

Terms of Reference

Scoping and Preparation for the Indonesia Education Sector Development Mid-Term Review

Expertise Required

Services of a i) Program Review Planning Specialist (Team Leader); and an ii) Evaluation Specialist

Context

AusAID will conduct a mid-term review (MTR) of its contribution to education sector development in Indonesia through two major programs, the Basic Education Program (BEP) and the Learning Assistance Program for Islamic Schools (LAPIS). The MTR will assess the effectiveness of the programs in improving the quality of, access to and governance of basic education in Indonesia, contributing to sector and country strategy objectives and underpinning country program approaches. The MTR will also identify prospects and forward implications for the Government of Australia's (GoA) contribution to education sector development beyond current commitments.

AusAID is one of the largest donors in the education sector in Indonesia. Education currently constitutes over half the aid program to Indonesia and the BEP is one of the agency's largest stand alone programs (\$355m consisting of both \$200m in loans and \$155m in grants). LAPIS is also providing niche assistance in the Islamic Education sub-sector (\$30.5m in grants). Given the greater emphasis on aid effectiveness and continued scale-up of Australian education assistance over the next few years a review of this kind is considered timely.

The MTR will also contribute to the overall review of the one billion dollar Australia – Indonesia Partnership for Reconstruction and Development (AIPRD) that has been commissioned by AusAID.

The MTR will be split up into two phases i) scoping and preparation; and ii) implementation. These TORs are for the first phase of the review only. The TORs for the second phase will be developed during the scoping and preparation phase.

Consultants are required to assist with scoping and preparation for this review including development of methodology, preparation of detailed TORs, and preparation of the schedule for MTR implementation, data gathering and analysis.

The Consultants will report to the Governments of Indonesia and Australia on progress of the MTR through the Program Coordination and Management Unit (PCMU) under the BEP. The TORs for the MTR will be presented to the PCMU prior to the commencement of the actual review in February / March 2008. The findings from the MTR will be presented to the Program Steering Committee for BEP and used as a basis for ongoing dialogue between both governments on future Australian assistance to education development in Indonesia.

Purpose

To assist with finalising the scope and preparation for implementation of the MTR including a detailed workplan and TORs.

Indicative scope of the MTR:

1. Progress and Quality of Progress against targets

- Progress of both programs at mid-term in accomplishing the overall purpose, objectives and targets and the quality of the accomplishments
- Progress against selected *key indicators* in the BEP and LAPIS logframe. It is expected the key indicators will relate to the access, quality and or governance components of the program but may also relate to gender and social equity, community engagement, disability-friendly schools, and ICT. (*Indicators will be selected during the preparation phase and data collection/analysis organised prior to mobilisation of the MTR in February / March 2008*).
- Ratings against AusAID's Quality at Implementation criteria (to be provided)
- Progress of both programs in providing targeted support to Islamic education sub-sector

2. Contract and management arrangements

- The appropriateness and effectiveness of contractual and management arrangements
- Appropriateness and effectiveness of AusAID's management and monitoring arrangements during the design and implementation stages (Post, Canberra)
- Appropriateness, utilisation and contribution of technical expertise/advisory services during the design and implementation stages (Post, Canberra)
- AusAID's policy engagement with GoI and other donors through the two programs

3. Policy/Strategy Alignment

- The fit of the programs with AusAID sector and country education strategies
- The response of the two programs to other cross-cutting/related objectives of the country strategy such as partnership (alignment and harmonisation), strengthening performance orientation, gender, disaster risk reduction, building demand for better governance and anti-corruption.
- The fit of the programs with the GoI's National Development Plan and the Ministry of National Education/ Ministry of Religious Affairs Strategic Plan (RENSTRA)
- The extent to which the programs realise the principles and indicators identified in the *Paris Declaration* (harmonisation, alignment of activities without overlap/redundancy, etc.)

4. Forward Implications

- Based on the MTR findings make recommendations for forward planning of education programming for post-2009 through dialogue with GoI and other donors, taking into consideration initiatives such as the Basic Education Capacity and Sector Improvement through Sector Wide Approaches
- Using the Quality at Implementation report, identify actions needed to improve ratings to fully satisfactory or better.

