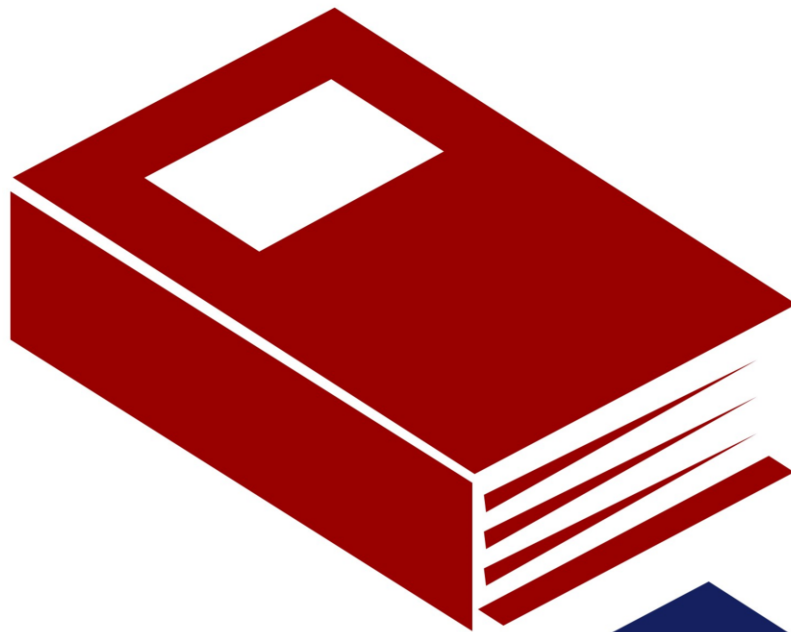


Annual Progress Report



January 2018



Revision History

Version	Effective date	Approved by	Summary of changes
1.0	14 February 2018	Contractor Representative/ Facility Director	N/A
2.0	8 May 2018	Contractor Representative/ Facility Director	Updated to respond to DFAT feedback

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List of Acronyms

3T	<i>(Daerah) Tertinggal, Terluar, dan Terdepan / Disadvantaged, Remote and Border Areas</i>
ACARA	Australian Curriculum Assessment and Reporting Authority
ADR	Aggregate Development Results
AIP	Aid Investment Plan
AKSI	<i>Asesmen Kompetensi Siswa Indonesia / Indonesia Student Competency Assessment</i>
Balitbang	<i>Badan Penelitian dan Pengembangan / Research and Development Agency</i>
Bappenas	<i>Badan Perencanaan Pembangunan Nasional / National Development Planning Agency – National Ministry for Development Planning</i>
BOS	<i>Biaya Operasional Sekolah / School Operations Grants</i>
BPKLN	<i>Biro Perencanaan dan Kerjasama Luar Negeri / Bureau of Planning and Foreign Cooperation</i>
BRIDGE	Building Relationships for Intercultural Dialogue and Growing Engagement
CECCEP	Centre for Early Childhood Care and Education and Parenting
CPD	Continuous Professional Development
DFAT	Department of Foreign Affairs and Trade
DG IE	Director General for Islamic Education
EOFO	End of Facility Outcome
EMIS	Education Management Information Systems
ERF	Education Resource Facility
ESIP	Education Sector Investment Plan
ESR	Education Sector Review
GESI	Gender and Social Inclusion
GoI	Government of Indonesia
IDR	Indonesian Rupiah
IDTEMAN	Improving Dimensions of Teaching Education and Learning Environment program

INOVASI	<i>Inovasi untuk Anak Sekolah Indonesia</i> / Innovation for Indonesia's School Children program
K2P	Knowledge to Policy
KOMPAK	<i>Kolaborasi Masyarakat dan Pelayanan untuk Kesejahteraan</i> / Governance for Growth program
LTA	Long Term Advisor
M&E	Monitoring and Evaluation
MoEC	Ministry of Education and Culture
MoRA	Ministry of Religious Affairs
MoU	Memorandum of Understanding
Puspendik	<i>Pusat Penilaian Pendidikan</i> / Education Assessment Centre
QA	Quality Assurance
RISE	Research on Improving Systems of Education
RPJMN	<i>Rencana Pembangunan Jangka Menengah Nasional</i> / National Medium Term Development Plan
SC	Steering Committee
SEAMEO	Southeast Asian Ministers of Education Organisation
STA	Short Term Advisor
TA	Technical Assistance
TASS	Technical Assistance for Education System Strengthening
UNICEF	United Nations Children's Fund
VfM	Value for Money

1 Executive Summary

This document outlines the TASS work plan and budget for the period of January to December 2018 as required by Services Order 70774/29, Clause 8.1 VI.

TASS managed a total of 12 activities in 2017 in various stages of design, implementation and completion. A further seven activities were managed on behalf of the Australian Department of Foreign Affairs and Trade (DFAT). Progress in implementing the majority of GoI activities was as expected, although some delays in activity timelines were experienced, primarily due to program resource constraints.

Program performance is assessed as on track to achieve the End of Facility Outcome, with evidence generated in 2017 indicating early achievement against each level of the program logic. Higher levels of achievement in 2018 should result from strengthened application of key facility approaches.

Supporting management systems, tools and processes were put in place in 2017, and will continue to be adapted as required and as the program evolves.

A number of lessons have been identified from the first year of implementation that primarily relate to program efficiency and effectiveness. Actions are provided for addressing these lessons in 2018.

2 Introduction

2.1 Program background

TASS is a demand driven, systems strengthening Facility that delivers high-quality, short-term technical assistance (TA) to the Government of Indonesia (GoI) to improve the effectiveness of policy and practice in the education sector. TASS is a three year program (2017-2020).

Working primarily at the national level and in line with the DFAT Education Sector Investment Program (ESIP), the assistance provided through TASS will focus on supporting GoI efforts to address two key constraints in basic education: the poor quality of teaching and learning; and persistent disparities.

TASS also supports DFAT in the coordination, delivery and oversight of its overall education portfolio in Indonesia. This may take the form of contracting individual advisers to provide technical and strategic advice to DFAT; the organisation and management of seminars, workshops and conferences; and delivery of learning and knowledge events.

The major implementing agency is the TASS team, recruited by Palladium International, who work in collaboration with the Indonesian Ministry of Education and Culture (MoEC), Ministry of Religious Affairs (MoRA) and Ministry of National Development Planning (Bappenas), the in-country government partners.

This Annual Report for the TASS Facility. The report covers the period 16 January to 31 December 2017 and provides a summary of:

- Each GoI-driven Tasking Note, including deliverables, progress, policy implications, highlights and challenges, and future action;
- Each DFAT-driven Tasking Note, including deliverables, progress, and future action;
- Program performance information;
- TASS management activities;
- TASS governance activities; and
- Key lessons from 2017 and actions for 2018.

Communications and learning events, media advocacy and communications activities, where delivered, are reported under related tasking notes.

2.2 2017 overview

2017 was the first year of the TASS facility. The mobilisation phase (i.e. the first three months of the program) concentrated on identifying GoI and DFAT priorities for the program through a range of consultations, as well as establishing staffing and management systems for program implementation. A carry-over activity from the earlier Education Partnership program was also transferred to TASS, and commenced in February 2017 (#001 MoRA Continuous Professional Development - CPD).

The second quarter of 2017 saw the completion of mobilisation tasks and a series of follow up consultations with senior GoI counterparts to confirm and commence the design of activities to be implemented in 2017. The pace of implementation picked up significantly in the third

quarter. By December 2017, a total of 19 activities¹ were at various stages of preparation, implementation and completion (compared to an expected volume of 12 activities per year). Overall, demand for TASS services has been high. However the small size of the program team presented challenges to being able to quickly respond to incoming requests for support.

In mid-2017 TASS responded to changing priorities in DFAT through a revised program theory. This theory builds upon the body of evidence on knowledge to policy in Indonesia (in particular in the Indonesian education sector) as well as evidence on the risks and benefits of facility modalities, and approaches to *Thinking and Working Politically* and *Adaptive Management*. Plans for Monitoring and Evaluation, Gender and Disability Inclusion, and Communications were developed and implemented, although implementation of the Communications Plan was limited to production of branding and supporting communications products.

In the final quarter of 2017 the approval and recruitment of new positions in communications, monitoring and evaluation, and administrative support, and the conversion of short-term inputs for quality assurance to a long term, in-country planning and quality assurance manager² are expected to provide a stronger resourcing base to enable the program to respond more rapidly to requests for support from both the Government of Indonesia and DFAT and achieve more efficient activity planning and implementation.

The following sections of the report summarise activities implemented in 2017, results achieved to date, and management and governance activities, before concluding with key lessons learned from 2017 and actions for 2018.

¹ 12 activities delivered for GoI, and 7 activities delivered for DFAT

² The majority of these positions will be filled in 2018

3 Delivery of GoI activities

TASS will support the delivery of approximately 36 tasks over the three years of the program as demanded by MoEC, MoRA and Bappenas, and agreed with DFAT.

In 2017 TASS managed a total of 12 GoI-driven tasking notes in various stages of preparation, implementation, and completion. As anticipated, there was some variance between activities proposed in the 2017 work plan, and the activities that were implemented (see Annex 1 for comparison of planned to actual activities).

