

Australia - Indonesia Basic Education Program

**Contractor Strategic Advisory Services
(CSAS)
2007 Review and Update of
Program Targets and Performance Matrix (PTPM)**

31 January 2008



Australia Indonesia Partnership

Kemitraan Australia Indonesia



A joint initiative of the Australian and Indonesian Governments.

2007 Review and Update of Program Targets and Performance Matrix (PTPM)

Background

The purpose of the Program Targets and Performance Matrix (PTPM) is to - facilitate an effective policy engagement process; provide overall strategic direction to the program; help guide a rolling program of reform activities and ensure that BEP maintains alignment with GOI priorities.

The PTPM (formerly the Policy Action Matrix) is to be reviewed annually as part of BEP monitoring and reporting and was last reviewed in May 2007 as part of the Mid-Year report to PSC on progress of BEP. The process of review included identification of factors in the policy or operational environment of BEP that have impacted on program implementation and are influencing future directions, and review of specific progress targets and achievements. This review follows the same process.

Changes in key documents during 2007

In the last quarter of 2007 a review of the LogFrame was undertaken and a comprehensive M&E Framework developed. These new documents accommodate changes that have occurred in BEP since its inception.

The new LogFrame impacts on the PTPM in two ways: firstly, there is an increase in the number of Indicators on which to measure progress, reflecting new directions adopted as part of the rolling program approach. Secondly, the new LogFrame uses the terminology of Outcomes rather than Objectives which, overall, gives a greater emphasis to observable end-point change rather than to processes. This change suits Pillars 2, 3 and 4 particularly well. However, for the purposes of the PTPM, Pillar 1 appears to be better served by retaining the focus on Access expressed in the Objectives of the previous PTPM.

Principles underpinning the current review of the PTPM

1. Except for Pillar 1, the structure of the PTPM will follow the Outcomes of the new Logframe. This will facilitate cross-referencing between key documents. Pillar 1 will follow the Objectives of the previous PTPM.
2. The PTPM will provide stakeholders with a quick snapshot of performance and alignment. Detailed analysis of performance will be found in the APRs.
3. Targets are shown for 2007, 2008 and 2009. Against the 2007 target a brief statement of the level of achievement will be included – Achieved/Completed, Partial, Delayed, Transferred, Deleted, In process, Data not yet available.
4. The 2008 targets provide a snapshot of the overall work plan for 2008. The 2009 targets describe the desired endpoint but need to be interpreted cautiously as significant change in management practices and institutional structures usually requires timeframes well beyond the life-cycle of the current Program (3 years) and in this case, the Program officially concludes at the end of April 2009, approximately 15 months from now.

5. Under a program approach, the targets of the PTPM are targets owned by the partners engaged in BEP, not just by implementing contractors, MCPM and CSAS. Their successful completion will rely on, and be a shared achievement of all partners.

Changes that have occurred in the environment of BEP

At the macro-level 2007 was a year of relative stability and steady economic growth in Indonesia: there were no major political crises for GOI; there were few changes in the senior echelon and, most importantly, GOI was able to significantly increase national education expenditure. These features contributed to an overall positive outlook, creating a good foundation for the partnership underpinning BEP.

The enthusiastic support and commitment of key personnel in MONE, MORA, BSNP and Bappenas have been critical factors in facilitating BEP achievements. The ability of the BEP, MCPM and CSAS, to integrate support with the plans and visions of the DGs and staff officers as regards future development – essential elements of a Program Approach – has led to significant support and commitment for BEP activities.

Inspection of the PTPM clearly reveals that during 2007, BEP was able to demonstrate many achievements and successes. Each of these successes builds momentum for further activities within the Program. Some examples include -

- The success of several reviews undertaken on behalf of the DG Teacher Quality Improvement and Education Personnel created the foundation for the EQAM program which will be a key area of Pillar 2 support in 2008 and 2009.
- Successful work with Balitbang on the review of BOS Buku has generated requests for support to review other aspects of BOS.
- In the areas of Gender Mainstreaming and Inclusive Education, BEP's strong support for preparation of two Ministerial Regulations has been supported by links and networks created through the professional and collegial strategies used in the Whole School and Whole District Development initiatives. In a decentralised environment such networks are essential if various levels of the education system are to feel a sense of belonging or of unity with the central Ministry.
- The completion of Audit Guidelines for Schools have facilitated ongoing follow-on activities through Pillar 3.

