMAN-TF) - (P157380), Trust Fund No. 072611, August 2018; and Progress Report, 24 August, 2017

[79] "Teacher Policies Rapid Assessment" Identifying barriers and bottlenecks relating to Law No 14/2005 on Teachers and Lecturers; and Situational anlaysis of Teacher Professional Education (PPG)

[80] "Student Learning Profile: What Students Learn in Indonesian Classrooms" study

[81] "Efficient Deployment of Teachers study"

[82] The e-RKAS system has been introduced to pilot Districts

[83] "Supporting Effective utilisation of Transfer to Schools and Districts"

[84] The KIAT Guru pilot

[85] A system assessment using the SABER methodology at schools in 13 Districts in 13 Provinces

[86] Conducted with the SMK directorate in MoEC, with data from 15 high performing SMKs.

time due to the high political interest of the President in vocational education, and due to the comparative advantage of the WB in working on secondary education for STEM subjects which will have a significant impact. These high profile and valuable individual activities demonstrate the value of the flexibility of the WB Trust Fund arrangement and the importance of DFAT having the capacity to be responsive to immediate political priorities, which support the broader bilateral relationship.

In 2018 the Bank established an effective relationship with MoRA, and has begun implementing a range of system strengthening activities on ICT and data improvement, service delivery indicators and financing, review of Islamic higher education, electronic planning and budgeting[87], and teacher and education personnel management.

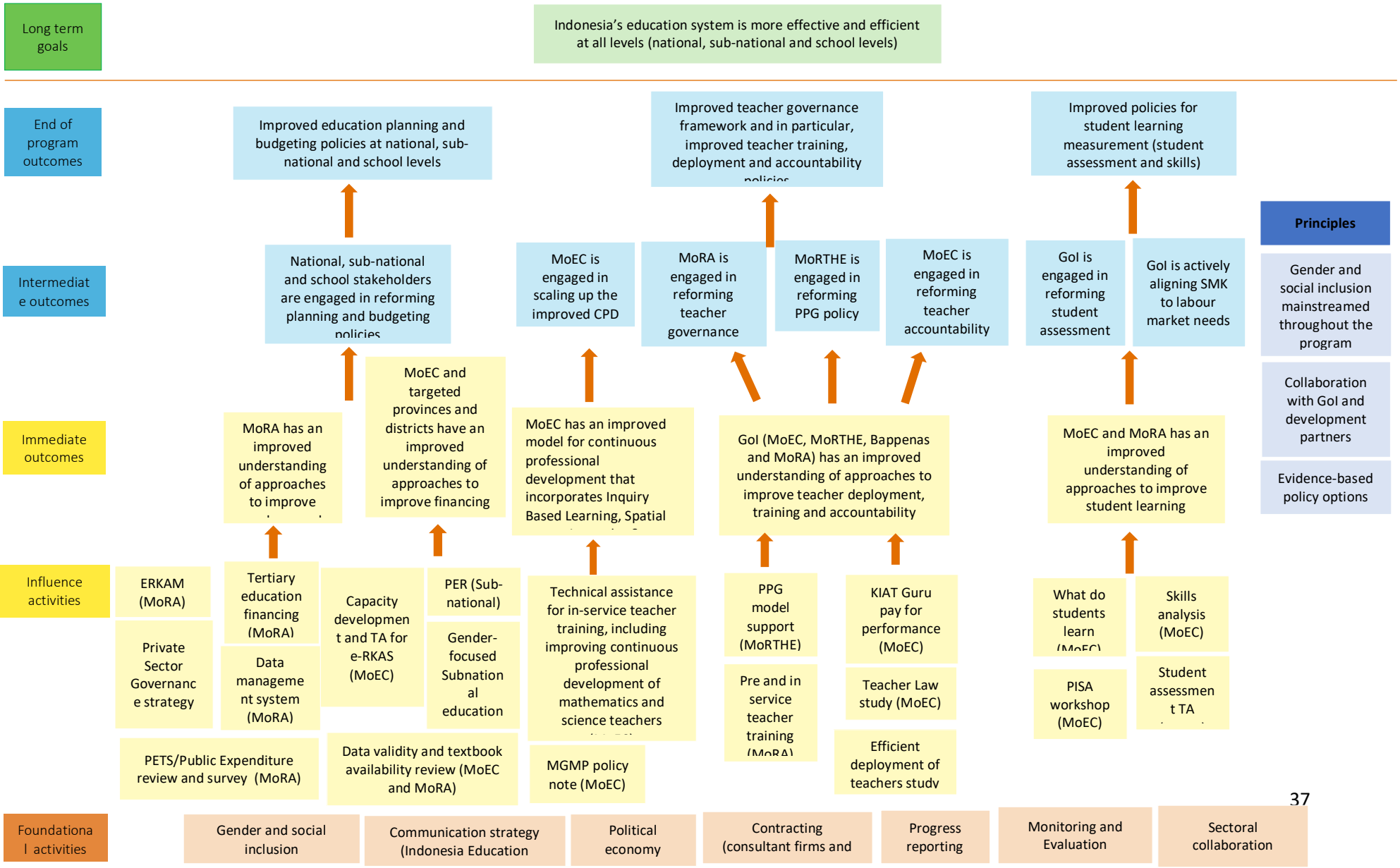
Deliverables under the Trust Fund have been high quality and well received by GoI agencies, working on the most challenging constraints to education quality and system reform.

The outputs and deliverables of activities is regarded as high quality by key stakeholders, although the time taken from data analysis to a completed and published report is noting as lengthy (sometimes up to 18 months from conception to completion). The uptake and use of analytic studies to inform policy making within the GoI is harder to assess. Formal progress reports indicate that key government stakeholders are engaged and have received the recommendations, and are considering the analysis as they develop policies and programs. Adoption of improved systems and practices for the professional continuous development (CPD) of mathematics and science teachers using evidence from pilots is one of the few specific impacts identified in reporting. Specifically, the mandated teacher training units of MoEC (PPPPTK Mathematics and PPPPTK Science) are now implementing improved CPD math and science modules on inquiry based learning and spatial reasoning as a direct result of ID TEMAN support, including online learning. Another direct impact is the change in teachers' regulations, from Government Regulation 74/2008 to Government Regulation No. 19/2017 as a result of the rapid review of teacher policies. This lack of direct impact information is partly due to the nature of the activities themselves (inputs towards larger and more complex policy deliberations) and also the sensitive nature of the content on many issues which means the 'real work' of prompting and influencing change is both harder to track and more sensitive to report on.

DFAT has attempted to draw a stronger link between individual World Bank activities and Australia's broader strategy[88] and other investments (INOVASI and TASS) through requiring the development of an n ID-TEMAN Log frame[89] (Figure 10) and Monitoring and Evaluation Plan. This has not resulted in substantive information on outcomes and impact of the program, as data analysis is undertaken only at the activity level, without separate monitoring processes for higher order outcomes. This is unsurprising as this approach assumes a coherent set of activities structured and delivered as a project, rather than recognising the different modality of working in partnership with a multilateral institutions, and also reflects the standard reporting process of the Bank which are largely activity based.

[87] E-RKAM a version of the E-RKAS
[88] Education Sector Investment Plan
[89] With a theory of change

Figure 10: ID-TEMAN Theory of Change Map



ID-TEMAN operates as a Trust Fund within the World Bank and contributes more broadly to the operations and activities of the World Bank education team based in Jakarta. Although it is regarded by Australia as a separate 'program', the operating environment of the Bank is such that it contributes to the broader longer term effort and strategy of the Bank in the sector. In line with usual operations of Trust Funds, operations are structured around individual activities, which are relatively short term in nature, and are a mix of Technical Assistance provided by the core World Bank education team and external consultants, with clearly defined deliverables (often Reports of major studies) and end dates.

The World Bank offers Australia a different set of strategies and approaches to influencing change across the education sector. The activities themselves are only one aspect of the broader influencing strategy for change being pursued by working with a multilateral agency, and thus the design, and monitoring and evaluation arrangements, need to take these factors into consideration.

Working with multilateral institutions is a different modality to projects and programs, and requires a partnership approach to design and reporting to optimise the benefits of the investment.

They include that the World Bank works across GoI and has engagement at Ministerial level and senior GoI official levels across the MoF, MoHA, MoRTHE, and other Ministries that can be leveraged for education reform. DFAT has opportunities to contribute to these discussions and help set the agenda for discussions through its World Bank partnership, not recognised in the Trust Fund planning and reporting documents. The World Bank also has a longer-term perspective of change, in which the analytical works that has far reaching or politically challenging implications can be scaled, picked up, refreshed, and used when the time is right. (For example, the work on the sub-national public expenditure review and teachers deployment are unlikely to have immediate impacts as they identify politically contentious and challenging issues to address, where even accountability and authority for resolution is contested.). Even if impact is not achieved in short term, it is expected that it will be able to be taken up later. This is particularly important for the deep-seated problems and constraints not able to be addressed by INOVASI and TASS in their project life.

The World Bank is able deliver more contentious and challenging messages to GoI at arms-length from Australia, thus protecting the bilateral government relationship, but enabling difficult issues to be raised. These discussions are often in marginal to the funded activities, but of strategic importance. Finally, the World Bank is able to leverage other resources including from other donors (USAID, Dutch Government and EU have provided support for education) and particularly loans. These other sources of financing and the World Bank's own resources are not reflected in ID-TEMAN workplans or budgets (or M&E). Other resources are able to scale up and complement the broader intent of Australia's education strategy and other programs (INOVASI and TASS). The World Bank is fundamentally incentivised by its loan portfolio, and a key reason to partner with them is to leverage the funds and policy influence created by loan arrangements. The proposed $250 million loan with MoRA on education quality and systems strengthening, and the larger loan being developed on skills (although outside the direct interest of basic education) are results of DFATs investment in ID-TEMAN acting as a catalyst to build relationships, undertaken analysis and planning, and demonstrate scale up potential.

There are opportunities to leverage loans and other donor resources to stimulate reform and scale up programs piloted by Australia's investments.

Australia could engage differently with the World Bank to recognise these internal drivers and ways of working, rather than treat them as a contractor or delivery partner. Some suggestions for re-establishing engagement to benefit from the modality could include:

i. Develop a subsidiary Partnership Agreement with the World Bank Education team to outline collaboration and ways of working. Both parties are missing opportunities to leverage relationships and influence towards common objectives. This would be the preeminent document for working together, rather than the funding agreement which is related to planning and budgeting and activity approvals. This could be facilitated by an external partnership broker. The aim would be to make the design and reporting processes simpler and more in line with standard internal World Bank processes, but to engage with the Bank more strategically from a policy point of view. This approach could be particularly effective in context of a consolidated Indonesia Trust Fund for the World Bank where the DFAT Post education team may no longer be able to manage at the activity level. This would require a change in function and roles of the DFAT Post team to undertake research, analysis and policy development on key issues to prosecute and engage on with the Bank and the GoI.
ii. Establish mechanisms for information sharing between the World Bank and INOVASI and TASS teams on a regular basis (perhaps convened by DFAT).
iii. Develop some targeted joint activities between INOVASI (bottom up), TASS (with MoEC) and ID-TEMAN (with different ministries such as MoRA, MoF, MoHA) on a specific policy reform or lessons arising from previous pilots. One example could be a common strategy for the policy and practice changes required to deliver on RPJMN quality indicators working across multiple agencies (MoHA, MoF, MoEC and MoRA, and MoRTHE) or a joined up approach to teacher governance and management (deployment, training and funding) working across multiple agencies.