Progress against each tasking note implemented in 2017 is reported below and using the following ratings of progress:








 As expected	Progress is as expected.
 Less than Expected	Progress is less than expected. Moderate implementation challenges.
 Significantly less than expected	Progress significantly less than expected. Significant implementation challenges.
 Completed	Activity completed.


Table 1: GoI tasking notes delivered in 2017

Tasking Note	Description	Counterparts	Timeline	Target output	Progress	Next steps
IDTAS-G001 Provision of Technical Assistance to support development and piloting of a Continuous Professional Development (CPD) system for madrasah teachers	This TA activity responds to a request of the Director General of Islamic Education, Ministry of Religious Affairs (MoRA), to develop and pilot a continuous professional development system for madrasah teachers. The objectives for this activity are: (i) that MoRA teacher CPD program is well planned before it is rolled out; (ii) that MoRA is developing and will test effective quality assurance and Monitoring and Evaluation (M&E) mechanisms to ensure the quality of the program, its effectiveness and its in-school impact on learning in madrasah; and (iii) that MoRA has the capacity to operate data systems and use data to inform policy decisions.	Director General for Islamic Education, MoRA Director for Madrasah Teachers and Education Personnel, MoRA	9 Feb – 8 Aug 2017	Draft CPD technical guidelines (delivery, financing, quality assurance). Draft CPD regulations.	✓ Completed Endorsement of the proposed teacher CPD system by the new Director of Madrasah Teachers and Education Personnel. Supporting technical and implementation guidelines drafted. CPD system socialised to participating provinces.	N/A – see IDTAS-G007
IDTAS-G002 Dialogue with the Minister of Education and Culture	This task is a series of informal discussion sessions with the Minister of Education and Culture on topics related to key issues in education such as teachers, quality,	Secretary General, MoEC	18 Apr – 10 Jul 2017	Discussion sessions. Summary on sessions held and topics discussed.	✓ Completed Task was officially completed in July 2017 after seven informal discussion sessions.	N/A

Tasking Note	Description	Counterparts	Timeline	Target output	Progress	Next steps
	governance, curriculum, examinations. This task fulfils a desire on the part of GoI and GoA to maintain a positive and robust relationship in the education sector.					
IDTAS-G003 MoEC data mapping and analysis for education planning and policy	The purpose of the activity is to, (i) map available data sources that reside within the Ministry of Education and Culture (MoEC) that can be utilised for policy analysis and decision making, and provide interim guidance and longer-term recommendations for more effective organisation of data within the Ministry, and (ii) provide technical support and capacity building of MoEC staff to analyse data for planning and policy.	Head, Bureau of Planning and Foreign Cooperation (BPKLN), MoEC	24 Jul 2017 – 30 Jun 2018	A data mapping report that describes the available data sources within MoEC and provides recommendations for adaptations to allow for integration of data across multiple sources. A data integration guideline that identifies how to facilitate partial data integration, as an interim measure to enable immediate integration of data from different data sources. A workshop with task stakeholders to report on the data mapping exercise, present the data integration guideline, and discuss recommendations for longer-term adaptations required. Capacity building of selected MoEC personnel to undertake data analysis and use findings to inform planning and policy.	 As expected Available data sources mapped, inventoried; recommendations accepted for data management and sharing across work units. Relevant work units in MoEC shared raw data with BPKLN. MoEC BPKLN using shared data to undertake analyses for planning. EMIS specialist recruited for capacity building support; Statistician and Education Analyst recruitment in progress.	Follow up with MoEC Bureau of Planning and Foreign Cooperation, and the Bureau for Education and Culture Statistics, on recommendations related to recording of disability data.

Tasking Note	Description	Counterparts	Timeline	Target output	Progress	Next steps
IDTAS-G004 Assessment stocktaking (AKSI)	MoEC requested DFAT support to take stock of progress against its plans for development and implementation of the national monitoring assessment, AKSI (<i>Asesmen Kompetensi Siswa Indonesia</i>), and provide recommendations on future actions required to achieve AKSI goals and/or objectives	MoEC: Balitbang - Centre for Education Assessment (<i>Puspendik</i>).	14 – 18 Jul 2017	Provision of technical advice to Puspendik on the AKSI assessment, in particular in relation to areas that require strengthening to achieve MoEC's goals/objectives for AKSI. Recommendations to DFAT on future technical assistance support to MoEC's Assessment Centre, focusing on basic education.	 Completed General Manager for Assessment and Reporting, Australian Curriculum Assessment and Reporting Authority (ACARA), provided technical advice to <i>Puspendik</i> between 15 and 17 July 2017. A technical report on the visit was shared with <i>Puspendik</i> in July 2017. Recommendations to DFAT on possible future technical assistance to <i>Puspendik</i> was shared with DFAT in August 2017.	Follow up with <i>Puspendik</i> on interest in continuing the relationship with ACARA. See #IDTAS-G010.
IDTAS-G005 Support for establishment of SEAMEO-CECCEP	The purpose of the activity is to support Indonesia's Ministry of Education and Culture (MoEC) to operationalise the newly established South East Asian Ministers of Education Organisation (SEAMEO) Regional Centre for Early Childhood Care and Education and Parenting, or SEAMEO CECCEP.	Director General for Early Childhood and Community Education.	05 Sep 2017 to 16 Mar 2018	A Five Year Development Plan for CECCEP (2017-2021), developed jointly with MoEC and CECCEP Secretariat. A report detailing technical advice provided to MoEC on establishing and growing the CECCEP Centre, including strategy and work planning, staffing, financing of activities, institutional	 Less than expected Five year development plan updated and shared with MoEC, organisational development plan endorsed for phased implementation; draft communications plan submitted and discussed with MoEC. Some delays in activity implementation relate	Final workshop with CECCEP secretariat to jointly present key updates in five year development plan, organizational development plan, and communications and advocacy plan.


Tasking Note	Description	Counterparts	Timeline	Target output	Progress	Next steps
				linkages, and communications/advocacy. A communications and advocacy strategy for CECCEP that provides guidance to MoEC in how to build interest in the centre and its activities, build the centre's technical capacity in Early Childhood Care and Education, and Parenting, and establish networks with potential research, capacity building, and financing partners.	to recruitment timeframes for consultant teams. Team extended to February 2018 to allow participation in final workshop (see next steps).	
IDTAS-G006 Teacher capacity building in inclusive education: <i>Guru Berprestasi dan Berdedikasi</i> awards ceremony	MoEC requested DFAT support to deliver a capacity building event for teachers nominated for national teaching awards. The awards celebrate teachers who have used innovative teaching practices, and teachers from schools in remote areas who have shown dedication in difficult environments. The objective of the assignment was to broaden and strengthen the knowledge of nominated teachers in relation to the effective teaching and learning of special needs and inclusive education in their schools.	Directorate General for Teachers and Education Personnel, MoEC.	11 Aug – 07 Sep 2017	Two keynote speeches at the teacher awards ceremony; and copies of the final presentations. A summary report on the assignment noting areas of interest expressed by participants and/or MoEC officials that may be later supported by DFAT and/or TASS	✓ Completed Consultant mobilised 17 August 2017. Key note speeches delivered in Jakarta on 18 August 2017. Report and copies of presentations submitted in English to DFAT and MoEC on 21 August 2017. Report submitted to MoEC in Bahasa Indonesia on 7 September 2017.	Follow up in Quarter 1, 2018 with the Director for Special Education, and Director for Basic Education Teachers on areas identified in the report for this activity, and their technical assistance needs. Integration of needs, where feasible, in the Education Sector Review (see IDTAS-G011).


Tasking Note	Description	Counterparts	Timeline	Target output	Progress	Next steps
IDTAS-G007 Phase 2 of technical assistance to support development and piloting of a Continuous Professional Development System for Madrasah Teachers	This second phase of TA support will support MoRA to implement a first CPD pilot, and use evidence from the first pilot to revise and improve upon system design and content, prior to MoRA implementing a larger CPD pilot in 2018.	Director General for Islamic Education (DG IE), MoRA	14 Aug 17 – 13 Feb 18	Final draft of CPD regulations. Endorsed CPD guidelines (delivery, financing including BOS, quality assurance). MoRA's 2018 annual work plan and budget for CPD. Gender and inclusion review of CPD system and modules.	 Less than expected Supporting technical and implementation guidelines endorsed by DG IE. Pre-pilot implemented ³ (though with significant changes to design) ⁴ . MoRA allocated IDR 18.5 billion for teacher CPD in 2018. Revised BOS ⁵ guidelines drafted that allow for school financing of CPD. MoU under negotiation between MoRA and Al Maarif for financing of CPD. Gender and inclusion review postponed to 2018 due to change in the format of the 2017 pre-pilot.	Support for MoRA to plan the 2018 CPD pilot, including development and testing of quality assurance and M&E systems. Conducting gender and disability reviews of CPD system and modules. Follow up support as required for issuance of the CPD Ministerial Regulation. Possible support to other Directorate Generals to incorporate teachers of religion into the CPD system. Continued ad hoc support on higher education reform, PPG, CPD for


³ Numbers of teachers trained (gender disaggregated) not yet available from MoRA.