Clearly, implementation begins to speed up once effective professional relationships, networks and systems are established and consultants, contractors and counterparts develop shared knowledge and understanding.

Gaining momentum in MORA has been slower and some targets in the PTPM have been deferred or were only partly achieved at the end of the year. The pace is expected to accelerate in 2008 as opportunities are provided for a higher level of partnership and collaboration. This should be aided by the development at the national level of the Grand Design which brought together in a single document strategic targets for both MONE and MORA and, at the activity level, by enhanced MONE/MORA collaboration, as seen in groups working together on whole school and whole district training activities, teacher and school quality assurance.

The release of eight comprehensive national standards by BSNP had a significant impact on BEP during 2007 and this impact will almost certainly continue and intensify in 2008. This presented opportunities for new and important objectives to be supported under BEP as seen in the additional targets under Pillar 2.

There has been no change to the targets under Pillar 1, but for many targets the data are not yet available for 2007 and may not be available through central government until very late in 2008. These data will have to be produced through direct liaison with BEP districts. Other targets are delayed because many of the schools were not operational in July 2007 as had been expected. For example, this meant that NFE programs could not be accommodated until the first two Quarters of 2008.

The dynamic GOI/donor environment over the past year has impacted on BEP in a number of different ways: new directions flagged by GOI have deferred work on a Joint Performance Monitoring Framework for ESWG; on the other hand, increasing interest by the donor community in a sector-wide approach has created new areas for BEP activity; a planned multi-donor strategic planning mission for Papua was deferred in 2007, pending further consideration by GOI; work funded by the World Bank BERMUTU project impacted on planned Pillar 2 activities in teacher quality. Such changes underscore the need for BEP to be flexible and adaptive.

Consistent with a rolling approach to program design and implementation, the revisions to the PTPM reflect the changes and developments emanating from GOI over the year. This is as it should be. At the same time however, the Program maintains integrity with the Renstra by ensuring that all activities are referenced to the approved annual plans of directorates.

Recommendation

That the revised PTPM be approved by PSC.

PROGRAM TARGETS AND PERFORMANCE MATRIX

PILLAR ONE: EXPANDED EQUITABLE ACCESS			
Objective 1 a) Increase equitable coverage at all levels of formal and non-formal basic education, with a special focus on junior secondary.			
Performance Indicators	Targets and Progress in 2007	Annual Targets for 2008	Annual Targets for 2009
Increased total Enrolment and Gross and Net Enrolment Rates in basic education.	Increase in junior secondary enrolment by 20,000. ACHIEVED	Increase in junior secondary enrolment by 63,000; Increase Junior Secondary GER by 4% and NER by 2% over 2007.	Increase in junior secondary GER by 200,000. Increase Junior Secondary GER by 10% and NER by 5% over 2008.
	4,000 additional NFE students enrolled in BEP schools. DELAYED	12,000 additional NFE students enrolled in BEP schools.	20,000 additional NFE students enrolled in BEP schools.
	380 additional new junior secondary schools operational by July. 336 SCHOOLS ACHIEVED 44 SCHOOLS IN PROCESS	1192 additional new junior secondary schools operational by July (inc 2007 schools).	2000 additional new junior secondary schools operational by July (includes all new schools 2007,8 and 9).
Increased proportion of schools providing both formal and non-formal basic education.	Programs for NFE established in 50% of BEP schools. DELAYED	NFE programs operating in 80% of all BEP schools.	NFE programs operating in 90% of all BEP schools.
	MoNE and MoRA Strategic Plans for NFE completed and training needs identified. IN PROCESS	Legal and regulatory framework revised and promulgated with Strategic Plans and training schedule.	Training plans implemented in 75% of BEP districts.
	546 School Construction Committees established. ACHIEVED	1,074 School Construction Committees established.	

