

**Joint Final Report on  
Australia-UNICEF Education Assistance to  
Papua and West Papua  
and  
Striding Towards Equity in Education in Papua  
and West Papua (STEP)**



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*\*The amounts reflect the figures available at the field office level and should be considered as indicative. Actual expenditures will be reflected in the Statement of Accounts prepared by the Division of Financial Management, New York.*

## LIST OF ABBREVIATIONS AND ACRONYMS

ACDP	Analytical Capacity Development Programme
AJEL	Active, Joyful and Effective Learning
APBD	<i>Anggaran Pendapatan dan Belanja Daerah</i> (Regional Budget)
AusAID	Australian Agency for International Development
Bappeda	<i>Badan Perencanaan dan Pembangunan Daerah</i> (District Planning and Development Agency)
Bappenas	<i>Badan Perencanaan dan Pembangunan Nasional</i> (National Planning and Development Agency)
BOS	<i>Bantuan Operasional Sekolah</i> (School Operational Assistance)
CFS	Child-Friendly Spaces
CLCC	Creating Learning Communities for Children
CSO	Civil Society Organization
DBE	Decentralized Basic Education (funded by USAID)
Dikpora	<i>Dinas Pendidikan Pemuda dan Olahraga</i> (Education Office for Youth and Sport)
DPRD	<i>Dewan Perwakilan Rakyat Daerah</i> (Provincial Legislature)
EAD	Education and Adolescent Development Cluster, UNICEF
EFA	Education for All
FKIP	<i>Fakultas Keguruan dan Ilmu Pendidikan</i> (Faculty of Teachers and Education Knowledge)
Gol	Government of the Republic of Indonesia
ICT	Information Communication Technology
KKG	<i>Kerja Kelompok Guru</i> (Teachers' Working Group)
KKKS	<i>Kerja Kelompok Kepala Sekolah</i> (Principals' Working Group)
LPMP	<i>Lembaga Penjaminan Mutu Pendidikan</i> (Education Quality Assurance Institute)
MBS	<i>Manajemen Berbasis Sekolah</i> (School Based Management)
MDGs	Millennium Development Goals
M&E	Monitoring and Evaluation
MGPBE	Mainstreaming Good Practices in Basic Education
MoEC	Ministry of Education and Culture (or, <i>Departemen Pendidikan dan Budaya Nasional</i> , Depdikbud)
MSS	Minimum Service Standards

NER	National Enrolment Rate
NGO	Non-Government Organization
OCR	Organizational Capacity Review
OTSUS	Otonomi Khusus (Special Autonomy)
PAMONG	<i>Pendidikan oleh Masyarakat, Orang Tua dan Guru</i> (Education by Communities, Parents and Teachers)
PGSD	<i>Pendidikan Guru Sekolah Dasar</i> (Teacher Education for Basic Education)
POs	Project Officers (UNICEF's personnel)
PSC	Provincial Steering Committee
Renja	<i>Rencana Kerja</i> (Annual Work Plan)
Renstra	<i>Rencana Strategis</i> (Strategic Plan)
RBM	Results Based Management
SBM	School-Based Management
SD	<i>Sekolah Dasar</i> (Primary School)
SIL	Summer Institute of Linguistics
SPM	<i>Standar Pelayanan Minimal</i> (or MSS)
STIKIP	Sekolah Tinggi Ilmu Keguruan dan Ilmu Pendidikan (College of Education and Teaching)
Subrayon/ Gugus	Clusters for Junior Secondary Schools and Primary Schools
UNCEN	Cenderawasih University
UNIPA	Universitas Negeri Papua-State University of Papua
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development

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## 1 EXECUTIVE SUMMARY

Children and youth in Papua and West Papua face many obstacles to accessing quality education services with particular segments of society experiencing significant inequalities. In general, factors contributing to disparities in Tanah Papua include: governance and human resource capacity gaps, poverty, geographic isolation, linguistic differences, cultural and social norms including gender discrimination, and HIV and AIDS. Although Tanah Papua has significantly increased access to educational opportunities for school-aged children in less remote areas, the quality and relevance of education services remain uneven, especially in relation to student learning processes in classrooms. For children in more remote and isolated areas, the challenges of access to and quality of education services are even greater.

Within this context, UNICEF, with support from the Australian Government (AusAID) in 2010 and the United States Government (USAID) in 2011, has sought to improve the capacity of provincial, district and school personnel in six districts across the two provinces to conduct strategic planning and to improve management and teaching practices in primary schools.

The expected combined programme outcomes include:

- Provincial and selected District Education Offices use plans (Renstra and Renja), including improved budgeting and financial management system.
- Primary school children in selected schools in target districts benefit from improved teaching
- Principals, supervisors, and school committees have stronger leadership and management skills.

The programme was implemented between April 2010 and December 2012 in 6 districts in Papua (Jayapura, Jayawijaya, Mimika, and Biak Numfor) and West Papua (Manokwari and Sorong).

The combined programme was designed to strengthen service delivery capacity as a precursor to improved learning outcomes of children. Service delivery capacities were to be strengthened at three different institutional levels: (1) provincial level to support districts; (2) district level through improved management, planning, budgeting, transparency and accountability, and participation with communities; and (3) school level through improved school management and teaching practices for children.

A major tenant of the Papua Basic Education Program was that improvements in the education delivery system would translate into more effective management and teaching practices at each level of the system. Improvements in the strategic planning and budgeting practices in two provinces and the targeted districts was the primary focus of the first component of the project.

All of the provinces and districts have strengthened the planning capacity and adopted RENSTRA and annual RENJA. Training in the area of financial management has improved the regularity of reports and three-quarters of the target districts have linked data collection and financial analysis with planning. It appears therefore that most management practices identified for improvement have been regularized in the target districts.

In the second component, preliminary findings of the endline assessment seem to show that support for teachers has led to improved teaching practices in classrooms of target schools in urban areas; but hasn't achieved the desired outcome for semi-urban and rural areas. In urban areas, the school level interventions were concentrated in model schools and replication of quality improvement through School-based Management (SBM). In semi-urban and rural areas, the school level interventions introduced early-grade and multi-grade teaching. A key element of the school level interventions was the strengthening of model schools within school clusters that would provide routine mentoring support to "satellite" (or surrounding) schools within the same cluster as a means of sustaining quality improvement of teacher and principal capacities.

The programme succeeded in strengthening local human resource capacities for providing in-service teacher training in new pedagogies (PAKEM, multi-grade teaching, and early-grade teaching) and developing relevant learning materials. The results in changes in teaching practices are however varying between model and satellite schools. Preliminary findings of the endline survey highlight that satellite schools showed some progress in teaching practices but not nearly to the same level as model schools. This situation suggests that alternative and more focused training and mentoring is required to reach and support teachers in satellite schools (those more rural and remote).

The strategy for improving support for teachers through the provision of in-service teacher training was a cascade approach implemented through the cluster system for providing training, mentoring and support. Training of trainers occurred at the provincial or district levels. It was assumed that district-level trainers, most of whom were supervisors, would extend the training to the school level following the cluster system. Schools are clustered to support principal and teacher working groups (KKKS & KKG) to conduct activities that support cluster members in model or satellite schools. Trainers provided training and support to master teachers at the model or intervention school. However, only about half of the clusters in the target districts held regularly scheduled working group meetings. It appears that the assumption that master teachers would provide training and support to teachers in satellite schools did not occur in reality.

Since PAKEM training had already begun at the time of the baseline study, it is most likely the best indicator of the effectiveness of cascade approach to teacher training through the cluster structure. PAKEM was implemented only in SBM schools, which are located in urban and peri-urban areas with more access than most rural and remote schools. The divergent outcomes between model and satellite schools suggest that the cascade approach to teacher training through the cluster system may not be effective, particularly when the greatest needs are in the satellite schools. Clusters may be effective for dissemination of routine professional development, but not the most efficient intervention strategy for closing the equity gap between schools in the periphery with schools closer to the center.

Similar results were found with respect to training in early-grade teaching (EGT). However, EGT training began later in the programme implementation, resulting in a much smaller number of teachers who had received the training. The lack of change in teaching practice among teachers receiving the training suggests that the training may not have been adequate to increase teacher knowledge and skills in PAKEM and early-grade teaching for them to change their classroom practice. Additional factors may include the support of the school administrator and lead teachers, the support and mentoring received from supervisors, and the complexity of change in practice required applying the innovations.

In component three, two-thirds of principals received leadership training that was intended to improve capacity to carry out a number of administrative tasks. However, preliminary findings from the endline assessment show the outcomes from this training were mixed. Regarding record-keeping, only model schools maintained the same level found in the baseline study (80%). None of the schools in the sample reached the target of 100% compliance with the requirement to maintain school records. The same was true for teacher evaluation records. Two-thirds of schools kept the records. None of the districts reached the target of 100% compliance. Only in the case of school data records (teachers and students), which are required to receive annual budgets, almost all had them (model – 90%; satellite – 80%; no-intervention 70%). Therefore, given the lack of progress on this indicator of the impact of increasing management capacity, it is difficult to determine what, if any effect the training had on management practice. However, in the areas of teacher support, school plans and school budgets, it was clear that leadership training for principals did have the desired impact in bringing about a change in management practice in those areas.

The programme also focused on improving the management capacity of the members of school committees, which are required for every school to receive an annual budget. It was felt that increasing community participation in school management would increase accountability and expand local support for schools. The endline found that 72% of committees assisted schools in development programs. Half of the committees assisted schools financially, and one-third reported that their support had increased this year compared to last year. However, only about one-third of school committees held monthly meetings. The active participation of the community is dependent upon active school committees. The frequency of meetings, together with the level of support given to schools are important outcome indicators for measuring the project's impact on improving community engagement and increasing capacity to tackle issues such as teacher absenteeism, support for teachers, student attendance and discipline issues, quality of instruction, and financial accountability. In this regard, preliminary findings of the endline assessment seem to show that the programme results were mixed, earning relatively high marks for support for schools, but lower marks with respect to engagement and ability to address critical issues affecting the quality of education.

In summary, the programme achieved the desired outcome at the education system level with the strengthening of planning, budgeting and financial management capacities; that still however need to be translated into practice with continuous support. The support to teachers has led to some progress in urban areas, but a stronger focus and a revised strategy are necessary to reach rural and remote schools to overcome educational disparities. Finally, the leadership component also had the desired impact in bringing change in management practices in area of teacher support, school plans and school budgets, but community engagement and participation remain an area that require continued focus and strengthening.

## **2 BACKGROUND**

Papua and West Papua are two of Indonesia's 33 provinces, located in the western half of the world's second largest island, New Guinea. These provinces are at the extreme eastern end of Indonesia and a seven-hour flight from the national capital, Jakarta. They are also distant from the country's major population centres. The combined total population of the two

provinces is estimated to be 3.63 million, with 2.8 million people residing in Papua Province and slightly over 800,000 in West Papua Province<sup>1</sup>.

The provinces are rich in cultural, ethnic, and linguistic diversity. According to the Central Bureau of Statistics, there are 315 distinct tribal groups (*Suku Bangsa Asli Papua*), and it is generally accepted that there are at least 250 local languages. The majority of people in Tanah Papua are Christian, predominantly Protestant and Catholic, but Muslims, Hindus and Buddhists are also present.



The topography of Papua and West Papua Provinces (known together as Tanah Papua) is challenging. It is dominated in many areas by high, forest-clad mountains with population centres consisting of widely dispersed hamlets in rural areas. In some cases these are accessible only by air or several days walk through rugged terrain. Access in many lowland areas can be equally challenging, with the population thinly scattered along rivers cutting far into the hinterland or in swamplands along smaller streams. The topography has contributed to limited access to public services like education and health, transportation and communications.<sup>2</sup>

Until 2003, Papua and West Papua Provinces officially comprised a single Province of Papua. In 2004 the two provinces were officially divided and in 2006 the split into two provinces became real with the establishment of a separate provincial administration in West Papua Province. Administratively, Papua Province comprises of 30 autonomous districts/cities while West Papua Province comprises of 11 autonomous districts/cities.

Tanah Papua is rich in natural resources but is lacking in human resource capacity. The two provinces enjoy a high level of special autonomy funds geared towards accelerating development and access to quality basic public services such as primary education and health. However, the populations of the provinces remain among the poorest in Indonesia. Poverty figures from 2009 show Papua and West Papua Provinces have respectively 38 per cent and 36 per cent of their populations living below the poverty line, compared to the national average of 14.2 per cent.<sup>3</sup>

## Basic Education in Tanah Papua

<sup>1</sup> Central Bureau of Statistics (BPS), 2010

<sup>2</sup> This point is emphasized, among other places, in *UNICEF. Gender and Poverty Analysis in Papua: Final Report*, November 2007.

<sup>3</sup> On-line reference at: [www.dds.pbs.go.id/eng/brs\\_file/eng-kemiskinan](http://www.dds.pbs.go.id/eng/brs_file/eng-kemiskinan). "An overview of poverty in Indonesia on March 2009, Table 4. Number and Percentage of Population Below The Poverty Line by Province, March 2008-March 2009.

The Government of Indonesia has a strong commitment to education and has undertaken a number of important measures to achieve MDG 2 by 2015. In 1994 the Government expanded Compulsory Basic Education up to grade 9 for all children aged 7–15 years. While the net enrolment rate (NER) has increased nationally, Papua Province has significantly lower enrolment and retention rates and is at risk of not achieving MDG 2 by 2015, whereas West Papua Province tends to have much better educational outcomes for children at primary school level.

Children and adolescents in Papua and West Papua face many bottlenecks to accessing quality education services with particular segments of society experiencing significant inequities. Enrolment rates are lower than national averages for both primary and junior secondary schools (91.5 per cent for primary and 63 per cent for junior secondary levels in West Papua, compared with national averages of 95 per cent for primary and 74 per cent for junior secondary. School participation rates in Papua are 60 per cent for primary aged children and 61 per cent for junior secondary school aged children)<sup>4</sup>; early school-leaving and repetition rates are high (estimated repetition rate is as high as 11 per cent in grade 1, while early school leaving in Papua Province can be over 50 per cent). A large proportion of children in Papua are thus out-of-school (up to 30 per cent) while in West Papua up to 20 per cent are out-of-school: more than seven times higher than the national average); at least 38 per cent of classrooms in primary schools across the two provinces are in bad condition; and only 4 per cent of primary school teachers possess the minimum qualification compared with 18 per cent at the national level.<sup>5</sup>

In general, factors contributing towards such disparities in Papua and West Papua include: gaps in the basic education sector governance, poverty; geographic isolation, linguistic differences; cultural and social norms, including gender discrimination; and HIV and AIDS. Findings from the Baseline survey funded by AusAID reveal capacity gaps in education sector planning and management. Uneven quality of services and insufficient targeting of services to the poor are also a source contributing to disparities.

Paradoxically, Papua and West Papua have higher per capita spending on education than most other provinces in Indonesia. In fact, Papua is reported to have the second highest education spending in the country after East Kalimantan (World Bank, 2005). However, these figures are questionable given recent analysis of actual education budget allocation in Tanah Papua which found that contributions are often well below stipulated levels. Funding is also often directed to areas not proven to improve access and equity in the basic education sector (e.g. high funding levels for university scholarship schemes for Papuans to other parts of Indonesia or overseas). A study also found that high proportions of budget allocations are directed toward education infrastructure including school buildings and education offices (World Bank, 2009) and routine government expenditures that have resulted from the creation of new districts. For example, the number of districts in Papua has grown from 13 in the early 1990s to 40 in 2011 with several new districts planned for 2012.

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<sup>4</sup> BPS 2010 Census data shows that rates of participation are in fact much lower than the official rates previously listed, with over 300,000 primary school aged children out-of-school and a school participation rate in Papua of some 61 per cent for children ages 7-15 years old. Provincial education office data similar shows rates of participation that are below 70 per cent. Figures for Papua demonstrate low quality of education in school, late school starting, and high rates of early school leaving.

<sup>5</sup> Ibid.