⁴ The CPD system design uses existing teacher and principal working groups to deliver needs-based, continuous professional development at routine working group meetings. Due to delays in disbursement by MoRA, the pre-pilot of the CPD system was delivered as a five-day, traditional training course to ensure completion by the end of the 2017 financial year. This had implications for a number of other activities, including testing of the quality assurance and monitoring and evaluation systems, development of a teacher competency baseline, and review of gender and inclusion. These will be further developed in a third phase of TA support.

⁵ *Biaya Operasional Sekolah*, school operations grants

Tasking Note	Description	Counterparts	Timeline	Target output	Progress	Next steps
						teachers of Islam in public schools (PAI), and Embassy engagement with MoRA.
IDTAS-G008 Review of the basic and secondary education quality assurance system	This task supports MoEC to review and provide recommendations for improving the effectiveness of basic and secondary education quality assurance systems. The task will: (i) review the purpose, focus, relevance and appropriateness of current education quality assurance processes, and the strategies used to communicate and implement them nationally; (ii) review the capacity of all key stakeholders to implement education quality assurance; and (iii) provide recommendations for improving the design, methodologies and implementation of education quality assurance.	Director General for Basic and Secondary Education, MoEC.	December 2017 to July 2018	Research design for the capacity review. Presentation of preliminary analysis, findings and recommendations to: (a), TASS, (b) MoEC and related stakeholders, and (c) DFAT. A draft and final report providing an assessment of the Quality Assurance (QA) system, capacity of key stakeholders to implement education quality assurance, and recommendations on future actions for MoEC and the QA Task Force.	 As expected STA team mobilised in December 2017.	Activity work planning with the Quality Assurance Task Force. Conduct of field surveys with Quality Assurance Task Force. Data analysis. Presentation of interim findings to Director General and Taskforce. Final reporting and workshop(s). Identification of future technical assistance needs.
IDTAS-G009 Review and Recommendations for improving systems for principal and	MoEC requested DFAT support to undertake a review of systems for principal and supervisor performance appraisal, and	Director for Development of Primary and Junior Secondary Education	N/A	N/A	Discussions held with Director for Development of Primary and Junior Secondary Education Personnel to	Follow up discussions with DFAT and MoEC after appointment of the new Director General.

Tasking Note	Description	Counterparts	Timeline	Target output	Progress	Next steps
supervisor performance appraisal	make recommendations on improvements that could be made to improve the effectiveness of current performance appraisal systems. This activity was not pursued due to changes in a number of senior personnel in the Directorate General for Teachers and Education Personnel. It may be revisited in 2018.	Personnel, MoEC			understand the Director's request. Activity screening completed. Decision made to delay activity until appointment of the new Director General for Teachers and Education Personnel.	
IDTAS-G010 Support to Indonesia's Centre for Educational Assessment (<i>Puspendik</i>) for the ongoing development of the Indonesian National Assessment Program (AKSI)	<i>Puspendik</i> has requested DFAT support to refine its national assessment of student competency (<i>Asesmen Kompetensi Siswa Indonesia – AKSI</i>), a standardised national test designed to enable MoEC to better monitor the health of Indonesia's national education system. The activity will provide detailed technical guidance to <i>Puspendik</i> in the development of competency level descriptors for each grade and subject area tested by AKSI.	Centre for Education Assessment (<i>Puspendik</i>), Research and Development Agency (Balitbang), MoEC	Dec 2017 to July 2018	Activity work plan. Report describing the steps and procedures that are typically undertaken in leading education systems in the development of competency/proficiency descriptors in large scale assessments. A guideline mapping out (along an agreed timeline) the steps that may be undertaken by <i>Puspendik</i> to develop competency level descriptors for the AKSI assessment.	 As expected STA engaged for the activity through a Request for Quotation process. Activity commenced in December 2017 with desk-based document review. First in-country input delayed to January 2018 due to unavailability of key <i>Puspendik</i> personnel.	Activity mobilisation and implementation.

Tasking Note	Description	Counterparts	Timeline	Target output	Progress	Next steps
IDTAS-G011 Education Sector Review and Preparation for 2020-2024 RPJMN	Every five years, Bappenas leads an Education Sector Review that feeds important analysis into development of the technocratic draft of the next five-year medium development plan (RPJMN). The review results in a series of published Background Papers, which are a key source of the policy directions and strategies for the next planning cycle. Under Bappenas' guidance, TASS will provide technical expertise, lead development partner contributions, and facilitate consultations and dialogue in support of the Education Sector Review (ESR) and development of Background Papers for the next RPJMN.	Deputy for Education, Culture and Community, Bappenas.	17 Sep 2017 to 28 Feb 2019	Situation Analysis papers covering key issues in the Education chapter of 2015-2019 RPJMN. Facilitation of field work, consultations and dialogue to identify priorities for the 2020-2024 RPJMN. Production of background papers for the 2020-2024 RPJMN proposing priorities, strategies and targets.	 As expected Core ESR team mobilised. 6 of 8 consultants recruited for situation analysis papers. Drafting of situation analysis papers, by TASS, World Bank and DFAT. Kick off dialogue, consultations with Bappenas, relevant line ministries, and other partners in Quarter 4, 2017.	Completion of situation analysis recruitment. Completion of situation analysis papers and workshops. Field work to test conclusions of the situation analysis. Consultation, dialogue on priorities and strategies for 2020-2024 RPJMN. Production of the background studies.

Tasking Note	Description	Counterparts	Timeline	Target output	Progress	Next steps
IDTAS-G012 MoEC-MoRA cross-ministry communication and synchronisation of education policy and programs	MoEC Secretary General requested support from TASS to facilitate coordination between MoEC and MoRA. The ministries agreed that routine, cross-ministry meetings will support them to discuss and agree on solutions to cross-ministry bottlenecks in education policy and programs, such as in relation to teacher workforce management, the management of teachers of Islamic religion in public schools, the Indonesia Smart Card, school operational grants, national examinations, and higher education reform. GoI requested TASS support to facilitate the meetings.	Secretary General, MoEC	18 Sep 2017 to April 2018	Facilitation and support to identify agenda, participants, and relevant analysis/research for up to four meetings. Co-funding meetings.	 As expected First meeting of the forum held in September 2017. Facilitation between MoEC and MoRA to prepare for a second meeting.	Continued dialogue/facilitation with MoEC and MoRA for further meetings of the forum. Engagement with other DFAT programs and development partners as relevant to next meeting(s) agenda. An extension may be required to allow more time for the forum to be established.

4 Delivery of DFAT-driven activities

TASS also provides support to DFAT to procure and manage TA to support DFAT in the coordination, delivery and oversight of its education portfolio in Indonesia.

In 2017 TASS managed seven tasking notes for DFAT. Each tasking note is summarised below.

Table 2: DFAT tasking notes delivered in 2017

Tasking Note	Description	Timeline	Target output	Progress	Next steps
IDTAS-D001 Mapping of GoI priorities	This task is to conduct a rapid mapping exercise to identify current and emerging priorities within MoEC, MoRA and Bappenas that will inform areas of focus for TASS in 2017.	17 Mar 2017 to 10 Apr 2017	A report mapping current GoI policy priorities, and Australian and other development partners support, and recommendations for thematic areas of focus for the program, and potential activities that may be supported by TASS in 2017	✓ Completed Consultations conducted in March 2017. Draft report and recommendations discussed with DFAT and GoI in April 2017. Thematic focus areas for TASS presented to and agreed by the INOVASI-TASS steering committee in August 2017.	N/A
IDTAS-D002 Technical Assistance to support DFAT Aggregate Development Results (ADR) reporting	Technical support to DFAT reporting on Aggregate Development Results (ADR) for the 2016 calendar year, from the previous Australia's Education Partnership with Indonesia program.	11-14 Apr 2017	A completed ADR indicator reporting form.	✓ Completed ADR results reported to DFAT on 14 April 2017.	N/A
IDTAS-D003 TASS Quality Assurance Systems Development & DFAT Professional Development	This activity supported TASS to develop a Quality Assurance system for the program, drawing on the Quality Assurance design, tools and templates, as well as the experience of personnel from the DFAT-funded Education Resource Facility (ERF, 2009-	22 May 2017 to 24 Jun 2018	A summary document on the QA systems used and lessons learned from the DFAT-funded Education Resource Facility, as well as best practice from other, similar facilities.	✓ Completed QA design and summary document submitted to TASS in June 2017. QA design completed by TASS team in Quarter 3, 2017, and implemented in development of new activities and	QA systems to be formally reviewed in Quarter 1, 2018 for continuous improvement.

