

INOVASI INDICATORS
TECHNICAL GUIDANCE

APPROVED

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INTRODUCTION

This document provides technical guidance for program-level indicators to be monitored and reported as part of the INOVASI Monitoring, Evaluation, Research, and Learning (MERL) strategy. It was developed based on the INOVASI Results Framework, which was significantly revised to match the updated INOVASI Theory of Change agreed in May-June 2017 that was further revised as an implication of October 2017 and April 2018 strategic reviews/testing.

Purpose

The main purpose of this document is to provide sufficient technical guidance related to each of the INOVASI performance indicators, including in terms of:

- The definition and scope of the indicator, including what is and is not considered to be counted as an eligible achievement
- The process of collecting, compiling, analysing data related to each indicator
- The process of reporting performance related to each indicator
- Documenting baseline and targets for each indicator as relevant
- Documenting any important considerations or concerns regarding the quality of each indicator
- Describing how indicators are related to one another and/or to DFAT Performance Assessment Framework (PAF 3.0) indicators

Target audience

The primary audience for this document is **INOVASI MERL and program staff**, who are expected to use this document as a guide for implementing the INOVASI MERL strategy, specifically related to collecting, compiling, analyzing, and reporting information related to the indicators described in this document.

The secondary audiences for this document include:

- **INOVASI management** (the Program Director and managers), for whom it will serve as an additional reference about how information on INOVASI's performance will be compiled, analysed, and communicated
- The **DFAT education team**, for whom it will serve as an additional detailed reference about (1) how information on INOVASI's performance will be compiled, analysed, and communicated, and (2) how INOVASI's indicators link to the DFAT PAF.

Additional audiences may include INOVASI's government partners and/or organisations who implement INOVASI interventions (as relevant), for whom this document (or, more likely, parts of this document) may also serve as a reference related to requirements to report on certain types of information.

LIST OF INOVASI INDICATORS

No	Stage and Indicator/Sub-indicator	Program Stages	Disaggregation	Notes	Link to PAF
1	Number of gendered-policy analyses	<i>Pilot level</i>	By district and by pilot		

2	Number of focused-policy analyses on children with disability	<i>Pilot level</i>	By district and by pilot		
3	Number of co-designed interventions which are context relevant <u>Sub-indicator:</u> 3.1. Number of interventions co-designed to target potentially excluded students (gender, disability and ethnicity)	<i>Pilot level</i>			
4	Total amount (AUD) of additional funds leveraged for the implementation of Pilot activities	<i>Pilot level</i>			PAF #1
5	Number of intervention participants who have shifted their mindset to one more oriented to finding local solutions (disaggregated by gender)	<i>Pilot</i>	<ul style="list-style-type: none"> • Men/women • Position (teacher, principal, etc.) 		
6	Number of women and men who apply improved technical skills to support better quality education services	<i>Pilot</i>	<ul style="list-style-type: none"> • Men/women • Position (teacher, principal, etc.) 		PAF #3
7	Number of schools with improved institutional and organisational capacity to address literacy and numeracy	<i>Pilot</i>	Disaggregated as relevant.	<i>Only for particular interventions targeting school capacity</i>	
8	Number of women and men who apply improved knowledge on gender perspective to support gender equality in teaching and learning	<i>Pilot</i>		<i>Only for particular interventions incorporating gender training/capacity building</i>	PAF#3
9	Number of women and men who implement inclusive learning scenario/plan	<i>Pilot</i>		<i>Only for particular interventions incorporating training on managing</i>	PAF#3

				<i>learning disabilities</i>	
10	<p>Number of students who demonstrate improvement in literacy and numeracy</p> <p><u>Sub-indicator:</u> 10.1. Number of potentially excluded students who demonstrate improvement in literacy and numeracy</p>	<i>Pilot</i>	<ul style="list-style-type: none"> Boys/girls Excluded group 		
11	Number of pilots that demonstrate improvement in participants' attitude and behavior change	<i>Pilot</i>	By province, district and by pilot and types of schools (Madrasah, public and private schools)		
12	Number of districts that make improvements in educational service delivery practices	<i>Intermediate outcome</i>			PAF#9
13	Total amount (AUD) of additional (non DFAT) district-level funds leveraged for the application and scale-out of INOVASI approaches/interventions (PAF #1).	<i>Intermediate outcome</i>	Public/ Private funding		PAF#1
14	<p>Number of districts that make improvements in educational service delivery policy</p> <p><u>Sub-indicator:</u> 14.1 Number of development policies improved to support inclusive learning and teaching (gender, disability and other social inclusion)</p>	<i>Intermediate outcome</i>	Policy for inclusive learning		PAF#9

15	<p>Number of credible analyses on what does and does not work to improve learning outcomes</p> <p>Sub-indicator: 15.1. Number of credible analyses documentation on what does and does not work to improve inclusive learning</p> <p>15.2 Number of Information and Communications Technologies (ICT) that support development</p>	<i>Intermediate outcome</i>	Inclusive learning		PAF#11
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INDICATOR 1

NUMBER OF GENDERED-POLICY ANALYSES

Responsible Party

GESI team in collaboration with provincial Policy Officer/Specialist and Provincial EPD Officer/Specialist

Definitions

Gender-policy analyses means policy analysis that seeks to understand policy impact by gender: how policy impacts women and men, boys and girls differently; if policy, explicitly or implicitly, promotes or discourages gender equality (stereotyping, subordination, marginalization, discrimination and other possible form of gender inequality)

Sub Indicators/Criteria

N/A

Link to other indicators

N/A

Unit of Measure

- Number of policy analysis

Scope

Includes

- Policy analysis done by INOVASI
- Policy analysis done by partner districts supported by INOVASI

Excludes

- Policy analysis that does not involve INOVASI or INOVASI support.

Disaggregated by

- By district and by pilot

Calculations/Verifications

- The main methods and data source will be GESI team report, generated from policy analyses done by INOVASI.

Reporting Format

- Data and findings collected through provincial regular reports using specific formats for listing policy analysis, with support from GESI team for analysing if gendered-policy or focused-policy on disabilities is taking place. Information collected will include the following:
 - The policy being analysed
 - Relevant name of the intervention
 - Relevant district where the policy review takes place
 - A brief summary of the policy it is intended to address and its link with other existing policies, at national and district level
 - A brief summary of the process by which the policy was reviewed
 - A brief summary of how the policy review assesses policy impacts on men, women, girls and boys differently

- Whether the activity is gendered-policy analysis
 - If yes, a brief summary of the findings, describing how the policy impacts men/women, girls/boys differently
 - If yes, a brief summary of how the policy encourages or discourages gender equality
 - If yes, potential opportunities and challenges to strengthen its gender perspective
 - If yes, potential opportunities and challenges to implement a stronger gendered-policy
- Reporting provided through regular provincial report and INOVASI six-monthly progress reporting format.

Reporting Frequency

- Every quarter
- Each policy analysis activity must be registered in the respective format

Reporting Periods

- Starting 30 June 2018 to 30 June 2019

• Baseline

- 0

• Targets

- N/A

Reporting Period	#	Notes
1 July – 30 Dec 2017	N/A	
1 Jan – 31 May 2018	N/A	The indicator for gendered-policy analysis was set up by end of first 2018 semester, incorporated within the latest version of INOVASI Result Framework, thus, the achievement will be reported in the next period.
1 July – 30 Sept 2018		
1 Oct – 31 Dec 2018		
1 Jan – 31 March 2019		
1 April – 30 June 2019		

• Rationale for Targets

- N/A

• Risks and Assumptions (known data and method limitations)

- N/A

• Additional Notes

INDICATOR 2

NUMBER OF FOCUSED-POLICY ANALYSES ON CHILDREN WITH DISABILITY

Responsible Party

GESI team in collaboration with provincial Policy Officer/Specialist and Provincial EPD Officer/Specialist

Definitions

Focused-policy analysis means policy analysis that seeks to understand policy impacts on children with disabilities: how policy, explicitly and implicitly, promotes or discourages equality for children with disability in accessing benefits of the policy.