4. Recommendations

1. **Australia should maintain a medium to long term interest in basic education at current levels as core to Australia's bilateral interests in Indonesia.**

   Australia has established a trusted relationship with Indonesian government agencies in the education sector and is having strategic impact on the current reform and quality improvement agenda being led by the Government of Indonesia. Education is seen as underpinning the official bilateral relationship and people-to-people links which stands Australia is a good position in times of tension or crisis. There would be significant loss of goodwill to reduce or withdraw from the sector.

   Quality basic education is critical to skills for a competitive workforce necessary for growth, and to economic opportunities for Australia, the cornerstone of Australia's bilateral relationship with Indonesia.

   Improved quality of teaching and learning, including in early grades, is important to enhance student preparedness for literacy and numeracy in primary school years. This lays the foundations for all learning including higher-order thinking and problem-solving skills demanded in formal education as well as the labour market.

   Equality in education is key to maintain social harmony and stability in Indonesia's democracy. Australia has a strong interest in maintaining Indonesia as a peaceful state as well as reducing Indonesia's vulnerability to radicalisation.

2. **DFAT should exercise its options to extend TASS and INOVASI within the current contract and management arrangements, and continue its partnership with the World Bank in education. Caution should be taken in bringing the approaches together under one program design at the end of the extension period (June 2020).**

   The programs offer complementary benefits from their different approaches, management and governance arrangements which could be lost under one program design and management arrangement. Any re-design or changes in management which would trigger a re-tender of the contracts should be avoided to minimise disruption in implementation.

   Noting that the Phase 1 periods for INOVASI and TASS have been extended to June 2020, ideally the option to extend for Phase 2 would be brought into a common timeline associated with the GoI Medium Term National Plan or RPJMN, the five-year plan to 2024. For Phase 2, INOVASI has the option to extend 3.5 years until December 2023, but TASS only for a 1.5 year period until January 2020. As an interim measure, the INOVASI contract extension could incorporate a further two years of TASS to 2023 given they are implemented currently by the same Contractor, but should retain the distinctive features of its operating approach.

   Further consideration should be given to the design of one coherent program designed to take forward the lessons and benefits of the separate programs under one umbrella. Issues to consider include the benefits of multiple implementing partners contributing to the policy discourse, the benefits of adopting different implementation strategies and stakeholder relationships and the management burden and complexity involved in program management at scale.

Australia should continue providing funding under the Trust Fund for education to the World Bank in Jakarta. Noting that an umbrella Trust Fund is being negotiated between DFAT and the Bank, earmarking funds for education and maintaining a direct working relationship should be negotiated as part of this agreement.

3. **Australia (through the DFAT education team at Post) should extend the scope and strategic intent of if its engagement in the sector, working with a broader group of stakeholders and developing a stronger analytic and policy agenda.**

   Australia has developed considerable expertise and goodwill in the sector, and is well positioned to engage more broadly with central agencies and other development partners with a stronger policy agenda. Australia has core interests in pursuing its policy agenda on equity, social inclusion, and gender (all of which contribute to stability and growth) across the bureaucracy to help drive the education reforms that will assist Indonesia to address the common trap for middle income economies.

   DFAT Post could develop a Policy Engagement Plan to identify critical policy interests for Australia, stakeholders (beyond the immediate sector group) who have interests and roles to play in improving quality of education (GoI and others). This would outline opportunities for influence (including using senior officials Ministers, SOMs, HLCs, and direct engagement), and develop mechanisms for internal coordination and collaboration with other investments, as well as develop communication strategies for Australian WoG partners and other programs to work in a whole of government effort with Indonesia (under the IA-CEPA), and identify relevant international forums where Australia can collaborate effectively with GoI on the international stage (such as the World Bank Spring and Autumn meetings, forums at the Organization for Economic Cooperation and Development, technical meetings of PISA - Program for International Student Assessment.

4. **Post should consider adopting a more strategic partnership approach to program management and oversight in the next phase from 2020, and streamline its design, monitoring and evaluation, reporting and funding procedures.**

   Post has established effective working relationships and developed common understanding with implementing partners (World Bank, Contractors) and has a strong understanding of program management and implementation issues. As the program moves to phase 2, there are opportunities to build on the practices that have been established by formalising the approach through a recalibrated set of design and management relationships and expectations. The underlying approach to this would be positioning DFAT in the policy engagement and oversight role clearly outside program management, and revising design and monitoring requirements to enable implementers to take more responsibility and accountability for results.

   To make this subtle shift, the following suggestions are proposed:

   - The Education Sector Investment Plan, with appropriate monitoring arrangements, should be revised in light of a new 2019 Aid Investment Plan and findings of this Review. This should have clear alignment between program level outcomes and results, and the overall strategy. In the lead up to the Phase 2 period individual programs could have designs and M&E plans simplified to contribute to the ESIP process. Given Palladium manages both

INOVASI and TASS, planning and reporting for both programs could be done in a more joined-up fashion.

- DFAT could establish partnership models for engaging with implementers (and possibly the GoI), with regular sessions for mutual exchange and learning, and revisiting of strategic and policy direction. Implementers could then be delegated with authority for activity level planning and decision making with the GOI.
- Flexibility and responsiveness to GOI priorities could be delegated within program management authority (for budget, activity approval for example), not involving DFAT level approval.
- DFAT could establish a capacity for sector level monitoring which gathers and analyses data at the ESIP level directly, rather than expecting program information to 'flow up' to ESIP level outcomes. This could be done through independent M&E specialists working to Post, or an activity tasked to TASS to gather and analyse GoI data relevant across the program. This affords DFAT a strategic opportunity to have policy discussions with the GOI on results and policy reform priorities, rather than using activity level discussions for this purpose.

Annex 1: Review Plan with Key Evaluation Questions

See following approved Review Plan document of December 2018.

REVIEW PLAN

Strategic Review

Innovation for Indonesia's School Children (INOVASI); *Technical Assistance for System Strengthening* (TASS), and *World Bank Trust Fund for Improving Dimensions of Teaching, Education Management, and Learning Environment (ID-TEMAN)*

FINAL v. 4 December 2018

1. Introduction

Australia has a suite of investments in the Education sector in Indonesia that have been implemented through separate designs and implementation arrangements. These include INOVASI (Palladium), TASS (Palladium) and ID-TEMAN (World Bank), which are the subject of this Strategic Review. Australia also has other education activities, including those in West Papua (KOMPAK, UNICEF). Australia works cooperatively with the Indonesian Government in the sector and aims to strengthen and work through government priorities and systems to strengthen the sector. There is an overarching strategy and agreement with the GoI and common governance arrangements for INOVASI and TASS (the Program Steering Committee).

Indonesia has committed to national development in all sectors emphasizing economic competitiveness based on available natural resources, quality human resources, and science and technology capacity. In the near future, the country is aiming to develop Indonesian citizens who are independent, advanced, and prosperous through development in all sectors with strong economic structure[90]. The Government of Australia through the role of Department of Foreign Affairs and Trade has played a key partner to GoI achieve these goals. The investment has been made to support education development, addressing key areas of improvement: implementation of compulsory 12-year education; teacher and education personnel governance; workforce skills development; literacy and fluency in reading – including in local languages; character education; and education spending.

2. Purpose

The Strategic Review is being undertaken to inform management decisions for the future, particularly related to where programs should continue and in what form. To form recommendations for the future, the Strategic Review will need to analyse and understand the changing context to determine if these programs are relevant, assess performance to date to learn lessons, and consider alternative management arrangements (from a broad range of experience and contexts) to determine if and how things could be done better (and or differently).

[90] As stated in National Strategic Plan (Renstra) 2015-2019 and the Renstra goal for 2020 – 2024.

The audience is therefore (currently) primarily and internal management audience, particularly senior DFAT decision makers. Secondary audiences include implementers and DFAT officers, and the general development community.

There are significant implications of this purpose:

i) Looking back and looking forward. A traditional 'evaluation' looks back at past progress and achievements, as is the structure of some Key Evaluation Questions (KEQs); but some of the KEQs are forward looking, which requires a broader analysis of the context, policy environment, and alternatives (from different settings and experiences). The methodology proposed here has elements of 'looking back' and of 'looking forward', and so expectations for the report of the ''evaluative'' and evidence base for the evaluation element must be balanced with the need to devote time, energy and analysis to the 'looking forward' KEQs. The looking back implies 'gathering evidence and data' about outputs and outcomes; but the 'looking forward' implies consultative processes, workshops and discussions with key stakeholders on potential alternative futures. The level of effort will be balanced between evidence evaluation (looking back) and strategic discussions (looking forward) through:
   - Desk review (document/content analysis), and evaluative questions in the interviews; and
   - Strategic direction questions and context analysis.

   The workplans includes proposals for more workshopping and co-creation of recommendations with stakeholders.

i) GoI's involvement. To ensure initial assumptions, analysis and proposed recommendations stay relevant, GoI agencies are staff will be consulted for feedback and clarification. This also aligns with the underlying approach to the programs which is to support and strengthen the GOI education sector from within. The analysis and Report structure includes identifying of key elements which can be of benefit to the GOI, particularly around lessons learnt and policy implications. This is reflected in the proposed analysis framework and report structure.

ii) Inclusive and participative. The Review, while being led by an independent team, is not an external and independent evaluation. Rather, the team proposes an inclusive and participative approach, which also aligns with the principles behind the design (particularly of INOVASI) which is an adaptive and iterative approach. The DFAT requirements for an ''independent evaluation'' will come from the independence and objectivity of the Review Team in their facilitation and report preparation – but the substance and content needs to be fully informed by key stakeholders, and they need to share engagement and ownership over the review process, for the recommendations to be meaningful and useful. The final review report will provide a justification of this methodology from a theoretical and ethical perspective.

The Strategic Review, while not being used solely for an evaluation purpose, also needs to meet DFAT requirements that an Independent Evaluation be undertaken for these programs during the course of their life. It also needs to serve, therefore, as a summation and verification of the outcomes and impact of the programs to date that is a point in time, independent, report on progress and achievements.

3. Limitations to the Strategic Review

The TOR (and this methodology) is structured as a strategic review, not a formal evaluation. The programs all have monitoring reports, regular strategic reviews, and a significant level of engagement from DFAT, as well as the GOI and implementing partners. Prima facie, the body of existing material on progress, achievements, outcome and impact is substantial, and does not warrant duplication. What the Review needs to do is verify and confirm available evidence, and ''make sense'' (or do the analysis) which will lead to implementable recommendations. Therefore, the methodology does not focus on gathering of new evidence through original research or data collection, rather it focuses on the verification of available evidence (using minimal, selective interviews and observation, after extensive documentation review using a framework for analysis); plus brainstorming and future thinking discussions with stakeholders (using interviews and consultations).