	All tranching funds released to 546 Committees. ACHIEVED	All tranching funds released to 1,074 Committees.	
Objective 1 b) Reduce access barriers to basic education.			
Performance Indicators	Targets and Progress in 2007	Annual Targets for 2008	Annual Targets for 2009
Decreased NER gap between the 20% poorest and 20% richest districts.	5 % increase in transition rate from primary to junior secondary in BEP districts. DATA NOT YET AVAILABLE	5 % increase in transition rate from primary to junior secondary in BEP districts.	10% increase in transition rate from primary to junior secondary in BEP districts.
	5% decrease in NER gap between the poorest and richest quintiles of BEP districts. DATA NOT YET AVAILABLE	5% further decrease in NER gap between the poorest and richest quintiles of BEP districts.	10% decrease in NER gap between poorest and richest quintiles of BEP districts.
Increased proportion of students who travel < than 3km to school.	Proportion of Junior Secondary students having to travel more than 3km to school reduced by 5% over 2006. DATA NOT YET AVAILABLE	Proportion of Junior Secondary students having to travel more than 3 km to school reduced by 10% over 2007.	Proportion of Junior Secondary students having to travel more than 3 km to school reduced by 10% over 2008.
	Establish 10 community lifelong learning centres in remote and disadvantaged areas. IN PROCESS	Establish 20 community lifelong learning centres in remote and disadvantaged districts.	Establish 20 community lifelong learning centers in remote and disadvantaged areas.
Objective 1 c) Strengthen the representation and role of girls and women in education and empower them in decision-making.			
Performance Indicators	Targets and Progress in 2007	Annual Targets for 2008	Annual Targets for 2009
Decreased gender gap in BEP schools.	District management plans established to reduce gender gap and provide inclusive education. IN PROCESS	95% of BEP districts fall within 5% of gender parity.	98% of BEP districts fall within 3% of gender parity.
Increased representation of women in decision-making in education.	School management committees in all BEP schools include at least 30% women membership. IN PROCESS	School management committees in all BEP schools include at least 30% women membership.	School management committees in all BEP schools include at least 30% women membership.

	School management plans in all BEP schools incorporate a gender and inclusive education strategy with targets. IN PROCESS	School management plans in all BEP schools incorporate a gender and inclusive education strategy with targets.	School management plans in all BEP schools incorporate a gender and inclusive education strategy with targets.
Objective 1 d) Enhance secular-Islamic partnership for basic education.			
Performance Indicators	Targets and Progress in 2007	Annual Targets for 2008	Annual Targets for 2009
Increased number of provinces/districts with joint MoNE/MoRA school mapping and access improvement strategies.	50% BEP districts engage in planning for comprehensive capacity building across MoNE and MoRA schools. ACHIEVED	60% BEP districts engage in planning for comprehensive capacity building across MoNE and MoRA schools.	80% BEP districts engage in planning for comprehensive capacity building across MoNE and MoRA schools.
PILLAR TWO: IMPROVED QUALITY AND INTERNAL EFFICIENCY			
2.1 OUTCOME: SCHOOL ASSET MANAGEMENT AND MAINTENANCE CAPACITY			
Performance Indicators	Targets and Progress in 2007	Annual Targets for 2008	Annual Targets for 2009
Enhanced school asset management, preventative maintenance and school mapping.	BEP schools have asset management and preventive maintenance plans supported by budget allocations. IN PROCESS BEP districts implement asset management and maintenance systems which meet BSNP standards. IN PROCESS BEP districts with budgetary allocations for asset management and maintenance. IN PROCESS	BEP schools have asset management and preventive maintenance plans supported by budget allocations. BEP districts implement asset management and maintenance systems which meet BSNP standards. BEP districts with budgetary allocations for asset management and maintenance.	BEP schools have asset management and preventive maintenance plans supported by budget allocations. BEP districts implement asset management and maintenance systems which meet BSNP standards. BEP districts with budgetary allocations for asset management and maintenance.

2.2 OUTCOME: TEACHER QUALITY ASSURANCE			
Performance Indicators	Targets and Progress in 2007	Annual Targets for 2008	Annual Targets for 2009
Teacher quality has been enhanced.	<p>The impact of the Teacher Law (2005) for MoNE and MoRA has been evaluated and a strategic plan to support MoNE and MoRA teachers has been developed. COMPLETION</p> <p>Strategic plan to support MoNE and MoRA teachers implemented. IN PROCESS</p> <p>“Review of the Organisation and Capacity of LPMP and P4TK”. COMPLETED</p> <p>Teacher quality assurance system socialised and disseminated to all stakeholders. COMPLETED</p>	Teacher Quality Assurance Institutes (LPMPs and P4TKs) developed and operating in accordance with Government Decrees 7 and 8.	Teacher Quality Assurance Institutes (LPMPs and P4TKs) developed and operating in accordance with Government Decrees 7 and 8.
2.3 OUTCOME: SCHOOL QUALITY ASSURANCE			
Performance Indicators	Targets and Progress in 2007	Annual Targets for 2008	Annual Targets for 2009
Improved school quality assurance systems.	<p>An integrated national Educational Quality Assurance Model (EQAM) designed for school and teacher quality assurance. COMPLETED</p>	<p>Implementation strategy for EQAM agreed and socialised.</p> <p>MoNE and MoRA schools adopting the EQAM.</p>	MoNE and MoRA schools adopting the EQAM.
2.4 OUTCOME: TEACHING AND LEARNING MATERIALS			
Performance Indicators	Targets and Progress in 2007	Annual Targets for 2008	Annual Targets for 2009
Improved quality and availability of teaching and learning materials for teachers and students.	<p>Role of Book Centre reviewed and redefined. COMPLETED</p> <p>Report of Organisational and Capacity Review of the Book Centre. COMPLETED</p>	Book Centre staff re-trained for their new roles, including training on the new BSNP standards.	