Sub Indicators/Criteria

N/A

Link to other indicators

N/A

Unit of Measure

- Number of policy analyses

Scope

Includes

- Policy analysis done by INOVASI
- Policy analysis done by partner districts supported by INOVASI

Excludes

- Policy analysis that does not involve INOVASI or INOVASI support.

Disaggregated by

- District and pilot

Calculations/Verifications

- The main methods and data source will be through reflections with the Education Program Delivery team (including based on internal records). The main methods and data source will be GESI team report, generated from analysing policy analysis done by INOVASI Policy Team.

Reporting Format

- Data and findings collected through provincial regular reports using specific format for listing policy analysis, with support from GESI team for analysing if gendered-policy or focused-policy on disabilities is taking place. Information collected will include the following:
 - Policy being analysed
 - Relevant name of the intervention
 - Relevant district where the policy review takes place
 - A brief summary of the policy it is intended to address and its link with other existing policy, at national and district level
 - A brief summary of the process by which the policy was reviewed
 - A brief summary of how the policy review assesses policy impacts on children with disabilities

- Whether the activity includes focused-policy analysis for children with disability
 - If yes, a brief summary of the findings, describing how the policy impacts children with disability
 - If yes, a brief summary of how the policy encourages or discourages equal access of children with disability to its benefits
 - If yes, potential opportunities and challenges to strengthen its inclusion for children with disability
 - If yes, potential opportunities and challenges to implement a stronger focus on children with disability
- Reporting provided through regular provincial report and INOVASI six-monthly progress reporting format.

Reporting Frequency

- Every quarter
- Each policy analysis activity must be registered in the respective format

Reporting Periods

- Starting 1 July 2018 to 30 June 2019

• Baseline

- 0

• Targets

- N/A

Reporting Period	#	Notes
1 Jan – 31 May 2018	N/A	The indicator for focused-policy analysis for children with disability was set up by end of first 2018 semester, incorporated within the latest version of INOVASI Result Framework, thus, the achievement will be reported in the next period.
1 July – 30 Sept 2018		
1 Oct – 31 Dec 2018		
1 Jan – 31 March 2019		
1 April – 30 June 2019		

• Rationale for Targets

- N/A

• Risks and Assumptions (known data and method limitations)

- N/A

• Additional Notes

INDICATOR 3

NUMBER OF CO-DESIGNED INTERVENTIONS WHICH ARE CONTEXT-RELEVANT

Responsible Party

Provincial Education Program Development (EPD) Team

Definitions

Interventions are documented approaches to implementing a series of steps or activities intended to result in the improved quality of education.

Co-designed means involving local stakeholders who are expected to be involved in the initial plan, design and implementation of the intervention.

Context-relevant means being based on a process intended to identify and address challenges to the quality of education at the district-level or lower.

Potentially excluded students are students who due to their gender, disability, or ethnicity (from a minority group) are considered to be potentially “hard to reach” or “hard to teach” within their context.

Sub Indicators/Criteria

1.1. Number of co-designed interventions which target potentially excluded students.

Link to other indicators

N/A

Unit of Measure

- Number of interventions

Scope

Includes

- Interventions co-designed by INOVASI together with other local stakeholders
- Interventions co-designed by other parties with support from INOVASI
- Interventions whose designs have been modified by INOVASI together with other local stakeholders
- Interventions whose designs have been modified by other parties together with other local stakeholders with support from INOVASI
- Interventions which have previously been counted in one district, but which have been modified to be relevant to other districts’ contexts.

Excludes

- Interventions whose designs (including modifications to previous designs) did not involve INOVASI or INOVASI support.
- Interventions which were designed solely by INOVASI or other parties (without being co-designed)
- Interventions which have not been designed or modified to address the particular challenges of the quality of education in that particular district.
- Interventions whose design process is ongoing and documentation is not yet final.
- Intervention designs previously counted for the same district and which have been further modified

Disaggregated by

- N/A

Calculations/Verifications

- The main methods and data source will be through reflection workshops with the Education Program Delivery team (including based on internal records)

Reporting Format

- Data and findings collected through INOVASI M&E data collection tools and collated in PDMS, including the following information:
 - Name of the intervention
 - District where the intervention was designed
 - Justification for why the intervention is considered context relevant, including:
 - A brief summary of the local challenge(s) the intervention is intended to address
 - A brief summary of the process by which the design was tailored to overcome the local challenge(s)
 - Justification for why the intervention is considered co-designed, including:
 - A brief summary of which stakeholders participated in the design process, and how.
 - Whether the intervention targets excluded students
 - If yes, a brief summary of the excluded students the intervention targets
 - If yes, a brief summary of the contextual challenges faced by excluded students the intervention targets
 - Main contact in INOVASI for the intervention
- Data will be collected, compiled, reviewed, and reported every six months.
- Reporting provided through INOVASI six-monthly progress reporting format.

Reporting Frequency

- Six-Monthly
- Prior to beginning of implementation of the intervention/pilot.

Reporting Periods

- January 1 – 30 June
- July 1 – 31 December

Baseline

0

Targets

42 pilots, including pilots implemented through partnerships that have been adjusted to local contexts

Reporting Period	#	Notes
July 1 – 31 Dec 2017	8	There were 8 different co-designed interventions in the 12 districts in West Nusa Tenggara, Sumba and Kaltara which include: 1. Foundational numeracy (<i>Numerasi kelas awal/PERMATA</i>) in Sumbawa, West Sumbawa, Southwest Sumba districts 2. Foundational literacy (<i>Literasi kelas awal/PELITA</i>) in West Sumbawa, North

		<p>Lombok, West Sumba, Central Sumba, Southwest Sumba, Malinau and Bulungan districts</p> <p>3. Language transition (<i>Transisi dari Bahasa Ibu ke Bahasa Indonesia/GEMBIRA</i>) in Bima, Dompu and East Sumba district)</p> <p>4. School and community links (<i>Sekolah berbasis komunitas/BERSAMA</i> in Dompu district</p> <p>5. Children with disabilities in learning (<i>Sekolah inklusi/SETARA</i>) in Central Lombok and North Lombok districts</p> <p>6. Principal leadership (West Sumba)</p> <p>7. Supervision through social media (Malinau & Bulungan districts)</p> <p>8. Reading book support for students (Malinau & Bulungan districts)</p>
1 Jan – 30 June 2018	12	<p>Co-designed pilots developed in this reporting period are:</p> <p>1. Guru BAIK in Sumba Barat Daya District of NTT. The Guru BAIK pilot of Sumba Barat Daya is a modified version of the NTB Guru BAIK to adjust with the local context of NTT.</p> <p>2. Leadership that support learning (Kepemimpinan yang Berpihak pada Pembelajaran) in Sumba Barat District of NTT</p> <p>3. Improving learning quality of early literacy (Peningkatan Kualitas Pengajaran Literasi Dasar) in Sumba Tengah of NTT.</p> <p>4. Multi languages to support literacy (Penggunaan Multi Bahasa (Bahasa Daerah – Bahasa Indonesia) untuk mendukung pembelajaran literasi) in Sumba Timur District of NTT</p> <p>5. Early literacy (Literasi di Kelas Awal) in Bulungan District of North Kalimantan</p> <p>6. Early literacy (Literacy di Kelas Awal) in Malinau District of North Kalimantan .</p> <p>7. Improving learning quality through the move of using Bahasa Indonesia (Peningkatan Kualitas Pembelajaran dengan Gerakan Menggunakan Bahasa Indonesia - Gembira) in Bima District of NTB</p> <p>8. Improving learning quality through community engagement (Peningkatan Kualitas Pembelajaran dengan Melibatkan Masyarakat - BERSAMA) in Dompu District of NTB.</p> <p>9. Improving learning quality of literacy in early grades (Peningkatan Kualitas Pembelajaran Literasi di Kelas Awal - PELITA) in Lombok Utara District of NTB</p>

		<p>10. Improving learning quality of literacy in early grades (Peningkatan Kualitas Pembelajaran Literasi di Kelas Awal - PELITA) in Sumbawa Barat District of NTB</p> <p>11. Improving learning quality of math in early grades (Peningkatan Kualitas Pembelajaran Matematika di Kelas Awal - PERMATA) in Sumbawa District of NTB</p> <p>12. Improving learning quality for children with disability (Peningkatan Kualitas Pembelajaran untuk Anak Berkebutuhan Khusus - SETARA) in Lombok Tengah District of NTB</p> <p>Note:</p> <p>There are co-designed interventions which are overlap across reporting period due to continuous proses of adjusting the interventions, resulting in continuous changes of the design and the adjustments were done in collaboration with local stakeholders.</p>
1 July – 31 Dec 2018		

Note: the counting of pilots should be based on individual context, and districts will be regarded as the unit of measurement. For instance, Guru BAIK pilot in Sumbawa and North Lombok are two pilots as they were designed within different contexts.