In order to generate the types of recommendations required, a broader analysis of the changing policy context (in both Australia and Indonesia) is required, plus extensive knowledge and analysis of alternative implementation, management and governance arrangements that could be applied to an alternative future to the current programs.

The presentation of the Report will therefore be structured around the conclusions (the higher order purpose and recommendations), with supporting evidence, rather than a report structured around the evidence and the KEQs per se.

4. Key Evaluation Questions

The Key Evaluation Questions 2,3,4 and 5 are generally consistent and well structured. However their relationship to KEQ 1 and the overall purpose could be strengthened. The structure has significant implications for the methodology as follows.

Key Evaluation Question and sub-questions	***Features and implications***	***Methodology proposed to address***
KEQ 2 – INOVASI outcomes	Requires a definition or standard for "on track" and an analysis of the feasibility of the original outcomes	A rubric of expectations of achievements against a standard metric will be developed prior to the Mission from the design doc; and will be assessed using available documentation, then verified in country (interviews and observations)
KEQ 2 – sub questions	Most questions (expect last) are open-ended without a set standard, they will contribute to the evidence of to what extent the program is on track	• Selective evidence will be sought and used in the report to defend the conclusion to KEQ1, it will not be a comprehensive analysis of all the evidence

Key Evaluation Question and sub-questions	*Features and implications*	*Methodology proposed to address*
		• For last sub-question, a Yes/No answer with justification will be provided
The structure of KEQ 2 lends itself to a Report against the Main Q, with answers to the sub-questions used as evidence for the conclusion provided.		
KEQ 3 – INOVASI improvements	Requires an analysis of potential alternatives – from other settings and experience, and by stakeholders imagining the future alternative	Interviews/discussions with stakeholders proposed to develop most appropriate recommendation and pros and cons of alternatives
KEQ 3 – sub questions	These questions are prompts for issues to be considered in pros and cons of alternatives – there are no standard metrics and expectations against which they can be measured or assessed	Answers to these questions, where they arise, will be integrated into the discussions and analysis provided to answer KEQ3, rather than specific detailed answers for each being explored and provided comprehensively
The structure of KEQ #3 lends itself to a Report against the Main Q, with answers to the sub-questions used as evidence for the conclusion provided.		
KEQ 4 – TASS outcomes	Requires a definition or standard for "on track" and an analysis of the feasibility of the original outcomes	A rubric of expectations of achievements against a standard metric will be developed prior to the Mission from the design doc; and will be assessed using available documentation, then verified in country (interviews and observations)
KEQ 4 – sub questions	Sub questions open-ended without a set standard, they will contribute to the evidence of to what extent the program is on track	Answers to these questions, where they arise, will be integrated into the discussions and analysis provided to answer KEQ3, rather than specific detailed answers for each being explored and provided comprehensively
The structure of KEQ #4 lends itself to a Report against the Main Q, with answers to the sub-questions used as evidence for the conclusion provided.		
KEQ 5 – TASS Improvements		
KEQ 5 – sub questions	These questions are prompts for issues to be considered in pros and cons of alternatives. Due to its qualitative (less quantifiable) nature of the questions, there are no standard metrics and expectations against which they can be measured or assessed	
The structure of KEQ #5 lends itself to a Report against the Main Q, with answers to the sub-questions used as evidence for the conclusion provided.		

KEQ 1 is considered separately. Currently it is structured as the "overarching' KEQ, which draws on the evidence and conclusions of the other KEQs, and is somewhat matched to the overall Purpose and audience, but not perfectly aligned. An analysis of the current KEQ1:

KEQ 1 - Relevance	Relevance requires a policy and context analysis of the environment, of both Indonesia and Australia, which could imply a deep policy and country context analysis which this Review is not able to cover comprehensively.	A documentation analysis of country and policy context will be undertaken, supplemented with interviews and discussions with key stakeholders on key current and likely/possible changes in the environment.
KEQ 1 – sub questions	A deeper breakdown of 'relevant to what' is outlined. Last sub question is speculative about potential alternative future programs and policy contexts – requires brainstorming and workshopping with stakeholders, cannot be gleaned from evidence of current programs.	As these questions are largely seeking analysis of potential alternative futures, engagement with key stakeholders and co-creation of recommendations is required.
A report structured around KEQ and using these sub-questions as a guide may be insufficient to draw on the evidence and conclusions available from KEQ2-5 and the real purpose and audience of the Strategic Review. An alternative structure is proposed that leads to a framework for analysis and a Report Structure.		

However, in order to better match the KEQ with the purpose and audience, and provide desired recommendations, an alternative KEQ is proposed. This also includes sub-questions and recommendations related to the GOI, and includes them as a key stakeholder and user of the recommendations, which is aligned to the underlying principles and approach of Australia's investments in this sector. The following KEQ1 is also structured to lead to a Report and recommendations being written that is closely aligned to the analysis and the methodology and evidence, rather than being "one step removed" from the method.

1a: How effective have DFATs investments in the education sector been to date and what lessons can be learned?

Sub-questions:

To what extent have Programs met their objectives

To what extent have Programs generated impact and/or policy outcomes or other benefits

What unanticipated consequences have arisen? (positive and negative)

What lessons have been learned?

What issues have arisen through implementation?

- *Leading to recommendations on the significance of investments, lessons learnt for GOI and Australia, and policy issues arising for Indonesia and the development community*

1.b. How relevant are these investment into the future? If so, should programs continue?

Sub-questions:

What current and future policy directions from the GoI are foreshadowed?
What current and future policy directions from the GoA are foreshadowed?
How can programs align and support the policy and bilateral relationship interests of Indonesia and Australia?

- *leading to recommendations on whether programs should continue and justification if so*

1c. How could program efficiency and quality be improved?

Sub-questions:
How effective are program management and contracting arrangements compared to alternatives?
What is the quality of program implementation and value for money?
What has been the role of DFAT officers and opportunities for policy engagement and influence?
How are investments situated in the education sector portfolio and how can they work more effectively with other Investments?

- *Leading to recommendations on changes on programs scope, focus, design, strategy and approach; on DFATs role, capacity and engagement, and on the DFAT portfolio, scale and management.*

These KEQs and sub-questions align the methodology more directly with the purpose and audience, and incorporates a purpose and benefit for the GOI, which will enhance their engagement throughout the process as well as the utility and benefit of the Report.

In addition, DFAT have asked that the review team incorporate the ID-TEMAN (World Bank) investment into the Strategic review. The related KEQ (6) proposed is:

- How relevant and useful is the ID-TEMAN investment in DFATs education portfolio?

Sub-questions:

- How effective has the World Bank program supported the DFAT /GOI ESIP objectives and TASS and INOVASI investments?
- What improvements could be made to the scope, design, or implementation arrangements of the program?

The implications for this analysis of the KEQs and the implied approaches include that:

i) The Report is structured around answering KEQ 1(a,b, and c), with recommendations flowing from that analysis
ii) The answers to KEQs 2-6 become the findings and conclusions which justify the conclusions and recommendations of KEQ1.
iii) The sub-questions require two types of methods: firstly some require documentation review and analysis against an agreed set of standards (or metrics) developed in the first stage of the Review; and secondly, there are open-ended questions against which evidence will be selectively sought and used to justify findings, rather than comprehensive conclusions against pre-set standards.

iv) The methodology requires use of existing evidence (documentation, reporting, observation and feedback from stakeholders) and verification; plus some open-ended analysis of workshops and discussions to consider alternative futures.

A summary of the now proposed KEQs to replace those of the original TOR is included in Annex 1. Feedback and confirmation from DFAT is sought prior to the mission to these KEQs.

5. Methodology

Philosophy and Approach

The review methodology will adopt the following principles:

- **Be participative and inclusive**. Rather be an external review team, the team will facilitate the report and analysis of the existing stakeholders in order to contribute to the ongoing continuous improvement of the programs and respect the ownership and leadership of local stakeholders and implementers DFAT and GOI are key stakeholders and decision makers who need to be involved, and share in and be committed to, the analysis conducted and conclusions (i.e. the recommendations arising). The 'independence' of the review will arise from the integrity of the process and externally facilitated analysis, rather than objectivity or externality of the evidence, findings or recommendations.
- **Use available data**. The methodology will focus on analysing available data (documentation, reports), and verification through observation, interviews and group discussions. It will not be original research or evaluation.
- **Look back and look forward**. The review will look back at past progress (using available evidence, and verifying analysis with stakeholders), but will look forward through engagement of stakeholders in participatory processes to analysis pros and cons of alternative futures (drawing on experience and approaches from other settings).
- **Be useful**. Arguably the most important principle is that the review document is useful to stakeholders, the report is used for decision making, and recommendations can be enacted.
- **Be accessible**. This means the report, and language will be short and concise. This will not be an academic (or bureaucratic) report, but a policy leading set of well evidenced and justified recommendations. It will not be a comprehensive tome, but use evidence selectively to back up well accepted, understood and owned conclusions and recommendations. The process of verification and review of the draft report will be part of the review process itself, where key stakeholders are able to comment on the drafts of the report to contribute to the findings, evidence presented, and recommendations. It will be a negotiated product, not an externally driven one.

Methods of Data Collection

Methods to be deployed by the review team include:

- Documentation review and analysis against a pre-defined framework. The framework for analysis (see attached spreadsheet matrix) will be used to generate findings and collate evidence prior to and during the field missions.
- Open-ended analytic interviews with key stakeholders. A short set of standard open-ended interview questions will be used to guide discussions. They will be exploratory and open-ended in nature, aimed at shared analysis and learning, not primarily at information and data collection.
- Group discussions and workshops with stakeholders. These will be structured to generate and co-create new alternative futures and options, and to analyse the pros and cons of different approaches to future programming. A standard set of key questions will be used (and adapted) for each session. These questions may be used in one on one interviews where appropriate.
- Development and feedback on the draft report. The draft report will be shared with DFAT stakeholders. Comments will be collated and used to inform the final drafts. Recommendations will be shared recommendations of the review team, DFAT and the GOI.

Framework for Data Analysis (how judgements will be made and recorded)

A framework for analysis, which develops pre-defined rubrics and standards for judgements to be made, in included in the attached Annex.

6. Ethical issues

The review team is mindful of the following ethical issues.

- **Confidentiality.** Where information or views are expressed in confidence, the review team will not identify or use that information that reveals the source.
- **Power and gender.** The review team will be conscious of establishing equal power differentials to enable open and honest sharing of information, which includes reciprocal sharing of views and findings, and ultimately the draft report and recommendations, with stakeholders. Where possible, separate meetings and discussions with women will be held, and where appropriate Bahasa only sessions (without translation or TL present) will be conducted.
- **Conflicts of interest.** The review team will acknowledge potential conflicts of interest, real or perceived, but will not act in a manner which expects objective independence of the review, process or team members. As an inclusive and participative review, the team will engage constructively with implementers, be they GOI or contractors, or individual advisers, as key informants and stakeholders in this Review process. In particular the often-regarded conflict of interest of Contractors in programs being reviewed, and the Review Team Member Education Specialist (also an adviser to the World Bank and GOI) will not be regarded as an obstacle to independence and impartiality, but used as an asset to learning

and analysis. Appropriate disclosures will be made at the outset of the review document, and where needed, throughout the text. Differences of views and opinions will be noted and acknowledged throughout the Report.