Tasking Note	Description	Timeline	Target output	Progress	Next steps
	2015). The activity added value for DFAT with the delivery of two ERF-developed professional development modules for the DFAT education team.		A draft and final design for TASS QA systems. Delivery of two learning events for DFAT. A report on delivery of the learning events, including suggestions for future professional development activities.	review of activity deliverables. Report on delivery of learning events submitted to DFAT in June 2017.	
IDTAS-D004 TASS Inception Workshop	An inception workshop was held on 24 May 2017 to socialise the program to a wide range of stakeholders in the Ministry of Education and Culture, as well as the Ministry of Religious Affairs and Bappenas.	24 May 2017	Workshop presentation and practical exercise to familiarise participants with the TASS, TASS work plan and implementation approach.	✓ Completed The inception workshop was attended by a total of 60 participants from MoEC, Bappenas, DFAT, development partners, and the TASS team. Inputs provided by participants on proposed TASS activities for 2017 were utilised in follow up meetings with relevant Echelon 1 officials.	N/A
IDTAS-D005 DFAT Education Programs' Coordination Meeting	DFAT quarterly coordination meetings aim to raise awareness amongst DFAT-funded education programs of each program's objectives and activities. It is expected that as a result of the meetings, program personnel will have an improved understanding of other education programs, seek opportunities for collaboration, and avoid duplication.	7 Jun 2017	Presentations from INOVASI, TASS, IDTEMAN and UNICEF to introduce program objectives and activities, and practical activity to identify potential collaboration between programs.	✓ Completed Coordination Meeting was attended by 16 participants from DFAT, IDTEMAN, INOVASI, TASS and UNICEF. Notes of the meeting and related documentation was circulated to participants on 8 June 2017.	N/A

Tasking Note	Description	Timeline	Target output	Progress	Next steps
IDTAS-D006 DFAT Education Programs' Coordination Meeting	Support from TASS (and INOVASI) to manage an <i>Iftar</i> event with GoI counterparts and representatives from other DFAT-funded education programs. The event aimed to strengthen relationships with key stakeholders in the Ministry of Education and Culture, as well as the Ministry of Religious Affairs, and Bappenas.	14 June 2017	<i>Iftar</i> event	✓ Completed <i>Iftar</i> event was attended by 38 participants from MoEC, MoRA and Bappenas. Key participants included the Director General for Basic and Senior Secondary Education, MoEC; Director General for Early Childhood and Community Education, MoEC; as well as a number of Echelon 2 and other MoEC and Bappenas personnel.	N/A
IDTAS-D007 DFAT Education Programs' Coordination Meeting	DFAT quarterly coordination meetings aim to raise awareness amongst DFAT-funded education programs of each program's objectives and activities. It is expected that as a result of the meetings, program personnel will have an improved understanding of other education programs, seek opportunities for collaboration, and avoid duplication.	5 September 2017	Presentations from INOVASI, TASS, IDTEMAN, UNICEF; and on KOMPAK and RISE to introduce program objectives and activities, and practical activity to identify potential collaboration between programs.	✓ Completed Coordination meeting between DFAT Education Programs was held on 5 September 2017 with participants from INOVASI, TASS, World Bank, KOMPAK, and BRIDGE. Participants gained a clearer understanding of other programs' activities and reached agreement on areas for further coordination.	Nil for this tasking note, though quarterly coordination meetings will continue.

5 Program performance

This section provides a summary of the TASS program theory and presents results against the TASS results framework and DFAT Aid Investment Plan (AIP) Performance Assessment Framework⁶.

5.1 Program theory overview

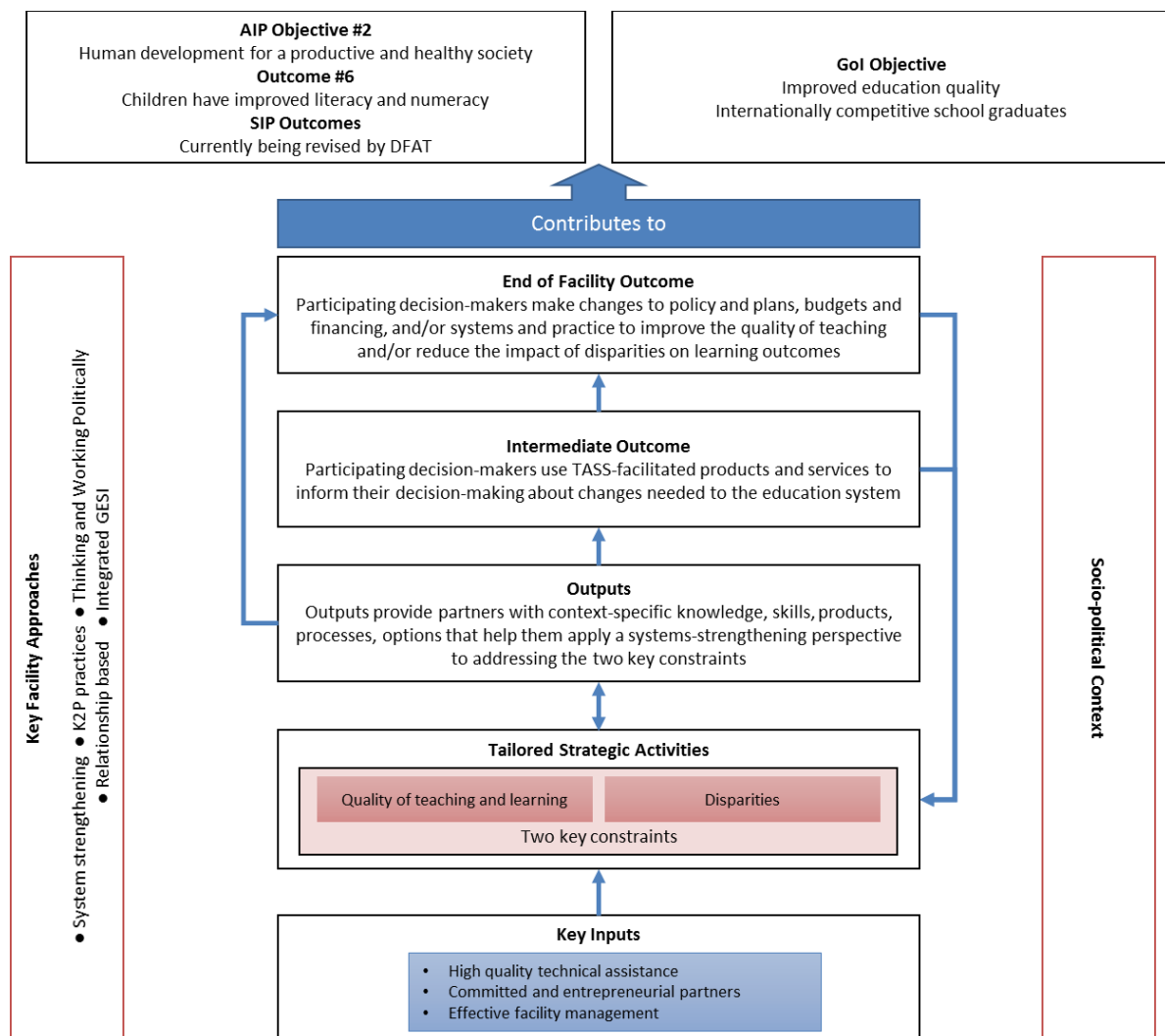
TASS monitoring and evaluation provides for measurement of results at the output, intermediate outcome, and End of Facility Outcome (EOFO) level, as well as TASS' contribution to DFAT ESIP and AIP Performance Assessment Frameworks, and monitoring of risks and assumptions. It supports a number of objectives:

1. To ensure that TASS is accountable and represents a good investment for the Australian Government.
2. To support the Facility to understand how well it is progressing towards desired outcomes.
3. To support the program to adapt and reorient its approach according to lessons learnt.
4. To support reporting program performance and results to DFAT.
5. To promote learning on supporting education systems strengthening efforts at a national level, both within Indonesia and internationally.

The TASS program theory articulates how change is expected to occur as a result of TASS' interventions by explaining what the Facility is setting out to achieve and how it will achieve it. The theory of change is presented below in both diagrammatic and narrative form:

⁶ Results are not reported against the DFAT ESIP Performance Assessment Framework as the framework is currently under review.

Figure 1: TASS Program Logic Model



The logic model shows that **if** TASS can work with GoI partners and DFAT to identify and respond to opportunities to provide targeted, short term technical assistance that provides GoI with high-quality, policy relevant knowledge and evidence to help address the two key constraints, **then** targeted stakeholders within MoEC, MoRA and Bappenas will be invested in using these outputs to develop more effective policies, systems and practices that improve the quality of teaching and learning, and reduce the impact of disparities on learning outcomes, **because** the opportunities and support are politically smart and locally led, and able to leverage key aspects of government reform.

5.2 Results reporting

5.2.1 Methodology

Monitoring tasks were conducted between November 2017 and January 2018. They were undertaken by the TASS International M&E Specialist and an interim National M&E Specialist.

Of the 12 activities that commenced in 2017, six⁷ were completed, or close to completion, and were therefore subject to this year's monitoring⁸. Of these, three were identified by TASS as larger or more significant and were, therefore, monitored against specific program logics for achievement at output, intermediate outcome, and EOFO levels: #001 and #007 Technical Assistance to MoRA's Continuous Professional Development Program (CPD) – Phases 1 and 2; and #003 Data Mapping for MoEC.

A fourth activity, #005 Support for Establishment for SEAMEO-CECCEP, while not identified for a specific program logic⁹, was subject to detailed data gathering and analysis. As such, #005 is reported at output and intermediate outcome levels only.