Rationale for Targets

N/A

Risks and Assumptions (known data and method limitations)

N/A

Additional Notes

INDICATOR 4

TOTAL AMOUNT (AUD) OF ADDITIONAL (NON DFAT) FUNDS LEVERAGED FOR THE IMPLEMENTATION OF INOVASI PILOT ACTIVITIES

Responsible Party

Provincial Education Program Development (EPD) Team

Definitions

- **Additional (non DFAT) funds leveraged** means funds allocated by organizations (government and non-government) other than DFAT for pilot activities that were wholly or partially assisted by INOVASI.
- **Pilot activities** are activities or a series of activities intended to test out (through implementation on a more limited scale) the effectiveness of a particular approach or intervention.

Sub indicators/criteria

N/A

Link to other indicators

INOVASI Indicator 13. Total amount (AUD) of additional (non DFAT) district-level funds leveraged for the application and scale-out of INOVASI approaches/interventions.

PAF 3.0 Indicator 1. Amount of additional financing co-invested in development

Unit of measure

Australian Dollars

Scope

Includes

- Both public and private funding
- Both allocation and expenditure
- Additional funds allocated by the Government of Indonesia or other entities for pilot activities funded in part or in whole by INOVASI
- In-kind support that has been quantified as a line item in a budget

Excludes

- Funding allocated/committed on approaches/interventions that were not designed or catalysed in part or wholly by INOVASI
- Funding already counted in a previous reporting period
- Funding for implementation of activities which are not intended to test out the effectiveness of a particular approach, including for the scale out or application of previously piloted initiatives (note: these are covered under INOVASI Indicator 13)

Disaggregated by

Public (= government) vs private (= non-government) funding; allocation and expenditure

Calculations/Verifications

1. Describe the pilot activity.
2. Provide the total amount invested by INOVASI to date.
3. Provide the total amount of additional funding for this pilot activity, disaggregated by allocation and expenditure.

4. Specify who provided the additional funding. Provide disaggregation of funders if more than one (i.e. different government institutions, multilateral organisations, private organisations etc.)
5. Describe what INOVASI did to influence this additional funding. Include the dates of relevant influence activities, etc. to help substantiate the contribution of INOVASI. If third parties were involved, explain who they are and their role.
6. Explain the expected scope/reach of the budget allocation in terms of number of schools, participants, students, etc.
7. Include any documentation to support the budget allocation (approved budget, letter of commitment, press release, etc.).

Reporting Format

- Data collected in Excel form (both quantitative and qualitative data)
- Will be analysed using excel-pivot table (quantitative data), supported with PDMS data (in particular for data on participants and key activities)
- Supporting documents are uploaded in SharePoint
- Findings reported in INOVASI's SMPR and reported support to DFAT annual PAF reporting (reporting format provided by DFAT).

Reporting Frequency

- Six-Monthly for INOVASI program reporting requirements
- Annually for DFAT PAF reporting requirements

Reporting Periods

- July 1 – 31 December 2017
- January 1 – 31 May
- June 1 – 31 December

Baseline

0

Targets

2018 : AUD 200,000

2019 : AUD 200,000

Reporting Period	#	Notes
1 July – 31 December 2017	IDR 907,288,400	<p>Additional funds leveraged to implement pilot activities were identified in West Nusa Tenggara only.</p> <p>Relevant activities in West Nusa Tenggara: Workshops (PDIA for <i>Guru BAIK</i> and <i>Guru BAIK</i>) funded by local districts. Over January to June, all six districts already held workshops 1–3. Total funds to finance the workshops 1–3 in six districts is IDR 907,288,400 or 47% from total IDR1,938,780,000 of total budget plan. As reported in Annex 2 of the January–June 2017 six-monthly report, 53% of the total local fund were used in January–June 2017.</p>

1 Jan – 31 May 2018	AUD 10,000	The AUD 10,000 was spent to support pilot activities and purchase books for targeted schools, in North Kalimantan.
1 Jul – 31 Dec 2018		
1 Jan – 30 June 2019		

Rationale for Targets

N/A

Risks and Assumptions (known data and method limitations)

Actual spending by local governments may differ from planned or allocated spending.

Additional Notes

See DFAT PAF 3.0 Technical Guidance (PAF 3.0 Indicator #1)

INDICATOR 5

NUMBER OF INTERVENTION PARTICIPANTS WHOSE MINDSET ORIENTED TO FINDING LOCAL SOLUTIONS IMPROVED (DISAGGREGATED BY GENDER)

Responsible Party

GESI Team and Monitoring, Evaluation, Research, and Learning (MERL) Team

Definitions

Intervention participants are individuals who are involved in the implementation or management of one or more interventions supported by INOVASI.

A mindset more oriented to finding local solutions is defined in reference to the concept of a “fixed mindset” versus a “growth mindset” (from the research of Carol Dweck), where a mindset “more oriented to finding local solutions” is considered to be synonymous with a “growth mindset”. Growth mindsets are characterized by embracing challenges, persisting in the face of setbacks, see effort as a path to skills and knowledge, learning from criticism, and finding lessons and inspiration in others’ successes.

Sub Indicators/Criteria

N/A

Link to other indicators

N/A

Unit of Measure

- Number of intervention participants (male/female)

Scope

Includes

- Any district or sub-district level stakeholders who in some way have participated in the implementation or potential implementation of an INOVASI supported intervention.
- Any stakeholders from the schools targeted for INOVASI supported interventions

Excludes

- Other actors whose participation in an INOVASI-supported intervention is not clear.
- Participants who are only assumed to have shifted their mindset (without any supporting evidence)

Disaggregated by

- Gender
- Position (teacher, principal, etc)
- Institution where they are from

Calculations/Verifications

- This indicator is based on data collected in school and district-level baseline surveys (specific questionnaires for stakeholders), specifically on external and internal motivation, stakeholder’s growth mindset and aspiration.

- The calculation/verification for this indicator will be made by comparing baseline surveys and endline ones. Findings and analyses obtained from any kind of regular monitoring activities, such as spot check with interviews and observations, will also strengthen and provide additional data about the indicator achievements. Spot check may involve interviews and observations.
- Current questions are available in questionnaire of school survey and these can be further adjusted when needed.
- Additional studies may be conducted when needed.

Reporting Format

- Data and findings will be collated in Excel format, including the following information:
 - Name of the intervention
 - District where the intervention occurred
 - Level of stakeholder: district/sub-district/school
 - Total number of intervention participants (male)
 - Total number of intervention participants (female)
 - Total number of intervention participants (teacher)
 - Total number of intervention participants (principal)
 - Total number of intervention participants (school supervisor)
 - Total number of intervention participants (officials)
 - Total number of intervention participants by institutions
 - A brief justification of the methodology used to document a shift in mindset
- Additional documents describing the methodology used to measure/observe such improvement will be considered supporting documentation. Such supporting documentation is required.
- Reporting provided through INOVASI six-monthly progress reporting format.

Reporting Frequency

- Six-monthly
- To be specified in the individual pilot MERL plans, but at least upon completion of intervention pilot evaluations

Reporting Periods

- January 1 – 30 June
- July 1 – 31 December

Baseline

TBD

Targets

N/A

Reporting Period	#	Notes
July 1 – 31 Dec 2017	130	130 stakeholders, including 68 teachers, 31 principals, 16 community members, 13 supervisors, and 2 independent persons. They were identified as working actively and being engaged with finding local solutions in six pre-pilot activities (co-designed interventions) in 19 schools in six districts in West Nusa Tenggara.