- **Impartiality and integrity of evidence and analysis.** The review team will focus on the integrity of the process and facilitating joint analysis and collectively owned recommendations throughout the review. No claims of objectivity or independence will be made in the Report.
- **Openness and Transparency.** The review process will privilege openness and transparency throughout, including sharing draft Reports and negotiating evidence of findings and recommendations with key stakeholders. Draft reports will also be available to the wider development community (as no-status drafts of the Review Team) to ensure that no commercial advantage or competitiveness issues arise for future tenders.
- **Alignment with program design philosophy.** It is of critical importance that the implementation strategy of adaptive planning (the PDIA) approach is upheld and supported throughout the review process so there is alignment of fundamental principles, approaches and messages to key stakeholders. The review team will routinely reflect on progress throughout the review (nightly, then at the end of each stage) to adjust the process and approach as needed to meet the review purpose. The team will seek feedback from stakeholders (including DFAT, GOI and implementers) throughout the review on the implementation of the review itself.

7. Use and audience

As noted, the primary purpose of the review is for senior management decision making. However, it is also important that the review document fulfils and important secondary need for the GOI and other development actors (contractors, implementers, individual advisers). The Review report needs to be structured to meet these different needs. The Reports sections addressing KEQ1-3 will also act as the Executive Summary and speak to the primary audience and purpose. Report sections addressing remaining KEQs will be structured and written to meet the needs of secondary audiences, while providing the evidence base for KEQ1-3.

Where possible, evidence and information will be presented by the review team in visual diagrams, charts, and tables, and will be included in Annexes. Some of the information on the analysis results (in visual diagrams etc.) may be able to be collated and presented to the Review team by implementers and local stakeholders.

8. Proposed Report Format and content

The proposed Report format includes:

Executive Summary
- 3 pages, the main audience is addressed in Section 1 below

1. Introduction and purpose

2. Methodology and approach
3. Key Evaluation Questions 1-3
    a. Findings and evidence for each KEQ
    b. Related Recommendations

4. KEQ 4-5 – INOVASI
5. KEQ 6-7 – TASS
6. KEQ 8 – ID-TEMAN

Annexes

- Additional Tables/charts of evidence related to KEQs for each Program
- Methodology and Workplan
- List of interviews and stakeholder meetings

9. Responsibilities of Team Members

Roles and responsibilities of the two team members are well articulated in the TOR.

The Team Leader has overall responsibility for the approach and methodology, and for writing the Review Report.

The Education Specialist will participate in interviews and discussions, contribute to daily debriefing and note taking, be tasked to analyse documentation against some KEQs, particularly those related to achievements and outcomes (the TL will take the lead on analysis related to looking forward, efficiency, and relevance).

DFAT Post will participate in debrief discussions, participate in stakeholder workshops on alternative futures and pros and cons, review the draft report and recommendations, and discuss and negotiate with the GOI the recommendations in the final draft Report.

GOI agencies and officers will be key informants, but will also be actively engaged in workshops on alternative future programs and approaches, and will be engaged in reviewing and commenting on the draft Report.

The Contractors and Implementers (including World Bank) will be actively engaged as key informants, and participate in workshops and discussions on alternative futures. They will be invited to contribute to comments on the drafts of the Report and its recommendations.

10. Schedule and Workplan

See attached table for the draft Schedule for field visits, to be finalised between the Review team, DFAT and the GOI in line with the methodology outlined in this Review Plan.

Four main deliverables are to be completed and submitted within the agreed timeline:

a. Review Plan (draft) – submitted electronically to DFAT on 22 October 2018. Having undergone review by DFAT staff, final Review Plan is to be submitted by 30 November 2018.

b. Aide Memoire – no more than 5 pages on key findings during the mission and presented to DFAT on 14 December 2018 in Indonesia. Final Aide Memoire to be submitted electronically by 21 December.

c. Draft Review Report - to be submitted on 11 February 2019

d. Final Strategic Review Report – should include an executive summary (3 pages) and should not exceed 45 pages excluding annexes, submitted electronically on 8 March 2019

Attachment 1 – PROPOSED KEY EVALUATION QUESTIONS

OVERALL –

1: How effective have DFATs investments in the education sector been to date and what lessons can be learned?

- To what extent have Programs met their objectives
- To what extent have Programs generated impact and/or policy outcomes or other benefits
- What unanticipated consequences have arisen? (positive and negative)
- What lessons have been learned?
- What issues have arisen through implementation?

2. How relevant are these investment into the future? If so, should programs continue?

- What current and future policy directions from the GoI are foreshadowed?
- What current and future policy directions from the GoA are foreshadowed?
- How can programs align and support the policy and bilateral relationship interests of Indonesia and Australia?

3. How could program efficiency and quality be improved?

- How effective are program management and contracting arrangements compared to alternatives?
- What is the quality of program implementation and value for money?
- What has been the role of DFAT officers and opportunities for policy engagement and influence?
- How are investments situated in the education sector portfolio and how can they work more effectively with other Investments?

INOVASI –

4) Is INOVASI on track to achieving expected outcomes?

- To what extent is INOVASI achieving the expected outcomes for this stage of implementation?
- How successful has INOVASI been in leveraging GOI resources and supporting or informing policy changes at both the subnational and national level?
- Is there any early evidence of systemic change catalysed by INOVASI?
- How well has INOVASI addressed cross-cutting issues such as gender and social inclusion?
- Has INOVASI got an effective means of tracking and reporting on progress?

5) How can INOVASI's model and implementation arrangements be improved?

- To what extent is INOVASI an appropriate model (PDIA/adaptive management approach over more traditional program approaches) to accelerate improvements to student learning outcomes in Indonesia going forward?

- How can the INOVASI approach and implementation arrangements be strengthened under a new phase to improve the efficiency, effectiveness and overall management of this investment?
- How have the governance arrangements supported progress towards INOVASI's outcomes? Can the arrangements be strengthened?
- How effectively has INOVASI coordinated with, supported and leveraged other relevant DFAT-funded programs (such as TASS, KOMPAK) and how might this be strengthened in the future?

TASS –

6) Is TASS on track to achieving expected outcomes?

- Is TASS on track to meet expected intermediate and end-of-facility outcomes?
- What changes in policy and systems have occurred in TASS' areas of focus and how has TASS contributed to these changes? (include an analysis of the alternative plausible causes, and likelihood of such change without TASS).
- What are the intangible benefits that TASS has generated (e.g. closer engagement, direct access to key decision makers, etc.)?

7) How can TASS' model and implementation arrangements be improved?

- How effective has TASS' model (flexible, demand-driven facility) been in tackling learning quality and inequality issues?
- How can the TASS approach and implementation arrangements be strengthened under a new phase to improve the efficiency, effectiveness and overall management of this investment? (for example, assessment criteria, tasking notes and the delivery of activities)
- How effective is the governance of the program (ways of working with DFAT and steering committee members) and how can it be strengthened?
- How effectively has TASS coordinated with, supported and leveraged other relevant DFAT-funded programs (such as INOVASI, ID-TEMAN, UNICEF Papua literacy program) and how might this be strengthened in the future?

ID-TEMAN

8. How relevant and useful is the ID-TEMAN investment in DFATs education portfolio?

- How effective has the World Bank program supported the DFAT /GOI ESIP objectives and TASS and INOVASI investments?
- What improvements could be made to the scope, design, or implementation arrangements of the program?

Attachment 2 – *PROPOSED* Schedule

5-16 Nov	In-country mission: (1)	Overnight
Monday 5 November	Travel Melbourne – Jakarta (arrive QF 1730)	Jakarta
Tuesday 6 November	AM: Initial briefing with DFAT, TASS, INOVASI and ID-Teman Program Managers Review schedule and methodology, including structure of workshops and alternative future program approaches.	Jakarta
Wednesday 7 November	Jakarta Consultations: MOEC, MORA PM/evening: Interviews with Jakarta-based managers & advisors (TASS and INOVASI)	Jakarta
Thursday 8 November	Jakarta Consultations: MOEC, MORA Late afternoon flight Jakarta-Balikpapan	Balikpapan
Friday 9 November	Flight Balikpapan - Tanjung Selor, North Kalimantan (arriving 7am) Tanjung Selor: Provincial and district meetings Bulungan: School / community library visits	Tanjung Selor
Saturday 10 November	Bulungan: School cluster visits (schools are open Saturdays) Afternoon flight to Surabaya	Tanjung Selor
Sunday 11 November	Rest day	Surabaya
Monday 12 November	East Java visits: Pasuruan: school visits Surabaya: Kanwil Agama to discuss CPD MORA	Surabaya

Tuesday 13 November	Early flight Surabaya – Jakarta (arriving 8am) Jakarta Consultations: MOEC, MORA, Bappenas/ follow-up consultations with program teams	Jakarta
Wednesday 14 November	Jakarta Consultations: MOEC, MORA / follow-up consultations with program teams	Jakarta
Thursday 15 November	Jakarta Consultations: MOEC, MORA / follow-up consultations with program teams	Jakarta
Friday 16 November	Jakarta Consultations: MOEC, MORA / follow-up consultations with program teams Debrief with DFAT and INOVASI-TASS program managers	Jakarta
Saturday 17 November	Travel to Australia	

6-13 Dec	In-country mission (2)	Overnight
Wednesday 5 December	Travel Melbourne – Bali – Lombok	Mataram
Thursday 6 December	Lombok Utara: Visit district, schools and earthquake recovery program Mataram: Province meetings	Mataram
Friday 7 December	Lombok Tengah: visit district and inclusion pilot schools	Mataram

Saturday 8 December	Travel to Sumba (Waingapu, Sumba Timur) Possible dinner with district stakeholders	Waingapu
Sunday 9 December	Rest Day (Waingapu)	Waingapu
Monday 10 December	Sumba Timur: District and literacy pilot school visits District: Forum Peduli Pendidikan Sumba (FPPS) meeting	Waingapu
Tuesday 11 December	Sumba Timur: District and KKG cluster visits	Waingapu
Wednesday 12 December	Travel Waingapu – Jakarta (departing 1140am, arriving 4pm) Fact checking, report writing	Jakarta
Thursday 13 December	Final consultations, fact checking, report writing	Jakarta
Friday 14 December	Wrap-up presentation with DFAT and program teams Travel Jakarta – Melbourne (QF 1900 pm departure)	

Attachment 3 – Draft Interview and Group Workshop Questions

Key open-ended questions for INOVASI, TASS and ID-TEMAN related to effectiveness, relevance and improvements.

1. What have been the key benefits of the program from your perspective?
   Explore
   a. Intended and unintended consequences (challenges)
   b. Broader policy and relationships impacts

2. What lessons and issues have arisen during implementation?
   Explore
   a. Changing policy and operational context, now and future
   b. Policy implications and issues (GOI/GOA)
   c. Management and implementation challenges

3. What would suggest be done differently in the future, and why?
   Explore
   a. Experiences from other settings
   b. Pros and cons of different approaches (team to offer in discussions)

Key open-ended questions for stakeholder consultations

1. What alternative approaches to program implementation might be appropriate?
   a. Scope
   b. Approach
   c. Governance
   d. Delivery partners
   e. Funding
   f. Implementation
2. What are the pros and cons of these different approaches?
3. What would the implications be for key stakeholders (GOA/GOI)?