*Badan Pusat Statistik* (BPS) Census data for 2010, Provincial Education Office data and a Teacher Absenteeism study also show that there are deeply entrenched educational inequities for children and adolescents resulting in severe disparities in basic education. These include: (i) high illiteracy rates in rural and remote areas, especially among girls, (ii) high rates of early school leaving and out-of-school children, (iii) gender inequality in children's access to education services at all levels, and (iv) high rates of teacher and principal absenteeism, particularly in hard-to-reach rural and remote schools. (For example, up to 48 per cent for teachers and up to 70 per cent for principals).<sup>6</sup>

Key factors giving rise to educational disparities include: (i) high illiteracy rates among Papua communities, especially those in rural areas; (ii) high number of children leaving school early (do not survive to Grade 6) and out-of-school children; (iii) gender imbalance; (iv) poor learning environments; (v) low demand; (vi) inefficient teacher deployment; (vii) shortage of qualified teachers and poor teacher education programmes; (viii) inadequate and culturally and economically irrelevant learning materials for children in classrooms; (ix) lack of effective leadership at school level, (x) weak school management; and (xi) an unreliable educational management information system.

As a result, many rural schools remain poorly supported as they fall beyond the reach of government support mechanisms. Even where supported by local education foundations and NGOs, a Partnership Mapping study conducted for Papua and West Papua that explored the coverage of these groups showed that many local foundations, that were previously assumed to have an effective presence in rural areas, also experience significant capacity weaknesses in servicing rural schools.<sup>7</sup>

### 3 PURPOSE

The overall purpose of the AusAID and USAID Education programmes supported by UNICEF is to improve access to quality primary education in selected districts of Papua and West Papua. Within this context, the AusAID and USAID Education programmes planned outcomes include efforts to:

- Strengthen education strategic planning at provincial, district and school level across Tanah Papua
- Improve teaching practices in primary schools in six districts;
- Advance the leadership and management skills of principals, supervisors, and school committees.

The planned programme success is demonstrated through:

- Improvements in Education Sector Strategic Plans and Annual Work Plans in two provinces and six districts.
- Clear linkages between District Medium Term Development Plans and those of province and national levels for 2010-14, and equally clear linkages between annual operational plans for the education sector and sector budgets at provincial and district level.

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<sup>6</sup> UNICEF, UNCEN, UNIPA, BPS, *"We Like Being Taught": Teacher Absenteeism Study, Papua and West Papua*, Jayapura 2012

<sup>7</sup> Partnership Mapping – Capacity Assessment of Civil Society and Education Foundation Service Delivery for Schools, UNICEF, 2012.

- Increased participation of key stakeholders including civil society and communities in education sector planning and budgeting, and in monitoring and evaluation strategies.
- Improved teaching practices and increased participation of staff, school committee members and parents in the management of urban and peri-urban primary schools.
- Improved teaching practices in rural and remote schools through implementation of multi-grade teaching and learning materials (grades 1-6).
- Improved literacy and numeracy teaching in small schools through intensive training in early-grade teaching and provision of resource package (grades 1-3).

Three strategies were applied during programme implementation:

- **Provincial and District Level:** Strengthening government education service delivery through the provision of technical support and training in the areas of equity-based planning; using a rights-based approach; improving budgeting and financial management based on child-friendly principles in order to support an equity agenda and improve government accountability; improving education office performance through better data management, monitoring, and quality standards setting.
- **School Level:** Improving the quality of classroom learning environments and learning processes by strengthening teacher training systems and teacher competencies in the areas of Active, Joyful and Effective Learning (AJEL), early grade and multi-grade teaching and developing teacher and student support packages; strengthening school leadership and managerial skills of school principals and school supervisors, and participatory roles of school committees, parents, and community at large in monitoring school planning and budgeting and supporting children's learning in school.
- **Civil Society Engagement:** Improving the participation of civil society organisations (CSO) in policy making through evidence-based research and strengthening the capacity of local education foundations to provide services and by strengthening their management capacities and identifying alternative community-based pathways to education for children in rural and remote areas.

## 4 PROGRAMME OUTCOMES

The following section provides a detailed synopsis of the achievement of programme outputs. To the extent possible clear attribution by donor is provided in the text, although this is not always possible due to the convergent nature of the efforts. The fund utilization table however, clearly delineates the source of funding for various activities and thus makes it possible for each donor to clearly see where their contribution has been used for the programme.

### **OUTCOME 1.1: PROVINCIAL AND SELECTED DISTRICT EDUCATION OFFICES USE PLANS (RENSTRA AND RENJA) INCLUDING IMPROVED BUDGETING AND FINANCIAL MANAGEMENT SYSTEMS (AUSAID AND USAID)**

The programme provided a range of capacity building and training support to provincial and selected district offices, related to strategic planning (Renstra), annual work plan (Renja) development, strengthening data management systems, and improving budgeting and financing. This included:

- Renstra and Renja capacity development workshops for government and development partners from all target districts (AusAID);
- Training in the use of reliable data in the planning process (AusAID and USAID);
- Training on the use of and development of effective Monitoring and Evaluation Frameworks for Renstra and Renja (AusAID and USAID);
- Capacity development of provincial and district staff in budgeting, financial planning and accountability reporting (USAID).

Overall, during the course of the programme, action has been designed and implemented that has resulted in an positive outcome, with the government education services (at provincial and district levels) and management practices identified for improvement regularized: all provinces and districts strengthened their planning capacity and formally adopted the RENSTRA and annual RENJA. Programme training in the area of financial management demonstrably improved the regularity of reports, and approximately 75 per cent of target districts integrated financial analysis with their planning.

Renstra (strategic plan) capacity development activities were implemented in all target provinces and districts applying a cross-sectoral approach, integrating HIV and AIDs prevention and health promotion for children. Strategic plans were developed and completed using participatory methods in all target provinces and districts. Each district also developed Renja Annual Work plans and operationalized medium-term strategic plans into budgeted annual activities to ensure government compliance in providing planned services.

Government monitoring and evaluation systems improved through strengthened data management, establishing functioning monitoring and evaluation (M&E) frameworks for Renstra and Renja, and the development of a quality assurance database for School-Based Management (SBM) incorporating achievement of National Government Minimum Service Standards (MSS) at school level.

1.1.a. and 1.1.b. Education offices in target districts and provinces use improved quality education strategic plans (Renstra) and annual work plans that include child-focused budgeting and participatory approaches

Analysis of programme documentation and presentations at the Education Sector review meeting in Jayapura in November 2011 provide evidence that both provinces and all six districts have an Education Sector Strategic Plan (Renstra). This is a positive outcome compared to pre-intervention conditions when the majority of target locations lacked either or both strategic and annual work plans.

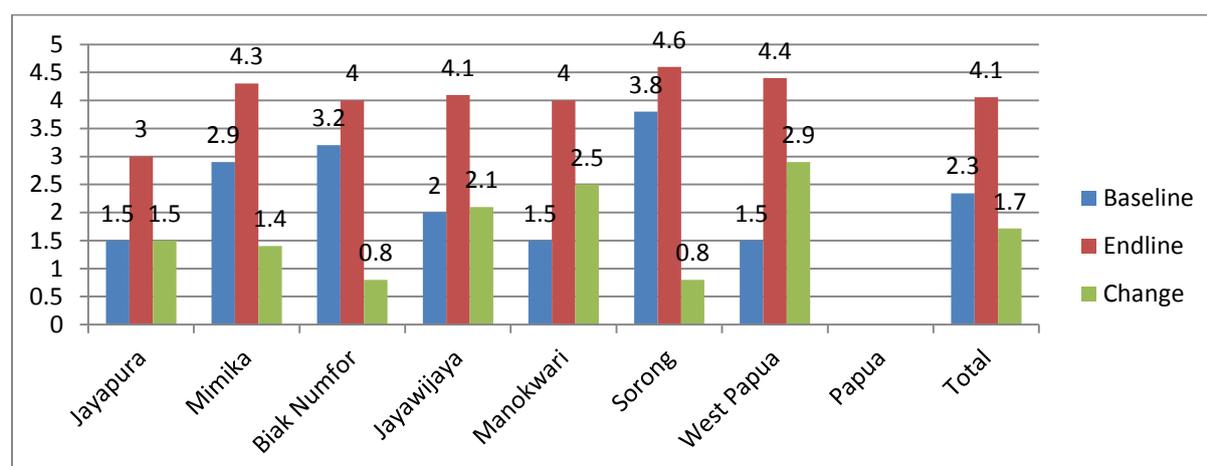
The Renstra capacity development modules developed to that end are now available to be used by local and provincial government education offices to support planning processes in other districts. The modules have been adopted by development partners such as SEDIA (Support for Education Sector Development in Aceh) to support similar capacity development for local government education offices.

In addition to the Endline assessment conducted in November 2012, an internal Organizational Capacity Review (OCR) was conducted to measure capacity changes of local education offices in eight capacity domains including: access, planning, financial management, data management, child focused programming, and partnerships. The OCR was conducted by UNICEF consultants and included 42 respondents from education offices in all locations, except Papua Province (due to time constraints).

Based on a series of measurable indicators for quality planning processes, the OCR recorded increases across all districts at programme end in at least one of the OCR indicators. Criteria for quality planning included use of more accurate data, increased stakeholder participation, improved monitoring systems, better programming for addressing children’s needs, and inclusion of cross-sectoral programming such as Health and HIV and AIDS prevention.

As shown below, the OCR demonstrates perceived capacity gains by those interviewed regarding the quality of planning processes and plans produced by local education offices.

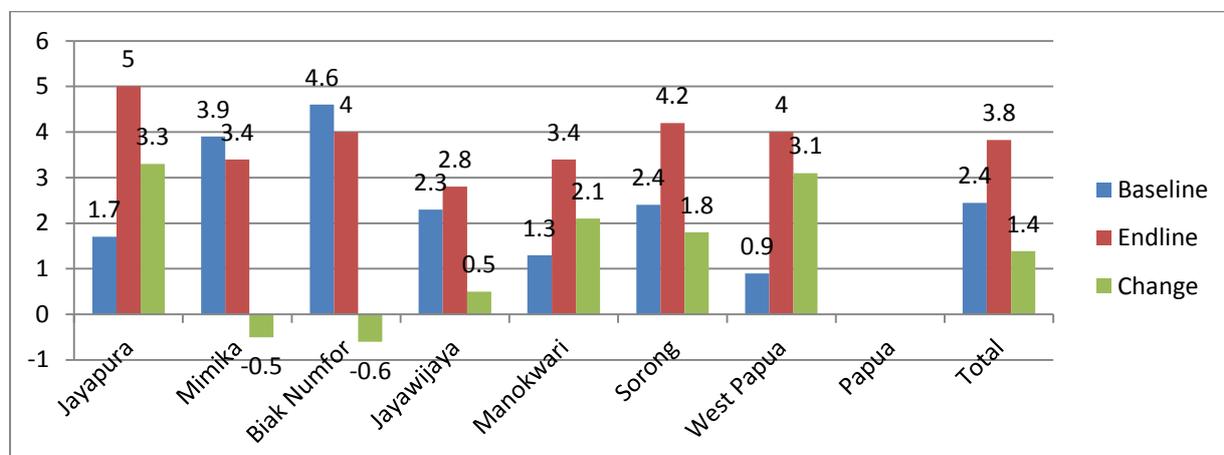
Figure 1. Education Planning Capacity Domain (OCR)



The OCR shows an increase from 2.3 to 4.1, an overall gain of 1.7. This represents a positive attitude and perception change compared to Baseline conditions. The programme’s investment in planning training clearly had the desired positive capacity improvements, which some participants attributed to technical support for strategic planning. The districts

that recorded the highest gains were Jayapura, Manokwari, Jayawijaya and West Papua Province.

Figure 2. Child Focused Services (OCR)



The capacity review also measured participant's perceptions on the extent to which planning and services focused on addressing children's needs rather than on perceptions about infrastructure and buildings. As seen above positive changes were observed in five out of seven sites: the level of technical support provided through the programme capacity development trainings for Renstra and Renja was cited as the main reason for positive change.

Following the development of strategic plans (Renstra) in 2011, technical support was provided to complete annual work plans (Renja). The logic underpinning this initiative was based on lessons learned from previous programmes in Indonesia such as Decentralized Basic Education (DBE) and Mainstreaming Good Practices in Basic Educations (MGP-BE) where effective operationalizing of medium-term strategic plans was weak. The aim of this programmes follow-up planning was to ensure that Renja would be translated into clearly outlined annual activities that were budgeted and implemented by local government education offices.

By the end of 2012, both provinces and each of the six district education offices had translated medium-term strategic plans into budgeted annual work plan activities for 2012. During 2012, follow-up support was provided to develop annual work plans for 2013, with a view to reducing reliance on external technical support to complete these tasks in the future. This second round of Renja-support led to similar results, as achieved during 2011.

### 1.1c. Target districts allocating budgets to address identified inequities in Renstra

Planned annual budget allocations demonstrate education offices allocation for addressing inequities and bottlenecks for children's access to quality education. Table 1 and 2 show the increase in funds allocation to key education components from 2011 to 2012., as demonstrated, by example by the increased allocation of funds to support early-grade (EG) and multi-grade (MG) teaching and training. This may reflect the success of programme advocacy to increase district government understanding for the need to improve education outcomes in rural areas where there is an under-supply of teachers, teaching quality is low,

and the needs of children at early-grade levels are acute. There were also marked increases in budget allocations for SBM, strengthening M&E systems and funding for principal and teacher working groups at school cluster level.

Nevertheless, while significant funding allocations were made for SBM, Renja 2013 allocations for EG and MG were not allocated in Mimika and Sorong Districts and West Papua Province. This raises a question about sustainability and replication in these areas. The programme's extension phase will support on-going work in this area with a special focus on budget allocation for EG and MG for rural and remote schools.

A positive unintended result of the capacity development strategy for the Renstra and Renja was the adoption of the process by other local government public service offices. In Jayawijaya district, Bappeda replicated the capacity development approach for Renstra development to other departments including health and women's empowerment. Replication also occurred in Biak, Sorong and Manokwari Districts. In Sorong District, the Bupati officially endorsed the new Renstra developed by the education office and allocated a budget (in-line with the Renja) to support children from poorer families to go to school.