1 Jan – 30 June 2018	315	The data source is by counting those who have been identified to have applied their new skills. Those who have applied new skills are assumed to have some indicative changes of participants mindset oriented to finding local solutions improved in terms of embracing challenges, developing new ways to improve performance, skills and knowledge as well as finding lessons and inspiration are founded.
1 July – 31 Dec 2018		
1 Jan – 31 June 2019		

Rationale for Targets

N/A

Risks and Assumptions (known data and method limitations)

The quality of the data for this indicator is dependent upon the methodology and process used to document stakeholders' opinions about literacy and numeracy, both at the school level and at the district level. Any limitations in terms of data quality/credibility should be described in the supporting documentation.

Where stakeholders are involved in multiple interventions and interviewed multiple times, this indicator has the risk of double counting. To avoid double counting, where possible data should be captured individually using mobile phone numbers as unique identifiers or other unique identity.

Additional Notes

INDICATOR 6

NUMBER OF WOMEN AND MEN WHO APPLY IMPROVED TECHNICAL SKILLS TO SUPPORT BETTER QUALITY EDUCATION SERVICES

Responsible Party

Monitoring, Evaluation, Research, and Learning (MERL) Team and GESI Team

Definitions

Women and men include staff of public sector (schools and government offices), private and civil society organisations.

Apply refers to women and men using technical or specialist knowledge at any point following capacity building provided by INOVASI.

Technical skills mean improved teaching skills, leadership and management skills, and/or approaches to improve the learning environment by using the context-specific capability approach to address specific classroom challenges and/or to improve school management and address other challenges for better learning.

Sub Indicators/Criteria

N/A

Link to other indicators

PAF 3.0 Indicator 3. Number of women and men who apply improved skills for development

Unit of Measure

- Number of men and women

Scope

Includes

- People who have been trained or experienced other capacity building measures done by INOVASI and there is evidence that they are using these skills
- Leadership and management skills
- Local facilitators who have been facilitating the training process (after being trained themselves)

Excludes

- Training that is not followed up with a survey or observation to determine whether people are applying their skills.
- Training that has been implemented directly by the Government without support from INOVASI

Disaggregated by

- By sex
- By position (teacher, principal, etc)
- Institutions
- Pilot

Sex disaggregation is an essential part of this indicator. Note: We are seeking to report on how effectively INOVASI program benefits women as well as men compared to their representation in the relevant population. Where it is not possible to provide accurate disaggregation, it is

acceptable to disaggregate using the proportion of men and women within the sample population (not general population).

Calculations/Verifications

- The basis for this indicator is participant biodata and activity participation data which will be captured through a standard format and will be maintained in an INOVASI participant database, which will include the following information:
 - Individuals participating in training/capacity building
 - Date of training/capacity building
 - Focus of training/capacity building (in terms of targeted knowledge, skills, or awareness)
 - List of individuals who participated in training, including:
 - Name
 - Telephone #
 - Gender
 - Disability
 - Institution
 - Role: teacher, principal, etc
- Participation data will be collected, compiled, analysed, reported and disseminated on a monthly basis during interventions and summarised at the end of interventions.
- The main methods and data source for assessing the application of skills will be through district and school surveys (baseline & endline); MeE, spotcheck (interviews and school and classroom observations), alumni monitoring system, beneficiaries' stories of change
- Supporting methods and data sources to assess the application of skills will come from:
 - Beneficiaries' stories of change
 - Classroom observation
 - Spot-check data
 - Participatory Action Research
 - Case study
 - MeE
 - Pre and post test
 - Alumni monitoring system

Reporting Format

- Data and findings collected through INOVASI M&E data collection tools and collated in PDMS, NVIVO and Excel format, including the following information:
 - Number or list of individuals using skills (including disaggregation information)
 - Justification describing why they are considered to use skills, as verified through the above methods
- Data collected, compiled, analysed, reported and disseminated during the mid-term and at the end of interventions.
- Reporting provided through INOVASI six-monthly progress reporting format. Also use DFAT PAF indicator reporting format.

Reporting Frequency

- Six-Monthly
- End of intervention/pilot.

Reporting Periods

- January 1 – 31 May (for DFAT PAF annual reporting requirements)
- June 1 – 31 December

Baseline

0

Targets

2018: 1,500 people

2019: 1,500 people

Reporting Period	#	Notes
1 July – 30 Dec 2017	338	This includes from the 130 stakeholders (teachers, principals, community members, supervisors and independent persons) who actively participated in pre-pilot activities and 208 stakeholders (principals, teachers and supervisors) who participated in <i>GEMA Literasi</i> in 50 schools in Sumbawa and North Lombok districts.
1 Jan – 31 May 2018	315	<p>In Guru BAIK pilot, INOVASI carried out a series of four workshops to improve integrated teachers' capacity in applying adaptive approaches to teaching and learning practices. The last two workshops of Guru BAIK are related to the skill development on formative assessment and technical assistance through local facilitators who conducted facilitation and mentoring for the teachers.</p> <p>Through pre-pilot activities of Setara and Permata Pilots, INOVASI in collaboration with trained local facilitators has facilitated a number of workshops using PDIA cycles approaches to strengthen the target teacher's skills in designing and developing adequate lessons plan (teaching scenarios) and developing literacy teaching approaches based on specific student needs.</p> <p>In Early Literacy (Literasi Kelas Awal) pilot, INOVASI also provided technical assistance and support for teachers and principals in target schools as well as for supervisors and relevant officials through a series of training and mentoring around the PDIA cycles. This assistance was intended to strengthen the capacity of teachers, principals and supervisors to develop their own teaching scenarios based on student and local needs as well as local learning and teaching aids.</p>
1 July – 31 Dec 2018		
1 Jan – 30 June 2019		

Rationale for Targets

N/A

Risks and Assumptions (known data and method limitations)

There is a risk that findings may not be robust if only relying on the training recipients' self-reporting, as opposed to independent observation, and the sample used is not statistically representative. Also, counting the total number of people using skills as opposed to the number being trained will provide a lower number.

Additional Notes

A key aspect of this indicator is tracking individuals who have participated in capacity building, through activity reports, activity attendance records and biodata of participants.

APPROVED

INDICATOR 7

NUMBER OF SCHOOLS WITH IMPROVED INSTITUTIONAL AND ORGANISATIONAL CAPACITY TO ADDRESS LITERACY AND NUMERACY

Responsible Party

Monitoring, Evaluation, Research, and Learning (MERL) Team and GESI Team

Definitions

Improved institutional capacity is defined as the improvement of the systems and processes that enable the delivery of education services.

Institutional and organizational capacity is defined as:

- Organizational Management Systems (i.e. information, administration, human resources management, financial management systems etc.)
- Strategic management (strategic planning etc.)
- Governance (school committee)
- External relationships (i.e. communication & coordination with key stakeholders etc.)
- Material resources (i.e. funding, infrastructure, staff numbers etc.)

Sub Indicators/Criteria

N/A

Link to other indicators

INOVASI Indicator 12. Number of districts that make improvements in educational service delivery practices.

PAF 3.0 Indicator 9. Number of districts with improved service delivery practices and policies.

Unit of Measure

- Number of schools (SD)

Scope

Includes

- Schools directly supported by INOVASI
- Schools indirectly supported by INOVASI where there is a clearly attributable link to INOVASI interventions.
- This indicator overlaps with INOVASI Indicator #6 (PAF Indicator #3) and INOVASI Indicator #12 (PAF Indicator #9). Double counting is appropriate in the following instances:
 - Related to INOVASI Indicator #6: this indicator includes individual who have used their technical skills to improve institutional capacity as defined above.
 - Related to INOVASI Indicator #12: Districts in which schools have improved their instructional capacity are counted in INOVASI/PAF Indicator #9. In the case of a district service delivery improving a policy or practice, the district can be counted in under INOVASI Indicators #12.