Annex 2: Comparative Analysis of Relevance and Effectiveness

A note on methodology

The Review Plan outlined the intent to develop a rubric for assessment for each of the Key Evaluation Questions (1-8). KEQs 4-8 are based on the designs and program logic and structure of the individual programs (INOVASI, TASS and ID-TEMAN).

The rubrics for the overarching KEQs (1-2) on relevance and effectiveness were intended to be a comparative analysis that added to the individual program reviews by looking across the programs in a consistent manner. The original intention, developed in the rubric, was to use the activities as the common unit of analysis, as the program logic (strategies for change), intermediate outcomes, and end of program outcomes, were all at completely different levels and framed in different ways.

An attempt to use these activity level was made, but was not possible, as it was found that there was no common definition of an activity across the programs. Activities in INOVASI are full scale pilots with multiple types of inputs and at times locations and stakeholders; activities in TASS varied from short term tasks to larger scale bodies of work, and activities in ID-TEMAN are more commonly discrete research products and deliverables, although at times fairly large in scale and duration.

Consequently, the review team determined to develop an additional framework for the comparative analysis to add to the individual program level analysis. A set of strategies was identified for each program, framed in a common manner (that is, defined as 'the way change is brought about' in that program); and a set of higher order outcome domains (changes in the delivery and performance of education across the sector that the individual program is contributing to). This was not done to develop an absolute measure or means of assessment, nor to replace the more important review of each program against its own design, but to provide additional analysis across the suite of Australian education investments to review effectiveness. This methodology showed that while the reviews of individual programs showed that they are each exceeding expectations or highly effective, a comparative and consistent analysis also showed that they are highly relevant and very effective when a different lens for analysis is used.

The articulation of the strategies and outcomes for comparative analysis was at the discretion of the Review team, and subject to alternative views. Similarly the assessment of the effectiveness and the strength of the evidence, was a qualitative assessment by the Review team. This limitation of the methodology is balanced by the presentation of evidence to support the assessment (in the tables in the Report), and subsequent review by DFAT Post officers and program implementation staff, who commented and added to the analysis. While these participants may not all have had the same view about the most important strategies to

identify and most important outcomes to articulate, the findings of the comparative analysis undertaken in this manner was supported by the evidence and the judgement of the Review team.

The outcome domains identified in a common manner across the programs was pitched at a high outcome level (impact), as this was the most commonly identifiable theme across the programs, rather than at lower levels where the programs had very distinct and differently pitched intermediate and end of program outcomes. Individual investments would never be expected to ''achieve results'' on their own at this level, but would be expected to make a contribution to that level of outcome. The assessment, and examples given in the analysis, take this approach.

It is important to note that this comparative analysis was an attempt to ***complement*** and ***add to*** the formal reporting against their own program designs for each program which was synthesised with highlights of key results under Finding 2; and the review undertaken by the Team of KEQs 4-8.

KEQ Analysis Rubric

Note that rubric for KEQ 1 on effectiveness replaced by the following strategies and outcomes for comparative analysis, rather than the activity based analysis outlined below. Criteria for KEQ 2- 8 were applied using the following framework as the basis of the Report.

KEQ 1: HOW EFFECTIVE? (are the suite of investments in education)

Attributes:	Ineffective	Somewhat	Fairly	Very	Highly	Very Highly
-					*Standard*	
Likely to have impact: - Are on track (from other KEQs) - Have the right strategies - Have demonstrated proof of concept				Meets At least half Significant	Progress to date **exceeds** expectations across **>75%** activities. **Majority** of strategies used are **flexible and timely** work with opportunities in the political economy. **Substantial** evidence that activities being implemented are achieving intended outcomes (IO/EOPO level, 75% of the time)	
Stakeholder commitment and engagement (for sustainability): - At national, provincial, local level - Across agencies (collaboration) - With Supply and Demand side		Some positive	Balance positive & negative	Mostly positive At least 1 Some	**Strong positive** feedback from all three levels of GoI (Nat, Prov, Dist) **Strong positive** feedback from **more than 2** GoI agencies (MoEC/MoRA) Engaged with demand side to **considerable** extent	
Work in a complementary and integrated manner - Extent of synergy across portfolio (INOVASI, TASS, ID-TEMAN) and/or			Some	Considerable >40%	**Substantial** operational links between 3 programs across **> 50%** of activities And/or	

Attributes:	Ineffective	Somewhat	Fairly	Very	Highly	Very Highly
- Extent of complementarity (between portfolio)				Some alignment >25% <50%	**Alignment between** activities for mutually reinforcing outcomes **>50%** activities Plus **Separate** activities not connected to others in either way **<25%** of activities	

KEQ 2: HOW RELEVANT?

Attributes:	No longer relevant	Somewhat	Fairly	Very	Highly	Very Highly
					Standard	
GoI policy interests - Quality agenda - Zonation - Education financing/decentralised system				Most (>50%) In some way Some activities	**Vast majority** of activity portfolio focused on quality agenda Program responds and engages **substantially** to zonation policy implementation issues **Overall portfolio** addresses financing implications of implementation and sustainability.	
GoA policy - Bilateral interests (which are: …) o Equity/stability o Radicalisation/ o Skills agenda for 21st C - Works to Australia's comparative advantage and creates private sector opportunities and linkages			Some Some Opportunities latent	Considerable Evidence Opportunities evident Evidence of	Program has **substantial** evidence of clear and meaningful links to current policy interests. **Significant** reflection of Australia's international standing and value-add	

Attributes:	No longer relevant	Somewhat	Fairly	Very	Highly	Very Highly
- Creates public diplomacy benefits and political capital			Some	Considerable	Opportunities for private sector linkages and engagement **utilised**. Has **strong** GoI and public recognition and goodwill with **substantial** high level political endorsement and visibility.	
Responds to political economy: (critical junctures, flash points, momentum/coalitions, i.e. the right strategies which are :) - Policy to implementation challenges - Key planning 'moments' (MTDP) - Paradigm shifts for longer term reform, eg o (leadership and management) – o 21C info literacy agenda			Within some parts Little prospect for Has potential for Within aspects of	Within parts of the system Has potential for Has potential for Within aspects of	Demonstrates efforts to support GoI implementation **across** the system Is **having** influence over RJPMN/RENSTRA and other planning policy Shows **evidence of intent** to change mindset and approach **across** the portfolio	
Focus on the right things: **(***This is NOT the right four things yet***)** - Learning in the classroom - Teachers - Curriculum - Disruptive technology				Within are focused on at least 25% or linked >50%	Activities **across** the portfolio are focused on **1/4** of these priorities, **>50%** of the time, and/or linked to these priorities **>75%** of the time.	

KEQ 4/6: HOW ON TRACK? (progress to date)
INOVASI

Attributes:	Off track	Below expectations	Within acceptable expectations	Meets expectations	Exceeds expectations	Sources of Information
Activities implementation • Alignment with program objectives • Effectiveness		Activities implemented not contributing adequately to achievement of program objectives (≤25%) Only little activities implemented are likely to have impact	Activities implemented contributing adequately to achievement of program objectives (26% – 50%) Some activities implemented are likely to have impact (positive trend)	Activities implemented contributing substantially to achievement of program objectives (51-75%) Activities implemented are starting to generate impacts	**Activities implemented contributing significantly to the program objectives (>75%)** **Significant activities implemented are starting to generate impacts**	Document: Results Framework, Debriefing Notes, Six Monthly Progress Reports
Outcomes achievement • Pilot • Scale-out		No observation of improved classroom teaching and learning in small portion of (<50%) pilot classrooms Changes are only observed in pilot context	Observed improved classroom teaching and learning in small portion of (<50%) pilot classrooms Changes are only observed in pilot context	**Observed improved classroom teaching and learning in some (50%) pilot classrooms** **Changes are being scaled out in different and broader contexts**	Observed improved classroom teaching and learning in nearly all (75%) pilot classrooms Changes are being scaled out nationally	Mission debriefing notes – more information is to be gained from MERL reports.

Attributes:	Off track	Below expectations	Within acceptable expectations	Meets expectations	Exceeds expectations	Sources of Information
		No evidence of what works for literacy improvement	Little evidence of what works for literacy improvement	**Adequate of what works for literacy improvement**	Significant of what works for literacy improvement	Document: INOVASI's emerging evidence and policy recommendations
Leveraging GoI resources and supporting or informing policy changes at both the subnational and national level • Policy changes • Budget			Leveraging some budget for INOVASI activity implementation Policy changes supporting literacy and numeracy are demonstrating early evidence	Leveraging significant budget for INOVASI activity implementation Policy changes supporting literacy and numeracy are demonstrating evidence at advance stage	**Leveraging significant budget for INOVASI and other GoI's relevant literacy and numeracy activities** **Policy changes supporting literacy and numeracy are demonstrating evidence at advance stage**	Mission debriefing notes and INOVASI's provincial communication products
Early evidence of systemic change catalysed by INOVASI		No evidence demonstrates systemic change (in policy, budget, and implementation structure) in national and sub-national level	Little evidence demonstrates systemic change (in policy, budget, and implementation structure) in national and sub-national level	Some evidence demonstrates systemic change (in policy, budget, and implementation structure) in national and sub-national level	**Substantial evidence demonstrates systemic change (in policy, budget, and implementation structure) in national and sub-national level**	Mission debriefing notes and INOVASI's emerging evidence and policy recommendations document

Attributes:	Off track	Below expectations	Within acceptable expectations	Meets expectations	Exceeds expectations	Sources of Information
Addressing cross-cutting issues such as gender and social inclusion		Gender and social inclusion program is yet to show results	Gender and social inclusion program is showing little results	**Gender and social inclusion program is showing somewhat substantial results**	Gender and social inclusion program is showing substantial results	GESI strategy, mission debriefing notes
There is effective means of tracking and reporting on progress		Instruments are yet to be developed to track and report progress	Instruments are available showing some validity and reliability to track and report progress	Instruments are well developed showing adequate validity and reliability to track and report progress	**Instruments are comprehensively developed with high validity and reliability to track and report progress**	MERL strategy

TASS

Attributes:	Off track	Below expectations	Within acceptable expectations	Meets expectations	Exceeds expectations	Exceptionally exceeding expectations
Meeting expected intermediate outcomes • Conceptual use • Instrumental use • Improved policy and decision making process		Little evidence demonstrating changes to knowledge, understanding, technical capacity, views, attitudes, intentions, issues and concepts on policy agenda rhetoric and language,	Some evidence demonstrating changes to knowledge, understanding, technical capacity, views, attitudes, intentions, issues and concepts on policy agenda rhetoric and language,	Sufficient evidence demonstrating changes to knowledge, understanding, technical capacity, views, attitudes, intentions, issues and concepts on policy agenda rhetoric and language, participation in policy dialogue	**Significant evidence demonstrating changes to knowledge, understanding, technical capacity, views, attitudes, intentions, issues and concepts on policy agenda rhetoric and language, participation in policy dialogue**	TASS QMRs, mission debriefing notes

