
The Education Partnership: Independent Completion Report

MANAGEMENT RESPONSE

Program Summary

Program	Australia's Education Partnership with Indonesia
AidWorks details	Agreement No. 60234 / INJ648
Commencement	June 14, 2011
Total AUD	368.8 million
Delivery organisation(s)	Two grants to MOEC and Components 1, 2 and 3 by Cardno Emerging Markets through the School System and Quality (SSQ) program. Component 4 delivered by the ADB –and co-financed by the EU.
Implementing partner(s)	The Ministry of Education and Culture (MoEC) and; The Ministry of Religious Affairs (MoRA)
Country/Region	Indonesia
Primary sector	Basic Education

The Education Partnership Implementation Completion Report

The ICR provides an overview of the Education Partnership (EP), describes the partnership's evolution, captures its significant achievements and reports on the program's performance, component by component, against the DAC criteria of relevance, efficiency, effectiveness, impact and sustainability. It also looks at the EP investment from a value for money perspective and draws conclusions and lessons that are useful for DFAT's forward program. The ICR was produced by the contractor responsible for the EP's performance oversight monitoring (POM).

EP's Achievements

The EP made a significant contribution to Indonesian education (see achievements in Table 1). Achievements include:

- 1155 new junior secondary schools are now functioning in challenging environments;
- over 24,000 principals and school supervisors were provided professional development and the framework installed for a nationwide continuous professional development system for education leaders;

- 630,000 members of school management committees were trained in fund management; over 1,300 madrasah were assisted in gaining at a minimum of a B level accreditation;
- a national system of Madrasah Development Centres was initiated; and
- a substantial contribution was made to process of shaping education policy by EP's Analytical and Capacity Development Partnership by bringing evidence and high-quality analysis to bear.

The overall EP effort improved access in many of the most remote areas, contributed to better school management and strategies to improve education quality at the school and madrasah level, and made a valuable contribution to the quality of dialogue and decision-making surrounding key education reform issues in Indonesia.

Table 1: A Summary of the EP's Investment, Targets and Achievements by Component

Component	AUD	Indicator	Target	Achieved	% Target Realised
C1 Junior secondary school construction and expansion	179.3 m	New schools	1,155	1,106 ¹	96%
		New school places	160,000	149,664	94%
C2 Education personnel professional development	106.4 m	No. supervisors trained	4,036	3,587	89%
		No. principals trained ²	21,689	17,775	82%
C3 Private Islamic school (madrasah) quality improvement	37 m	Number of madrasah in accreditation preparation	1,500	1,500	100%
		Number of Madrasah accredited at 'B' or higher	1,350	1,442	107%
C4 Analytical and Capacity Development Partnership	20 m	Research and capacity development activities ³	54	38	70%

¹ Updated as at 24 June 2016

² In addition 630,000 members of school management teams were trained in fund management

³ ACDP will continue through June 2017. The 38 figure represents activities completed through November 2016

DFAT's response to the ICR's Conclusion and Lessons

Over the course of the EP, DFAT's Jakarta-based Basic Education Team worked with the POM to identify and implement ways to improve EP management and implementation. This involved regular debate and discussions of POM's assessments of DFAT and EP performance and resulted in the production of a series of useful APPR assessments. Drawing on those AAPRs and their final review of the EP, POM has offered a series of conclusions on the EP and has offered lessons for DFAT to apply as it progresses the 2016-2020 program. **Response: DFAT's management accepts those conclusions as fair and balanced and has already begun to apply the lessons from EP in its new education program.**

A Summary of the ICR's Findings and DFAT's response

The general conclusion of the ICR is that the EP was a highly relevant investment that represented satisfactory value for money for both governments. The activities conducted under the umbrella of the EP were delivered efficiently and produced valuable improvements in key areas of the Indonesian education sector.

The ICR notes that the EP spanned a period of change in Australia's overseas aid program and, the domestic policy environment in Indonesia. Initially designed as an AUD 500 million investment at a time of record levels of aid spending, it concluded as an AUD 368.8 million program and at a time of relative budget austerity. The integration of AusAID into DFAT at the mid-point of the program had far reaching implications for both the shape and direction of Australian resources available for the implementation and management of the EP. The ICR found that although targets were adjusted appropriately to accommodate changing levels of resourcing, the changes in the broader context limited the extent to which the EP was capable of attaining objectives that were set under a very different set of circumstances.

Management response to ICR recommendations

Recommendations	DFAT management response (agree/partially/disagree)	Response
<p>1. DFAT should retain focus on the higher order outcomes of their investments. Whilst robust management at output level is important, management should promote flexibility and imagination during implementation in order to maintain relevance and to maximise the chances of securing higher level achievements.</p>	<p>Agree</p>	<p>DFAT agrees with this recommendation and will improve our flexibility in the forward program. We now have an Education Sector Investment Plan which sets the higher order outcomes. We also have a systematic approach to M&E that will help us to monitor these outcomes and adjust where necessary. DFAT will continue to look for opportunities to secure higher level achievements on DFAT’s investment under the forward program.</p> <p>DFAT notes that the ICR assessed the EP performance as a highly relevant investment that addressed systemic and ongoing weaknesses in the Indonesian education sector.</p>
<p>2. DFAT should resource its staffing in line with the demands of the new aid environment and upskill current staff in broader development skills such as public diplomacy, strategic engagement and private sector development.</p>	<p>Agree</p>	<p>DFAT has learning and development plan for the basic education team which is focused on upskilling its current staff.</p>
<p>3. DFAT should capitalise upon the broader range of development skills on offer in their less traditional partners (the private sector and non-government actors) and, in so doing, promote a more holistic and innovative approach to managing development.</p>	<p>Agree</p>	<p>DFAT agrees with this recommendation and will further explore opportunities for partnerships.</p>

Recommendations	DFAT management response (agree/partially/disagree)	Response
<p>4. DFAT should ensure that its risk management practices place sufficient attention on the opportunities and constraints posed by changes in the political-institutional environment within which programs are implemented such that the impact, relevance and sustainability of Australian investments can be maximised.</p>	<p>Agree</p>	<p>DFAT agrees with this recommendation. Risk management will continue to be a focus for senior management attention, ensuring DFAT’s risk assessment policies are effectively implemented.</p>
<p>5. DFAT should consider reviewing and, where required, updating the governance arrangements to its aid programs to better reflect the maturing of government-to-government relationships, to take advantage of regular performance information, and to promote responsive and adaptive management.</p>	<p>Agree</p>	<p>DFAT agrees with this recommendation. In new education investments, DFAT has established governance arrangements that address both formal and informal discussions required to implement the program. The formal arrangements are more focused and targeted with key Government officials involved. DFAT will use regular reviews and M&E information from the programs to adjust governance arrangements and ensure that we take a responsive approach under the education forward program.</p>

Recommendations	DFAT management response (agree/partially/disagree)	Response
<p>6. DFAT should manage their investments to secure benefits for less advantaged or marginalised groups in line with stated policy. Where an investment (or activity) does not have an explicit social inclusion focus, the relevant partner should be required to justify that exclusion.</p>	<p>Agree</p>	<p>DFAT agrees with this recommendation. The Basic Education team has now developed a Gender Action Plan for the forward program. This plan is embedded into the Basic Education Sector Investment Plan and will be used to promote and improve gender equality agenda in the programs. A Disability Action Plan is also being developed.</p>