Excludes

- Provision of technical skills necessary for schools to undertake the direct delivery of education services (e.g. improved technical capacity of teachers).

Disaggregated by

- Schools (private or state-owned school) and type of school (SD/Madrasah)
- District

Calculations/Verifications

The main methods and data source will be through district and school survey (baseline & endline)

Supporting methods and data source will come from:

- Stories of change
- Spot-check (FGD, interview, and observation)
- Participatory Action Research
- Case study
- Participant self-reporting
- OCA – organizational capacity assessment – as alternative (consider LPMP process)

Reporting Format

- Data and findings collected through INOVASI M&E data collection tools and collated in excel format, including the following information:
 - Name of school
 - Sub-district of school
 - District of school
 - Province of school
 - Description of improvement made
 - Category of improvement made, in terms of capacity
 - Role of INOVASI in the improvement
 - Timing of improvement
- Data collected, compiled, analysed, reported and disseminated during and at the end of interventions.
- Reporting provided through INOVASI six-monthly progress reporting format. Will also use DFAT PAF annual reporting format.

Reporting Frequency

- Six-Monthly
- End of intervention report

Reporting Periods

- January 1 – 31 May (for DFAT PAF annual reporting requirements)
- June 1 – 31 December

Baseline

0

Targets

INOVASI targets for 2018 and 2019 are 2 districts each.

Reporting Period	#	Notes
1 July – 30 Dec 2017	0	
1 Jan – 31 May 2018	0	Number of schools with improved institutional and organizational capacity to address literacy and numeracy has not been particularly

		identified, since the particular interventions targeting school capacity have not been implemented yet.
1 July – 31 Dec 2018		
1 Jan – 30 June 2019		

Rationale for Targets

N/A

Risks and Assumptions (known data and method limitations)

N/A

Additional Notes

See DFAT PAF 3.0 Technical Guidance (PAF 3.0 Indicator #9)

APPROVED

INDICATOR 8

NUMBER OF WOMEN AND MEN WHO APPLY IMPROVED KNOWLEDGE ON GENDER PERSPECTIVES TO SUPPORT GENDER EQUALITY IN TEACHING AND LEARNING

Responsible Party

Monitoring, Evaluation, Research, and Learning (MERL) Team and GESI Team

Definitions

Women and men include staff of public sector (schools and government offices), private and civil society organizations.

Apply refers to women and men using technical or specialist knowledge at any point following capacity building provided by INOVASI.

Gender perspective means applying improved knowledge, teaching skills and/or approaches to strengthen equal learning environment for girls and boys.

Sub Indicators/Criteria

N/A

Unit of Measure

- Number of men and women

Scope

Includes

- Teachers, school principals, supervisors and officials who have been trained or experienced other capacity building measures done by INOVASI and there is evidence that they are using these skills that promote stronger environments for equal learning between boys and girls
- Leadership training participants that apply specific practices to promote gender equality

Excludes

- Training that is not followed up with a survey or observation to determine whether people are applying their skills
- Training that has been implemented directly by the Government without support from INOVASI
- Application of new skills that do not specifically promote gender equality in learning

Disaggregated by

- Gender
- Position (teacher, principals, officials, etc), schools, district, institution
- Pilot – when relevant

Calculations/Verifications

- This indicator is an aggregation of results from individual pilots, measured through school surveys and other means of verification
- The calculation/verification for each individual pilot will be according to the approach/methodology agreed for each pilot

Reporting Format

- Data and findings collected for each individual pilot will be collated in PDMS, Stata or/and NVIVO, including the following information:
 - Name of the intervention
 - District where the intervention occurred
 - Number of participants (male) who demonstrated improvements
 - Number of participants (female) who demonstrated improvements
 - A brief justification of the methodology used to measure improvement
- Additional documents describing the type and amount of improvement as well as the methodology used to measure/observe such improvement will be considered supporting documentation. Such supporting documentation is required
- Reporting provided through INOVASI six-monthly progress reporting format

Reporting Frequency

- Six-monthly
- Upon completion of intervention pilot evaluations

Reporting Periods

- January 1 – 30 June
- July 1 – 31 December

Baseline

0

Targets

N/A

Reporting Period	#	Notes
July 1 – 31 Dec 2017	N/A	The indicator is just recently incorporated within the latest version of INOVASI Result Framework. Therefore no result can be claimed for this reporting period.
1 Jan – 30 June 2018	N/A	Idem ditto
1 July – 31 Dec 2018		
1 Jan – 30 June 2019		

Rationale for Targets

N/A

Risks and Assumptions (known data and method limitations)

The quality of the data for this indicator is dependent upon the methodology and process used to measure/observe results at the individual pilot level. Any limitations in terms of data quality/credibility should be described in the supporting documentation describing pilot results.

Additional Notes

INDICATOR 9

NUMBER OF WOMEN AND MEN WHO IMPLEMENT INCLUSIVE LEARNING SCENARIO/PLAN

Responsible Party

Monitoring, Evaluation, Research, and Learning (MERL) Team and GESI Team

Definitions

Women and men include staff of public sector (schools and government offices), private and civil society organizations.

Apply refers to women and men using technical or specialist knowledge at any point following capacity building provided by INOVASI.

Inclusive learning scenario means learning scenario that specifically developed for children with disability and the learning scenario is adjusted to the types of disability

Sub Indicators/Criteria

N/A

Unit of Measure

- Number of men and women

Scope

Includes

- Teachers, school principals, supervisors and officials who have been trained or experienced other capacity building measures done by INOVASI and there is evidence that they are using these skills that promote inclusive learning for children with disability
- Leadership training participants that apply specific practices to promote inclusive learning for children with disabilities

Excludes

- Training that is not followed up with a survey or observation to determine whether people are applying their skills.
- Training that has been implemented directly by the Government without support from INOVASI
- Application of new skills that do not specifically promote inclusive learning for children with disability

Disaggregated by

- Gender
- Position (teacher, principals, officials, etc), schools, district, institution

Calculations/Verifications

- This indicator is an aggregation of results from individual pilots, measured through school surveys or other verifications
- The calculation/verification for each individual pilot will be according to the approach/methodology agreed for each pilot.

Reporting Format

- Data and findings collected for each individual pilot will be collated in PDMS, Stata or/and NVIVO, including the following information:
 - Name of the intervention
 - District where the intervention occurred
 - Number of participants (male) who demonstrated improvements
 - Number of participants (female) who demonstrated improvements
 - A brief justification of the methodology used to measure improvement
- Additional documents describing the type and amount of improvement as well as the methodology used to measure/observe such improvement will be considered supporting documentation. Such supporting documentation is required.
- Reporting provided through INOVASI six-monthly progress reporting format.

Reporting Frequency

- Six-monthly
- Upon completion of intervention pilot evaluations

Reporting Periods

- January 1 – 30 June
- July 1 – 31 December

Baseline

0

Targets

N/A

Reporting Period	#	Notes
1 July – 30 Dec 2017	N/A	
1 Jan – 31 May 2018	43	<p>Particular pilot on inclusive learning scenario/plan can be found in the following pilots including Setara, Bersama and Gembira. These pilots have implemented pre-pilot activities supported INOVASI. However, only Setara pilot that seems to have implemented the inclusive learning scenario in pre-pilot schools. The joint monitoring activities in March 2018 has verified and found out a few evidences on how trained teachers of pre-pilot of SETARA already tried to implement inclusive learning scenario in their own RPP (Learning Planning). Based on the Biodata, training for participants in Setara Pilot involved 43 participants. This number already overlapped with those identified to have applied skills (see Indicator #6 above)</p> <p>Disaggregation by Gender:</p> <ul style="list-style-type: none">- Female: 44% (19 participants)- Male: 56% (24 participants) <p>Disaggregation by Position:</p> <ul style="list-style-type: none">- Teachers: 58% (25 participants)

		<ul style="list-style-type: none"> - Principals: 23% (10 participants) - Supervisors: 7% (3 participants) - Local Dinas officials: 7% (3 participants) - Other: 5% (2 participants) <p>Verification process against this indicator was done by joint monitoring which involved DFAT, INOVASI, MOEC officials, MORA officials, and relevant institutions.</p>
1 July – 31 Dec 2018		
1 Jan – 30 June 2019		

Rationale for Targets

N/A

Risks and Assumptions (known data and method limitations)

The quality of the data for this indicator is dependent upon the methodology and process used to measure/observe results at the individual pilot level. Any limitations in terms of data quality/credibility should be described in the supporting documentation describing pilot results.