Attributes:	Off track	Below expectations	Within acceptable expectations	Meets expectations	Exceeds expectations	Exceptionally exceeding expectations
		participation in policy dialogue Little evidence of changes to such as: guidelines; manuals; programs; projects; implementation; budgets; transfers; communication systems; M&E systems and practices; assessment systems and practices Little evidence of: Policy deliberations drawing in all stakeholders; consideration of credible and reliable evidence; and/or	participation in policy dialogue Some evidence of changes to such as: guidelines; manuals; programs; projects; implementation; budgets; transfers; communication systems; M&E systems and practices; assessment systems and practices Some evidence of: Policy deliberations drawing in all stakeholders; consideration of credible and reliable evidence; and/or	Sufficient evidence of changes to such as: guidelines; manuals; programs; projects; implementation; budgets; transfers; communication systems; M&E systems and practices; assessment systems and practices Sufficient evidence of: Policy deliberations drawing in all stakeholders; consideration of credible and reliable evidence; and/or consideration to how the policy issue will be affected by decentralisation	**Significant evidence of changes to such as: guidelines; manuals; programs; projects; implementation; budgets; transfers; communication systems; M&E systems and practices; assessment systems and practices** **Significant evidence of: Policy deliberations drawing in all stakeholders; consideration of credible and reliable evidence; and/or consideration to how the policy issue will be affected by decentralisation**	

Attributes:	Off track	Below expectations	Within acceptable expectations	Meets expectations	Exceeds expectations	Exceptionally exceeding expectations
		consideration to how the policy issue will be affected by decentralisation	consideration to how the policy issue will be affected by decentralisation			
Contribution to expected changes in policy and systems		Activities are hardly contributing toward expected changes in policy and systems (< 25%)	Activities are fairly contributing toward expected changes in policy and systems (25%)	Activities are substantially contributing toward expected changes in policy and systems (50%)	**Activities are significantly contributing toward expected changes in policy and systems (>75%)**	TASS QMRs, mission debriefing notes
Generating intangible benefits: • Closer engagement to key decision makers		Generating little policy engagement during activity implementation	Generating superficial policy engagement during activity implementation	**Generating progressive policy engagement during activity implementation**	Generating new policy engagement beyond activity implementation	Mission debriefing notes

Framework for assessment of the effectiveness of strategies

Strategy	***Assessment & strength of evidence available***	***Example of evidence (and/or rationale for rating)***
INOVASI:		
Generate evidence and lessons from pilots and research Build capacity for local level adaptation and learning for continuous improvement Build partnerships with communities and service providers to balance supply and demand Support coalitions of internal and external stakeholders to contribute to public policy formulation	**Assessment of effectiveness:** Poorly, Moderately, Very, Highly, **Strength of Evidence:** Weak, Moderate, Strong	
TASS:		
Consult with GoI clients to identify and scope priority actions Provide responsive and targeted high quality TA Highlight evidence of disparity in gender and exclusion for policy maker consideration[91] Facilitate internal WOG stakeholder consultation & coordination	**Assessment of effectiveness:** Poorly, Moderately, Very, Highly, **Strength of Evidence:** Weak, Moderate, Strong	
ID-TEMAN		
Identify and conduct high quality analytic studies on core sector challenges Provide TA for policy development and implementation support Draw on international expertise and experience to contribute to national policy making Leverage loans and TA for scaled up implementation of key policy reforms	**Assessment of effectiveness:** Poorly, Moderately, Very, Highly, **Strength of Evidence:** Weak, Moderate, Strong	

[91] This strategy is identified as one of the four distinctive strategies for TASS because it received prominence in the program logic and M&E plan, however, it is debateable as to whether it is as important a part of the overall theory of change to the program achieving outcomes in a comparable manner to the strategies of INOVASI and ID-TEMAN, where it is equally important, but regarded as an underlying principle rather than program strategy.

Effective: Highly = impact demonstrated with evidence; very = proof of concept and on track; somewhat = early signs and positive feedback Strength of evidence : strong (external verifiable reporting data available) moderate (internal reporting and external feedback; weak (internal feedback only and self-reporting)		

Framework for Assessing the likelihood of achieving outcomes

Outcome areas	***Assessment and strength of evidence***	***Rationale***
INOVASI		
Improved quality of learning by students in schools of target Districts	**Assessment of Likelihood of success** *Somewhat, moderately, very, highly* **Strength of Evidence:** Weak, Moderate, Strong	
Improved planning and budgeting by local level government for quality education		
Improved coordination and cooperation across Government for education management and leadership, including culture and paradigm shifts		
Improved evidence based policy making & implementation at all levels		
TASS		
Improved quality of teaching and learning across Indonesia	**Assessment of Likelihood of success** *Somewhat, moderately, very, highly* **Strength of Evidence:** Weak, Moderate, Strong	
Improved evidence based policy making on targeted priority issues of the GoI		
Improved leadership and management for the education sector		
Improved systems, structures and processes for quality education		
ID-TEMAN		
Improved planning and budgeting at school, District, Provincial and National levels	**Assessment of Likelihood of success** *Somewhat, moderately, very, highly* **Strength of Evidence:** Weak, Moderate, Strong	
Improved teacher governance		
Improved assessments leading to student learning outcomes		
Likelihood of impact: Highly = evidence available/will be possible on results to date within definable scope ; very = evidence of impact available but scope and extent unclear; somewhat = results will be seen but measuring scope and extent more challenging Strength of evidence : strong (external verifiable reporting data available) moderate (internal reporting and external feedback; weak (internal feedback only and self-reporting)		

Annex 3: List of key respondents and focus groups

See attached Mission schedules

Strategic Review Mission Indonesia: INOVASI, TASS & ID-TEMAN

1st Mission: 6 – 16 November 2018

Day/Date	Time	Agenda	Venue	Participants
Monday 5 Nov. 2018		Arrive in Jakarta		Paul Nichols
Tuesday 6 Nov. 2018	09:00 - 11:00	**Initial briefing with DFAT Education team** - Michelle Lowe, Counsellor Human Development - Aryanti Savitri, Unit Manager - Farah Tayba, Second Secretary - Rani Noerhadhie, Senior Program Manager - Sarah Ayu, Program Manager - Diah Pratiwi, Program Manager - Grace Maria, Program Manager - Muhammad Adam, Program Officer	Australian Embassy	DFAT Reviewers
	11:00 - 12:00	**Briefing with DFAT Minister Counsellor for Governance and Human Development, Fleur Davies**		
	12:00 - 13:00	Lunch		
	13:00 - 15:00	**Interview with INOVASI Jakarta-based Managers** - Mark Heyward, Program Director - Fasli Jalal, Sr Strategic Adviser - Lynne Hill, Education Technical Manager	INOVASI Office Kemuning - Cemara Room	Reviewers INOVASI

Day/Date	Time	Agenda	Venue	Participants
	15:00 - 17:00	**Meeting with MoEC - Biro PKLN** Ir. Suharti, M.A., Ph.D. - Ka. Biro PKLN Eka Nugrahaeni Ciptawati, MSc- Kabag KEP Fathurrahman, Kabag PPA Cyti Daniela Aruan - Kasubag. Kebijakan Biro PKLN Santi Laila Tartila - Staf Biro PKLN Areas of discussion: TASS (MoEC Renstra, Data Mapping) and INOVASI	MoEC Building C Level 6 - Senayan, Jakarta	DFAT - Farah Tayba - Rani Noerhadhie Reviewers
Wednesday 7 Nov. 2018	09:00 - 10:30	**Meeting with MoEC*** Didik Suhardi, Ph.D, Secretary General Areas for discussion: General TASS and INOVASI, strategic direction	MoEC Building C Level 2 - Senayan, Jakarta	DFAT - Aryanti Savitri Reviewers Interpreter
	10:30 - 12:00	**Interview with TASS Jakarta-based Managers** - Joanne Dowling, Facility Director - Ingga Vistara, Activity Manager	INOVASI Office Kemuning Meeting Room	Reviewers Interpreter
	12:30 - 13:30	Lunch		
	13:30 - 15.00	**Meeting with Bappenas** Vivi Andriani - Kasubdit. Pendidikan Dasar Topics for discussion: TASS (Education Sector Review)	Bappenas Building level 3 Jl. Taman Suropati, Jakarta	DFAT - Rani Noerhadhie Reviewers Interpreter
	15:00 - 17:00	**Meeting with MoEC - Balitbang.** Dr. R. Muktiono Waspodo, MPd. - Ka. Puslitjak Dikbud. Areas for discussion: General TASS and INOVASI	MoEC Building E Level 19 - Senayan, Jakarta	DFAT - Farah Tayba Reviewers Interpreter
Thursday 8 Nov. 2018	08:30 - 10:00	**Meeting with Bappenas** Subandi - Deputi Bidang PPMK Areas for discussion: TASS (ESR) and INOVASI	Bappenas Building level 3 Jl. Taman Suropati, Jakarta	DFAT - Farah Tayba - Rani Noerhadhie

Day/Date	Time	Agenda	Venue	Participants
	10:30 - 12:00	**Meeting with MoEC - Dikdasmen*** Hamid Muhammad, M.Sc., Ph.D Dirjen. Dikdasmen Option: Sutanto - Secr. DG Dikdasmen Areas for discussion: TASS Program (Education Quality Assurance)	MoEC Building E Level 5 - Senayan, Jakarta	Reviewers Interpreter
	12:00 - 13:00	Lunch		
	13:00 - 14:30	**Meeting with MoEC - Dikdasmen*** Dr. H. Khamim, M.Pd. - Dir. Pemb. SD Areas for discussion: INOVASI	MoEC Building E Level 18 - Senayan, Jakarta	DFAT - Farah Tayba Reviewers Interpreter
	14:30 - 18:05	To Airport		
	18:05 - 21:00	Flight to Surabaya GA 324 Check In JW Mariott Surabaya		Reviewers Interpreter TASS - Joanne Dowling - Khoirul Anam
Friday, 9 Nov. 2018	07.30 - 08.30	Travel to Sidoarjo		DFAT - Sarah Ayu Reviewers Interpreter INOVASI: - Mark Heyward - Abdul Munir - Helmut Nainggolan - Silvana Erlina, PM Jatim - East Java team TASS: - Joanne Dowling - Khoirul Anam