	Textbooks designed and produced for all subjects and Basic Education grades meeting BSNP and Gol gender equality standards. IN PROCESS	Textbooks designed and produced for all subjects and Basic Education grades meeting BSNP and Gol gender equality standards.	Textbooks designed and produced for all subjects and Basic Education grades meeting BSNP and Gol gender equality standards.
	Teacher Guides and Manuals designed for all subjects and Basic Education grades meeting BSNP and Gol gender equality standards. IN PROCESS	Teacher Guides and Manuals developed and produced for all subjects and Basic Education grades meeting BSNP and Gol gender equality standards.	Teacher Guides and Manuals developed and produced for all subjects and Basic Education grades meeting BSNP and Gol gender equality standards.
2.5 OUTCOME: CURRICULUM DEVELOPMENT			
Performance Indicators	Targets and Progress in 2007	Annual Targets for 2008	Annual Targets for 2009
Policy and strategy agreed and resources available for school based curriculum planning and development for BEP-constructed MoRA and MoNE schools.	ToT course designed for trainers in school based curriculum planning and development. COMPLETED Trainers and key supervisors trained. IN PROCESS	Trainers and key supervisors trained. Supervisors, teacher trainers, principals, school committee and community members trained. Implementation strategy for school based curriculum development for BEP-constructed schools through the WSD program developed and agreed. BEP-constructed MoRA and MoNE schools reporting implementing school based curriculum development.	Supervisors, teacher trainers, principals, school committee and community members trained. BEP-constructed MoRA and MoNE schools reporting implementing school based curriculum development.
2.6 OUTCOME: EDUCATION STANDARDS SETTING AND MONITORING			
Performance Indicators	Targets and Progress in 2007	Annual Targets for 2008	Annual Targets for 2009
BSNP established as the recognised national education standards development and monitoring organisation.	BSNP standards developed and published. IN PROCESS	Efficient and effective BSNP organisation and management implemented.	

	<p>BSNP standards monitoring system developed. IN PROCESS</p> <p>BSNP communications and public relations system designed and socialised. IN PROCESS</p> <p>BSNP website, publications, and other dissemination systems in place. IN PROCESS</p>	<p>BSNP standards monitoring system finalised, approved and published.</p> <p>BSNP monitoring reports produced and published.</p> <p>BSNP communications and public relations system implemented.</p>	<p>BSNP monitoring reports produced and published.</p>
2.7 OUTCOME: NATIONAL EXAMINATIONS AND ASSESSMENT			
Performance Indicators	Targets and Progress in 2007	Annual Targets for 2008	Annual Targets for 2009
Improved quality of national examinations and classroom-based assessment, and timeliness of results.	<p>Relationship between the Centre for Educational Assessment (CEA) and the BSNP clarified and strengthened. COMPLETED</p> <p>Development of National Examination Authority with joint membership from BSNP and the MoNE and MoRA, which meet BSNP Examination and Assessment Standards. IN PROCESS</p> <p>Capacity built to enable CEA staff to develop improved assessment content and methods for national examinations. IN PROCESS</p>	<p>Establishment of National Examination Authority with joint membership from BSNP and the MoNE and MoRA.</p> <p>Examinations approved by the National Examination Authority across grades and subjects.</p> <p>Capacity built to enable CEA staff to develop improved assessment content and methods for national examinations.</p> <p>Classroom assessment, and student achievement reports and profiles developed and introduced.</p>	<p>Examinations approved by the National Examination Authority across grades and subjects.</p> <p>Improved assessment content and methods for national examinations.</p> <p>Schools introducing classroom based assessment and student reports.</p>