Additional Notes

INDICATOR 10

NUMBER OF STUDENTS IN INTERVENTION SCHOOLS WHO DEMONSTRATE IMPROVEMENTS IN LITERACY OR NUMERACY

Responsible Party

Monitoring, Evaluation, Research, and Learning (MERL) Team and GESI Team

Definitions

Students are individuals enrolled in schools (SD or madrasah) which are targeted by particular INOVASI interventions.

Demonstrate improvements means that students have experienced observable increases in learning.

Potentially excluded students are students who due to their gender, disability, or ethnicity (from a minority group) are considered to be potentially “hard to reach” or “hard to teach” within their context.

Sub Indicators/Criteria

3.1. Number of potentially excluded students who demonstrate improvements in literacy or numeracy.

Unit of Measure

- Number of students (male/female)

Scope

Includes

- Students whose learning outcomes have been measured/observed in some way, and whose learning outcomes have increased.

Excludes

- Students from schools not directly targeted by INOVASI interventions
- Students who are only assumed to have experienced improvements (without any supporting evidence that such improvements have occurred)

Disaggregated by

- Gender
- Potentially excluded groups (gender, disability, ethnicity)

Calculations/Verifications

- This indicator is an aggregation of results from individual pilots, measured through school surveys
- The calculation/verification for each individual pilot will be according to the approach/methodology agreed for each pilot.

Reporting Format

- Data and findings collected for each individual pilot will be collated in Excel format and Stata, including the following information:
 - Name of the intervention
 - District where the intervention occurred
 - Number of students (male) who demonstrated improvements
 - Number of students (female) who demonstrated improvements

- Number of potentially excluded students (male) who demonstrated improvements (where relevant, by exclusion type)
- Number of potentially excluded students (female) who demonstrated improvements (where relevant, by exclusion type)
- A brief justification of the methodology used to measure improvement
- Additional documents describing the type and amount of improvement as well as the methodology used to measure/observe such improvement will be considered supporting documentation. Such supporting documentation is required.
- Reporting provided through INOVASI six-monthly progress reporting format.

Reporting Frequency

- Six-monthly
- Upon completion of intervention pilot evaluations

Reporting Periods

- January 1 – 30 June
- July 1 – 31 December

Baseline

0

Targets

N/A

Reporting Period	#	Notes
July 1 – 31 Dec 2017	N/A	No endline study has been conducted
1 Jan – 31 May 2018	N/A	This data would be claimed and made available soon after the endline survey is done. Monitoring data on the initial findings of student's improvement have not been identified yet since the focus is more on the stakeholders of teachers, principals and supervisors.
1 July – 31 Dec 2018		
1 Jan – 30 June 2019		

Rationale for Targets

N/A

Risks and Assumptions (known data and method limitations)

The quality of the data for this indicator is dependent upon the methodology and process used to measure/observe results at the individual pilot level. Any limitations in terms of data quality/credibility should be described in the supporting documentation describing pilot results.

Additional Notes

INDICATOR 11

NUMBER OF PILOTS THAT DEMONSTRATE IMPROVEMENT IN PARTICIPANTS ATTITUDE AND BEHAVIOR CHANGE

Responsible Party

Monitoring, Evaluation, Research and Learning Team (MERL) and GESI Team

Definitions

Pilot refers to an intervention that comprises of approaches to implementing a series of steps or activities intended to result in the improved quality of education.

Note: the counting of pilots should be based on individual context, and district will be regarded as the unit of measurement. For instance, Guru BAIK pilot in Sumbawa and North Lombok is considered as two pilots as it was designed within different contexts.

Improvement in participants' attitude and behavior change means that participants of the pilot demonstrate improved knowledge, skills and changed practices to create the conditions that enable the full and active participation of students.

Sub Indicators/Criteria

N/A

Link to other indicators

INOVASI Indicator 5. Number of intervention participants who have shifted their mindset to one more oriented to finding local solutions (disaggregated by gender)

INOVASI Indicator 6. Number of women and men who apply improved technical skills to support better quality education services.

INOVASI Indicator 8. Number of women and men who apply improved knowledge on gender perspectives to support gender equality in teaching and learning

INOVASI Indicator 9. Number of women and men who implement inclusive learning scenario/plan

PAF 3.0 Indicator 3. Number of women and men who apply improved skills for development

Unit of Measure

Number of pilot

Scope

Includes

- Any pilot that is implemented by INOVASI
- Any pilot that is implemented by government with support from INOVASI

Excludes

- Any pilot that is implemented by government with no support from INOVASI

Disaggregated by

- District

Calculations/Verifications

- This indicator will rely on data related to INOVASI indicators # 5,6, 8 and 9 and identified with respective pilots.

Reporting Format

- Data to be collected by end of pilot, including the following information:
 - Name of pilot
 - Description of the pilot
 - Data cited from indicators 5,6, 8 and 9
- Reporting provided through INOVASI six-monthly progress reporting format. To also use DFAT PAF annual reporting format.

Reporting Frequency

Six-Monthly

Reporting Periods

- July 1 – December 2018

Baseline

0

Targets

42

Reporting Period	#	Notes
July 1 – 31 Dec 2017	N/A	The indicator is new one, incorporated within the latest version of INOVASI Result Framework, therefore it has not been claimed for this reporting period. Result can be later reported.
1 Jan – 31 May 2018	6	The participants involved in INOVASI pilots already demonstrated their improved knowledge, skills and changes practices, as reported in indicators #5, #6, and #9. The respective pilots are: (1) Guru BAIK in Lombok Utara; (2) Guru BAIK in Sumbawa; (3) Permata pilot in Sumbawa; (4) Setara pilot in Lombok Tengah; (5) Literasi Kelas Awal in Bulungan; and (6) Literasi Kelas Awal in Malinau.
1 July – 31 Dec 2018		
1 Jan – 30 June 2019		

Rationale for Targets

As outlined in the milestones, the target for pilot to be implemented in 2018 and 2019 are 42 pilots, (excluding number of pilot implemented prior 2018). It is estimated that those pilots, to a certain extent, will generate improved attitudes and behavior.

Risks and Assumptions (known data and method limitations)

The risk is to accurately identify claim for indicators 5,6, 8 and 9 to ensure that only those who experience improvement and apply their skills are counted.

Additional Notes

See DFAT PAF 3.0 Technical Guidance (PAF 3.0 Indicator #3)

APPROVED

INDICATOR 12

NUMBER OF DISTRICTS THAT MAKE IMPROVEMENTS IN EDUCATIONAL SERVICE DELIVERY PRACTICES

Responsible Party

Provincial Teams

Definitions

Improved educational service delivery practice includes changes in practice made at the district or sub-district level that have implications for improved education service delivery.

Services are those delivered at district, sub-district, village, and school (SD) level, including relevant forums such as KKG.

Number of districts means the number of partner districts that apply or scale out INOVASI-supported approaches/interventions.

Improved practices can refer to: (1) any improved teaching techniques which result in children learning more effectively in classroom, as demonstrated by evidence, (2) previous practices replaced by new ones focusing on students' needs.