Day/Date	Time	Agenda	Venue	Participants
	08:30 - 09:40	**School/Community Visit - INOVASI School** MI Ma'arif Candi- Sidoarjo	MI Ma'arif Candi Sidoardjo	
	09.45 - 11.00	**School / Community Visit - TASS / MoRA School** MI KH Mukmin- Sidoarjo	MI KH Mukmin Sidoarjo	
	10:30 - 14:00	Travel to Hotel JW Marriott Lunch, Friday prayers, to MoRA Office		
	14:00 - 16.00	**Meeting with MoRA** Areas for discussion: CPD MoRA	Provincial Office of MoRA	
Friday, 9 Nov. 2018	16:00 - 18:00	**Interview with INOVASI East Java Provincial Manager**	JW Mariott Hotel	
Saturday, 10 Nov. 2018	08:00 - 12:00	**Interview with INOVASI Jakarta-based Managers** - Jihad Saad, Operations and Implementation Manager - Feiny Santosa, Education Partnerships Manager - Aos Hadiwijaya, Education Policy Manager - Stephanie Carter, Communications Manager - Rasita Purba, MERL Manager - Abdul Munir, PIC Islamic Education	JW Mariott Hotel	Reviewers Interpreter
	12:00 - 17:30	Travel to Jakarta GA 319, stay overnight at hotel nearby the airport		
Sunday 11 Nov. 2018	09:00 - 18:25	Travel to Tarakan, stay overnight, JKT - BPN GA 566 1125 1450 BPN - TRK GA 459 1725 1825		DFAT - Diah Pratiwi Reviewers Interpreter INOVASI: - Mark Heyward - Handoko Widagdo - Maya Augustina
Monday 12 Nov. 2018	08:00 - 11:00	Travel to Tanjung Selor - Speed boat		DFAT - Diah Pratiwi Reviewers Interpreter INOVASI

Day/Date	Time	Agenda	Venue	Participants
	13:30 - 15:30	**Meeting with North Kalimantan Provincial Education Office**	Kaltara Provincial Education Office	DFAT - Diah Pratiwi Reviewers Interpreter INOVASI
	16:00 - 17:00	School / Community Visit - TBM Buluh Perindu / SDN 013 Tanjung Selor	SDN 013 Tanjung Selor	DFAT - Diah Pratiwi Reviewers Interpreter INOVASI
Tuesday 13 Nov. 2018	07:00 - 08:30	Travel to school		DFAT - Diah Pratiwi Reviewers Interpreter INOVASI
	08:30 - 10:00	**School/Community Visit - SDN 008 Tanjung Selor**	SDN 006 Tanjung Selor	
	10:30 - 12:00	**Meeting with Bulungan District Office Education Office**	District Education	
	12:00 - 15:40	Lunch, travel to port, take boat to Tarakan		
	15:40 - 19:05	Rest/free time	Airport	
	19:05 - 21:00	Flight to Jakarta, GA 669, and check in at Hotel Century		
Wednesday 14 Nov. 2018	08:00 - 13:00	**Free time/Review Team discussion and lunch**	INOVASI Office Cemara Meeting Room	Reviewers
	14:00 - 16:00	**Meeting with MoRA - DG Islamic Education** Prof. Kamaruddin Amin - DG Islamic Education Areas for discussion: INOVASI, TASS, MoRA CPD and Renstra	MoRA Building, Level 7 Jl. Lapangan Banteng, Jakarta	DFAT - Farah Tayba - Rani Noerhadhie Reviewers Interpreter
	16:00 - 17:00	**Meeting with TASS advisers:** - Bahrul Hayat - Ingga Vistara	MoRA Building, Level 4 TASS Secretariat Jl. Lapangan Banteng, Jakarta	Reviewers Interpreter
	18:00 - 20:00	**Working dinner with Sue Emmott** Independent Reviewer for DFAT Rural and Remote Education Initiative for Papuan Provinces with UNICEF	Gran Melia Hotel Jl. H. R. Rasuna Said Kav X-0, RT.5/RW.4, Kuningan	Reviewers

Day/Date	Time	Agenda	Venue	Participants
Thursday 15 Nov. 2018	09:00 - 10:30	**Meeting with MoEC** Ir. Totok Suprayitno, Ph.D. - Ka. Balitbang, Kemendikbud Areas for discussion: General TASS and INOVASI, strategic direction	MoEC Building E, level 2 Senayan, Jakarta	DFAT - Farah Tayba - Rani Noerhadhie Reviewers Interpeter
	10:30 - 12:00	**Meeting with MoEC - Puspendik** Benny Widaryanto, Head of Analysis and Assessment System Dra. Asrijanty, MA, Head of Academic Assessment Dr. Rachmawati, M.Ed, Staff for Analysis and Assessment System Areas for discussion: TASS Program (AKSI), INOVASI	MoEC Building C, Level 18 Senayan, Jakarta	DFAT - Farah Tayba - Rani Noerhadhie Reviewers Interpeter
	13:30 - 15:00	**Meeting with MoEC - Dikdasmen** Dra. Poppy Dewi Puspitawati, MA - Dir. Pembinaan PKLK Areas for discussion: INOVASI	Komp. Kemendikbud Jl. RS. Fatmawati, Cipete	DFAT - Farah Tabya Reviewers Interpreter
Friday 16 Nov. 2018	08:00 - 09:00	**Meeting with MoEC - Centre for Books and Curriculum** Dr. Awaluddin Tjala - Ka. Puskurbuk Areas for discussion: General INOVASI	MoEC Building E Level 19 - Senayan, Jakarta or Puskurbuk Office, Jl. Gunung Sahari Raya No. 4	DFAT - Farah Tayba Reviewers Interpreter
	10:00 - 11:00	**Meeting with INOVASI advisers:** - Mary Fearnley Sanders - Robert Canon	Australian Embasy	Reviewers
	11:00 - 15:00	**Debrief session with DFAT**	Australian Embasy	DFAT Reviewers
	15:00 - 18:00	Travel time to Soekarno-Hatta International Airport		
	19:00	Flight to Sydney QF 0042 ETD. 19:00 - ETA 06.16 (1+)		

2nd Mission: 6 – 14 December 2018

NTB

Day/Date	Time	Agenda	Venue	Participants
Wednesday, 5 December 2018	15.00-20.00 WITA	Flight to NTB **Denpasar-Lombok GA7048 19.30-20.15** 1. Paul Nichols **Jakarta - Lombok GA440 15.50-19.00** 2. Mia Hapsari 3. Farah Tayba		1. Paul Nichols, Reviewer 2. Mia Hapsari, Interpreter 3. Kenneth Harri, DFAT Canberra 4. Farah Tayba, DFAT
	19.00-20.00 WITA	Arrival in Lombok International Airport, travel to hotel		
	20.00-21.00 WITA	Check-in Sheraton Senggigi Beach Resort Hotel, Lombok Utara	Sheraton Senggigi Beach Resort Hotel Jl. Raya Senggigi No.Km. 8, Senggigi, Lombok Utara	
	19.00-21.00 WITA	Dinner		
Thursday, 6 December 2018	07.00 WITA	Travel to Kabupaten Lombok Utara (30 mins from hotel)		Car 1 1. Paul Nichols, Reviewer 2. Mia Hapsari, Interpreter 3. Kenneth Harri, DFAT Canberra Car 2 4. Farah Tayba, DFAT 5. Mark Heyward, INOVASI 6. Edy Herianto, INOVASI 7. Helmut Nainggolan, INOVASI 8. Anhar Putra Iswanto, INOVASI
	07.30-09.30 WITA	**School Visit:** SDN 2 Malaka Discussions with Teachers, Principal, School Committee, Supervisors	SDN2 Malaka, Desa Malaka Kec. Pamenang, Kab Lombok Utara	
	10.00-12.00 WITA	**School Visit:** MI. Riyadhul Jannah, Gangga Discussions with Teachers, Principal, School Committee, Supervisors	MI. Riyadhul Jannah, Kec. Gangga, Kab. Lombok Utara	

Day/Date	Time	Agenda	Venue	Participants
	12.00-13.00 WITA	Lunch		
	13.00-14.00 WITA	**Meeting with Dinas Pendidikan, Kepemudaan dan Olahraga Kabupaten Lombok Utara & Kantor Kementerian Agama Kabupaten Lombok Utara** Bapak. Dr. Fauzan - Kadis Dikbud; Bapak Edy Suwarno - Kabid Dikdas; Bapak H. Karmin Kabid GTK; dan Bapak Suparlan, S.Pd., M.Pd. - Kasubag TU	Kantor Dinas Dikbud Kabupaten Lombok Utara Jl. Raya Gangga-Bayan, Gegelang Gangga Lombok Utara	
	14.00-15.00 WITA	Travel to Kota Mataram		
	15.00-16.00 WITA	**Meeting with Dinas Pendidikan dan Kebudayaan Provinsi NTB** Bapak. H. Muh. Suruji - Kepala Dinas Dikbud Bapak. H. Sukran - Sekretaris Dinas Dikbud	Kantor Dinas Dikbud Provinsi NTB Jl. Pendidikan No.19A, Gomong, Selaparang, Kota Mataram	
	16.30-17.30 WITA	**Confirmed - Meeting with KOMPAK NTB team -** Pak Anja (KOMPAK NTB Provincial Manager) and his team (relevant personnel to the INOVASI program)	KOMPAK Office, BAPPEDA Provinsi NTB, Jl. Flamboyan No.2, Mataram Bar., Selaparang, Kota Mataram, Nusa Tenggara Bar. 83126, Indonesia	Paul Nichols, Mia Hapsari, Farah Tayba (DFAT), Kenneth Harri (DFAT Canberra), Anja Kusuma (KOMPAK)
	19.00-21.00 WITA	Dinner		
Friday 7 December 2018	06.30-07.30 WITA	Travel to Kabupaten Lombok Tengah		Car 1 1. Paul Nichols, Reviewer 2. Mia Hapsari, Interpreter 3. Kenneth Harri, DFAT Canberra Car 2 4. Farah Tayba, DFAT
	07.30-09.30 WITA	**School Visit:** MIN 3 Lombok Tengah Discussions with Teachers, Principal, School Committee, Supervisors	MIN 3 Lombok Tengah	

Day/Date	Time	Agenda	Venue	Participants
	10.00-12.00 WITA	**School Visit:** SDN 1 Gemel Discussions with Teachers, Principal, School Committee, Supervisors	SDN 1 Gemel, Lombok Tengah	5. Mark Heyward, INOVASI 6. Edy Herianto, INOVASI 7. Helmut Nainggolan, INOVASI 8. Wahyu Setioko, INOVASI
	12.00-13.00 WITA	Lunch & Friday Prayer		
	13.30-14.30 WITA	**Meeting with Dinas Pendidikan Kabupaten Lombok Tengah, DPRD Kabupaten Lombok Tengah & Kantor Kemenag Kabupaten Lombok Tengah** Bapak H. Sumum, S.Pd, SH. M.Pd. - Kepala Dinas Dikbud; Bapak Harsono - Kasi Program Dinas Dikbud; Bapak Lalu Supriyadi - Ketua Komisi 4 DPRD Kabupaten Lombok Tengah; dan Bapak Moh. Salim - Kasi Penma Kantor Kemenag Lombok Tengah	Kantor Dinas Pendidikan Kabupaten Lombok Tengah Jl. Ahmad Yani No.9, Praya, Mataram, Kabupaten Lombok Tengah	
	14.30-15.30 WITA	Travel back to Kota Mataram		
	16.00-17.00 WITA	**Meeting with INOVASI NTB, Fasda and Grant Partners**	Kantor Dikbud Provinsi NTB Jl. Pendidikan No. 19A, Kota Mataram	
	19.00-21.00 WITA	Dinner		
Saturday, 8 December 2018	07.00-08.00 WITA	Check-out Sheraton Senggigi, off to Lombok International Airport		1. Paul Nichols, Reviewer 2. Mia Hapsari, Interpreter 3. Kenneth Harri, DFAT Canberra 4. Farah Tayba, DFAT
	09.40 WITA	Return to Jakarta Lombok - Jakarta GA435 09.40 10.40		
	10.40 WIB	Arrive in Jakarta at 10.40 Check-in hotel Gran Melia Jakarta (Paul) Airport pick-up by hotel		