Table 1. Budget allocation in the 2012 Renja for the education sector in the 6 target districts and 2 target provinces

Education Office	Type of Allocation								Total Per Education Office	
	Planning	M & E	SBM	Early-/Multi-Grade	Education Council	Teacher/School Principal Working Group	School Supervisor	School Committee	IDR	USD
Papua Province			7.000.000.000						7.000.000.000	721,649.5
West Papua Province	3.450.000.000								3.450.000.000	355,670.1
Biak Numfor	150.000.000	30.000.000	85.000.000		25.000.000	200.000.000	420.000.000	150.000.000	1.060.000.000	109,278.4
Jayapura	150.000.000			250.000.000			150.000.000		550.000.000	56,701.0
Jayawijaya	250.000.000	240.000.000	900.000.000	70.000.000	100.000.000	300.000.000		50.000.000	1.910.000.000	196,907.2
Mimika	100.000.000		300.000.000			200.000.000			600.000.000	61,855.7
Manokwari		150.000.000	315.000.000	500.000.000	48.000.000	330.000.000		75.000.000	1.418.000.000	146,185.6
Sorong	20.000.000	40.000.000	36.000.000	20.000.000	40.000.000	420.000.000	280.000.000	40.000.000	896.000.000	92,371.1
<b>Total (IDR)</b>	<b>4.120.000.000</b>	<b>460.000.000</b>	<b>8.636.000.000</b>	<b>840.000.000</b>	<b>213.000.000</b>	<b>1.450.000.000</b>	<b>850.000.000</b>	<b>315.000.000</b>	<b>16.884.000.000</b>	
<b>Total (USD)</b>	<b>424,742.3</b>	<b>47,422.7</b>	<b>890,309.3</b>	<b>86,597.9</b>	<b>21,958.8</b>	<b>149,484.5</b>	<b>87,628.9</b>	<b>32,474.2</b>		<b>1.740.619</b>

**NB:** Allocation for HIV&AIDS was mainstreamed across all the areas. (1 USD = IDR 9,700).

Table 2. Budget allocation in the 2013 Renja for the education sector in the 6 target districts and 2 target provinces

Education Office	Type of Allocation								Total Per Education Office	
	Planning	M & E	SBM	Early-/Multi-Grade	Education Council	Teacher/School Principal Working Group	School Supervisors	School Committee	IDR	USD
Papua Province	700.000.000	4.150.000.000	11.300.000.000	1.000.000.000	0	750.000.000	25.000.000	0	17.925.000.000	1.847.938
West Papua Province	1.271.802.000	930.000.000	1.200.000.000	0	0	600.000.000	0	0	4.001.802.000	412.557
Biak Numfor	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Jayapura	68.000.000	100.000.000	319.500.000	120.000.000	0	170.000.000	218.000.000	0	995.500.000	102.629
Jayawijaya	305.000.000	285.000.000	1.117.000.000	70.000.000	100.000.000	75.000.000		50.000.000	2.002.000.000	206.392

Mimika	4.306.275.000	210.000.000	1.577.550.000			735.000.000	2.100.000.000		5.058.825.000	521.528
Sorong	143.600.000	152.500.000	296.050.000			420.000.000	220.000.000		1.232.150.000	127.026
Manokwari	165.920.000	102.663.000	109.476.090	383.195.000			27.400.000		788.654.090	81.305
<b>Total (IDR)</b>	<b>6,960,597,000</b>	<b>1,784,313,000</b>	<b>15,919,576,090</b>	<b>1,573,195,000</b>	<b>100,000,000</b>	<b>2,750,000,000</b>	<b>2,590,400,000</b>	<b>50,000,000</b>	<b>31,728,081,090</b>	
<b>Total (USD)</b>	<b>717,587.3</b>	<b>183,949.8</b>	<b>1,641,193.4</b>	<b>162,185.1</b>	<b>10,309.3</b>	<b>283,505.2</b>	<b>267,051.5</b>	<b>5,154.6</b>		<b>3,270,936.2</b>

**NB:** Allocation for HIV&AIDS was mainstreamed across all the areas with various title budget allocation (1 USD = IDR 9,700).

#### 1.1d. Regulations passed to support replication in non-target districts

The provincial governments of Papua and West Papua took preliminary steps in November 2011 to begin replicating Renstra processes to all education offices in non-target districts in both provinces. The programme provided technical support for preliminary replication training of education office officials from 15 non-target districts in Papua province. This initial training was supported with training manuals produced in mid-2011 based on an eight-step approach to rights-based planning to support equity-based planning targeting disadvantaged children in non-target programme districts.

In Papua province, replication training was co-funded with the provincial government, through a contribution of IDR 340 million APBD (regional budget) funds. The provincial Renstra team trained twenty district education officers. By the end of 2012, West Papua Province also developed plans for replicating Renstra training to non-target districts, but implementation is pending funding and technical support from UNICEF with AusAID and/or USAID technical and funding support.

In order to strengthen provincial government capacities to scale up interventions to non-target districts, UNICEF supported the training of 27 local services providers in 2012. These local service providers were drawn from institutions such as UNCEN (Cenderawasih University), UNIPA (Universitas Negeri Papua-State University of Papua) and STIKIP (Sekolah Tinggi Ilmu Keguruan dan Ilmu Pendidikan-College of Education and Teaching), non-government organizations that focus on education (local education foundations, Summer Institute of Linguistics (SIL), LPMP (Lembaga Penjaminan Mutu Pendidikan (Education Quality Assurance Institute) , and provincial education office personnel. Service Provider training was conducted in August 2012 in Jayapura focusing on data management (annual performance accountability reports) (LAKIP), monitoring and evaluation for Renstra and Renja, and teachers proportional distribution analysis and district education finance analysis, and integrated schools finance report (LKT).

Additionally, provincial education offices in both Papua and West Papua passed internal directives for follow-up training and internal capacity development to support the scaling up of programme interventions into the future.

#### 1.1e. District M&E frameworks for monitoring the Renstra

The Papua programme of support for education aimed to strengthen local government monitoring and evaluation capacities to support the effective implementation of development plans and strengthen equity-based programming. As shown below, this component contributed to strengthening existing government systems and procedures, with a focus on



the individual capacities of education officials and the organizational set-up for local education offices to conduct monitoring.

The monitoring and evaluation capacity development strategy involved inputs at all three administrative levels – provincial, district and school – and had two main areas of focus: *strengthening information management* and *developing and implementing monitoring and evaluation*.

The table below summarises the two core areas of the M&E capacity development strategy and highlights the levels at which each core area of the strategy focused:

Table 3. Monitoring and Evaluation Capacity

Development Strategy

Level	Areas of Focus	
	Strengthening Information management	Developing and implementing M&E plans
Province	Strong focus	Strong focus
District	Main focus	Main focus
School	Main focus	Limited Focus

In Jayapura, district-level M&E capacity training commenced in mid-2012, with 18 representatives (14 male and 4 female) of Renstra M&E teams across the provincial and district education offices trained as M&E trainers. By the end of 2012, M&E capacity development workshops were completed in all districts and target provinces resulting in stronger M&E results framework (organizational capacity) for their strategic development plans and annual work plans and stronger skills and competencies among government duty-bearers (individual skills) for conducting M&E. Moreover, provincial governments also moved to adopt the systems and procedures for scaling up to non-target districts.

Table 4. Renstra M&E Trainings per district

Name of district	Renstra M&E Training		
	M	F	Total
Papua Province	Rollout 2012	Rollout 2012	Rollout 2012
Biak	12	7	19
Jayapura	6	2	8
Jayawijaya	9	6	15
Mimika	11	6	17
West Papua Province	4	3	7
Sorong	17	3	20
<b>Total</b>	<b>59</b>	<b>27</b>	<b>86</b>

### Output 1.1.1: Government development partners participate in planning processes at provincial and district level (AusAID)

Participation in planning-related work was promoted to ensure greater levels of community involvement and thus ensure greater transparency, downward accountability to communities, and increased relevance of government plans. Significant progress was made in achievement of this output.

#### 1.1.1a. Capacity review of government development partners

Institutional and organizational capacity reviews were completed in both provinces and all target districts. The review covered eight dimensions of service delivery capacity: 1) Planning; 2) Child-centered services; 3) Financial management; 4) Teacher management; 5) Partner relations; 6) Children's access to education; 7) Asset management; and 8) Data management. The results of the reviews were used to inform strategic development plans for strengthening service delivery capacity.

#### 1.1.1b. Women participants in planning stakeholder meetings

Workshop attendance records for governance-related activities show that the overall participation of women reached the programme target of 30 per cent. However in five of the eight workshops, less than 30 per cent of women attended public consultations and Renstra workshops. Anecdotal evidence suggests that meeting gender targets remains an enduring challenge. The highest rate of female participation was recorded for Renstra M&E activities. For all activities, women's participation was set with minimum quota levels, however the allocation of invitations for specific genders rather than positions was difficult for programme staff to monitor and information regarding attendance rarely available in advance. Also, many more men are working in middle management than women. Greater advocacy and raising these issues at project steering committee and regular meetings may have some impact on promoting higher levels of women's participation.

Table 5. Proportion of female attending planning development activities, 2011-2012

Activity	Male	Female	Total	%Female
Renstra workshops	153	49	202	24%
Renstra Public Consultations	370	129	499	26%
Renja development workshops	149	56	205	27%
ME Renstra	46	32	78	41%
LAKIP	22	11	33	33%
DGP	67	35	102	34%
SIMA	160	99	259	38%
Teacher Distribution Analysis	55	33	88	37.5%
<b>Total</b>	<b>1022</b>	<b>444</b>	<b>1466</b>	<b>30.3%</b>

### 1.1.1c. Meetings held with stakeholders from provinces and districts

The Programme far exceeded its target of holding at least two meetings per province and district per year, with eight Renja technical workshops and two public consultations held per province and district for both Renstra and Renja development during 2011 and 2012.

In addition, three Renstra technical workshops and one public consultation were held in each district and province during the two-year period.

This has resulted in a high level of participation and local ownership and community participation in the Renstra and Renja development processes.

### 1.1.1d. Government development partners from target districts trained in strategic planning and annual work plan preparation

For the Renstra training workshops, there were 202 participants in total, of which 153 were male and 49 female. Similarly, for the Renstra public consultations conducted across all locations, of the total 504 participants, 370 were male and 129 female.

For Renja Development training workshops, there were a total of 205 participants comprising 49 males and 56 females.

Eighty per cent of the estimated and mapped development partners have so far been involved in strategic planning and annual work planning consultations, including civil society organisations (CSOs), Yayasan, Faith Based Organisations, schools, children, and media.

## **Education Office Relations with other Organizations**

The Endline and OCR demonstrate mixed results in the area of government partnerships with outside organizations and other government institutions and their participation in education office planning processes. Mimika and Jayawijaya Districts demonstrated the strongest increase in promoting effective partnerships, while Sorong District and West Papua Province demonstrated smaller positive gains. Biak Numfor District retained very strong partnerships while Jayapura did not register any improvements. Only Manokwari experienced a decline in partnership relations, which were reportedly due to personnel changes in local government, and limited support from private sector businesses to the education sector.

### Output 1.1.2 Education Offices in Provinces and Districts improve capacity for strategic planning and annual work planning (AusAID)

Technical assistance resulted in strengthened capacity of the education sector in Papua and West Papua to prepare and use (i) medium term education strategic plans, and (ii) annual operational plans derived from the medium term plans. The component has directly supported GoI requirements that each province and district have a medium term Renstra aligned with the Medium Term Development Plan and National education sector Renstra, which will inform the budget process as required under Law No 32/2004. Skills acquired by officials through this component are critical to the work of education offices at provincial and district level in planning, budgeting and monitoring.

### 1.1.2a. RENSTRA and RENJA capacity development workshops for government partners and target districts

Each Renstra process comprises of six meetings in total: four meetings, a public consultation and a socialization meeting, and each Renja comprises of eight meetings. Renstra capacity development trainings were conducted during 2011 using an eight-step training module adapted from the Mainstreaming in Good Practices in Basic Education Programme (MGP-BE) to include cross-sectoral planning needs such as health in schools and HIV and AIDS prevention. The training applied a rights-based approach to programming focussing on overcoming inequities for children's access to quality education (or increasing support for the marginalised by better identifying disadvantaged communities and allocating budgets and programming accordingly).

Renstra capacity development workshops were completed across all six districts and both provinces from March to August 2011. A total of 322 participants (Papua: 171 male and 87 female, and in West Papua: 42 male and 22 female) were involved at several stages of the development process, such as Renstra orientation, development of education profiles and data analysis, strategic issue identification and development of plans to address children's educational needs.

### 1.1.2b. Mentoring support for provincial and district RENSTRA writing teams

Although a limited amount of mentoring support had been provided as part of earlier programmes to Papua province, during the programme, provincial and district programme consultants provided intensive support for each writing team throughout the process, and such support was included as a key capacity development activity in each workshop held.

### 1.1.2c RENJA development teams in the two provinces and six target districts

In each district the Renstra development teams were formed and consisted of a core team of 6-8 people with a broader panel team of an additional 10-12 people. Core team composition included Education Office staff (majority) including staff from Planning and Finance. Core teams for the Renstra included a representative from Bappeda and a number of core teams included invited experts and, on occasion, NGO participants. The broader panel team included people in strategic positions such as Head of Education, Secretary of Section in education and dinas, university, education council, head of teachers association and local religious foundations. Renja development teams were also comprised of 6-8 members, however the composition included more education office staff.

### 1.1.2d. Completion of provincial and district RENSTRA and RENJA documents

Following the 2011 development of Renstra (strategic plans), technical support was provided to complete Renja (annual work plans). Learning from previous programming in Indonesia such as DBE and MGP-BE was applied to ensure plans outlined could be effectively operationalized, particularly in terms of budget allocation and capacity of local government education offices to implement them. Training modules were developed and used to support training at district and provincial education offices.

By the end of 2011, both provinces and each of the six district education offices had translated medium-term strategic plans into budgeted annual work plan activities for 2012. During 2012, follow-up support was provided for developing annual work plans for 2013 to sustain partner capacity to apply this approach into the future with a lower level of external

technical support. This second round of Renja support led to similar results as achieved during 2011.

#### Output 1.1.3: CSOs improve their capacity for policy development; communication for development; and financial management (USAID)

Increasing civil society and community partnerships has been articulated as a key strategy for overcoming inequities for children in education and ensuring Education for All (EFA) and MDG goals are reached by 2015. Promoting effective civil society engagement in policy development is regarded as fundamental to developing relevant policies and government programming. Work under this area focussed on assessing the capacities of CSO organizations to provide services to children, to identify alternative pathways to education in support of the provincial government's Affirmative Education Policy, engaging local academia in policy-related research, and applying communication for development (C4D) strategies to raise government and community awareness regarding good practices for increasing access to quality education. During the programme it emerged that there was already a convergence in the role of the different groups as provider of education services, with and for local government, especially with religious Yayasanans and church groups. The methods and skills these groups use provide positive learning for future replication and will offer a strong platform for new partnerships for Phase 2 of the Papua and West Papua Education Programme.

##### 1.1.3a. Mapping of CSO roles conducted

A Partnership Mapping was undertaken by independent consultants between September and November 2011 focusing on CSO capacities for management and communication for development. The mapping also included *Yayasan Pendidikan* in target districts. The mapping focused on CSOs capacity for governance, management, finance, participation in policy-making, networking and communication with policy-makers and beneficiaries, as well as their monitoring capacity. The coverage of actual and potential education service delivery for Papuan children was also assessed. Beneficiary perspectives were also obtained on the quality of the school services and community participation in government planning and policy-making processes.

An aim of the mapping was to identify potential and existing partners at district and sub-district levels with a view towards expanding outreach to teachers and communities in rural and remote areas. Information was collected through interviews, focus groups, and surveys, while local education staff were mobilized as research partners to build capacity and ensure inclusion of local knowledge about who can reach the most hard to reach communities.

The study showed that a small number of CSOs and Yayasan are working in the education sector in target districts – suggesting that local organizations focus more on other development areas or that only a few CSOs exist in more remote and rural areas.

##### 1.1.3b. Training of CSOs in policy development, communication for development and financial management (USAID)

Based on the findings of the partnership mapping study, the programme rolled out capacity development training for Education Foundations to address CSO management and planning capacity weaknesses with the objective of strengthening children's access to education services in rural and remote areas. One key desired result from the process was increasing

the transparency and accountability of Education Foundations in financial management of education services provided to disadvantaged children, especially those in rural areas.

From September to December 2012 technical support was provided to strengthen the strategic planning and management capacities of the 'big 5' education foundations in Tanah Papua, as listed below. Technical support was provided through three workshops, followed by intensive mentoring support to education foundation officials. The training also involved government officials in order to strengthen the partnerships between education offices and local Education Foundations. Results from the workshops fed into the identification of priority strategies and the development of strategic plans, which were developed at the end of 2012.

The participating education institutions included:

- 1) Dinas Pendidikan, Pemuda dan Olahraga Provinsi Papua,
- 2) Dinas Pendidikan dan Kebudayaan Kabupaten Mimika,
- 3) Dinas Pendidikan Kabupaten Jayapura,
- 4) Dinas Pendidikan dan Pengajaran Kabupaten Wamena.
- 5) YPK (Yayasan Pendidikan Kristen),
- 6) Yayasan Pendidikan dan Persekolahan Gereja-Gereja Injili),
- 7) YPPK-FA (Yayasan Pendidikan dan Persekolahan Fransiskus Asisi),
- 8) YP ADVENT (Yayasan Pendidikan Advent), dan
- 9) YAPIS (Yayasan Pendidikan Islam).

Other technical support included the development of a training manual entitled "8-Step Education Foundation Strategic Planning Manual", which was produced through a consultative training needs assessment. Training materials focused on strengthening analysis of education needs of children managed by Foundations, strengthening financial and data management capacities, development of strategic programming to address needs, and improving monitoring and accountability mechanisms. In mid-December a public consultation was conducted bringing together 85 participants (66 male, 19 female) from key education foundations providing services in rural and remote areas, media, civil society representatives, government officials and political leaders, which strengthened the process of transparency and accountability.