A mix of methods was used and comprised:

- Document analyses – all documents relevant to the activities under review; Activity Screening Reports¹⁰; and TASS Quarterly Reports.
- Interviews with a purposive sample of stakeholders related to activities #001, #003, #005 and #007.
- After Action Reviews¹¹ tailored to the activity, with some using a workshop format and others using more informal ways of gathering information.
- Impact Logs – maintained by the Facility Director and Facility Manager.
- A rubric using criteria specifically tailored to assess the different aspects of 'quality' of outputs achieved.
- A Reflective Workshop conducted with the TASS Team.

5.2.2 Overall progress

At the end of the first year of implementation, TASS is starting to demonstrate achievement against all levels of the program logic: Inputs, Activities, Outputs, Intermediate Outcomes, and End of Facility Outcomes.

At the End of Facility Outcome level, M&E data indicates that TASS is on trend to achieve the EOFO, with evidence emerging that GoI counterparts have utilized TASS advice and other outputs to make changes to plans, budgets, and regulatory frameworks.

At intermediate outcome level, data collected on activities of significant size and/or strategic value indicate that some progress towards intermediate outcomes is being made (e.g. for IDTAS-G001, G007 and G003), but this is not yet evident for other activities (e.g. IDTAS-G005).

At output level, there is evidence that outputs delivered to date have provided counterparts with context-specific knowledge, products and options, although the volume of outputs produced to

⁷ #001 Technical Assistance to MoRA's CPD; #002 Dialogue with the Minister Education and Culture; #003 Data Mapping for MoEC; #005 Support for Establishment of SEAMEO-CECCEP; #006 Teacher capacity building in inclusive education; #007 Technical Assistance to MoRA's CPD Phase 2.

⁸ One of the principles of the TASS M&E Plan is proportionality, that is, that M&E activities will be proportional to the size of the overall Facility investment and the specific activity that is to be assessed. TASS Monitoring and Evaluation Plan, September 2017, p. 9.

⁹ Due to its categorisation as an ad-hoc activity, see TASS 2017 Annual Work Plan, April 2017.

¹⁰ TASS uses a specifically designed tool to screen activity proposals to help better target investments.

¹¹ After Action Review – a simple tool to assess performance and learn from the experience. Input is sought from all people who have had a significant role in the activity.

date is again not yet sufficient to make a significant contribution to addressing the constraint. As discussed in Section 7, application of a system strengthening lens has not yet occurred.


At activity level, 12 activities were delivered as targeted, and M&E data indicate that those activities are generally aligned with the two constraints of *Poor Quality of Teaching and Learning in Classrooms*, and *Persistent Disparities*. The small size and nature of some activities (i.e. IDTAS-G004; IDTAS-G006) however are not yet sufficient in themselves to make a significant contribution to addressing constraints.

M&E data collected to date indicate that the technical assistance inputs provided by the program are of high quality and valued by GoI counterparts. There is however still room for improvement in supporting STA to utilise key facility approaches (see Section 7.2).


5.2.3 Reporting against the TASS results framework


The table below presents a summary of findings for 2017 against the results framework.


Table 3: Reporting against the TASS Results Framework

Result	Indicator and Target	Findings
<p>EOFO:</p> <p>Participating decision-makers make changes to policies and plans, budgets and financing, and/or systems and practices to improve the quality of teaching and/or reduce the impact of disparities on learning outcomes</p>	<p>Indicator: Evidence of changes to such as:</p> <ul style="list-style-type: none"> • Regulations; • Guidelines; • Manuals • Programs; • Projects; • Implementation; • Budgets; • Transfers; • Communication systems; • M&E systems and practices; • Assessment systems and practices <p>And these changes have included attention to gender equality and disability inclusion</p> <p>Target: Majority of expected changes demonstrated each year</p>	<p> ON TREND</p> <p>Activities #001 and #007 Technical Assistance to MoRA's Continuous Professional Development Program (CPD)</p> <p>Summary: Activities #001 and #007 achieved three out of four expected outcomes. The level of achievement for the three achieved outcomes was higher than expected.</p> <p>Expected outcomes:</p> <ul style="list-style-type: none"> • Decree of the Director General for Islamic Education for Teacher CPD endorsed. • CPD Guidelines endorsed. • 90% of MoRA's budget allocation to test the CPD delivery system expended. • Budget allocated for 2018 pilot (IDR 8 billion). • M&E system for teacher CPD designed. <p>Outcomes achieved:</p> <ul style="list-style-type: none"> • A Ministerial Decree (PMA) has been drafted within MoRA and is awaiting final endorsement by the Minister. The decree is significant because, as opposed to the planned decree, it will provide legal coverage for the teacher CPD system <i>across all religious education</i>, not only Islamic Education, opening the way for a common approach to CPD across the Ministry.

Result	Indicator and Target	Findings
		<ul style="list-style-type: none"> Al Maarif, a large private provider of madrasah education, has allocated resources to the CPD pre-pilot by resourcing a selection of its trainers and principals to participate in the pre-pilot workshops. This not only helps to broaden the financial base for CPD (in the beginning of 2017 MoRA had not intended to seek private financing), it also opens the way for a standardised approach to CPD in both public and private madrasah. While there were budget cuts in MoRA in 2017 that reduced the per-province allocation for the 2017 CPD pre-pilot, MoRA committed IDR 18.5 billion (approximately A\$1.7 million) for the 2018 CPD pilot. Data on 2017 expenditure was not available at the time of reporting. Design of the CPD M&E system commenced but was not piloted due to major changes in pre-pilot implementation (see Section 2, reporting on IDTAS-G007). A gender and disability inclusion review was not implemented due to major changes in pre-pilot implementation. <p>#003 Data Mapping in MoEC Summary: This activity achieved its one expected outcome and two unexpected outcomes.</p> <p>Expected outcomes:</p> <ul style="list-style-type: none"> MoEC Bureau of Planning and Foreign Cooperation trials new system of integrated raw data. <p>Outcomes achieved:</p> <ul style="list-style-type: none"> Data sources mapped, inventories, and recommendations applied for integration of raw data.

Result	Indicator and Target	Findings
		<ul style="list-style-type: none"> • The Bureau for Planning and Foreign Cooperation allocated IDR 50 million (approximately A\$4,700) to repair the existing server in order to accommodate the new data system. • A web platform for data management is under design. • Recording of gender and disability data was reviewed however recommendations on recording of disability data have not yet been actioned.
EOFO (continued)	<p>Indicator: Proportion of outputs taken-up and used by counterparts</p> <p>Target: Trend toward three-quarters or more of outputs being reached by 2020</p>	<p> ON TREND</p> <p>Activities #001 and #007</p> <ul style="list-style-type: none"> • MoRA has endorsed eight sets of CPD Guidelines and intends to use them in the 2018 pilot of the CPD. • The draft Ministerial Regulation has been passed through legal processes. • MoRA is gradually taking up CPD financing recommendations: it has expressed intent to revise the BOS Guidelines to specifically allow schools to use BOS funds for teacher CPD, and an MoU with Al Maarif is in draft stage. MoRA has also expressed intent in expanding the number of private sector providers financing CPD.

Result	Indicator and Target	Findings
		Activity #003: <ul style="list-style-type: none"> While the new integrated system is yet to be completed, BPKLN is already using the newly available raw data to undertake analyses.
Intermediate Outcomes (IO) Participating decision makers use TASS-facilitated products and services to inform decision-making about changes needed to the education system	Indicator: Changes to: <ul style="list-style-type: none"> Knowledge Understanding Technical capacity Views, attitudes, intentions, issues and concepts on policy agenda Rhetoric and language Participation in policy dialogue <p>And these attend to gender equality and disability inclusion</p> Target: Majority of expected changes demonstrated each year	 PARTIALLY MET Activities #001 and #007 Expected outcomes: <ul style="list-style-type: none"> MoRA expresses intent to revise BOS guidelines. Addendum to MoU between MoRA and Al Maarif indicates intent to allocate resources to CPD. MoRA has knowledge and skills in managing CPD. Teacher working groups and madrasah principal working groups have knowledge and skills in administering CPD. Master Trainers understand the regulatory framework. Madrasah Development Centres and supervisors have knowledge and skills in CPD Quality Assurance and M&E. CPD system design reviewed for gender and disability inclusion. Outcomes achieved: <ul style="list-style-type: none"> A revision of BOS Guidelines has opened the way for madrasah to allocate a proportion of BOS to CPD, thus broadening the financial base for CPD. The Gender and Disability review was not conducted due to changes in pre-pilot implementation that rendered the activity irrelevant. No data is available for five other expected outcomes because of delays and significant changes to pre-pilot implementation. Activity #003 Expected outcomes:

Result	Indicator and Target	Findings
		<ul style="list-style-type: none"> MoEC work units work together to determine how raw data will be integrated. MoEC work units agree to share raw data with BPKLN. <p>Outcomes achieved:</p> <ul style="list-style-type: none"> All MoEC work units participated and shared raw data. MoEC work units have expressed intent that they will analyse and publish shared data. MoRA was an active participant, paving the way for integrated data and analysis across the two ministries. <p>Activity #005</p> <p>Expected outcomes:</p> <ul style="list-style-type: none"> Endorsement of the Five Year Development Plan. Endorsement of technical advice on CECCEP organisational development. Endorsement of Communications and Advocacy Plan. <p>Outcomes achieved:</p> <ul style="list-style-type: none"> MoEC in agreement with the five year development plan (but not yet formally endorsed). Organisational Development Plan endorsed for phased implementation. Communications and Advocacy Plan drafted and under consultation.
<p>Outputs</p> <p>Counterparts are provided with context-specific products and services that help them apply a systems-strengthening perspective to</p>	<p>Indicator: Proportion of outputs that:</p> <ol style="list-style-type: none"> Align with partner needs; Demonstrate a strategic choice; Were timely; Useful; 	<p></p> <p>TARGET MET</p> <p>Outputs for all four of the activities monitored at this level exceeded the target.</p> <p>TASS uses a rubric to assess how well outputs meet seven variables:</p> <ol style="list-style-type: none"> Alignment to need;

Result	Indicator and Target	Findings
address the two key constraints	5. Adaptive and responsive; 6. Relevant 7. Attend to gender equality and disability inclusion. Target: Three-quarters of outputs rated at mid-point and above across more than half of the rubric variables	2. Strategic choice; 3. Timeliness; 4. Usefulness; 5. Adaptiveness and responsiveness; 6. Relevance; and 7. Attention to gender and disability inclusion. Outputs are rated on a four point scale from poor to excellent. The four main activities monitored in 2017 exceeded the target. #001 and #007: All seven variables were consistently rated above mid-point (i.e. good) on the four point scale. #003: Five out of seven dimensions were rated higher than mid-point on the four point scale. #005: Six out of seven dimensions were rated at mid-point or higher on the four point scale.