NTT (Sumba)

Day/Date	Time	Agenda	Venue	Participants
Thursday, 6 December 2018	05.35 WIB - 11.25 WITA	Flight to Waingapu Jakarta - Denpasar by Garuda 05.35 WIB - 08.40 WITA (GA400) Denpasar - Waingapu by NAM Air 10.20-11.25 WITA (IN662)	1. Petra Wiyakti Bodrogini 2. Aryanti Savitri 3. Sarah Ayu 4. Maya Augustin	Car 1 1. Petra Wiyakti Bodrogini, Reviewer 2. Aryanti Savitri (Santi), DFAT 3. Sarah Ayu, DFAT 4. Maya Augustin, INOVASI Car 2 - INOVASI Sumba 1. Hironimus Sugi 2. Andika Dewantara 3. Kartika Widyasiska 4. Maria Priwardhani 5. Rospita Evi
	11.30 WITA	Arrival in Waingapu, check-in Padadita Beach Hotel Waingapu	Padadita Beach Hotel Waingapu Jl. Erlangga Padadita, Waingapu, Sumba Timur	
	12.00-13.00 WITA	Lunch	Padadita Beach Hotel Resto	
	13.00-15.00 WITA	**Meeting with Wakil Bupati Sumba Timur / Ketua FPPS** Bapak Umbu Lili Pekuwali, ST, MT	Kantor Wakil Bupati Sumba Timur	
	15.00-16.00 WITA	**Meeting with INOVASI Sumba, Fasda and Grant Partners**	Permata Cafe, Waingapu, Sumba Timur	
	16.00-17.00 WITA	**Update for next day meeting**	Permata Cafe, Waingapu, Sumba Timur	
	17.00 WITA	Return to Hotel	Padadita Beach Hotel	
	19.00-21.00 WITA	Dinner	Enjoy Cafe Waingapu	
Friday 7 December 2018	06.00-08.00	Travel to SDI Wunga, Kecamatan Haharu		Car 1 1. Petra Wiyakti Bodrogini, Reviewer 2. Aryanti Savitri (Santi), DFAT 3. Sarah Ayu, DFAT 4. Maya Augustin, INOVASI Car 2 - INOVASI Sumba 1. Hironimus Sugi 2. Andika Dewantara 3. Kartika Widyasiska
	08.00-10.30 WITA	**School Visit:** SDI Wunga, Kecamatan Haharu Discussion with school stakeholders: KKG, Fasda, School Committee	SDI Wunga, Kec. Haharu	
	10.30-11.00 WITA	Travel to SD Kadahang, Kecamatan Haharu		
	11.00-12.30 WITA	**School Vist:** SD Kadahang, Kecamatan Haharu Discussions with Teachers and Principal	SDN Kadahang, Kec. Haharu	

Day/Date	Time	Agenda	Venue	Participants
	12.30-13.00 WITA	Lunch Box provided on the trip	Cemara Beach, Puru Kambera, Kec. Kanatang	4. Maria Priwardhani 5. Rospita Evi
	13.00-14.00 WITA	Travel back to Waingapu		
	14.30-16.00 WITA	**Meeting with Dinas Pendidikan Kabupaten Sumba Timur** Bapak Yusuf Waluwanja	Kepala Dinas' office. Jl. Jend. Soeharto No. 50, Waingapu, Sumba Timur	
	16.30 WITA	Return to Hotel		
	19.00-21.00 WITA	Dinner		
Saturday 8 December 2018	07.00 WITA	Check-out Hotel Padadita Travel to SDN Impress Laipori, Kec. Pandawai	1 hour	Car 1 1. Petra Wiyakti Bodrogini, Reviewer 2. Aryanti Savitri (Santi), DFAT 3. Sarah Ayu, DFAT 4. Maya Augustin, INOVASI Car 2 - INOVASI Sumba 1. Hironimus Sugi 2. Andika Dewantara 3. Kartika Widyasiska 4. Maria Priwardhani 5. Rospita Evi
	08.00-11.00 WITA	**School Visit:** SDN Impress Laipori, Kec. Pandawai (SD literacy short-course INOVASI)	SDN Impress Laipori, Kec. Pandawai	
	11.00-12.00 WITA	Travel from Laipori to Umbu Mehang Kunda Airport Waingapu		1. Petra Wiyakti Bodrogini, Reviewer 2. Aryanti Savitri (Santi), DFAT 3. Sarah Ayu, DFAT 4. Maya Augustin, INOVASI
	12.30 WITA	Return to Jakarta: Waingapu-Denpasar by NAM Air 14.15-15.30 WITA (IN663) connecting with Garuda from Denpasar - Jakarta 17.20 WITA - 18.20 WIB(GA419)		
	18.30 WIB	Arrive in Jakarta		

Jakarta

Day/Date	Time	Agenda	Venue	Participants
Monday, 10 December 2018	08.00-09.00 WIB	**Meeting with DFAT Unit Manager Basic Education**	Australian Embassy, Jl. Patra Kuningan Raya, Kuningan (walking distance from the Gran Melia)	1. Paul Nichols, Reviewer 2. Petra Wiyakti Bodrogini, Reviewer
	10.00-12.00 WIB	Working at INOVASI, travel to MoRA at 12.30PM	Kemuning meeting room, INOVASI	1. Paul Nichols, Reviewer 2. Petra Wiyakti Bodrogini, Reviewer 3. Mia Hapsari, Interpreter
	13.30-14.30 WIB	**Meeting with MoRA - DG Islamic Education** Prof. Dr. Suyitno, M.Ag. - Direktur GTK Madrasah Areas for discussion: INOVASI, TASS, MoRA CPD	MoRA Building, Level 4 GTK Director's Meeting Room Jl. Lapangan Banteng, Jakarta Pusat	1. Paul Nichols, Reviewer 2. Petra Wiyakti Bodrogini, Reviewer 3. Mia Hapsari, Interpreter 4. Farah Tayba, DFAT 5. Ade Yuanita, TASS
	15.00-16.00 WIB	**Meeting with MoRA - DG Islamic Education** Dr. H. Imam Syafi'i, M.Pd - Sekretaris Direktur Jenderal Pendidikan Islam Areas for discussion: INOVASI, TASS, MoRA CPD	MoRA Building, Level 4 Jl. Lapangan Banteng, Jakarta Pusat	
Tuesday, 11 December 2018	09.00-10.00 WIB	**Meeting with MoEC - DG GTK** Dr. Supriano, M.Ed. - Direktur Jenderal GTK Areas for discussion: General TASS and INOVASI	MoEC Building D Level 11 Jl. Jend. Sudirman, Senayan, Jakarta Pusat	1. Paul Nichols, Reviewer 2. Petra Wiyakti Bodrogini, Reviewer 3. Mia Hapsari, Interpreter 4. Maya Augustin, INOVASI 5. Farah Tayba, DFAT
	13.00-14.00 WIB	**Meeting with World Bank Education team (ID-TEMAN Trust Fund)** - Noah Yarrow - Javier Lurque - Ratna Kesuma - Susiana Iskandar - Rythia Afkar - Rosfita Roesli	World Bank Office Jakarta, Indonesia Stock Exchange (IDX) Tower 2, Level 12/15 Jl. Jend Sudirman, Jakarta Pusat	1. Paul Nichols, Reviewer

Day/Date	Time	Agenda	Venue	Participants
	15.00-16.00 WIB	**Meeting with KOMPAK**	Australian Embassy, Jl. Patra Kuningan Raya, Kuningan	1. Paul Nichols, Reviewer 2. Petra Wiyakti Bodrogini, Reviewer 3. Mia Hapsari, Interpreter
	16.00-17.00 WIB	**Meeting with TASS Facility Director**		1. Paul Nichols, Reviewer 2. Petra Wiyakti Bodrogini, Reviewer
Wednesday 12 December 2018	09.00-10.00 WIB	**Meeting with MoEC - DG Dikdasmen** Dra. Poppy Dewi Puspitawati, MA - Direktur Pembinaan Pendidikan Khusus dan Layanan Khusus Areas for discussion: INOVASI	Komp. Kemendikbud Jl. RS. Fatmawati, Cipete, Jakarta Selatan	1. Paul Nichols, Reviewer 2. Petra Wiyakti Bodrogini, Reviewer 3. Mia Hapsari, Interpreter 4. Maya Augustin, INOVASI 5. DFAT
	11.00-13.00 WIB	Working at INOVASI	UMI Secretariat, Gedung C lantai 18	1. Paul Nichols, Reviewer 2. Petra Wiyakti Bodrogini, Reviewer 3. Mia Hapsari, Interpreter
	13.00 - 14.00 WIB	**Meeting with MoEC - Head of Puspendik, Pak Moch. Abduh**	MoEC Building C Level 18, Jl. Jend. Sudirman, Senayan	1. Paul Nichols, Reviewer 2. Petra Wiyakti Bodrogini, Reviewer 3. Mia Hapsari, Interpreter 4. Maya Augustin, INOVASI 5. DFAT
	15.00-16.00 WIB	**Meeting with Department of Education and Training** Ms. Liz Campbell-Dorning, Counsellor (Education and Science)	Chancery L2 MR 2.14.31 Australian Embasy, Jl. Patra Kuningan Raya, Kuningan	1. Paul Nichols, Reviewer 2. Petra Wiyakti Bodrogini, Reviewer
	16.00-17.00 WIB	**Meeting with Mr. Allaster Cox, Deputy Ambassador**	Chancery GF MR G.00.69 Australian Embasy, Jl. Patra Kuningan Raya, Kuningan	

Day/Date	Time	Agenda	Venue	Participants
Thursday, 13 December 2018	09.00-10.30 WIB	**Meeting with Pusat Pengkajian Islam dan Masyarakat (PPIM) UIN** Bapak Saiful Umam - Direktur Eksekutif PPIM UIN	PPIM-UIN Jl. Kertamukti No. 5, Pisangan, Ciputat Timur Tangerang Selatan, Banten	1. Paul Nichols, Reviewer 2. Petra Wiyakti Bodrogini, Reviewer 3. Mia Hapsari, Interpreter 4. Maya Augustin, INOVASI 5. DFAT
		Return to Gran Melia **Final consultations, fact checking, report writing**	Gran Melia Hotel	1. Paul Nichols, Reviewer
Friday, 14 December 2018	10.00-12.00 WIB	**Wrap up presentations and final Aide Memoire with DFAT**	Australian Embasy, Jl. Patra Kuningan Raya, Kuningan	
	15.00-17.00 WIB	Travel to Soetta Airport		
	17.00-19.00 WIB	Return to Melbourne GA716 pukul 19.25 WIB		