The strategic planning process also led to the identification of several innovative alternative strategies for providing education services in rural and remote areas working through community-based mechanisms that can become the basis of pilot initiatives to be supported by donors in future programming. These innovative strategies will be reviewed for inclusion in a future programme phase.

#### 1.1.3c. CSO participation in policy-making processes (e.g. Teacher Absenteeism Workshops) with government (USAID)

By the end of 2012, 85 per cent of estimated and mapped education CSOs/Yayasan were involved in policy dialogue forums such as teacher absenteeism workshops, public consultations on personal student cost surveys, a Rural and Remote education workshop conducted in late 2012, and M&E training for monitoring *Renstra* and *Renja* development processes.

### 1.1.3f. Study visits by government officials and CSOs (USAID)

Over the life of the programme forty-four education personnel from Papua and West Papua participated in two major study visits. The visits were conducted to *good practice* districts<sup>8</sup> to strengthen learning in the areas of financial management, data management and SBM, and to strengthen government partnerships with other parts of Indonesia. A total of 29 education officials from Papua Province and 15 persons from West Papua Province (drawn from provincial and district levels and including representatives of Parliament, District Planning and Development Agency [Bappeda], Department of Education, Finance and Asset Management Board) participated in the visits. The focus was on transfer of knowledge for improved implementation and consideration of the refinements necessary for the context of Papua and West Papua. Provinces and districts visited included: the Office of Education and Culture for East Java Province; Tuban and Mojokerto Districts in Jawa Timur, Kota Makasar and Baru districts in South Sulawesi.

Officials were provided with report templates to assist them in recording key good practices, lessons learned, and suggestions for incorporating good practices into management processes in Papua and West Papua. These reports were subsequently presented during a provincial policy dialogue conducted during December 2011 to inform government policy.

### Output 1.1.4. Provincial and district education staff has improved capacity for budgeting and financial planning (AusAID and USAID)

During 2011, results achieved through Renstra and Renja capacity development activities were strengthened through additional technical support for improved financial planning. These activities included budget analysis of fund allocation to the education sector, BOSP calculations and personal student cost surveys. Survey findings have been presented in public consultations to promote political commitment for increasing budget allocations to remove school costs as barriers for children's access to education.

### 1.1.4a. and 1.1.4b. Provincial and district education staff mentored and trained in financial planning (by gender) (USAID)

With the Baseline result that no mentoring had taken place for financial planning, the programme had a target of reaching at least 25 per cent of provincial and education staff with mentoring support for financial planning. By the end of the programme, approximately 85 per cent of education office staff participated in capacity development trainings for strengthening financial management covering areas of Education Finance of District Government (AKPK), School Unit Cost Analysis (known as [BOSP]), development of government budgeting performance report (known as [LAKIP]), and integrated financial reporting for schools (LKT). (Also refer 1.1.1b. for data on proportion of females attending planning development activities).

### 1.1.4c. Education offices in target provinces and districts use financial management data for planning purposes and 1.1.4d. Education offices in target provinces produce AKPD/SAKIP to meet predefined criteria (USAID)

Education financial district level analysis (AKPK) is a budget analysis performed by several programmes previously across other parts of Indonesia. Analysis tools were adapted from

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<sup>8</sup> Tuban, Bojonegoro, Mojokerto, East Java and Pangkep, Baru, Sidrap, South Sulawesi.

the DBE and MGPBE programmes previously implemented by USAID and UNICEF in other parts of Indonesia. One of the key objectives of this work was to help local governments in Papua and West Papua get a clearer picture of their education sector budget allocations as a proportion of overall district budgets and thus help to ensure minimum budget allocations are made for education as stipulated by law (MONE regulation 48/2008, national regulation 20/2003 and Papua special autonomy laws 21/2001 and 35/2005).

Toward the end of 2012, a series of trainings were implemented to increase local education office capacity to conduct AKPD. Training and analysis workshops were implemented using an on-the-job mentoring approach during which 27 education office officials (15 male, 12 female) from four target districts conducted the analysis.

Table 6. AKPK, Budget allocation results 2010-2011

		2010			2011			Increase (drop)	
		Rp	Rp	%	Rp	Rp	%	Rp	%
Jayawijaya	Education Sector as sum/% APBD		106,22	16,17%		123,38	16%	17,16	16,16%
Jayapura	Education Sector as sum/% APBD		n/a	n/a		n/a	n/a	n/a	n/a
Biak Numfor	Education Sector as sum/% APBD		147.14	24.82%		182.75	29.35%	35.61	24.20%
Sorong	Education Sector as sum/% APBD		106.5	16.28%		146.6	19%	40.1	37.65%

Results of the analysis provide district education officials with useful data for advocacy purposes and ensuring more effective child-friendly budgeting. At the same time, findings also demonstrate that since the start of the UNICEF programme of support, there have been some fairly significant increases in budget allocations to the education sector. All districts in which this analysis was conducted record increases in budget allocations to the education sector ranging from 16 per cent to almost 38 per cent from 2010 to 2011. However, the findings also show that budget allocations remain below levels stipulated by law. For example, in Jayawijaya and Sorong the proportion of budget allocated to education is 16 per cent and 19 per cent respectively. Considering Special Autonomy laws stipulate budget allocations of 30 per cent, Biak Numfor is the only district close to levels required by law.

Across all districts that conducted this analysis, only Sorong had sufficient time during 2012 to conduct a preliminary public consultation to socialize the analysis findings and begin advocacy to increase budget allocations to education. This initial advocacy in Sorong led to positive responses and political commitments from local parliamentarians to increase allocations for education. Disappointingly, given the delays with implementation, other districts were unable to conduct public consultations and commence advocacy. Moreover, Jayapura District was still in the process of finalizing its report and had yet to share it publicly by early 2013.

#### 1.1.4e. Allocation of budgets for SBM at provincial and district levels (AusAID)

Successful involvement of stakeholders in Renstra and Renja in both Papua and West Papua resulted in significant budget allocation for SBM in both provinces and all districts with breakdown shown in Figure 4. This was done through improved awareness of quality

improved initiatives at school level and improved budgeting processes to support school quality during Renstra and Renja planning processes. Papua provincial education office allocated IDR 4 billion in 2012 and had allocated 11.3 billion for 2013, and West Papua IDR 1.2 billion to further strengthen the province-wide replication of SBM. Intervention districts have also planned to allocate funds in 2013 to support district-wide replication of SBM (as per final version of 2013 provincial and district Renja):

Table 7. Government budget allocations for SBM 2012 and 2013 (Final District Renja 2012 & 2013)

District	2012 Budget Allocation for SBM (IDR)	2013 Budget Allocation for SBM (IDR)
Papua Province	4,000,000,000	11.300.000.000
West Papua Province	1,200,000,000	1.200.000.000
Biak Numfor	190,000,000 (replication to JSS only)	n/a
Jayapura	350,000,000	319.500.000
Jayawijaya	900,000,000	1.117.000.000
Manokwari	315,000,000	109.476.090
Mimika	150,000,000	1.577.550.000
Sorong	453,850,000	296.050.000

The large variance in district allocation of funds for SBM can be explained by individual district specialized and targeted fund allocation. For 2012 Jayawijaya District allocated specialized funding for school-level mentoring for school committees (IDR 50 million), mentoring for the district education council (IDR 100 million) and mentoring for teachers and supervisors (IDR 225 million). Similarly Timika allocated IDR 200 million for training of teachers for Minimum Service Standards including SBM and IDR 100 million for increasing the budget of school supervisor's operational activities.

Data management and maintenance budget in Biak Numfor increased from zero in 2010-2011 to IDR 40 million in 2012. The district government also allocated IDR 130 million for further review and revision of Renstra and Renja after data quality improved.

#### 1.1.4f. Education offices allocating funds for HIV/AIDs programming (AusAID)

Each of six district education office Renja documents included specific budget lines for HIV&AIDs prevention activities within schools. This was encouraged and advocated by UNICEF as a convergence strategy to mainstream the HIV&AIDS programme supported by the Dutch government into education sector. The mainstreaming of HIV into the Renja highlights the importance of the process for operationalizing higher-level regulations at local level.

Table 8. Allocated amount for HIV&AIDs within the 2012 Annual Operational Plan of the Education Sector

Education Office	Planned Amount	
	IDR	USD
Papua Province	1,500,000,000.00	166,463.21
West Papua Province	370,500,000.00	41,116.41
Biak	283,000,000.00	31,406.06

Mimika <sup>9</sup>	0.00	0.00
Jayawijaya	350,000,000.00	38,841.42
Jayapura	150,000,000.00	16,646.32
Sorong	450,000,000.00	49,938.96
Manokwari	950,000,000.00	105,426.70
<b>Total</b>	<b>4,053,500,000.00</b>	<b>449,839.08</b>

#### 1.1.4g. Districts providing additional BOS allocations to schools to fill funding gaps (USAID)

**BOS training:** A key factor with funding education services is ensuring operational needs of schools are met, as well as ensuring that children (especially those from poorer families) do not face obstacles accessing education due to financial constraints. Since 2005, the government BOS scheme has provided financial support directly to schools based on total number of students enrolled.

Four of the target districts were supported to calculate the actual school operational costs (BOSP). The results of the BOSP could show the actual school operational costs, and the realization that the BOS might not be sufficient to cover all costs. The intent was to encourage the educational planners to fill the gap by allocating additional funding to the annual budget in the Education Office RENJA.

Identified funding gaps were in turn used to advocate with local governments for increasing government budget allocations to support school needs, especially those schools in more rural areas. Following trainings conducted in 2011, resulting in 145 participants trained (65 males and 24 females from civil society with an additional 56 school participants) each target district also completed a full report on BOS funding needs for schools. These documents outlining the details of the calculation process and now are being used to inform government policy and budgeting.

In 2011, only one out of the four target districts (Jayawijaya) allocated budget for additional BOS. Additionally, one non-target district in the USAID-STEP programme allocated funding for additional BOS. In 2012, two out of four districts allocated additional funding to fill the funding gaps. The budget was intended for all school levels—elementary schools (SD), junior secondary schools (SMP), senior secondary schools (SMA), and vocational secondary schools (SMK) (see Table 8). Importantly, the amount of BOS funds allocated in 2012 increased by a huge 567 per cent from IDR 8.7 billion to IDR 58 billion. The basis for distribution of BOSDA (Bantuan Operasional Sekolah Daerah (Regional/Sub-National School Operational Assistance) was the number of students in schools, and the decree of the mayor or district head.

Interestingly, two of the non-target districts (Mimika and Manokwari) for the USAID-STEP programme related to BOSDA also allocated additional funds to fill gaps, particularly in 2012.

<sup>9</sup> In Mimika, HIV interventions are being supported from the planning office

The comparability of the additional funds allocated in the two non-target districts could suggest that there was a “spill-over” effect of the STEP focus on the BOSDA in 2012.

Table 9. Additional BOS Allocation to Schools (BOSDA)

Districts	BOSDA Allocation in 2011			
	SD	SMP	SMA	SMK
<b>STEP</b>				
Biak_Numfor	0	0	0	0
Jayapura	0	0	0	0
Jayawijaya	70.226.000	2.430.960.000	1.141.560.000	1.463.448.000
Sorong	0	0	0	0
<b>Non-STEP</b>				
Manokwari	0	0	3.581.600.000	0
Mimika	0	0	0	0
<b>Total</b>	<b>70.226.000</b>	<b>2.430.960.000</b>	<b>4.723.160.000</b>	<b>1.463.448.000</b>
	BOSDA Allocation in 2012			
	SD	SMP	SMA	SMK
<b>STEP</b>				
Biak_Numfor	0	0	0	0
Jayapura	0	0	0	0
Jayawijaya	70.226.000	2.430.960.000	1.141.560.000	1.463.448.000
Sorong	3.500.000.000	1.100.000.000	2.700.000.000	1.800.000.000
<b>Non-STEP</b>				
Manokwari	5.330.450.000	0	2.505.100.000	1.594.500.000
Mimika	17.586.281.916	4.8768.39.000	4.343.160.000	7.533.600.000
<b>Total</b>	<b>26.486.957.916</b>	<b>8.407.799.000</b>	<b>10.689.820.000</b>	<b>12.391.548.000</b>

**Personal Student Cost Calculation Survey:** Personal Student Cost Calculation (PBP) was conducted in all USAID-target districts and aimed to provide data to government to support removing financial barriers to children’s access to education. The methodology for the survey was adapted to provide disaggregated data on student personal costs based on geographic accessibility and basic demographic household data on income, livelihoods, household size, and so on (urban, peri-urban, rural and remote areas). Adjustments to the instruments were geared at getting a better understanding of inequities faced by children in urban vs rural areas, looking a family income/ability to pay school fees in different geographic locations, and the impact that school fees/costs has on how far children in different geographic categories progress through a 9 year cycle of education. A total of 260 households representing some 1,100 children were surveyed across 4 districts.

Table 10. Table Personal Student Cost Calculation Survey

Jayapura District, Survey Result 2012			
School type	Class	Area Type	Total

		Urban	Rural	Remote	
<b>SD</b>	1	4.241.000	1.997.000	1.186.000	2.872.000
	6	4.806.000	1.600.000	1.481.000	2.858.000
<b>SMP</b>	7	4.833.000	3.965.000	1.584.000	3.857.000
	9	4.378.000	4.555.000	1.475.000	3.599.000
<b>Grand Total</b>		<b>4.529.000</b>	<b>2.307.000</b>	<b>1.396.000</b>	<b>3.000.000</b>

Sample survey results drawn from Jayapura District are reflective of the results from other districts. The cost of schooling is greater in urban areas and steadily declines in rural and remote areas. However, findings should not be taken to mean that greater financial barriers exist in urban areas. Rather, when compared to average household incomes, which are much higher in urban areas compared to rural and remote areas, the parents of children from rural and remote areas cannot afford to purchase school inputs for their children, such as books, meals, and clothing. As a result, children in rural and remote areas face significant financial barriers to achieving the same level of quality in education. One of the weaknesses with the survey is that it did not identify out-of-school children. As such, while the survey is useful in identifying funding needs for children to ensure quality inputs are received, community-based monitoring is required to identify out-of-school children so that scholarships can be targeted at those who cannot access school due to financial barriers.

During public consultations to advocate for budget allocations to remove financial barriers to education, several points were raised including that the survey only provides information about financial barriers. While helpful for government to determine funding levels required for pro-poor assistance schemes, further information is needed to identify/target out-of-school children. Community based forms of monitoring were suggested by participants to support the identification of children to receive assistance. It was also reported that local governments generally lack capacity for managing pro-poor schemes effectively.

#### Output 1.1.5. Provincial and district accountability systems improved (USAID)

##### 1.1.5a. Relevant staff from provincial and district teams trained in the preparation of Accountability Report (LAKIP) by gender (USAID); 1.1.5b and 1.1.5c. Provinces and districts prepare LAKIP to agreed standard and use the format from PAN ministry

LAKIP training aimed at strengthening the transparency and accountability of education offices. At the time of the endline assessment, all target districts had completed accountability reporting based on PAN ministry regulations and formats. This was achieved with the full participation of all district level M&E teams. This training was rolled out over three stages across all districts and province levels with a total of 41 education office participants (26 male, 15 female). Capacity development for strengthening accountability through LAKIP included training focussed on: 1) compiling of strategic and annual work plans; 2) determining targets including measuring performance; 3) narrative report writing; and 4) reporting of education progress linked to strategic development objectives. This helped strengthen and consolidate capacity gains made through strategic and annual work planning processes and the development of stronger M&E systems for local government education offices. Trainings and report preparation were conducted using an on-the-job mentoring approach in which local officials owned all stages of the data gathering and report preparation process.