2.8 OUTCOME: NON-FORMAL EDUCATION			
Performance Indicators	Targets and Progress in 2007	Annual Targets for 2008	Annual Targets for 2009
Enhanced system of non-formal education.	Report on legal and regulatory requirements for alignment of the formal and non-formal systems finalised. COMPLETED	Report and recommendations on legal and regulatory requirements formally adopted. Ministerial decree for alignment of the formal and non-formal systems issued. Increased number of teachers trained to deliver NFE through the MoNE and MoRA education systems. Number of MoNE and MoRA schools offering NFE courses.	MoNE and MoRA schools offering NFE courses.
		Ten Community Learning Centres (CLC) provided in poor and otherwise disadvantaged communities.	
2.9 OUTCOME: WHOLE SCHOOL DEVELOPMENT (WDD)			
Performance Indicators	Targets and Progress in 2007	Annual Targets for 2008	Annual Targets for 2009
BEP-constructed schools operating in accordance with national quality educational standards.	Trainers trained as district trainers in educational leadership and school management. IN PROCESS	Trainers trained as district trainers in educational leadership and school management.	Principals, school committee and community members trained and supported in leadership and school management.
	Principals, school committee and community members trained and supported in leadership and school management. IN PROCESS	Principals, school committee and community members trained and supported in leadership and school management. District supervisors (Pengawas) trained and supported in the development of teachers and principals.	

		Schools producing school management plans meeting the eight BSNP Standards, incorporating gender and inclusive education strategies.	Schools producing school management plans meeting the eight BSNP Standards, incorporating gender and inclusive education strategies.
2.10 OUTCOME: WHOLE DISTRICT DEVELOPMENT (WDD)			
Performance Indicators	Targets and Progress in 2007	Annual Targets for 2008	Annual Targets for 2009
Districts have capacity to plan for, promote and implement improved quality of education.	National and provincial trainers trained in educational leadership and district management. IN PROCESS	National and provincial trainers trained in educational leadership and district management.	District education and other government staff trained and supported In Leadership and District Management.
2.11 OUTCOME: GENDER MAINSTREAMING			
Performance Indicators	Targets and Progress in 2007	Annual Targets for 2008	Annual Targets for 2009
Enhanced gender equality in education services.	Ministerial Decree/Regulation finalised to enable effective implementation of a National Gender Policy under decentralisation. COMPLETED Gender Mainstreaming policies socialised nationally through Pokja Gender. IN PROCESS Equality of opportunity for education system personnel. IN PROCESS	Ministerial Decree/Regulation enacted to enable effective implementation of a National Gender Policy. Gender Mainstreaming policies socialised nationally through Pokja Gender. Gender Mainstreaming policies are reflected in BEP district and school planning under WSD and WDD. BEP-constructed schools with operating Gender Equality policies.	Gender Mainstreaming policies are reflected in BEP district and school planning under WSD and WDD. BEP-constructed schools with operating Gender Equality policies.
2.12 OUTCOME: INCLUSIVE EDUCATION			
Performance Indicators	Targets and Progress in 2007	Annual Targets for 2008	Annual Targets for 2009
An integrated approach to Inclusive Education in Indonesia.	National Task Force formed by MoRA and MoNE to develop implementation regulations and guidelines for a national inclusive education policy. COMPLETED	Inclusive Education policies and regulations agreed and socialised. Inclusive Education policies and regulations socialised in BEP-constructed schools.	Inclusive Education policies socialised in BEP-constructed schools.