5.2.4 Reporting against the AIP Performance Assessment Framework

The table below reports findings against the AIP PAF. TASS will complete reporting to DFAT in the PAF templates by the provided deadline of May 2018.

Table 4: Reporting against AIP PAF

Indicator	Target	Findings
#1 Amount of additional financing co-invested in development	A\$ 2 million	MoRA has allocated IDR 18.5 million (approximately A\$1.7 million) in the 2018 CPD pilot. Data are not yet available on the amount Al Maarif invested in the 2017 pre-pilot.
# 2 Number of improvements to development policy	2 instances	Currently, one significant policy change is evident: MoRA CPD. The expansion of the MoRA CPD regulatory framework from a Decree of the Director General of Islamic Education, to a Ministerial Regulation that incorporates all religious education teachers, has the potential to achieve a common approach to teacher CPD across MoRA. The agreement by Al Maarif to participate in CPD and resource their trainers, has the potential to achieve a common standardized approach in a large private provider, and to broaden the financing base for CPD. Revision of MoRA BOS Guidelines has the potential to broaden the financing base for CPD.

5.3 Analysis

Data collected from the first round of monitoring and evaluation for TASS indicates that the Facility performed well in its first year. Analysis of the data by the M&E team raised a number of conclusions about the facility's performance, as outlined below.

5.3.1 There has been more instrumental use of TASS products and services than expected.

Three of the four activities monitored by the M&E team demonstrated a high level of achievement of outcomes at the instrumental use level, with these three either meeting or exceeding their expected outcomes. This demonstrates that there is strong uptake and use of TASS products and services.

5.3.1.1 Conceptual use has been more mixed

Mixed achievement of outcomes at the conceptual use level reflects the non-linear nature of policy making, and that TASS activities might immediately achieve instrumental use or indeed simultaneously achieve conceptual and instrumental use. It may be that the hierarchy of conceptual to instrumental use is better suited to a more traditional program or Facility that implements longer activities over a more sustained period of time. A revision to the program logic may be required so that stakeholders better understand the non-linear, short-term nature of TASS activities, and how the scaffolding of reform activities might be circulatory in nature.

5.3.1.2 *Achievements were supported by the high quality of both inputs (technical advisers) and outputs and use of the key facility approaches*

TASS provided quality short-term technical assistance (STA) to GoI. Counterparts rated STA high or very high against most or all of the following variables¹²: practical/technical experience; accessibility; cultural competence; communication skills; relationship skills; identification of emerging issues; ability to facilitate solutions; strengthen GoI knowledge; and link stakeholders to resources.

All the outputs completed in this period were rated by key stakeholders as good-to-excellent¹³. The majority were reported as being well aligned to partner needs, strategic, useful; relevant, adaptive and responsive; relevant; and attended to gender equality and disability inclusion.

In terms of facility approaches, in this first year, the focus has been on establishing the Facility, building relationships with counterparts and understanding their needs, and firming-up the Facility's program theory and approaches. Counterparts report having good communications with the TASS core team, and positive relationships with advisors and STA. Attention to knowledge to policy was limited in this first year, but there is evidence that TASS is beginning to build this approach into everyday practice, and that it is making a difference. Much of this has been the result of the reflective processes TASS has been building into its everyday work. This is allowing staff, advisors, and STA to adapt as contexts change or efforts indicate the need for a different approach.

These approaches also helped TASS to leverage GoI resources. By communicating to GoI that TASS' function is to add value to existing GoI processes or programming, and requiring that GoI counterparts make financial and in-kind contributions to activities, TASS was able to obtain a high level of engagement and uptake of its products and services. This should also bode well for sustainability.

5.3.1.3 *Overall, a low proportion of inputs were well-targeted*

In this first year of TASS, many of the early activities were directed to: (a) a carryover of priorities from the Education Partnership (EP), the program that preceded TASS; and (b) a backlog of GoI requests to DFAT. Some were necessarily agreed prior to the clarification of the Facility's program theory in September 2017 and the development of tools to ensure a strong line-of-sight to TASS' EOFO. Therefore, most activities in 2017 were not well-targeted to TASS' (finally) agreed mandate. Encouragingly, the data mapping activity (IDTAS-G003) for BPKLN, which was the first activity subject to TASS' newly-developed targeting tools and processes, rated highly against each of the indicator variables: aligned to TASS' strategic focus; it was contextually-informed; a best-fit solution; supported local problems and solutions; was mobilised by local entrepreneurs; and had an appropriate methodology likely to enhance

¹² Interviews with GoI counterparts, December 2017 and January 2018.

¹³ On a four point scale from poor to excellent, using a rubric that rates quality against seven variables: Alignment to need; Strategic choice; Timeliness; Usefulness; Adaptiveness and responsiveness; Relevance; and Attention to gender and disability inclusion.

gender and disability inclusion. This result suggests that the targeting processes, in this instance, worked well and might, therefore, help to ensure strong line-of-sight for future activities.

5.3.1.4 TASS' contribution has been moderate-to-important

There is often no direct causal link between TASS activities and outcomes. TASS activities are but one contributing factor to outcomes. An assessment¹⁴ of TASS' contribution to results found the Facility had a moderate-to-important contribution, based on: (a) a higher than expected level of outcomes; (b) outcomes were in many cases building on earlier work in the relevant agency or supported by a previous donor; (c) TASS was able to expand the scale and scope, and improve the quality of the outcomes; and (d) TASS helped to leverage resources. Together, these rate the contribution as moderate-to-important.

¹⁴ Contribution was assessed against four criteria: the extent of outcomes; strength of other influencing factors; presence of strong or weak counterfactual; and demonstrated additionality.

6 TASS management

This section of the Work Plan describes the management activities undertaken in 2017 that support activity implementation and overall program management and oversight.

6.1 Communications

Scope: TASS and DFAT recognise that end-to-end engagement and communications will be critical to the success of each TASS activity and thus the overall program. A Communications Plan guides the overall approach to TASS' communications as well as the development of communications plans for individual activities.

Progress: Program specific branding was produced and approved by DFAT in May 2017 and a communications plan finalized in November 2017. Supporting products such as PowerPoint and reporting templates were also developed, as well as designs for branded pens, notebooks, and standing banners for use in events. Further implementation of the plan has not yet been possible due to resource limitations; the recruitment of a national communications officer in January 2018 will support the Plan's forward implementation.

Action: National Communications Officer will develop and implement communications plans for individual activities, building off stakeholder mapping conducted by STA teams. Specific branding will be developed and applied for the Education Sector Review (#IDTAS-G011) to reflect the contribution of multiple partners. Program M&E will monitor communication product use, and evaluate its contribution to achievement of the EOF0.

6.2 Monitoring and Evaluation

Scope: TASS M&E serves three purposes: internal and external accountability for resources used and results obtained; learning from implementation to improve practices and activities in the future; and taking informed decisions about the program.

Progress: A first version of the TASS M&E Plan was submitted to DFAT in May 2017, with the final plan approved in September 2017. The first annual M&E review was conducted in December 2017 and January 2018, with a report on achievement against the program logic submitted by the M&E Specialist in January 2018, and reported in this Annual Progress Report in Section 4. M&E resourcing was reviewed in the third quarter of the year with approval obtained to employ a national M&E Specialist in October 2017.

Action: In the first quarter of 2018 TASS will review and respond to M&E findings. TASS will report against DFAT PAF and ADR indicators in May 2018. A mid-term review is planned for September 2018, as well as a second annual review in December 2018.

6.3 Cross-program coordination

Scope: As a program that can feed into and leverage from other DFAT investments, it will be critical for TASS to be aware of the priorities and activities of relevant DFAT programs, and seek opportunities for collaboration. TASS also plays a role in supporting DFAT to coordinate its education investments through coordinating a quarterly meeting of DFAT education programs.