Final reports produced by districts were, however, not consistent. While most district education offices produced accountability reports including the physical realization of planned Renja activities, Biak Numfor produced only a financial accountability report. Reports were socialized through public consultations in which senior government officials and community members were able to review and comment on progress being made regarding the realization of planned results with development plans of education offices.

Overall, there was a high level of support for this initiative with partners noting a strengthening of the transparency and accountability of education offices. Additionally, in at least one district (Jayapura) Bappeda officials noted a desire for this accountability reporting to be replicated to other sectors. All target districts have planned to repeat LAKIP reporting in 2013 using their own local budgets and based on the methodologies and reporting templates provided through UNICEF's technical support.

#### 1.1.5d. RENJA activities are reported with reliable data

Refer to Output 1.1.6

#### Output 1.1.6. Provincial and district education offices have access to and are using reliable data in planning process (AusAID and USAID)

Papua programme of support for education aimed to strengthen local government monitoring and evaluation capacities to support the effective implementation of development plans and strengthen equity-based programming. This programme component aimed at strengthening existing government systems and procedures with a focus on the individual capacities of education officials and the organizational set up for local education offices to conduct better monitoring.

The Endline assessment found that each of the four target districts developed an annual work plan (RENJA) in 2012 using reliable data, especially regarding budget allocation proposals focused on children. For 2013, one district, Biak-Numfor, has yet to complete its work plan. All of the other target districts have completed their respective work plans for 2013. All of the completed RENJA include allocations for early childhood education, basic education, secondary education, non-formal education, and teacher quality improvement.

The OCR results demonstrate inconsistent gains with education office data management capacity. There was improvement in the M&E systems, and education office staff were better able to conduct M&E tasks, in general. However, marginal improvements in data management processes were recorded in four out of six districts. In two out of six districts data management processes actually decreased in quality. Reasons cited included: a lack of clarity about official procedures regarding the usage of LI forms (school reporting forms); the usage of Padatiweb for monitoring (local education office data system), and inconsistency in the regulatory system due to changing national guidelines and policies. As a result, although education office capacities were strengthened at individual and organizational level due to support for strengthening M&E systems, those gains were offset by weaknesses with the broader regulatory (or enabling) environment.

#### 1.1.6a. Operational budget for data management system in place (USAID)

The provincial office of education (Papua and West Papua) and the district offices of education do not specifically allocate budget for data management system in routine budget

allocation. The data collection process is regarded as routine work by the staff. As such, separate budget line items are not identified in local APBD.

#### 1.1.6b. Budget allocated for professional development of data management staff in Dinas (USAID)

The USAID Baseline data showed that Papua Province allocated IDR 377 million for training of personnel in 2011. Through programme technical support, professional development for data management took place in 2011 and 2012. Government budget allocations for planned M&E activities also build in some professional development.

#### 1.1.6c. Education data team members in provinces and districts trained in M&E for RENSTRA and RENJA (including Baseline and Endline survey methodology) (AusAID)

All data management team members in district education offices (data management and monitoring personnel) received M&E training. By the end of the programme, all districts had also developed and commenced implementation of monitoring and evaluation frameworks.

#### 1.1.6d. Districts trained in use of standardized SBM indicators for SBM M&E System (AusAID)

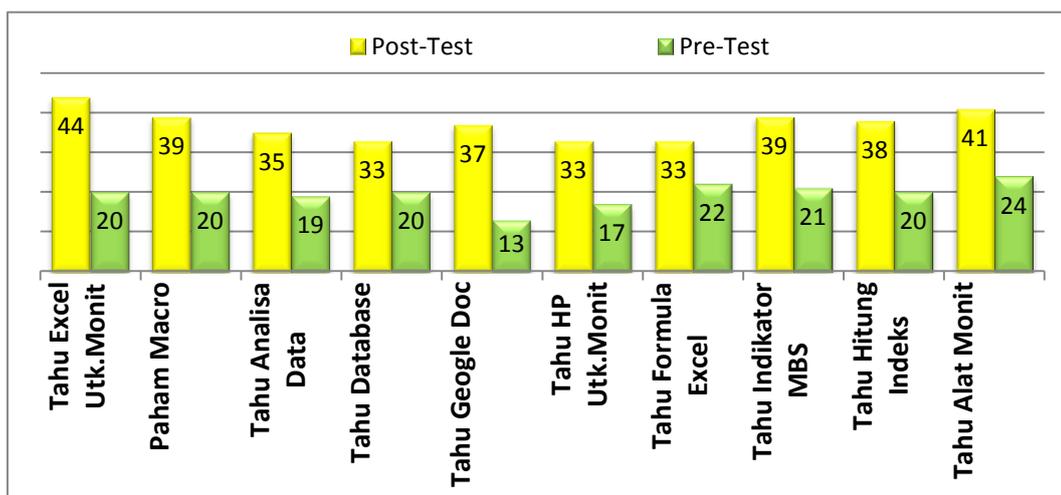
By June 2012 capacity development trainings were rolled out with supervisors, school officials and others at district level beginning in Mimika, reaching all target districts by the end of 2012.

Table 11. SMB Database Training

Name of District	Teacher		Principal		Supervisor		Others		Total		
	M	F	M	F	M	F	M	F	M	F	T
Papua Province			1	1	8		8	14	17	15	32
Biak	5	4	4	1			9	5	18	10	28
Jayawijaya					15	2	8		23	2	25
Jayapura					7	21	4	1	11	22	33
Timika	1	1	2		2	4			5	5	10
West Papua Province									0	0	0
Sorong	27	15	7	2					34	17	51
Manokwari					8	4			8	4	12
<b>TOTAL</b>	<b>33</b>	<b>20</b>	<b>14</b>	<b>4</b>	<b>40</b>	<b>31</b>	<b>29</b>	<b>20</b>	<b>116</b>	<b>75</b>	<b>191</b>

A total of 191 district stakeholders were involved in SBM database training, including 71 supervisors (29 male, 20 female). Some districts like Jayawijaya integrated the one-day training into existing district-funded training for new supervisors. As indicated in the below table, improvements were noted in the knowledge and skills of supervisors in key aspects of computer-based SBM monitoring.

Figure 4. SBM Data Base, Change in knowledge and skills



#### 1.1.6e. Availability of Baseline survey (AusAID and USAID)

By mid-2011 a Baseline report was completed for the AusAID funded programme components with an additional Baseline report for USAID-funded components completed by early 2012.

#### 1.1.6f. Availability of routine monitoring reports (field trip reports, activity implementation reports) and monitoring data (AusAID and USAID)

Field monitoring reports prepared by UNICEF staff were developed and stored on a regular basis and were used to monitor programme progress and adjust field activities based on needs and conditions.

#### 1.1.6g. Completion of Endline survey (AusAID and USAID)

An integrated Endline survey covering all programme components was conducted from November to December 2012. The Endline was complemented by an Organizational Capacity Review of education office service delivery capacities covering eight service-delivery capacity 'domains'.

Where possible, preliminary findings of the Endline survey findings comparing progress against Baseline indicators have been incorporated into this final report. Endline findings were socialised to government partners during technical meetings conducted in February 2013 and are being used to inform a new programme proposal to be submitted to AusAID.

#### 1.1.6h. Data gathering tools developed (MSS, MBS, HIV/AIDs, LI) and implemented in provinces and target districts

Between September and November 2011 a standardized set of SBM indicators was developed by the provincial SBM team with UNICEF support using national Minimum Service Standards as the main reference as well as SBM criteria for quality of learning processes in school. A similar tool for HIV monitoring was developed to monitor the extent to which schools were applying HIV-prevention materials through the formal school system. The SBM monitoring tool was then finalized and piloted in four target districts including all SBM model schools (n=39). At the end of 2011, Papua Provincial Education Office used the draft tool for monitoring and evaluation purposes of SBM indicators across a further 24 districts, with UNICEF support.

### 1.1.6j. Data unit staff capable of running PadatiWeb (USAID)

At the time of Baseline only 41 per cent of data unit staff demonstrated a capacity to operate PadatiWeb. The programme target was to improve the capacity to 80 per cent.

There was no progress on achieving this output. Local partners experienced uncertainty about whether to continue with PadatiWeb due to changing national regulations, procedures and new systems that are still being piloted by the Ministry of National Education and Culture. PadatiWeb was until recently a nation-wide data management system for schools that relied on submission of individual school data sheet (LI). At present the LI is no longer being used for the nation-wide data management system. Tools for Reporting Information Management System (TRIMS) have replaced the LI.

Another issue was that staff members trained for PadatiWeb were, at times, assigned to other offices or section, impacting the continuation or maintenance of the data management system. Consequently, data management would be stalled and the existing system would not be maintained, while new staff trained.

**Teacher Proportional Distribution Analysis.** Given the challenges faced with PadatiWeb usage, at the request of government partners, the programme supported a teacher distribution analysis. The analysis explored issues such as minimum time for teaching, movement and mutation of teachers, distribution of teachers across geographic categories in Papua and West Papua and across grade levels. This was done to support government management of teachers in accordance with new regulations passed in 2012 regarding teacher management. The activity was designed to strengthen government data management processes as it was based on NUPTK data (the unique teacher identification number) provided by LPMP through the PadatiWeb system and was conducted in the four USAID-target districts (Jayapura, Jayawijaya, Sorong, and Biak Numfor). A total of 88 officials (male 55, female 33) from the target districts were involved in training and conducting analysis.

Findings of the analysis were socialized in public consultations and used to inform government planning for distributing teachers to address shortages in rural areas and across school grade levels. A key result of these meetings was also political commitment to use findings and recommendations to inform the development of local government regulations to improve issues of teacher management.

Each district completed analysis and full reports. Recommendations included the provision of incentives for teachers in rural areas, recruiting a larger number of contract teachers to support teaching in grades where this is a teacher shortage, and provision of teacher housing. Public consultations were also held with local government officials, DPRD officials, representatives from the Bupati's office, and community duty-bearers to vet analysis findings and verify the relevance of recommendations.

### Output 1.1.7. Teacher Absenteeism Study provides evidence for policy (USAID)

The Teacher Absenteeism study<sup>10</sup> revealed that there are deeply entrenched educational inequities for children and adolescents resulting in severe disparities in basic. There are

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<sup>10</sup> UNICEF, UNCEN, UNIPA, BPS, "We Like Being Taught": Teacher Absenteeism Study, Papua and West Papua, Jayapura 2012

high rates of teacher and principal absenteeism, particularly in hard-to-reach rural and remote schools. For example, up to 48 per cent for teachers and up to 70 per cent for principals. The Report also showed that leadership at school level and effective school-based management are major determinants of teacher absenteeism. The following section provides a detailed analysis of the work undertaken in this area.

[1.1.7a. Study on Teacher Absenteeism completed](#); [1.1.7b. Workshop on capacity development for research of universities completed](#); and [1.1.7c. Academic and Research Institutes participate in government policy formation processes](#)

Teacher absenteeism was identified by the Baseline study as a crucial challenge in the delivery of education service in the two provinces. Consequently, in late 2010, at the request of and in cooperation with the Government, UNICEF initiated a study on teacher absenteeism and its root causes in Papua and West Papua. This study represented a unique opportunity to strengthen the research capacity of local universities, namely Cenderawasih University and University of Papua. SMERU, a well-recognized national research institute, provide technical support at different stages of the process and supported capacity building activities for local research institutions.

Several technical workshops were conducted with university research teams in Papua and West Papua to develop and finalize the research instruments (i.e. questionnaires, school profile, teachers' profile, and community perceptions), sampling procedures and protocols. An enumerator's workshop was held to train eight-core researcher and 50 researchers from research institutes and academia (36 male and 14 female) to administer the survey.

Over 1,200 teachers in 245 schools across seven districts were surveyed, alongside approximately 430 community members drawn from either school committees or from positions of influence at community/village level.

Preliminary findings of the survey were reviewed and verified with government and civil society partners during a large provincial policy dialogue conducted in December 2011. The dialogue solicited a series of inputs for strengthening the analysis of the survey findings and policy recommendations for addressing teacher absenteeism.

The final report was published and distributed by mid-2012 at policy dialogue workshops conducted in Papua and West Papua. The policy dialogues included representatives of civil society, government, academia, media, development partners such as SMERU, ACDP, AusAID, USAID among others, and had a combined attendance of over 170 local stakeholders. Following policy dialogues in both Papua and West Papua, provincial parliamentarians and local duty-bearers began taking measures to act on policy recommendations and ensure that government funds are allocated to address identified recommendations and that provincial regulations being drafted reflect the study findings and recommendations.

## OUTCOME 1.2. PRIMARY SCHOOL CHILDREN IN SELECTED SCHOOLS IN TARGET DISTRICTS ARE BENEFITING FROM IMPROVED TEACHING (AUSAID)

Improved teaching processes lead to better learning outcomes for children. Indeed, good teaching quality, curriculum that is relevant, and supportive learning materials for children contribute to lower rates of grade repetition, higher survival rates, and reduced levels of early school leaving. During the programme design phase learning outcomes were identified as one of the greatest challenges facing children in Papua and West Papua. Namely, although initial enrolment rates in primary school seem to be fairly high, up to 50 per cent of children will leave school early for a host of reasons. In this context, early-grade and multi-grade teaching approaches were introduced to address the issue of poor educational indicators in rural schools where teacher absenteeism is high, there is a shortage of teachers, and teachers are often not well equipped to teach children effectively.

Efforts under this component were divided along broad areas: AJEL<sup>11</sup> for urban and peri-urban schools and early grade and multi-grade teaching for schools in rural and remote areas. It is also worth noting that at the outset of this programme, efforts in these areas were expected to establish a foundation to achieve results over the longer-term including to improved retention and participation rates and improved learning outcomes for children. To support this work the programme implemented a number of activities including:

- Preparation of multi-grade, early-grade and AJEL materials and classroom kits for teachers and students (fiction materials for early grades, literacy and numeracy work books for young children with limited school preparedness, support materials for teachers and principals)
- Training on improvements in child-centred teaching and learning in the classroom in urban and peri-urban schools
- Strengthening management roles of principals and school committees in supporting child-centred classroom practices
- Training in multi-grade and early-grade teaching for rural and remote schools
- Strengthening the roles of school supervisors to provide sustainable support for teachers in urban, peri-urban, rural and remote areas
- Strengthening of KKGs or school clusters for on-going in-service teacher support
- Regular district level workshops to strengthen capacity and coordination of SBM, early-grade and multi-grade teams
- Development of district SBM, early-grade and multi-grade teaching model schools for district-wide replication of child-centred teaching and learning practices
- Introduction of teacher training for early grades to teachers in rural remote satellite schools through the cluster training and cluster mentors (i.e., an adapted 'visiting teacher model')

A focus of the programme was on training in new pedagogies (PAKEM, multi-grade teaching, and early-grade teaching). The strategy for improving support for teachers through

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<sup>11</sup> AJEL here refers to one element of SBM as defined by the Indonesian government (at least up to the end of 2012) which focusses on creating effective learning processes for children in classrooms.

the provision of in-service teacher training was a cascade approach implemented through the cluster system for providing training, mentoring and support. Training of trainers occurred at the provincial or district levels. It was assumed that district-level trainers, most of whom were supervisors, would extend the training to the school level following the cluster system. Schools are clustered to support principal- and teacher-working groups (KKKS & KKG) to conduct activities that support cluster members in model or satellite schools. Trainers provided training and support to master teachers at the model or intervention school. However, only about half of the clusters in the target districts held regularly scheduled working group meetings, ranging from once a month (30 per cent) to three or more times a month (11 per cent). It appears that the assumption that master teachers would provide training and support to teachers in satellite schools did not occur in reality. Therefore, the results in changes in teaching practice are weak, particularly among satellite schools. The other issue that should be acknowledged is that what was required to introduce new pedagogy is an intensive training approach and not an approach whereby new methodology could be transferred through cluster meetings (for 3-4 hours once a month). While some of this should have been pre-empted, and the AusAID review in February did highlight this issue, efforts were made to provide more intensive training and support to teachers in a few sites before the end of the programme.

