

**Independent Evaluation of
Communities and Education Program in Aceh (CEPA)
MANAGEMENT RESPONSE**

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Aid Activity Objective

CEPA's goal is to contribute to effective and cohesive community participation in basic education rehabilitation in school communities recovering from conflict. CEPA's purpose is to foster improved governance of education and working relationships at the community, school and district levels.

Aid Activity Summary

Aid Activity Name			
AidWorks initiative number	ING 338 - Communities and Education Program in Aceh (CEPA)		
Commencement date	September 2007	Completion date	October 2009
Total Australian \$	A\$8.9 million		
Total other \$	-		
Delivery organisation(s)	Coffey International Development Pty Ltd (Managing Contractor)		
Implementing Partner(s)	District Governments of Bireuen, North Aceh and Pidie Jaya, Nanggroe Aceh Darussalam Province		
Country/Region	Indonesia, Asia		
Primary Sector	(Basic) Education		

Overview of the Aid Activity

CEPA operated in the districts of Bireuen, North Aceh, and Pidie Jaya, in Aceh province, with a focus on 51 primary schools and madrasah. The program had four broad program areas:

- a) engaging communities in education: that community members demonstrate the confidence and capacity to bring about actions that contribute to and improve the accountability of schools and school committees to deliver quality basic education services.
- (b) improving school-based management through the school committee: that the school committee demonstrates the confidence and capacity to maintain a mandate from the community to hold the school accountable for the delivery of quality basic education.

(c) implementing block grants for school improvements: that the school committee demonstrates good practice in block grant management.

(d) improving the capacity of district government to facilitate community input into school-based management: that schools and district government are responsive to the needs articulated by the community through the school committee.

Independent Evaluation Summary

Evaluation Objective:

The evaluation assessed the following aspects of the program:

- the relevance, effectiveness, efficiency, impact and sustainability;
- the strengths and weaknesses of the community-based participatory aspect of the activity and identify lessons learned for future investment with this focus;
- the program's impact on post-conflict issues of the targeted districts and identify lessons to contribute to the agency's work on education in fragile states;
- Review the scope and purpose of the other Aceh Education-specific program SEDIA and suggest how CEPA might inform its implementation.

Overview of the Evaluation:

The findings are largely based on qualitative assessments including interviews with key stakeholders and key beneficiaries, observation during site visits, and analyses of secondary sources of data and information for assessment and verification. There were limited opportunities for primary data collection. Lack of baseline data has limited opportunities for effectiveness and efficiency analysis.

Mr Bruce Bailey (M & E Specialist under AusAID Period Offer) was the sole consultant for this evaluation. An in-country visit was conducted between 14 and 22 October 2009, with the final report submitted four weeks following the completion of in country visit.

The independent evaluation found that the program:

- Has been relevant to needs and significantly contributed to effective and cohesive community participation in rehabilitating basic education services in 51 school communities recovering from conflict.
- Established a "fit for purpose" monitoring and evaluation system but that system experienced difficulties in responding to changing requirements. Considerable discussions and time delays occurred prior to a performance framework to monitor educational outcomes was agreed with AusAID and stakeholders.
- Was responsive and adaptive to AusAID and stakeholder requirements. The managing contractor built strong partnerships with communities and local education authorities resulting in the unanimous perception that CEPA was well managed at all levels and genuinely responsive to the needs of stakeholders.
- Has made an initial positive impact on many individuals and systems supporting change to education delivery at both community and district levels. There are good prospects for sustainability of project outcomes in CEPA targeted school communities. Local education authorities will require further assistance to replicate some aspects of the community-based approach to other school communities.
- Used information to directly enhance the quality of program operations. Program quality was also enhanced by engaging skilled National and Acehnese consultants with good knowledge of local cultural practices, norms and protocols.

Management Response

The independent evaluation makes the following recommendations which are directed primarily at the AusAID Business Unit and other education sector programs in Indonesia.

Overall, the evaluation provides practical recommendations and lessons to inform other programs. The Business Unit agrees with all of the key recommendations.

Recommendation One

The dual nature of CEPA – being both an education program and a conflict resolution program - made it rather unique. Other education sector programs in the Australia Indonesia Partnership (AIP) will benefit by further exploring the lessons learned from the CEPA experience. To this end, it is recommended that AusAID consider convening a workshop to bring together members of the CEPA Core Team, AusAID Education Unit staff and other AIP education programs. This will provide an opportunity to identify how the CEPA lessons learned could be directly applied to current programs such as Support for Education sector Development in Aceh (SEDIA) and upcoming programs such as the Education Sector Support Program.