Progress: TASS played a key role in supporting coordination amongst DFAT programs. As a convener of DFAT's education investments, TASS supported DFAT to hold two coordination meetings of DFAT-funded education programs in June and September 2017. Through the Education Sector Review (activity #G011) TASS facilitated the inclusion of multiple development partners, programs, and research organisations and took a leading role in coordinating their inputs into the ESR. This strengthened the quality of the analysis provided and lessened the transaction costs for Bappenas.

Engagement with INOVASI resulted in identification of a number of challenges/issues experienced by partner schools that may be supported by TASS at a national policy level (and vice-versa), however the demand-driven nature of both programs means it is challenging to identify common technical areas that can be addressed jointly.

This coordination role supported DFAT to identify gaps and opportunities in the existing education portfolio. Ultimately this supports DFAT to achieve its objectives as described in the Indonesia Education Sector Investment Plan.

Action: TASS expects to continue to support DFAT in the coordination of its education investments through facilitation of quarterly meetings, and routine coordination with INOVASI and the World Bank. More intensive engagement with KOMPAK will be pursued initially through the ESR. TASS and INOVASI expect to deliver at least one joint activity in 2018.

6.4 Cross cutting issues

6.4.1 Gender and Disability Inclusion

Scope: As two issues that underpin inequality in education, TASS will respond to DFAT gender and disability inclusion policies by undertaking specific studies that address issues related to gender and disability in education, and seeking to include lines of enquiry in all tasks that support better understanding of how thematic issues affect women and men and boys and girls, as well as people and children with disability. TASS outputs will also include gender and disability-related recommendations as appropriate.

Progress: A Gender and Disability Inclusion Plan was submitted in May 2017 and approved in August 2017; an updated Plan was submitted with the 2018 Annual Work Plan. A gender and disability inclusion analysis was drafted in the last quarter of 2017, and finalized in January 2018. Internal quality assurance templates were developed that include questions and prompts on gender and disability inclusion.

TASS received two requests for support on Gender and Disability Inclusion in 2017 that was responded to in activity IDTAS-G006; and in the scope of IDTAS-G007. Opportunities identified in 2017 to support inclusion in the next medium term development plan (activity IDTAS-G011) will be pursued in 2018 when the activity enters the phase of drafting the plan's background study. Overall however, limited interest was received in relation to gender and inclusion in 2017 and TASS will advocate to include gender and disability inclusion in each activity from 2018 onwards.

TASS undertook a Gender and Disability Inclusion Health Check in December 2017 that assessed the status of gender and disability inclusion in TASS work, and considered whether activities were sufficiently responsive to gender equality and disability inclusion objectives. The Health Check reported that:

- TASS had been able to include gender and disability to varying degrees in 2017 activities, supported by standard templates and check lists that include gender and disability prompts.
- The majority of activities had some reference to gender and disability, however there were only a few that explicitly outlined gender and disability within the context of the activity and/or were included as a key objective.
- Factors inhibiting greater inclusion of gender and disability in activities included limited technical capacity in the (core) TASS team in relation to gender and disability, the delayed delivery of a Gender and Disability Inclusion analysis, and overall program resourcing limitations.

Action: TASS will develop a management response to the Health Check by end of February 2018. Actions identified in the management response will be implemented throughout 2018. The 2018 Health Check will be integrated into the annual M&E review.

6.5 Risk management

6.5.1 Child protection

Scope: TASS activities may involve potential contact with children, impact on children, and working with children. TASS is required under DFAT's policy to conduct an assessment of child protection risk for the overall Program, and, where relevant, activity level child protection risk assessments. Where child protection risks are deemed to exist activity assessments will also outline the mitigation measures that will be applied.

Progress: TASS team members were trained on the DFAT child protection policy. Each employee/contractor and sub-contractor signed the Palladium Child Protection code of conduct and was briefed on their CP obligations. INOVASI, TASS and PRISMA¹⁵ engaged a shared Child Protection Adviser to examine respective corporate and project specific documentation and business processes and provide advice and guidance on conduct of program-wide and activity-level child protection risk assessments.

Action: Actions recommended by the Child Protection Specialist will be implemented to mitigate program and specific activity risks and ensure that upcoming activities at school or community level are compliant with DFAT child protection policy. TASS and INOVASI will coordinate to strengthen the activity risk assessment template as recommended by the Child Protection Specialist; the new template will be applied to all current and new activities.

¹⁵ PRISMA = Promoting Rural Income through Support for Markets in Agriculture, also managed by the Palladium Group.

7 Governance

Scope: Governance will be a joint responsibility of DFAT and GoI through a formal Steering Committee (SC) that meets twice annually, chaired by MoEC. The primary functions of the SC are to: (i) approve the Annual Work Plan; (ii) review progress of implementation; and (iii) endorse any major decisions concerning future directions for the Program. In recognition of the synergies between the INOVASI and TASS work plans and government stakeholders, TASS and INOVASI are governed by the same Steering Committee.

Progress: One governance meeting was held in August 2017 at which TASS presented an overview of the program, the 2017 work plan (with no objection from GoI counterparts), and reported against activities under implementation. The establishment of a routine coordination meeting with the TASS Echelon 2 counterpart was not achieved due to workload pressures of both TASS and the GoI counterpart.

Action: In Quarter 1, 2018 TASS will work with MoEC and DFAT to formally establish a routine coordination meeting for reporting progress against activities under implementation, and seeking input and advice on new activities. TASS and INOVASI will also work together to seek a time with GoI for a Steering Committee meeting, also in the first quarter.

8 Key Lessons and Actions

A number of key lessons emerged from 2017 that will be responded to in 2018. They are drawn primarily from program monitoring and evaluation.

8.1 Strategic focus can be enhanced by a clearer definition of ‘system strengthening’ and consistent application of activity selection tool

A facility the size of TASS cannot support the government to improve all aspects of the education system, and therefore must make strategic choices about what is and is not supported. TASS developed an activity selection tool during program mobilisation that supports activity decision making through conduct of a problem analysis and assessment of alignment of the proposed activity to the facility outcomes; an assessment of the technical feasibility of the activity; and a review of the context and the outlook for change.

TASS did not have a formal design stage, at which time issues of strategy and approach are usually examined and articulated. Despite the absence of a formal assessment, the program’s focus on strengthening education systems is recognised to be appropriate for the Indonesian context. However challenges experienced in 2017 in both TASS and DFAT in articulating a system strengthening approach for the program¹⁶ is holding back a stronger basis for making decisions on where TASS should put the balance of its efforts, i.e. in managing the tension between being a demand-driven, responsive facility, with the need to retain strategic focus. As can be seen in reporting on activities in Section 2 and Annex 1, it has been challenging to obtain a balance of activities across the two constraints identified as focal areas for the program.

In addition, not all activities were subject to the selection criteria. With the facility taking on many “carry over” activities from the previous Australia’s Education Partnership with Indonesia program, as well as other activities that were either agreed with GoI at a government to government level, or agreed as an initial activity that would support building relationships and trust, it did not always represent a sound use of facility resources to apply the tool to activities that had already been determined or agreed with GoI.

Actions for 2018

- TASS Facility Director, M&E Specialist, and Education Specialists to develop and apply a system strengthening framework for the program, in consultation with DFAT.
- Update the activity screening tool as required to align with the system strengthening framework.
- Consistently apply activity screening tool in activity decision making.
- Apply other supporting tools (e.g. stakeholder mapping, force field analysis, problem analysis tools such as ‘five whys’) as needed to feed into activity decision making.

¹⁶ DFAT’s Performance and Quality section in reviewing the first version of the program logic identified that it was insufficiently attentive to systems strengthening approaches. Subsequent research by the TASS team into systems strengthening approaches has not yet yielded information on typical system strengthening approaches that fit the responsive, demand driven nature of the program.

8.2 Use of key facility approaches needs stronger promotion

In developing an implementation approach during the three-month mobilisation phase, and refining the approach as the final program logic developed, TASS drew on a number of sources of evidence: recent literature on ‘knowledge to policy’ and ‘thinking and working politically’, recent evaluations of the ACDP facility, and documentation on the management and monitoring and evaluation of facilities.

Key points drawn from these sources included:

- That facilities often struggle to aggregate individual activities to whole of facility outcomes and are at high risk of strategic drift.
- The importance therefore of having clear facility outcomes, and a strong line of sight between activities and facility outcomes, usually supported by activity selection criteria.
- That programs focusing on technical knowledge and capacity alone are insufficient to address performance challenges that are rooted in power structures, political interests, and bureaucratic norms.
- Related to this, that uptake and use of policy products and services are impacted by the socio-political context; to have impact programs have to navigate vested interests and political obstacles, and engage with ‘small-p politics’ – the *whos*, *hows* and *whys* of decision-making.

TASS put systems and tools in place¹⁷ to support its implementation approaches¹⁸ and drew considerably on the advice of the national Education Specialist in navigating GoI agencies, in the expectation that both the management team and STA would pick up on and implement the approaches from the outset. However it was much more difficult to get STA and GoI counterparts to transition to new approaches. Where counterparts appreciated the need for activities to be part of an existing or broader reform process, a “doing with” approach emerged and this supported achievement of results (for example, activity IDTAS-G003 data mapping).