Since PAKEM training had already begun at the time of the Baseline study, it is most likely the best indicator of the effectiveness of the cascade approach to teacher training is through the cluster structure. PAKEM was implemented only in MBS schools, which are located in urban and peri-urban areas with more access than most rural and remote schools. The divergent outcomes between model and satellite schools even in MBS schools suggest that the cascade approach to teacher training through the cluster system may not be effective, particularly when the greatest needs are in the satellite schools. Clusters may be effective for dissemination of routine professional development, but not the most efficient intervention strategy for closing the equity gap between schools in the periphery with schools closer to the center.

Similar results were found with respect to training in early-grade teaching (EGT). However, EGT training began later in the project implementation, resulting in a much smaller number of teachers' receiving the training (120 teachers compared with 609 teachers trained in PAKEM). The lack of change in teaching practice among teachers receiving the training suggests that the training may not have been adequate to increase teacher knowledge and skills in PAKEM and early-grade teaching so they change classroom practice. Additional factors may include the support of the school administrator and lead teachers, the support and mentoring received from supervisors, and the complexity of change in practice required to apply the innovations. In other words, the change was too hard and teachers lacked the assistance, encouragement and materials needed to support the change. Preliminary findings from the case studies undertaken as part of the endline assessment suggest that when these conditions are met, change in behaviour will occur.

#### Output 1.2.1. Teachers, principals and supervisors improve capacity to use AJEL in the classroom (AusAID)

From August 2010 to the end of 2012, the programme through master trainers and supervisors supported on-the-job trainings for AJEL and reached 1,336 school level

stakeholders (613 male, 723 female). This included 1,124 teachers (455 male, 669 female), 131 principals and 63 school supervisors. The Endline assessment states that these trainings were perceived as being very useful by 77 per cent of participants.

Field monitoring reports conducted by UNICEF staff and government officials indicate positive changes have taken place in classrooms, with model schools performing significantly better than most satellite schools. 'Model schools' are essentially 'core schools' within a particular grouping or cluster of schools as defined by Indonesian regulations on the organization of schools. Within this government system, 'model schools' (or core schools) are expected to support the dissemination of training and support to satellite schools that are typically located further away. Field monitoring reports also show that most trained teachers in satellite schools who received training have started to apply AJEL, although not as consistently as teachers in model schools. What this model also shows is that the more intensive the investment of resources the better the outcome.

The Endline assessment found that 87.9 per cent of teachers in model schools who received training reported that they apply AJEL, and 76.3 per cent of trained teachers in satellite schools.

Additionally, the application of some key indicators of AJEL were observed in model and satellite schools as part of the Endline and show positive results with 84 per cent displaying students' work, 90.3 per cent using teaching aids and/or working in small groups, and 93.5 per cent having a reading corner.

Satellite schools showed some progress but not nearly to the same level as model schools with the results ranging from 41.3 per cent to 63.5 per cent for the same indicators. This situation suggests that alternative and more focused training and mentoring is required to reach and support teachers in satellite schools (those more rural and remote).

Endline results demonstrate that progress has been made in strengthening skills of teachers to promote improved learning environments and learning processes for children in classrooms, especially in model schools.

Figure 5. AJEL Teachers applying training in classrooms

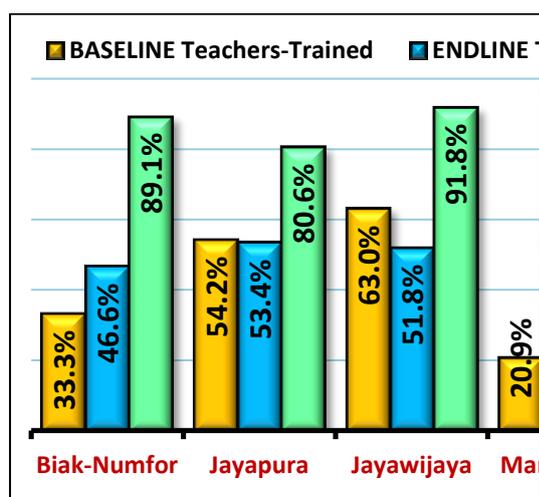
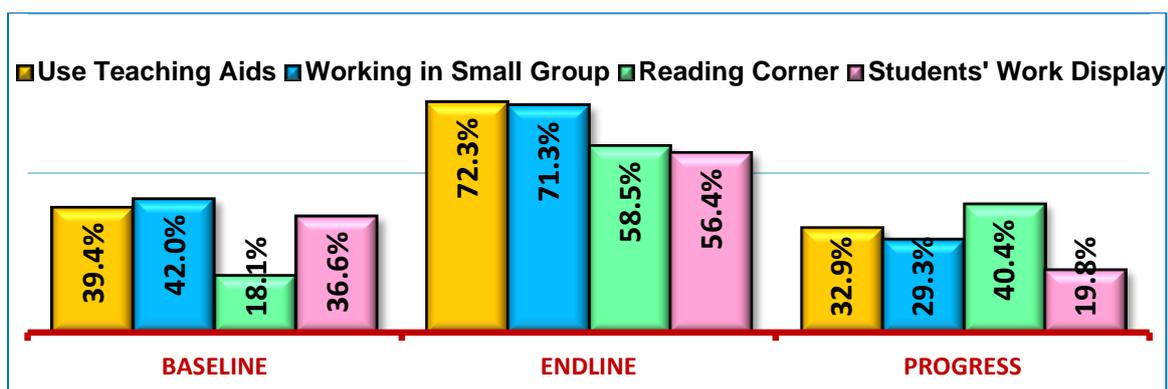


Figure 6. AJEL, Teachers applying improved learning processes for children



Satellite schools showed progress but understandably not to the same level as model schools with the results ranging from 41.3 per cent to 63.5 per cent for those same indicators. This situation suggests that better and more focused SBM training and mentoring is required to reach and support teachers in satellite schools.

Table 12. Rates of Change, Model vs Satellite Schools, AJEL

Indicators	# Model	% Model	# Satellite	% Satellite	# Total	Base Line	End Line	Progress	% Increase
Use Teaching Aids	28	90.3%	40	63.5%	68	39.4%	72.3%	32.9%	83.6%
Working in Small Group	28	90.3%	39	61.9%	67	42.0%	71.3%	29.3%	69.7%
Reading Corner	29	93.5%	26	41.3%	55	18.1%	58.5%	40.4%	223.3%
Students' Work Display	26	83.9%	27	42.9%	53	36.6%	56.4%	19.8%	54.1%

Follow-up visits by mentors (supervisors and training facilitators) were a key feature of the intervention program. Based on respondents from 83 schools, more than 78 per cent of teachers received mentoring support from their supervisors or AJEL facilitators. However, there was a significant difference in the amount of mentoring visits between model and satellite schools. Thirty-five per cent of teachers in satellite schools never received mentoring support. Whereas only 12.9 per cent of teachers in model schools received one mentoring 38.5 per cent of teachers in satellite schools received only one mentoring visit. Conversely, 87 per cent of teachers in model schools received more than one mentoring visit and only 26.9 per cent of teachers in satellite schools received more than one visit. The main barrier to more frequent visits appears to have been limited transportation funds for supervisors and mentor teachers to reach satellite schools.

Table 13. Mentoring Support To Teachers Trained in AJEL By School Type

Mentoring Visits	#Model	%Model	#Satellite	%Satellite	#TOTAL	TOTAL
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Never	0	0.0%	18	34.6%	18	21.7%
Once	4	12.9%	20	38.5%	24	28.9%
More than Once	27	87.1%	14	26.9%	41	49.4%
Denominator:	31	37.3%	52	62.7%	83	100%



While there continued to be significant differences between model and satellite schools, Endline preliminary findings show that in a relatively short time positive changes can be achieved with effective trainings and routine in-service mentoring support to teachers. Moreover, as intensive mentoring support to satellite schools from model schools became increasingly effective during 2012, it was clear that positive changes in classrooms were being achieved more rapidly. Replication of AJEL and SBM training through cluster level meetings in urban and peri-urban areas has thus become a practical strategy that has been widely adopted by all target clusters in these areas. Although these results are positive it is important to caution what is being assessed and not to confuse training that can occur

during a cluster level meeting (3 hours among a number of other administration issues) with intensive and dedicated training on pedagogy. This is one of the important lessons to inform

future training for teachers. One reason for improved results was due to the improved quality of professional development meetings through cluster mechanisms and through improved strategies for mentoring of teachers directly in classrooms. Gains at school level were also accelerated through a stronger approach to follow-up mentoring to teachers directly in schools that was conducted by district level Master Trainers. Further refinement to mentoring and training strategies is still required to accelerate positive changes already taking place. For example, the Endline survey shows that in satellite schools some 34 per cent of teachers trained in AJEL had never received direct mentoring support from master trainers even though the majority of trained teachers had attended professional development training applied through school cluster mechanisms.



Papua Provincial Education Office allocated IDR 3 billion during 2011 to create model schools of effective AJEL implementation throughout 24 non-target districts. The Provincial Education Office trained 145 model school principals, teachers and school committee members drawn from non-target districts in July and October 2011. Following the training, a block grant of IDR 3 million was provided to each model school to support the initial implementation of SBM at school level. Materials developed by the programme (AusAID-funded) were used as training inputs for activities funded by the government.

### 1.2.1b. Principals, supervisors and school committee members trained in improved school-based management

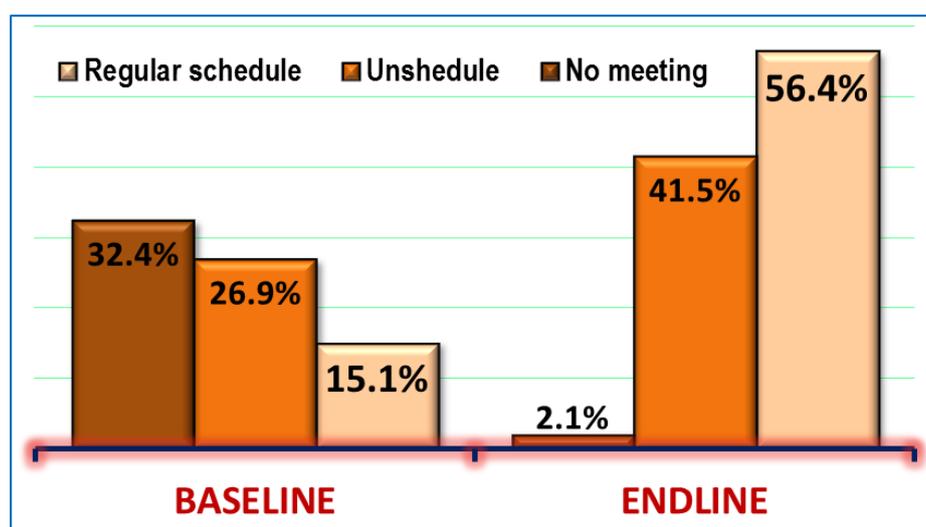
Evidence from many programmes in Indonesia over the past decade show that AJEL is greatly promoted by effective planning, budgeting, supervision and support from principal and school committees. To improve the capacity of school principals and school committee members on school level on-the-job mentoring was applied.

The on-the-job training reached 213 principals, 95 committee members, and 63 supervisors through SBM training. During 2012 some 600 teachers, 83 principals and 85 school committee members received refresher training and mentoring support. The capacity building activities implemented for principals and school committee members have resulted in improved school management practices. More schools have mid-term and annual planning, improved participation of school committee members, and transparency of financial management.

### 1.2.1c. Teacher and principal working groups (KKG/KKS) supporting the implementation of SBM through regular meetings in all districts

Since August 2010 when SBM trainings first began (including AJEL training for teachers and trainings for school committee members), each district education office has supported at least 3 quarterly teachers and principals working group meetings in at least 80 per cent of programme's target clusters. Supervisors, teachers and principal from model schools usually acted as resource persons.

Figure 7. Frequency of cluster mechanism meetings SBM schools, Baseline versus endline



Endline preliminary findings show positive progress made with strengthened institutional support mechanisms for in-service training (or information giving) via school cluster mechanisms in urban areas. There has been a significant increase of clusters organizing SBM working group meetings regularly (from 15 per cent at Baseline to 56.4 per cent at

Endline). The clusters that previously had never organized cluster meetings dropped steeply from 34.4 per cent, to only 2.1 per cent – meaning nearly all clusters now meet but understandably with variety in regularity and quality.

Table 14. SBM Cluster Support, Frequency of meetings

Frequency of Meetings	Model	Satellite	ENDLINE	BASELINE	% Increased
Regular schedule	71.0%	49.2%	56.4%	15.1%	<b>41.3%</b>
Unscheduled	29.0%	47.6%	41.5%	26.9%	14.6%
No meeting	0.0%	3.2%	2.1%	32.4%	<b>-30,3</b>

As seen above, Endline preliminary results show that model school teachers are more likely to attend (71 per cent) meetings on a regular basis compared to teachers from satellite schools (49 per cent). This clearly is linked to distance that teachers need to travel and anecdotally is also linked to effective school management and availability of budgeting.



An additional factor also relates to the mentoring conducted by teachers from 'model schools'. In many cases 'model schools' only felt 'confident' to provide mentoring support once they themselves had reached a level of quality with which they felt comfortable. The result was that mentoring and cluster meetings for satellite schools did not become effective until 2012. Additionally, in certain peri-urban areas such as Mimika, the improved transportation system and road infrastructure are considered important factors in the increase of cluster meetings frequency.

The Endline survey indicates that 85 per cent of teachers perceive the cluster meetings moderate to highly useful, while 13 per cent perceive them as not useful at all. Some field monitoring reports suggest that the programme can improve the quality of cluster meetings by providing guidelines to make the process more interactive, fun, and relevant for all teachers.

Conversely, some 29 per cent of teachers from model schools and almost 48 per cent of teachers from satellite schools attended cluster trainings on an 'unscheduled' basis. As a result, while it is clear the majority of teachers could be reached for AJEL training, Endline preliminary findings show that flexibility of training packages is needed to adapt approaches based on local conditions to ensure that the engagement with teachers will lead to desired improvements in classrooms. For example, in such locations more effective and refined mentoring approaches are needed for teachers in schools who meet on a less regular basis.

#### 1.2.1d. Quarterly coordination meetings on CLCC/SBM established

To ensure sustainability of support for SBM implementation, the programme has put much effort to strengthening local human resources through refresher ToT and district quarterly capacity development for Master Trainers; and to creating an enabling environment through linking SBM efforts to supervisors' role, and revitalizing provincial and district SBM teams.

A major obstacle to ensuring sustainable support to schools in Papua and West Papua is a lack of qualified local trainers. To address this challenge, the programme has worked to strengthen local human resource capacities by developing a pool of locally qualified Master Trainers. The trainers received several rounds of training and support from provincial level SBM teams. In 2012, 54 district-level SBM trainers from both Papua and West Papua Provinces drawn from each target district received refresher training from provincial level Master Trainers.

#### ***District Quarterly Workshops to Improve Capacity of Trainers.***

As follow up of the refresher ToT conducted at the provincial level, to improve coordination and to maintain the skills in relevant topics, the programme organized district-level quarterly workshop for SBM, early-grade trainers, and leadership trainers.

Quarterly workshops were organised to discuss progress of each area, share lessons from training and mentoring at cluster and school levels, explore areas for convergence, and discuss good practices. An example of the improved skills and knowledge of Master Trainers achieved via these trainings is shown below.

SBM teams have been institutionalized into the district system through education office decrees in Jayapura, Biak Numfor, Sorong and Manokwari. Papua Province education offices have issued a formal decree for these teams. In Jayawijaya and Mimika efforts to adopt a decree are continuing currently under review by the local government. In Biak Numfor case, IDR 80 million was approved in 2012, and allocated to the SBM team to monitor the implementation of SBM in model and satellite schools.

Through SBM trainers, the programme has encouraged satellite schools to use their own BOS allocation to implement SBM. It was reported that some trainers across target districts received requests and provided services to satellite schools to support their SBM implementation. The programme, through advocacy with education partners, will seek a formal decree from district education offices, particularly in relation to planning the use of BOS funds for quality improvement.