- Identify lessons learned, based on evidence, that can inform AusAID about current and future initiatives, particularly complex, large-scale activities that aim to be sectoral programs.
- Provide an analysis and recommendations on the *mechanisms* designed for and utilised by both BEP and LAPIS for subcontracting management and technical services for, and advisory services in basic education and Islamic education.
- Identify prospects for the two programs for the remaining contracted implementation period
- Define further research/ analysis and policy dialogue on the forward implications of the MTR required subsequent to the review and make recommendations on this and specialist services required (detailed as an annex to the report on the MTR findings)

Expected utilisation of MTR findings

In addition to reviewing Australia's contribution to education sector development in Indonesia through BEP and LAPIS, the MTR will also contribute to the:

- The overall review of AusAID's one billion dollars in grant and loan funding under the AIPRD (NB TORs to be finalised)
- Preparation/finalisation of the 2008-2013 Indonesia Country Strategy and Performance Assessment Framework, 2008 Quality at Implementation (QAI) reports for both programs, and FY2008 Education Thematic Report for Indonesia
- 2008 Contractor Performance Assessment for BEP and LAPIS

AusAID management of the MTR

The MTR process will be coordinated by the Education Manager, Sally-Anne Henfry, under the oversight of the Counsellor, Education and Scholarships - Jakarta, Andrew Collins in close consultation with the Director, Indonesia Branch - Canberra, Danielle Heinecke, and its Strategy and Impact team, and in collaboration with the Education Thematic Group and the Office of Development Effectiveness.

The Indonesia Branch's Strategy and Impact team will coordinate the CBR elements of the review. The ODE will participate in the actual review. ETG will provide ongoing advice and review the findings from each phase.

Preferred approach

AusAID requires a collaborative approach with involved personnel that contribute not only to broad consensus on process to be defined but also contributes to the professional development of staff and other experts involved.

Consistent with this approach, the consultants will plan a detailed consultative and participatory process for the MTR, recognising this is an opportunity for building AusAID and GoI's capacity.

The Consultants will have access to the Basic Education Adviser for information and guidance, as well as to the Islamic Education Adviser and other professional and technical staff.

Key Deliverables/reporting

The consultants' key deliverables for the preparation and scoping phase of the MTR are as follows:

1. Preparation of a workplan for phase I of the MTR
2. Preparation of TORs for the actual MTR, including indicative workplan/schedule

Other deliverables

In preparing the two key deliverables listed above, the consultants will undertake following activities listed below. The Program Planning and Review Specialist in consultation with the Evaluation Specialist will determine lead responsibility for each activity, although the Team Leader will have ultimate responsibility for the quality of all activities and deliverables.

3. Prepare an *inception report* within an agreed timeframe that will include a situation analysis related to the context and expected inputs outlined above that will inform the design of a process that adequately covers requirements and helps to identify any additional elements.
4. Undertake preliminary/preparatory dialogue with the GoI, AusAID personnel and advisers, the two respective BEP Contractor and the LAPIS support Contractor and key development partners including the World Bank and EU
5. Propose expertise required and prepare detailed *TORs* for each expert and any working groups falling under the expert and a list of documentation required for the MTR
6. Propose *other preparatory activities* to be undertaken by the consultant or other experts prior to the mobilisation of the MTR team.
7. Prepare a *schedule for MTR implementation*, inclusive of agreed preparatory services
8. Participate in a *peer review* of the proposed process, TORs, additional preparatory tasks and MTR implementation schedule

Duration and Timing of inputs

Up to 40 days non-continuous with 2 missions to JKT between December 2007 and late January 2008.

December 2007: Activities 3 - 8 outlined above

January 2008: Activities 1 and 2 outlined above

Location

Jakarta but possible travel to one or more BEP and LAPIS locations where implementation activities are in progress.

Consultation with AusAID Canberra including the Education Thematic Group, Office of Development Effectiveness and Strategy and Impact team (Indonesia Branch) will be via videocon from Jakarta.

Expertise

It is expected that both the Program Review Planning Specialist and Evaluation Specialist will have the following expertise. The Program Review and Planning Specialist will be responsible for the overall deliverables and coordinating the inputs of the Evaluation Specialist and liaison with both governments.

Required

1. Expertise in and demonstrated experience in planning and implementation of monitoring and evaluation processes for complex, large-scale aid programs.
2. Evaluation of complex, large-scale aid programs in the education sector.
3. Expertise in different modalities including sectoral programs and projects.
4. Expertise in different education funding modes.
5. Expertise in identifying relevant expertise and in crafting technical Terms of Reference for the types of experts required for the MTR.
6. Demonstrated ability to mentor less-experienced personnel.

Desirable, in order of importance

1. Knowledge of AusAID's Effectiveness/Quality Performance policies and requirements
2. Prior service delivery in Indonesia

Documentation

Background documentation for the MTR will be provided in hard and soft copy to both consultants prior to commencement of preparation and scoping phase of the review.