More recent activities were (and are being) designed using a ‘doing with’ approach. It will mean that the success of the TASS model is yet to be tested and is unlikely to be known for more than a year, until several activities designed within TASS approaches are implemented and monitored.

Actions for 2018:

- Consistent application and monitoring of tools and systems that support STA to transition to TASS implementation approaches
- Retreat in Quarter 1 2018 to help embed understanding of the TASS model amongst all TASS personnel

¹⁷ For example, a activity screening tool informed by Thinking and Working Politically approaches, a guidance note for consultants, a stakeholder mapping tool, a program logic ‘prompt’ sheet for use in activity development, and quality assurance templates.

¹⁸ See program logic diagram and narrative, Section 4.1.

- Consistent communication of TASS approaches with government counterparts in activity development and implementation (supported by the TASS Communications Officer)
- Inclusion of specific questions or tests of consultants' soft-skills (e.g. adaptability, facilitation and convening skills, entrepreneurial behaviours) in recruitment processes.

8.3 Inadequate core team resourcing can impact responsiveness and turnover of tasking notes and funding

Initial staffing of the program, assembled in response to the TASS Terms of Reference and Request for Quotation, proved inadequate for the now-agreed implementation model. The theory of change presupposes that the Facility Director and the Facility Manager, in particular, will have sufficient time to undertake important relationship-building, think and work politically, undertake knowledge to policy, and supervise and support STA. This has not been the case in this first year, and has impacted on how quickly the TASS model can be embedded in practice and expectations (see Section 7.2, above).

GoI in addition has expectations of rapid response, and at times the modestly staffed TASS struggled to respond to multiple and overlapping requests for technical assistance. Initial assumptions that activities could be phased over nine effective months of implementation in 2017 proved inaccurate as many counterparts had budgets attached to the programs or priorities that they were seeking TASS support for, and expected activities to commence as soon as possible after initial consultations (i.e. in March 2017). This left some counterparts disappointed.

Program resourcing also impacted on TASS' ability to transition smoothly between initial and secondary phases of activities. Some activities that moved to a second or third phase have experienced time lags as new scopes of work and Terms of Reference are drafted and negotiated, and STA recruited. The ACDP evaluations¹⁹ showed that being able to build upon previous activities as quickly as possible helps to retain momentum. To date however TASS workloads have prevented pre-emptive attention to the next phase. It is noted that DFAT and TASS have been working together to identify and put in place adequate resourcing for the program.

Actions for 2018:

- New Planning and Quality Assurance Manager to take responsibility for overall activity planning, to ensure timely delivery of at least 12 activities in 2018
- Consider placing highly skilled STA on longer-term contracts that might be used across more than one activity (or across both TASS and INOVASI), for more rapid deployment of STA
- Better manage GoI expectations through improved communications on expected timeframes for activity development and mobilisation.

¹⁹ I.e. POM EOPO 4 Evaluation (2016), ADB's independent evaluation of the ACDP (2017).

8.4 Short-term activities need to ‘hit the ground running’, be timely, and resourced appropriately

If short-term activities are to successfully contribute to longer-term reform agendas, they need to be timely, appropriately resourced, and ‘hit the ground running’.

A consistent message from activity After-Action-Reviews²⁰ has been the need to resource stakeholder engagement. A key TASS approach is helping GoI to solve complex problems through collaborative efforts with relevant stakeholders. Some stakeholders are not used to working collaboratively across work units or agencies, and require support from the STA. However, this important role has, generally, not yet been incorporated in the design and resourcing of activities.

Another key message from the After Action Reviews has been that there was a lack of emphasis in STA Terms of Reference (and therefore appropriate acknowledgement and resourcing) on important processes. STA reported that their outputs could be more effectively met through a variety of workshops or meetings, but that these were not resourced. Further, the activity design and resourcing had not taken account of the very intensive resourcing needed to move from ‘working for’ to ‘working with’.

Actions for 2018:

- Build emphasis and resourcing for stakeholder engagement into all activities.
- Allocate contingency budgets for each activity, with processes developed to govern the release of those contingency resources as agreed between TASS, GoI and DFAT.
- Revise activity management processes so that where it becomes clear that an activity is likely to proceed to another phase, transition tasks can be negotiated between TASS, the STA and GoI, and appropriately resourced.

8.5 Tools to support gender and disability inclusion require stronger application

As reported in Section 5.6, gender and disability inclusion was not as well integrated into all aspects of TASS’ work as was anticipated. A number of activities and actions supporting the program’s twin-track approach to both gender and disability were not able to be implemented as expected, with the result that gender and disability are not yet systematically considered and addressed in TASS activities.

Recent completion of a gender and disability analysis, strengthening of existing tools and templates to more systematically include gender and disability, and increased program resourcing in 2018 should support stronger implementation of the program’s Gender and Disability Inclusion Plan.

Action for 2018:

- Development of a management response to the Gender and Disability Inclusion Health Check, and subsequent implementation.
- Systematic review of activity Scope of Work and Terms of Reference by the Gender and Disability Specialists

²⁰ AARs with TASS Team, and for each of #001 and #007, #003, and #005

- Provision of adequate resourcing (i.e. budget, advisors) for gender and disability inclusion in activity designs.

Annex 1 Comparison of actual and planned activities

No.	Planned activities		Implemented Yes/No	Comment
	Counterpart	Activity title		
Constraint: Poor quality of teaching in classrooms				
1	MoEC Head of Balitbang, Head of the Assessment Centre	Support to assessment reform.	Yes	Implemented through two activities, IDTAS-G004 and IDTAS-G010.
2	MoEC Head of the Bureau of Planning and International Cooperation	A cluster of data analysis activities to understand factors related to school effectiveness, for example:	Yes	Implemented through IDTAS-G003 Phase 1 and 2. Focus of the analysis varied from the topic indicated in the 2017 Annual Work Plan.
3	MoEC Director General for Teachers and Education Personnel	Follow up support to 2016 Short Course Training for the Directorate General for Teachers and Education Personnel.	No	GoI identified a different priority related to principal and supervisor performance appraisal (IDTAS-G009). The activity was eventually was put on hold due to changes in related senior personnel in MoEC. An additional small activity was implemented with the Directorate General for Teachers and Education Personnel, IDTAS-G006.
4	MoRA Director General for Islamic Education	Technical assistance to develop and pilot a Continuous Professional Development System for Madrasah Teachers	Yes	Implemented through two activities, IDTAS-G001 and IDTAS-G007.
5	MoEC Secretary General Head of Balitbang	Policy research into accelerating progress in special (3T) regions.	No	Issues related to inequality are initially being pursued through the Education Sector Review (see IDTAS-G011).
Constraint: Persistent Regional Disparities				
6	MoEC Head of Balitbang	Background papers and/or data analysis to inform revision of the Education Law.	No	Revision of the law was not a priority in 2017 and therefore this activity was not pursued.
7	MoEC Director General for Basic and Senior Secondary Education	Technical assistance and policy research to support strengthening of Quality Assurance Institutes and supervisors in	Yes	Implemented through IDTAS-G008 Review of Education Quality Assurance Systems

No.	Planned activities		Implemented Yes/No	Comment
	Counterpart	Activity title		
	Director General for Teachers and Education Personnel	school improvement, pedagogical leadership and accountability.		
Multiple				
8	Bappenas Deputy Minister for Human Resource Development, Community and Culture	Technical assistance to support the Bappenas education sector review in preparation for the next Medium Term Development Plan (RPJMN).	Yes	Implemented through IDTAS-G011.
9	MoEC DG Early Childhood and Community Education	Technical assistance to inform parenting/character education.	Yes	Implemented through IDTAS-G005.
10	MoEC Head of the Bureau of Planning and International Cooperation	Technical assistance to inform character education policy.	No	Did not eventuate due to other GoI priorities.

Annex 2 2017 Implementation schedule: actual against planned

No. (as per 2017 work plan)	Activity name	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
1	Support to Assessment Reform												
	• ACARA (IDTAS-G004)												
	• AKSI (IDTAS-G010)												
2	School effectiveness analysis												
	• Phase 1: Data Mapping (IDTAS-G003-1)												
	• Phase 2: Analysis support (IDTAS-G003-2)												
3	Follow up to 2016 short course training GTK												
	• Teacher Cap. Bldg. - Inclusion (IDTAS-G006)												
	• Performance Appraisal (IDTAS-G009) <i>pending</i>												
4	TA for MoRA CPD Pilot 2017												
	• Phase 1 (IDTAS-G001)												
	• Phase 2 (IDTAS-G007)												
5	Policy research to accelerate progress in 3T regions												
	• <i>Not implemented</i>												
6	Background Papers for Revision of Education Law												
	• <i>Not implemented</i>												
7	TA and policy research – LPMP and supervisors												
	• Activity scoping												
	• QA review (IDTAS-G008)												
8	Bappenas Education Sector Review (RPJMN)												
	• Education Sector Review (IDTAS-G011)												
9	Technical assistance to inform parenting/character												
	• SEAMEO CECCEP (IDTAS-G005)												
10	Technical assistance for 'Eight hour school day' policy												
	• <i>Not implemented</i>												
-	English coach for Minister, MoEC												
	• IDTAS-G002												
-	MoEC MoRA Policy Synchronisation Forum												
	• IDTAS-G012												