Response: Business Unit **agrees** with the recommendation

Action: Upon the completion of the program, a meeting was held in the capital city of Aceh province between the SEDIA team and key personnel that previously worked for CEPA to discuss lessons learned from CEPA that could inform SEDIA implementation. SEDIA also recruited several key personnel who previously worked for CEPA, including a short-term peace and conflict adviser. A meeting between AusAID and the CEPA team was also held to discuss lessons learned.

The evaluation was shared with the Fragile States Group in AusAID.

Recommendation Two

Continue support to district governments to implement training programs in Active and Joyful Learning (ACJEL and school-based management (SBM) – these programs were highly successful in CEPA. This should include support to revitalising teaching working groups (KKG) as a functioning mechanism for teachers to share information and experiences and for the conduct of routine and ad hoc professional development. Consideration needs to be given to strengthening the role of LPMP (Provincial-level Education Quality Assurance Institute, operated by the Ministry of National Education) to ensure a coordinated and consistent approach to in-service training and that district trainers are accredited and supported.

Response: Business Unit **agrees** with the recommendation

Action: The support for SBM practises is continued through SEDIA and ACJEL through the joint Australia-UNICEF Education Program in Papua and West Papua,. Support for SBM under SEDIA is more related to supporting Aceh province and its districts to develop policies and strategies, and to secure budget for SBM rather than conducting SBM training per se. The role of the LPMP has been considered in the design of the Education Partnership, particularly in delivery modalities for Component 2.

Recommendation Three

Consider opportunities for further strengthening the structure of UPTD (sub-district education office, extended arms of district education office), including school supervisors. This agency provides a critical role in the delivery of programs aimed at improving school governance and quality outcomes.

Response: Business Unit **agrees** with the recommendation

Action: The Education Partnership will provide funding and technical assistance to assist the Ministry of National Education to design, test, and roll out nation-wide, accredited in-service and on the job training for school supervisors.

Recommendation Four

Continue to strengthen the role of MPD (District Education Board) and its relationship with other local education authorities. The MPDs provide an important function as advisory bodies and watch dogs of local government education provision and in facilitating the democratic school committee election process.

Response: Business Unit **agrees** with the recommendation

Action: SEDIA has continued to strengthen the role of MPD in Aceh province, through its close engagement with provincial MPD. SEDIA is supporting the MPD to house and lead a provincial cross-agency education sector working group that develops policy for the education sector that will be implemented by the Education and Religious Affairs' offices. SEDIA is also supporting the MPD to develop a five year strategic plan, secure budget to implement the plan, and conduct evaluations of its and the education sector's performance.

Recommendation Five

Include conditions in block grants for school improvement to make sure that school committees address minimum standards for sanitation and cater for the needs of disabled students.

Response: Business Unit **agrees** with the recommendation

Action: Minimum standards for sanitation and the needs of disabled students are already incorporated into AIBEP and the Education Partnership.

Recommendation Six

Ensure that program designs include sufficient M&E specialist inputs to enable the program to respond to emerging needs and changing requirements.

Response: Business Unit **agrees** with the recommendation

Action: The new Education Partnership has a separate M & E contract dedicated to collecting, analysing, and reporting on implementation of the program and whether it is achieving its objectives.

Recommendation Seven

There are many synergies between CEPA and the LOGICA 2 program. The CEPA experience reinforces the need for LOGICA 2 to: promote transparency and accountability and proactively campaign against corruption; undertake analysis of village dynamics and social mapping; take a comprehensive approach to do no harm; ensure that CSOs have the skills and resources to engage in conflict resolution; and that communities are aware of and address minimum standards for the delivery of services such as education.

Response: Business Unit agrees with the recommendation

Action: AusAID has encouraged LOGICA 2 and SEDIA teams to share information and work plans to optimise synergies between the two programs. In priority provinces under AusAID's Indonesia Country Strategy (2008-2013), Common Results Frameworks are being developed to link different sectoral programs operating in the same geographical areas, identify synergies and/or duplication, and agree on approaches to implementation based on those synergies and/or duplication.