Sub Indicators/Criteria

N/A

Link to other indicators

INOVASI Indicator 4. Total amount (AUD) of additional funds leveraged for the implementation of Pilot activities

INOVASI Indicator 7. Number of schools with improved institutional and organisational capacity to address literacy and numeracy

PAF 3.0 Indicator 1. Amount of additional financing co-invested in development

PAF 3.0 Indicator 9. Number of districts that made improvements in service delivery practices and policies

Unit of Measure

- Number of districts

Scope

Includes

- Any improvements related to the application or scale-out of INOVASI-supported approaches or interventions
- The same districts can be counted from one year to the next, if it can be substantiated that there is an improvement on the year prior
- Those districts in which service units have improved their institutional capacity as defined under INOVASI Indicator #4 and #7

Excludes

- Anything above district level
- The same practice improvement counted in the last reporting period

- Improvements not related to the application or scale-out of INOVASI-supported approaches or interventions
- Potential practice improvements (improvements that have not yet been implemented)
- Improvements in district-level education service delivery *policy* which is not (yet) related to improved practices

Disaggregated by

- 3 INOVASI focus
- Level of institutions

Calculations/Verifications

For each district counted as making an improvement to their educational service delivery practices, a description of the improvements made and the role/contribution made by INOVASI to be provided.

Reporting Format

- Data and findings collected through INOVASI M&E data collection tools, including the following information:
 - Name of district
 - Province
 - Description of improvement made
 - Role of INOVASI in the improvement
 - Timing of improvement
- Reporting provided through INOVASI six-monthly progress reporting format. To also use DFAT PAF annual reporting format.

Reporting Frequency

Six-Monthly

Reporting Periods

- January 1 – 31 May (for DFAT PAF annual reporting requirements)
- June 1 – 31 December

Baseline

0

Targets

INOVASI target for 2018 = 5 districts/cities

INOVASI target for 2019 = 5 districts/cities

Reporting Period	#	Notes
July 1 – 31 Dec 2017	0	Service delivery practice improvements not identified yet.
1 Jan – 31 May 2018	5	The application of improved technical skills, such as improvements in teaching practices including new skills application among teachers, has been verified and found in some districts in NTB and Kaltara Provinces.

		<p>In NTB, as verified in the recent spot-check of Guru BAIK INOVASI, the trained teachers in Sumbawa and Lombok Utara districts with the implementation of Guru BAIK INOVASI pilots have improved their skills, in terms of the formative assessment development. In addition, the trained teachers of 12 Guru BAIK target schools in Sumbawa district of NTB have been identified to have been changing their practices in terms of identifying local problems of teaching (student's needs) and designing learning scenario to solve the local problems. These identified problems and solutions were then discussed in a smaller KKG activities at school level. In Lombok Tengah, the trained teachers have been able to develop the learning scenario for students with specific needs.</p> <p>In Bulungan and Malinau districts, trained teachers have already initiated some practice changes following any training they learned in PDIA. Practice changes are mostly related to their capacity in identifying problems and solutions, designing learning scenario, creating local teaching/learning aids. Team found out that the trained teachers have been able to demonstrate and use their own learning scenario. Student's works and learning results resulted from learning planning (RPP) have been displayed on the wall.</p> <p>Note: the identification of district is based on identification of changes at the individual level. Therefore, the calculation of this indicator is a proxy one.</p>
1 July – 31 Dec 2018		
1 Jan – 30 June 2019		

Rationale for Targets

N/A

Risks and Assumptions (known data and method limitations)

N/A

Additional Notes

See DFAT PAF 3.0 Technical Guidance (PAF 3.0 Indicator #1 and #9)

INDICATOR 13

TOTAL AMOUNT (AUD) OF ADDITIONAL (NON DFAT) DISTRICT-LEVEL FUNDS LEVERAGED FOR THE APPLICATION AND SCALE-OUT OF INOVASI APPROACHES/INTERVENTION

Responsible Party

Provincial Teams (EPD and Policy in particular)

Definitions

- **Additional (non DFAT) funds leveraged** means funds allocated by organisations (government and non-government) other than DFAT for the application and scale-out of INOVASI approaches/intervention
- **The application and scale out of INOVASI approaches/intervention** are activities or a series of activities intended to replicate and reach larger target groups, both within and outside INOVASI working areas

Sub Indicators/Criteria

N/A

Link to other indicators

INOVASI Indicator 12. Number of districts that make improvements in educational service delivery practices.

PAF 3.0 Indicator 1. Amount of additional financing co-invested in development.

Unit of Measure

- Australian Dollars

Scope

Includes

- Both public and private funding
- Additional funds allocated by the Government of Indonesia or other entities for replication/application and scale-out INOVASI approaches
- In-kind support that has been quantified as a line item in a budget
- Pre-defined budget if INOVASI roles in ensuring that the budget is used in accordance to INOVASI approach can be substantiated

Excludes

- Funding allocated/committed to approaches/interventions that were not designed to apply INOVASI approach
- Funding already committed prior to INOVASI intervention
- Funding already counted in a previous reporting period
- Anything above district level

Disaggregated by

Public (= government) vs private (= non-government) funding

Calculations/Verifications

- Data and methods to include:
 - Describe the pilot activity
 - Provide the total amount allocated by the government/other parties

- Provide the total amount spent by the government/other parties
- Specify who provided the additional funding. Provide disaggregation of funders if more than one (i.e different government institutions, multilateral organisations, private organisations, etc)
- Describe what INOVASI did to influence this additional funding. Include the dates of relevant influence activities, etc. to help substantiate the contribution of INOVASI. If third parties were involved, explain who they are and their role.
- Explain the expected scope / reach of the budget allocation in terms of number of schools, participants, students, etc.
- Include any documentation to support the budget allocation (approved budget, letter of commitment, press release, etc.).

Reporting Format

- Data and findings collected through INOVASI M&E data collection tools and collated in excel format, including the following information:
 - Name of district
 - Province
 - Amount of funding
 - References or source of data (APBD/RKA or others)
 - Description of the budget allocation
 - Role of INOVASI in the policy improvement
- Reporting provided through INOVASI six-monthly progress reporting format. Also use DFAT PAF annual reporting format.

Reporting Frequency

Six-Monthly

Reporting Periods

- January 1 – 31 May (for DFAT PAF annual reporting requirements)
- June 1 – 31 December

Baseline

0

Targets

INOVASI target for 2018 = AUD 200,000

INVOASI target for 2019 = AUD 200,000

Reporting Period	#	Notes
July 1 – 31 Dec 2017	0	Not identified yet.
1 Jan – 31 May 2018	AUD 17,500	Total of AUD 7,500 was spent for the scale-out of the Literacy Boost Pilot in 10 schools in a remote sub-district of Sumbawa District of NTB. While the AUD 10,000 from North Kalimantan was used for scaling out an early literacy approach in 2 non-INOVASI KKG forums. There are 5 schools involved in designing the intervention using APBD funds.
1 July – 31 Dec 2018		

1 Jan – 30 June 2019		
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Rationale for Targets

N/A

Risks and Assumptions (known data and method limitations)

Actual spending by local governments may differ from planned or allocated spending. The statements in governmental documents may not explicitly refer to INOVASI

Additional Notes

See DFAT PAF3.0 Technical Guidance (PAF 3.0 Indicator #1)

APPROVED

INDICATOR 14

NUMBER OF DISTRICTS THAT MAKE IMPROVEMENTS IN EDUCATIONAL SERVICE DELIVERY POLICY

Responsible Party

Provincial Teams (EPD & Policy in particular), GESI Team

Definitions

Improved educational service delivery policy includes policies made or implemented at the district level that have implications for improved education service delivery.

Services are those delivered at the sub-district or school (SD) level.

Number of districts means the number of partner districts that apply or scale out INOVASI-supported approaches/interventions.

Policies refer to those focused at district, sub-district and village level that relate frontline education services including District Head Regulations (*Peraturan Bupati or PerBup*) or the head of local education offices along with associated decrees or decision/circular letters (*Surat Keputusan / Surat Edaran*). This includes policies related to public financial management at the district level.

Sub Indicators/Criteria

N/A

Link to other indicators

INOVASI Indicator 12. Number of districts that make improvements in educational service delivery practices.

PAF 3.0 Indicator 9. Number of districts with improved service delivery practices and policies

Unit of Measure

- Number of districts

Scope

Includes

- The same districts and service delivery units can be counted from one year to the next, if it can be substantiated that there is an improvement on the year prior.