		BEP-constructed schools with operating Inclusive Education policies.	BEP-constructed schools with operating Inclusive Education policies.
PILLAR THREE: IMPROVED GOVERNANCE SYSTEMS			
3.1 OUTCOME: SECTOR/RENSTRA M&E STRATEGIC PLANNING			
Performance Indicators	Targets and Progress in 2007	Annual Targets for 2008	Annual Targets for 2009
The RENSTRA (MoNE & MoRA) are being used as the basis for annual planning and sector performance assessment.	Assignment of responsibilities and resourcing for completing the RENSTRA network, designing M&E processes, and linking with planning processes for both MoNE & MoRA. ACHIEVED	Completion of recommendations for RENSTRA completion, M&E processes and a formalised annual planning link. (Extra: process for transferring lessons learnt for next RENSTRA development).	Continuation of 2008 if not completed.
3.2 OUTCOME: FINANCIAL MANAGEMENT			
Performance Indicators	Targets and Progress in 2007	Annual Targets for 2008	Annual Targets for 2009
3.2a (MoNE) Improved implementation & utilisation of the planning, budgeting & financial management systems (MoF & FMIS) operating on centrally allocated funds.	Adjustment of FMIS system in preparation for roll-out to MoNE Satker. Identification of additional management needs for local and central Satker. ACHIEVED	Operationalisation of FMIS in 200 Satker. Implementation of a second version containing additional functions for local needs.	Continuation of 2008 if not completed.
3.2b (MoRA) Increased efficiencies in MoRA school funding.	Basis for financing processes & needs established in the MoRA RENSTRA. Scope of efficiencies/review studies mapped out & resources allocated. ACHIEVED	Review completed by the MoRA team and recommendations socialised to stakeholders.	Revision of review recommendations based on feedback.
3.3 OUTCOME: EDUCATION FINANCING			
Performance Indicators	Targets and Progress in 2007	Annual Targets for 2008	Annual Targets for 2009
3.3a (MoNE & MoRA) Equitable mechanisms for school funding operating at central and district levels.	Main stakeholder groups engaged and a joint strategy mapped out – i.e programs with allocation authorities, expert group and DPR K10. ACHIEVED	DPR K10 able to perform financial oversight function based on good understanding sector financing issues. Finance cost standards linked with allocation decisions & affordability strategy. Expert cost studies using sound sector financing perspectives.	Continuation of 2008 if not completed.

3.3b (MoRA) Raised awareness of the case for implementing the Law 20/2003 (34/46) on the funding of basic education for Islamic schools.	Dependent elements (3.1 (MoRA), 3.2b & 3.3a) complete or in process. ACHIEVED	Elements for advocacy program complete (efficiencies study, RENSTRA, unit costing).	Completion of BEP-supported advocacy program.
3.4 OUTCOME: STAKEHOLDER SERVICING BY EDUCATION INFORMATION SYSTEMS			
Performance Indicators	Targets and Progress in 2007	Annual Targets for 2008	Annual Targets for 2009
Improved stakeholder servicing by Educational Information Systems at all levels. (MoNE & MoRA).	System renovation concepts and designs completed. (MoNE) All systems under redevelopment (Padati, PAS, GIS, PMIS, Portal, OLAP, Warehouse). (MoRA) 2008 DIPA and work plan cover financial requirements & work program including MoRA systems integration and EMIS. ACHIEVED	Completion of all systems redevelopment (MoNE & MoRA). Roll out and training programs for all systems. Start on capacity building for utilisation of systems. Support for organisational adaptations at district level.	Capacity building for systems utilisation covers core users.
3.5 OUTCOME: STRENGTHENED INTERNAL EDUCATION AUDIT CAPACITY			
Performance Indicators	Targets and Progress in 2007	Annual Targets for 2008	Annual Targets for 2009
Strengthened internal education audit capacity.	Performance audit guidelines developed, trialed and approved for MoRA IG, including schools audit guidelines. MoNE IG performance audit proposal reaches decision. ACHIEVED	Capacity building program for auditor certification completed for MoRA IG.	No targets.
3.6 OUTCOME: INNOVATIVE ICT IN EDUCATION			
Performance Indicators	Targets and Progress in 2007	Annual Targets for 2008	Annual Targets for 2009
Enhancing education services through the innovative use of ICT in education.	Government sponsorship identified. Concept and working team in place. ACHIEVED	10 proposals under implementation.	10 proposals completed and assessed.
3.7 OUTCOME: MORA ORGANISATIONAL DEVELOPMENT			
Performance Indicators	Targets and Progress in 2007	Annual Targets for 2008	Annual Targets for 2009
MoRA organisational structure adjusted to manage new processes, particularly with regard to MoRA responsibilities for private madrasah.	Scope, concept, and methodology decided and approved by MoRA. Working team in place to undertake review. ACHIEVED	Review complete and organisational recommendations made and socialised.	Proposal for implementation strategy for recommendations completed.

PILLAR 4 : IMPROVED EDUCATION SECTOR RESOURCE UTILISATION

4.1 OUTCOME: SUSTAINED, EFFECTIVE SCHOOL FINANCING PROVIDES BOTH EXPANDED ACCESS AND IMPROVED LEARNING OUTCOMES IN BASIC EDUCATION AND NFE.