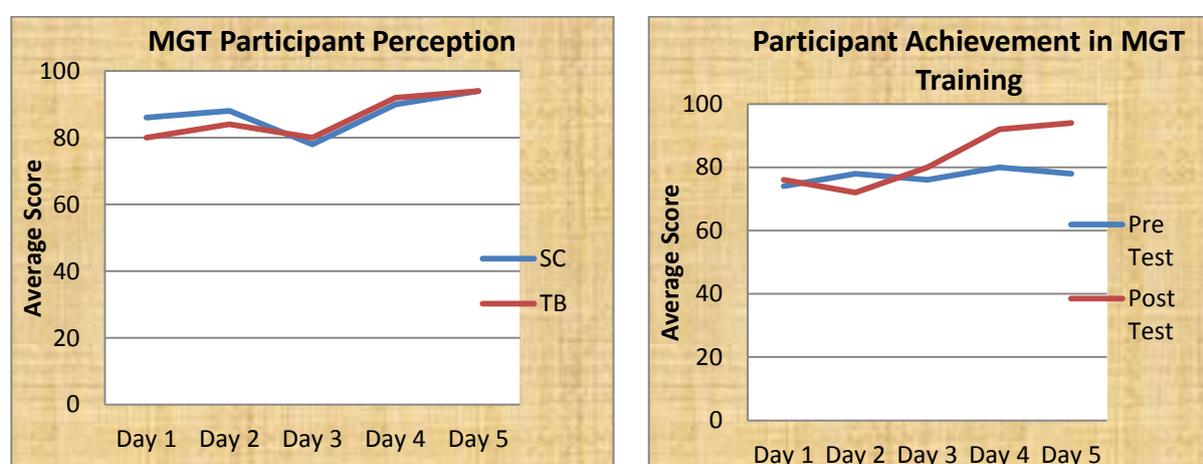
#### Output 1.2.2. Education personnel improve capacity to teach multi-grades in target schools (AusAID)

Efforts to support multi-grade teaching in rural schools began from near 'zero' in terms of systems to support teachers, materials to support both teachers and students, and a limited understanding locally of good practices for multi-grade teaching. Before making progress with achieving school-level results, the programme was required to first invest significant time and energies in establishing the foundational building blocks for achieving school-level results for children (local human resource capacities and support materials for teacher and children).

### 1.2.2a. ToT Trainers trained in multi-grade teaching

In partnership with the Lembaga Penjaminan Mutu Pendidikan (LPMP, Quality Assurance Board) a pool of 53 'Master Trainers' were identified for capacity development training to support in-service trainings for multi-grade teaching across all target districts. The first training for MG trainers was launched in February 2012 with 46 participants from both provinces and each of the six target districts (21 male, 25 female). Training evaluation showed that district level multi-grade Master Trainers had increased their self-confidence to act as 'agents of change' for multi-grade schools. Additionally, all participants reported that the training materials and resource packets to support multi-grade teaching were highly useful.

Figure 8. Multi-grade ToT – Results with enhanced skills and confidence



Building upon this first round of capacity development training, in 2012 multi-grade Master Trainers participated in refresher training conducted in Jayapura implemented jointly with EG Master Trainers. An additional 7 Master Trainers were identified to participate in this refresher training to increase the pool of human resources available to support district-level training and mentoring. This training was conducted with the objective of socializing several adjustments to school-level training materials, based on CFS and inclusive school approaches.

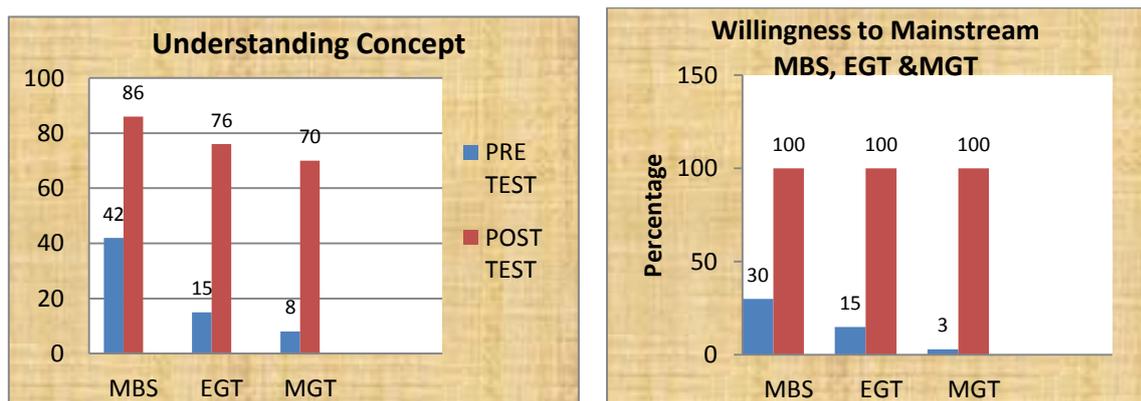
Master Trainers were also introduced to the revised MG training strategy for rural schools, based on PAMONG strategies, and provided with guidelines for strengthening school-level mentoring systems using 'cluster mentors', or 'visiting teachers' to rural schools. As part of this process, an additional 104 cluster mentors were subsequently engaged in supporting mentoring processes at sub-district level.

**Mainstreaming via pre-service teacher training.** During 2011 a key weakness identified among teachers in schools, both in urban and remote areas, was the extent to which they feel ill-prepared to take on teaching duties at the start of their careers. To overcome this challenge and in support of government pre-service training and teacher certification programmes via local universities, the programme took preliminary steps to mainstream teacher support materials (SBM, Early-Grade and Multi-Grade) via local universities.

The first phase of this work was completed with local partners and universities in West Papua and Papua (UNIPA and STKIP Muhammadiyah Manokwari, and UNCEN). An initial mainstreaming workshop was conducted in West Papua toward the end of 2011 over a period of four days with over 25 participants from local universities in the education faculty. This was followed up in mid-2012 with technical workshops at STKIP Muhammadiyah in Manokwari in which the university integrated SBM into its teacher training programmes and established working mechanisms to provide SBM mentoring support to primary schools linked to the university. Notably, the schools supported by Muhammadiyah do not fall under the target school coverage of the UNICEF-supported programme and thus have aided the scaling-up of effective programme coverage to non-target schools in districts. The University allocated its own resources and personnel to support the scale up.

A similar approach was followed in Papua Province in UNCEN with 22 participants hosted by the LPMP (November 2011). Workshop evaluations showed that participants gained a strong understanding of SBM, Early-Grade and Multi-Grade (increasing from a score of 42 to 86 for SBM, from 15 to 76 for early-grades, and from 8 to 70 for multi-grades). Additionally, 'willingness' to institutionalize SBM, early-grade, and multi-grade materials into university teacher training curriculums rose dramatically across all materials (from as low as 3 per cent for multi-grade materials) to 100 per cent of participants for all materials.

Figure 9. Mainstreaming SBM, EG and MG to University Teacher Programmes



Participants in UNCEN also agreed to a clear strategy for mainstreaming materials into university curriculum so that: 1) all students were required to practice the concept of SBM; 2) the concept of MBS are integrated in the curriculum of 13 study departments of FKIP; 3) that EG and MG be introduced into teaching education programs and a one-year field practice component required to obtain certification as a teacher; and 4) all three approaches of SBM, EG and MG be introduced to teacher certification trainings. A weakness in this pre-service education work was that no formal arrangement was agreed and the University and programme and UNCEN required technical support to undertake this task. In November when a Melbourne University Professor visited UNCEN to support some positive discipline work, the Dean requested further support for strengthening the pre-service education course at UNCHEN and sought a partnership between the Universities. Such technical assistance and partnership arrangements can further strengthen the role that pre-service educators can play in supporting bigger systems-training and educational change.

Currently UNICEF is exploring more formal mechanisms for engaging with UNCEN and UNIPA as the major universities influencing teacher training in Papua and West Papua and is seeking to formalise and establish a process for mandating the inclusion of the key aspects of teacher training into their curriculum.

### 1.2.2b. Teacher and principal working group meetings focusing on multi-grade teaching including EG (cluster mechanisms)



In rural and remote areas, schools are located far away from one another. Lack of teachers' awareness of the importance for professional development, minimum oversight worsened by lack of a reliable and an affordable transportation system resulted in 'clusters' remaining largely ineffective as a strategy for reaching rural and remote teachers. An AusAID external review conducted in early 2012 commented on these challenges and further noted that the

likelihood of success using cluster mechanisms to reach teachers to provide professional development was very low.

The Endline results show that by the end of November 2012, 36 per cent of school clusters in rural/remote areas organized regular (i.e. once per quarter) teacher and principal working group meetings focusing on a range of topics including how to improve early grade and multi-grade teaching as well as school management issues. Some 55 per cent clusters reported conducting the same meetings irregularly, ranging from one to three meetings per year.



Frequency of Cluster Meeting, Rural areas, EG/MG

Frequency of Meetings	BASELINE	ENDLINE	% Change
Regular schedule	27%	36%	9%
Unshedule	36,5%	55%	18,5%
No meeting	36,5%	9,3%	-27,2%

This remains below programme targets for regular meetings, but compared to Baseline conditions does indicate some improvement.

### 1.2.2c. Number of teachers trained in multi-grade teaching methods

The Endline revealed that the target of reaching 900 teachers in target schools in rural and remote areas with multi-grade teaching was the least successful, with the programme reaching 344 teachers by the end of 2012. This aspect was the most difficult programme task to implement in each district by partners and stakeholders. The Endline also revealed none of the teachers in target peri-urban and rural schools had received training for multi-grade

teaching at baseline. In hindsight, it could be argued that the initial target of training 900 teachers in rural /remote areas, with at least 80 per cent of those teachers trained to apply improved multi-grade teaching approaches in their classrooms, was overly ambitious.

Achieving this target was made more difficult because multi-grade training for teachers at school level was delayed until mid-2012. This 'late start' occurred because of several factors, including the need to develop training materials in advance of school-level training and, importantly, the need to strengthen the capacity of a core of 'Master Trainers' responsible for the training at school level.

The total number of teachers trained in MG teaching was 320 teachers (167 male, 153 female) by the end of 2012.<sup>12</sup> While this was well below initial targets, this training is still being rolled out as part of the AusAID extension phase. Figures are expected to be far higher by the time it is fully rolled out.

### ***Cluster Level Multi-Grade and Early-Grade Trainings and Cluster Mentors***

After reviewing several successful strategies from other countries and elsewhere in Indonesia, the programme adjusted several elements of the in-service support strategy. Adjustments were framed around aspects of the PAMONG approach in which core schools are used as 'resource centers' from which cluster mentors provide more intensive and regular support to satellite schools. Part of this approach also requires the use of modular support materials for teachers, such as teacher handbooks, student workbooks focussing on literacy and numeracy, effective mentoring guidelines, and localised trainings.

As the model was ineffective in reaching rural teachers using the original cluster model, the approach was revised in some limited examples to be more of a 'visiting teacher model'. This included local principals and school supervisors. Criteria for selection included: whether they lived near the satellite schools; possessed adequate knowledge in multi-grade and early-grade teaching; and considered as skilled facilitators. Their main tasks included co-facilitating the cluster level trainings in core schools in rural areas, and mentoring satellite teachers under the guidance and direction of district trainers.

This refinement was introduced in 3<sup>rd</sup> quarter of 2012 and by the end of the programme there were some 104 cluster mentors in Mimika, Jayawijaya and Sorong working to support multi-grade and early-grade satellite schools.

Satellite schools visited during field monitoring in October and November 2012 expressed positive responses to mentors support, particularly in terms of applying MG teaching approaches in the classroom, making lesson plans, creating teaching aids, and improving classroom displays and modelling effective teaching strategies for teachers. Again the issue of intensity was raised in field trip reports and in some instances in West Papua mentors stayed 2-3 days in schools doing intensive training to ensure teachers effectively understand the pedagogy.

With hindsight this approach should have been applied more extensively in order to extend programme reach. At the time of reporting, rural area training for multi-grade teaching based on adaptations of visiting teacher and mobile mentor approach is on-going with activities

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<sup>12</sup> Training for MG teaching for teachers in rural areas is still being rolled out at the time of reporting. It is expected that the target number of teachers will be reached.

carried over from 2012 forming part of the 6-month extension agreement with AusAID. This training will be monitored during the extension phase of the programme.

#### 1.2.2d. Teachers applying improved multi-grade teaching methods

Endline survey findings show that 79.5 per cent of teachers trained on multi-grade teaching now apply these strategies in the classroom. Interestingly, more teachers trained from satellite schools reported implementation of multi-grade teaching (81.6 per cent) than those from model schools (77.8 per cent). Endline survey data also shows significant gains in the application of specific practices in classrooms. For example, 36 per cent teachers map students' needs and 60 per cent use local learning aids.

The field monitoring visits conducted by UNICEF staff, provincial and district trainers suggest evidence of new and good practice in multi-grade schools including in classroom environment that are more stimulating for student learning, use of peer teaching as one teaching strategy in multi-grade classrooms, and change in classroom management that combines children from different grades in one classroom instead of going back-and-forth between different classes, as was done previously.

Mentoring resource guidelines were also developed and distributed for teachers in schools to increase the effectiveness of this strategy.



**Peer teaching in multi-grade classroom**

#### Output 1.2.3: Education personnel improve capacity in early-grade teaching in the classroom in target schools (AusAID)

As with support for multi-grade teaching in rural areas, support for early-grade teaching required a high initial investment to establish the foundational building blocks for achieving school-level results for children by strengthening local human resources and developing training support materials.

### 1.2.3a. Master trainers, teachers, principals, supervisors, and community leaders trained in early-grade teaching

Human resource capacity development for local Master Trainers first began in July 2011 with a ToT for some 32 Master Trainers (13 male, 19 female). Criteria for candidate selection for district-level Master Trainers was geared toward ensuring that a local pool of trainers with sufficient experience, motivation and energy to travel to remote schools, would be available in target districts to provide regular mentoring support to model schools, school cluster mechanisms, and routine mentoring of schools.<sup>13</sup>

The subsequent trainings took place between October-November 2011 across all target districts. In February 2012 an external review team came to observe initial change in some sample schools. The external AusAID review reported that changes at that stage were minimal in model schools, and non-existent in satellite schools. In response, an adapted training approach (based on PAMONG, as described above) to complement the existing training strategy was introduced. Delays were encountered in rolling out the approach due to the internal UNICEF financial restructuring in early 2012.

Adjustments to the training strategy in rural areas were introduced to all Master Trainers during a refresher capacity development training conducted in August 2012. Adjustments to EG materials were made, based on CFS principles and inclusive school strategies, and greater emphasis placed on direct mentoring support to teachers in rural areas.

District-level training for early-grade models school began in November 2011 across target districts and in January 2012 for satellite schools. By the end of 2012, the total number trained in early-grade teaching via school clusters/KKGs included, 300 community members, 942 teachers (572 males, 370 female), and 240 principals (186 male, 54 female). During the remainder of 2012, refresher trainings at sub-district level were conducted for 551 school level duty-bearers (351 male, 200 female), of which 322 were early grade teachers in rural areas (177 male, 145 female).