Excludes

- Anything above district level
- The same policy improvement counted in the last reporting period.
- Improvements not related to the application or scale-out of INOVASI-supported approaches or interventions.
- Draft policies or potential policy improvements (policies which have not yet been ratified/published)

Disaggregated by

Type of policy, such as Perda, SK, SE, etc

Calculations/Verifications

- Data and methods to include:
 - Leverage of scale out

- Records/change records
- Story of change (policy/practice)
- Case study
- INOVASI engagement

Reporting Format

- Data and findings collected through INOVASI M&E data collection tools and collated, including the following information:
 - Name of district
 - Province
 - Type of policy
 - Name and number of policy
 - Date of policy
 - Description of the policy improvement
 - Role of INOVASI in the policy improvement
- Reporting provided through INOVASI six-monthly progress reporting format. To also use DFAT PAF annual reporting format.

Reporting Frequency

Six-Monthly

Reporting Periods

- January 1 – 31 May (for DFAT PAF annual reporting requirements)
- June 1 – 31 December

Baseline

0

Targets

INOVASI target for 2018 = 5 districts/cities

INOVASI target for 2019 = 5 districts/cities

Reporting Period	#	Notes
July 1 – 31 Dec 2017	0	Service delivery policy improvement not identified yet. In North Lombok and Sumbawa, in order to support the <i>GEMA Literasi</i> program implementation, local officials encourage the target schools to use BOS funds to support the program. However, there has not been any hard evidence (such as <i>Keputusan</i> /decree letter or alike) about this policy.
1 Jan – 31 May 2018	5	1)Sumbawa In Sumbawa District of NTB, Head of Dinas Pendidikan has issued A decree letter (Surat Keputusan) to scale out the Gema Literasi Program in 10 elementary schools in Pulau Moyo (SK Nomor 83 Tahun 2018 tentang Penetapan Sekolah Sasaran Program Gema Literasi Tahun 2018) following Peraturan Bupati No 5/2017 on Implementation Guide of GL. This SK was issued on 26 Feb 2018. The SK is used as the foundation to replicate Gema Literasi in

		<p>another 10 schools in Pulau Moyo, a remote area, using APBD funds. Tentatively, the government has allocated AUD 7,500 for this replication.</p> <p>2) Lombok Utara</p> <p>In Lombok Utaran of NTB, there has been an MoU between KLU local government and Kemenag (Kerjasama Strategis Pengembangan kompetensi Guru dan Tenaga Kependidikan dan Pengembangagan Usahan Mandiri di Madrasah, Nomer: 97/DI.I.II/KS.02/I/2018 Nomer: 02/PKS/2018). This MoU covers a strategic collaboration of Madrasah Ibtidayah schools in INOVASI Programs in KLU. This MoU was agreed and approved on 16 January 2018. This potentially supports madrasah schools to replicate the INOVASI Program.</p> <p>3) Bima</p> <p>In Bima district of NTB, together with KOMPAK, INOVASI has successfully advocated and facilitated the local government (Bupati) to issue a decree letter of Nomor 5 Tahun 2018 tentang Pedoman Penyusunan dan Evaluasi Anggaran Pendapatan dan Belanja Desa Tahun Anggaran 2018. This decree has caused a more close and possible collaboration of village level government and INOVASI program in terms of using village fund (dana desa) to support INOVASI Program. This decree is issued at 10 January 2018. Stipulation of Surat Keputusan No 5 of 2018 of the Bima District Head on the Guideline for Developing and Evaluating 2018 Village Annual Budget, which provides opportunity for villages to allocate budget to support improved learning at the village level.</p> <p>4) Dompu</p> <p>In Dompu District of NTB, INOVASI has successfully facilitated:</p> <p>a. A decree letter (SK) of Bupati Nomor 03/60/DIKPORA/2018 tentang Pembentukan Tim Penyusun Roadmap Bidang Literasi dan Numerasi Kabupaten Dompu Tahun 2018 – 2021. This decree acts as a reference for a team to design, set up and formulate targets and strategies of Literacy and Numeracy Programs in Dompu into a local policy roadmap document on planning and budgeting in accelerating literacy and Numeracy movement in Dompu district.</p> <p>b. The 2018 Local Regulation (Perda) on Dompu Annual Planning and Budgeting (APBD), it allocated AUD 1,500 to support the district library, providing a mobile library for Lepadi village. The village has now initiated the mobile library approach.</p>
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		<p>c. Stipulation of Village Head Decree (SK Kepala Desa) No 25 of 2017 on Team Work for Lepadi Village. The decree is a reference point for the village in implementing BERSAMA pilot and to support the literacy program at village level.</p> <p>5) Bulungan-Kaltara</p> <p>The Bulungan Education Office stipulated SK Kepala Disdikbud No 896/1721/DISDIKBUD-III/2018 in the establishment of Tim Satgas GLS Disdikbud and Tim Seleksi Buku Disdikbud. To strengthen the GLS (national literacy movement) teams' understanding of GLS content, INOVASI has supported a workshop on 'penjenjangan buku' or book levelling. One of the workshop outputs was a criteria for book leveling, attached to the 2018 Bulungan BOSDA Technical Guidelines for schools to reference when selecting books purchased with BOSDA funds. Besides this, INOVASI was involved in the GLS Team coordination meeting, resulting in 3 points of agreement. These included a draft of Surat Edaran Kepala Disdikbud on 15 minute reading time, monitoring 2018 BOSDA book provision and evaluation of the 15 minute reading time approach.</p>
1 July – 31 Dec 2018		
1 Jan – 30 June 2019		

Rationale for Targets

N/A

Risks and Assumptions (known data and method limitations)

There is a risk that there will be no substantive difference between this indicator and Indicator 12 (improvements in educational service delivery practice), since in practice almost all changes in practice must be supported by some sort of regulation.

Additional Notes

See DFAT PAF 3.0 Technical Guidance (PAF 3.0 Indicator #9)

INDICATOR 15

NUMBER OF CREDIBLE ANALYSES ON WHAT DOES AND DOES NOT WORK TO IMPROVE LEARNING OUTCOMES

Responsible Party

MERL, EPD, SNI, Communication Team, GESI Team

Definitions

- **Credible analysis** means analysis based on data and information that adequately triangulated through sufficiently rigor process for quality assurance of the data and information
- **What does and does not work to improve learning outcomes** is evidence of how intervention promote improved learning outcomes or improved intermediaries' skills and practices that support learning outcomes

Sub indicators/criteria

15.1. Number of credible analyses documentation on what does and does not work to improve inclusive learning

15.2. Number of Information and Communications Technologies (ICT) that support development

Link to other indicators

INOVASI Indicator 11. Number of pilot that demonstrate improvement in attitude and behavioral change.

PAF 3.0 Indicator 11. Number of Information and Communications Technologies that support development

Unit of measure

Number of report

Scope

Includes

- Analysis on the result of pilot outcomes
- Analysis on the result of pilot implemented by government with INOVASI support

Excludes

- Result on intervention which has no INOVASI involvement

Disaggregated by

Pilot and district

Calculations/Verifications

1. Describe the approach/ intervention
2. Provide the source of triangulation and quality assurance
3. Process of data analysis and the person involve

Reporting Format

- Specific format for reporting
- Supported with references

Reporting Frequency

- Six-Monthly for INOVASI program reporting requirements
- Annually for DFAT PAF reporting requirements

Reporting Periods

- January 1 – 31 May
- June 1 – 31 December

Baseline

0

Targets

42 reports generated from 42 pilots; 5 research reports

Reporting Period	#	Notes
July 1 – 31 Dec 2017	N/A	The indicator is not covered in the previous Result Framework.
1 Jan – 31 May 2018	0	What works and what does not work to improve learning outcomes will be reported in the next phase of reporting. While monitoring data suggest indication of changes in INOVASI pilots, conclusion about what works and what does not work will require both monitoring and evaluation results. Endline studies will be conducted in the next semester.
1 July – 31 Dec 2018		
1 Jan – 30 June 2019		

Rationale for Targets

N/A

Risks and Assumptions (known data and method limitations)

If data is not sufficiently available to support credible analysis

Additional Notes