Performance Indicators	Targets and Progress in 2007	Annual Targets for 2008	Annual Targets for 2009
Trends in participation and outcomes data against central and district budget allocations to schools	<p>Baseline study undertaken. ACHIEVED</p> <p>Analysis of student performance data by poverty quintile. IN PROCESS</p> <p>Costing study for implementation of teacher laws ACHIEVED</p> <p>Review of BoS Buku. ACHIEVED</p>	<p>Field Study of school and district financing and management against outcomes and participation data.</p> <p>Cost analysis and funding plan for implementation of Teacher Laws in next Renstra 2010-2014 with implications for workforce planning.</p> <p>Review impact of financing regulations on service delivery (district focus) and assessment of education financing options.</p> <p>Further evaluation of BOS grants.</p>	<p>GOI takes steps towards implementation of more equitable resource distribution to schools.</p> <p>Implementation of an effective teacher information and management system</p> <p>Workforce planning undertaken for next RENSTRA .</p> <p>Effective implementation of NFE strategies to increase participation and equity.</p> <p>Sample studies show BEP schools demonstrate quality education and quality management.</p>

4.2 OUTCOME: ALIGNMENT OF BEP WITH ANNUAL GOI EDUCATION SECTOR DEVELOPMENT PRIORITIES.			
Performance Indicators	Targets and Progress in 2007	Annual Targets for 2008	Annual Targets for 2009
% of BEP planning and reporting documents that match Renstra objectives and targets.	<p>Revised Logframe ACHIEVED</p> <p>M&E Framework completed ACHIEVED</p> <p>Revised PTPM ACHIEVED</p>	<p>Mapping of central, district and school plans with analysis of impacts on poor.</p> <p>Detailed analysis of MORA teacher profile data and recommendations for workforce planning.</p>	<p>Comprehensive report showing BEP achievements and implications for next Renstra.</p> <p>Review completed of financing implications for RENSTRA 2010-2014 and related financing strategies for MONE, MORA and district levels.</p>
4.3 OUTCOME: IMPROVED CAPACITY IN STRATEGIC PLANNING INCLUDING GOI/DONOR JOINT RESOURCE ALLOCATION FOR ADDRESSING PRIORITY NEEDS IN EDUCATION.			
Performance Indicators	Targets and Progress in 2007	Annual Targets for 2008	Annual Targets for 2009
Extent to which GOI and donor support for basic education is fully aligned with GOI priorities and clearly identified in MoNE and MoRA forward planning.	<p>Advice and TA provided to ESWG and GOI for developing priorities and preferred models for donor cooperation. IN PROCESS</p> <p>Support for strategic planning in Papua DEFERRED</p> <p>Strategic Plan for NFE ACHIEVED</p> <p>Strategic Plan and annual management plans prepared in MORA PARTIAL ACHIEVEMENT</p>	<p>Active participation in development of comprehensive plans for coordinated multi-donor support to MORA and MONE to support next Renstra.</p> <p>Costed NFE Strategic Plan</p> <p>Costed strategic plan for MORA – focused on next Renstra</p> <p>Roadmap for introducing more equitable funding for schools.</p>	<p>Agreed Framework in operation for coordinated donor assistance and joint performance assessment.</p>

4.4 OUTCOME: IMPROVED EDUCATION SECTOR PERFORMANCE MONITORING.			
Performance Indicators	Targets and Progress in 2007	Annual Targets for 2008	Annual Targets for 2009
Quality, scope and influence of performance reviews undertaken with MoNE and MoRA	<p>ASMR completed with focus on poverty and gender ACHIEVED</p> <p>Financial Performance Report ACHIEVED</p> <p>EFA MDA Report ACHIEVED</p> <p>Review of statutory reporting requirements in education ACHIEVED</p>	<p>Enhanced MONE capacity for policy research.</p> <p>ASMR completed with focus on poverty and gender.</p> <p>Commenced longitudinal study on impact of education strategies on the poorest quintile.</p> <p>Study on assessment of quality of basic education.</p> <p>Review of sector and financial performance monitoring practices at central, provincial and district level.</p>	<p>Comprehensive report showing contribution of BEP to quality of and participation in basic education, incl. - .</p> <ul style="list-style-type: none"> • Initial Impact and performance assessment • Performance audit on sample of school operational budgets • Study of impact of education reform on poorest quintile