Cluster training, EG teaching, Rural Area, Jayawijaya

### 1.2.3b. Teachers applying improved early-grade teaching in the classroom

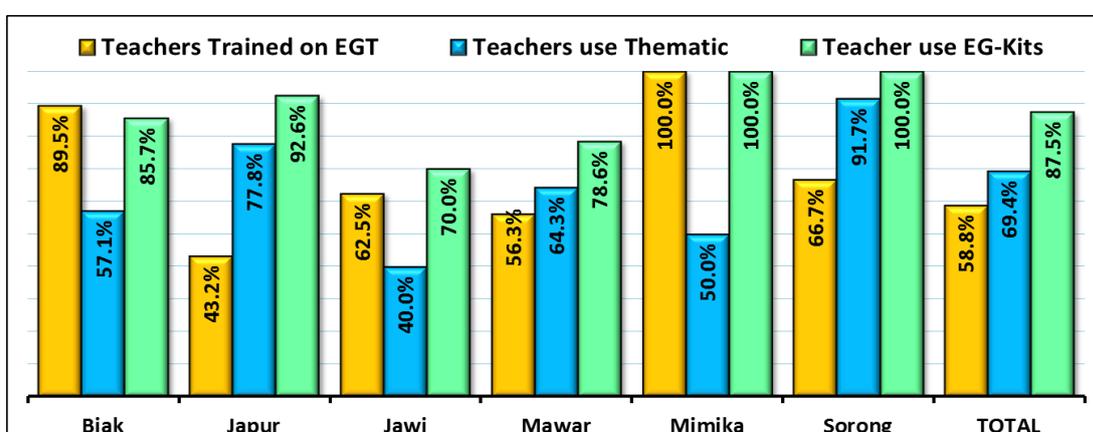
Endline survey results show that 41 per cent of teachers trained in EG practices reported application of EG methods in their classroom teaching. At the same time, 69.4 per cent of teachers trained applied a thematic approach to learning, and 87.5 per cent utilized the EG kits in teaching and learning practices. In both indicators, model schools performed slightly better than satellite schools.

<sup>13</sup> The same method was applied for the selection of multi-grade master trainers from target districts.

Sixty-seven per cent of the teachers trained perceived the training to be very helpful. However, post-training support from the supervisors and EGT facilitators was not sufficient. Thirty-nine per cent of trained teachers never received support or received post-training visits, and 26 per cent were visited only once. The lack of support from supervisors and EGT facilitators may explain why the number of trained teachers who applied the EGT approach in their daily practices is less than half. The stated reasons for not implementing the EGT approach include: lack of understanding of EGT approach, especially practical application of thematic teaching; and no support from the school principal. These Endline preliminary results reveal an important programme weakness requiring attention in future programming

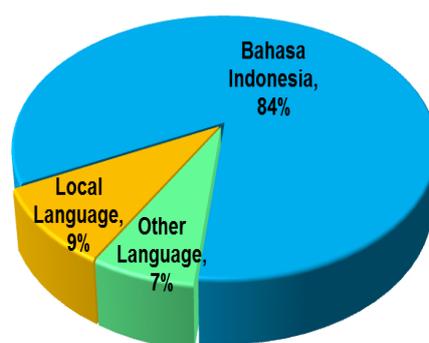
Interestingly, the proportion of teachers trained and applying EGT is greater in satellite schools than in model schools.

Figure 10. Early Grade – Results indicators for teacher’s practices



The Endline results show that application of local language as a medium for interaction in teaching and learning process is generally low. Some 70 per cent of EG schools surveyed in the Endline are located in rural, remote, and isolated areas. Generally, most schools in these areas consist of indigenous children, usually coming from the same tribe although some schools will have mixed tribes and or non-Papuan migrants. Bahasa Indonesia in local dialect is widely used, and is considered the unifying language of Tanah Papua. Most schools and teachers continue to use Bahasa Indonesia as the language for classroom instruction. Jayawijaya shows the highest rate of local language use (40 per cent), which is not surprising given the much higher proportion of indigenous children in highland schools..

Figure 11. Use of local language as instructional medium



A few local organizations such as SIL have sought to improve the quality of early-grade learning through use of local language. UNICEF acknowledged the relevance of this approach and included it as a strategy to finalize training modules and teacher manuals, and refresher ToTs towards the end of the programme and for the next phase. The preliminary findings of the Endline highlights the needs not only for stronger support to the implementation of local language, but also to increase awareness of its importance and potential benefit for children's learning as well as a sense of identity and pride as Papuans.



A cluster mentor from Sorong (right) modelling and directly assisting a teacher in teaching early writing.

The value and importance of cultural relevance and the role of mother tongue in mastering literacy was an important topic at the Remote Rural Conference in Papua in November 2012. SIL has made an excellent contribution through the development of language maps identifying mother tongue for different regions of Papua and West Papua. During 2012 UNICEF worked more closely with SIL in various meetings and trainings and has greatly appreciated the technical skills available to support capacity development.

#### Output 1.2.4. Schools use AJEL, multi-grade and early-grade teacher resource kits and materials (AusAID)

Key supply-side barriers for improving the quality of education for disadvantaged children in Papua include a lack of support materials for teachers and a lack of culturally relevant learning resources for children. To support removing these barriers and promoting equity in education for children, UNICEF has worked with a number of government and non-government counterparts to develop AJEL, multi-grade and early-grade teaching resource kits and culturally relevant children's learning resources.

##### 1.2.4a-d. Schools have access to multi-grade/early-grade teacher resource kits, literacy and numeracy toolkits, and AJEL teacher resource kits

Endline survey results show that a large proportion of schools surveyed (87.5 per cent) now have access to and are using support resource materials for EG, MG and SBM. Some 160 of 260 rural and remote target schools have access to early-grade teacher resource kits. Some 53 SBM (out of 53) model schools in urban and peri-urban areas have received the teacher resource kits for AJEL that were procured and distributed in 2011. At the same time, all 260 rural/remote target schools have received the literacy and numeracy kits that were distributed during 2011.

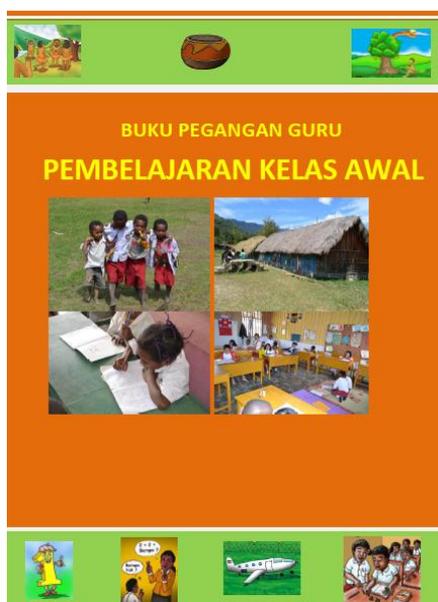
### **Early-grade and Multi-grade Training Modules**

The process of early-grade and multi-grade teaching training module development commenced in 2010 and underwent several revisions in 2011 to adjust the content to the conditions and needs of small children in rural areas of Papua and West Papua.<sup>14</sup> The revisions to early-grade training module were finalised in October 2011 after which they were prepared to support a first early-grade ToT, conducted in November 2011. The revised content of the multi-grade training module were prepared to support multi-grade ToT by January 2012.

### **Teacher Handbooks for Early-grade and Multi-grade Teaching.**

Based on lessons learned over the first year of implementation, 'hand books' for teachers to use in schools to support the effective application of MG and EG teaching strategies were developed in 2012. The handbooks were based on materials developed from LPMP, with revisions incorporating good practices based on the CFS model, inclusive school models, and applying flexible learning schedules and strategies for children in rural areas. These

materials have been developed in modular format as a means of strengthening mentoring systems for teachers in rural areas and providing step-by-step guidelines that can be used on a daily basis to support the application of new pedagogies and management practices to promote greater levels of community participation.



### **Papua Children Storybooks and Teacher Guidelines**

In mid 2011, UNICEF supported LPMP and *Sekolah Tinggi Seni Papua* in the development of 18 Papuan traditional story-books for children<sup>15</sup>. The storybooks support early literacy and a love for reading based on familiarity by using local context and culture children can relate to. By end of March 2012 the storybook kits were distributed to all target districts, though the efficiency and effectiveness of local delivery systems still needs to be strengthened.

<sup>14</sup> The development team consists of assenting University lecturers (UNCEN, UNIPA), LPMP trainers, school supervisors, Summer Institute of Linguistic and schools that have implemented early-grade teaching.

<sup>15</sup> Asal Mula Danau Sentani, Raksasa Sumda, Asal Mula Sungai Kohoin, Manawer, Iluagek Hitigama, Tana Napiri Sosane Basien, Kisah Semut dan Rajawali, Kisah Gurita dan Kuskus, Tupai yang Sombong, Nuri dan Kakatua, Isuo Ple, Bulan Sagu di Ibeanari, Asal Mula Wamena, Legenda Waso, Robhonsolo, Putri Kepala Suku dan Cenderawasih, Ansara Bo, Sungai Yamet.

During 2012, teacher guidelines for developing and applying lessons plans based on the fiction books were finalised. These materials offer examples to teachers on how to use storybooks in lesson planning for early grade children.

### **Literacy and Numeracy Toolkit**

UNICEF also provided literacy and numeracy toolkits for early-grade children in rural and remote schools. The toolkits contain 40 learning materials and aids, including spelling cards, wooden clock, educational posters, snake and ladder counting game, and student workbooks. Distribution of materials to the rural and remote target schools began in early 2012. Endline monitoring shows that a majority of teachers in schools surveyed are utilizing these kits to support more effective learning processes for children.

### **Early-Grade Literacy and Numeracy Student Workbooks**

To further support literacy and numeracy development among early-grade children in Papua and West Papua, UNICEF and SIL (Summer Institute of Linguistics)<sup>16</sup> developed a series of short literacy and numeracy student workbooks. The workbooks consist of: 1) *Membaca Permulaan* (Early Reading Student Work Book), which focuses on pre-reading skills; 2. *Menulis Permulaan* (Early Writing Student Work Book), which covers pre-writing skills, and; 3. *Berhitung Permulaan* (Early Arithmetic Student Work Book), which covers basic introduction to numeracy using simple story association to numbers. These materials were designed especially to address low levels of school preparedness in rural areas by applying accelerated learning strategies at Grade 1 level. They were developed using a variant of UNICEF's global child-to-child strategy for increasing school preparedness, and included the usage of mother tongue, where appropriate. The strategy focused on child-to-parent transmission in order to increase literacy among adults and support learning of pre-school age siblings with no access to ECD or kindergarten facilities.

### **Leadership Handbooks for Principals and Supervisors.**

As part of USAID-funded programme activities, leadership handbooks for principals and supervisors were finalised in late 2012, in response to findings of the Teacher Absenteeism in Papua and West Papua that showed leadership at school level and effective school-based management are major determinants of teacher absenteeism. The materials focus on



<sup>16</sup> SIL is a locally respected language institute that has worked together with UNICEF, local universities, and the provincial government since the start of the programme to develop early-grade and multi-grade support materials to strengthen teacher competencies and support children's achievement of learning competencies in the classroom.

increasing leadership competencies related to management, instructional mentoring for teachers, promoting community participation, and accountability. The materials also provide clear technical guidelines for supporting the implementation of AJEL, MG and EG teaching in schools.

The teacher handbooks for EG and MG and literacy and numeracy workbooks were completed by the end of 2012, these materials are currently being distributed to schools.

The extension phase of the AusAID programme plans to conduct follow-up training at cluster level to support the effective usage of materials and promote more rapid results being achieved for children. This also highlights an important area for future programming to complete material production and distribution at earlier stages.

### **Cluster Mentor Guidelines for Rural Areas.**

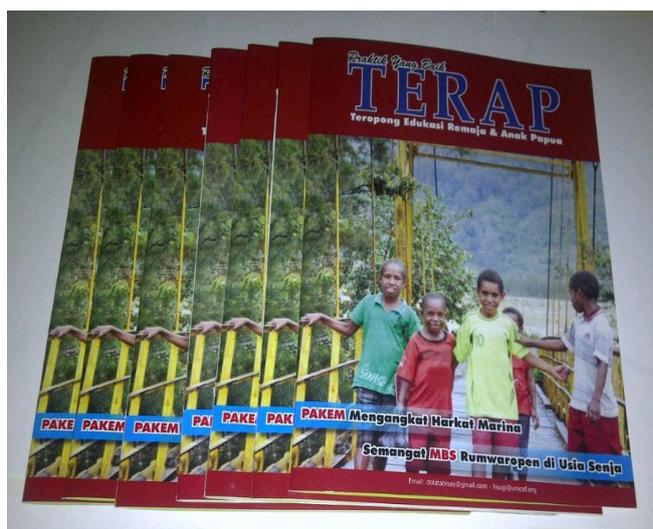
Materials to support teacher mentoring in rural areas were also developed. Materials were distributed to all Master Trainers and cluster mentors engaged in mentoring support for teachers in hard-to-reach schools in rural and isolated areas.

### **Instructional video.**

To support effective training support in rural areas, production of an instructional training video was launched toward the end of 2012. Based on teacher handbooks for early-grade and multi-grade teaching, the video provides examples for teachers to support the application of handbook materials in classrooms.

### **Documenting good practices.**

Documenting good practices was initiated in Papua Province in July 2011. There are 30 participants from 6 target districts (4 districts in Papua province and 2 districts in West Papua). The composition of participants from each districts comprise of a representative from the district education office, an SBM master trainer, a teacher of Bahasa Indonesia, and a youth representative and one from local media.



Initially good practices were document through the bulletin 'TERAP' (Teropong Edukasi Remaja dan Anak Papua). One thousand copies were disseminated to the six target districts and some seven copies distributed to non-target districts in Papua and West Papua.

After the release of the first edition, 15 representatives from target districts attended a World Bank-supported workshop and training on good practices. Post-workshop, selected articles on good practice were uploaded to [www.wapikweb.org](http://www.wapikweb.org) the Papua

Education Office temporary website. \_Internet access is a problem for rural and remote communities, so the potential reach of documenting material via websites is limited. However, on the assumption that electronic documentation does provide another string to a multi-pronged approach to communication, UNICEF continues to support the Balai Pengembangan Pendidikan (BPP) (Education Department) to revise their (currently

externally-managed) dikporapapua.org website. Plans to strengthen the content and re-brand the website through a name change is in progress, though the progress has been slow throughout the programme due to delays in identifying suitable human resource capacity to manage the overall process (UNICEF and DOE) as well as successfully navigating the process to secure the requisite senior-level (Governor Secretary's office) approval. Delays have been further complicated by competing pre- and post-election political agendas. The history and story of the website is a reminder of challenges and complexities in moving some activities that seem easy from the outside. The site could have been easily completed if fully contracted out to a company, that would not have used a capacity development approach that both UNICEF and the donors have preferred during the life of this programme.



### **OUTCOME 1.3: STRENGTHENED LEADERSHIP AND MANAGEMENT SKILLS OF PRINCIPALS, SUPERVISORS AND SCHOOL COMMITTEES (AUSAID AND USAID)**

A programmatic weakness identified during early 2011 and subsequently confirmed with teacher absenteeism survey findings is a lack of effective school management and leadership demonstrated by school principals in rural and remote areas, and also in many schools located in urban and semi-urban areas. To address this, an important adjustment was made to strengthen management and leadership of schools and strengthen SBM in rural and remote areas via improved principal and school supervisor leadership.

As a result of the programme, two-thirds of principals received leadership training to strengthen their capacity to carry out a number of administrative tasks. However, the outcomes from capacity building work is mixed. In terms of record keeping, only model schools maintained record keeping to the same level as noted in the Baseline study, and no school met the programme target of improved record keeping systems and management.

Similarly, for teacher evaluation records, none of the districts reached the target of full compliance. However, given the fact that principal absenteeism in rural areas is recorded at 70 per cent, with hindsight, the target compliance of 100 per cent may have been overly ambitious at the outset. However, in the case of school data records (teachers and

students), which are required in order to receive annual budgets, the story is different: 90 per cent of model schools, and 80 per cent for satellite recorded improvements.

In the areas of teacher support, school plans and school budgets, Endline results indicate that leadership training for principals had the desired impact in bringing about a change in management practice in those areas.

The project also focused on improving the management capacity of the members of school committees: a governance requirement in order to receive an annual budget. Increasing community participation in school management is seen as an approach to increase accountability and expand local support for schools. The Endline found that 72 per cent of committees assisted schools in development programs. The definition of development programs varied greatly and in some places this was seen as fixing a hole in the roof or preparing a teacher's house; in others it was encouraging teacher attendance and advocating local leaders for more schoolteachers. There was little evidence of community members playing a role in classrooms or being actively involved in planning it. Approximately half of the committees assisted schools financially, and one-third reported that their support had increased in the current year compared to the previous year. However, only about one-third of school committees held monthly meetings. The active participation of the community is dependent upon active school committees. The frequency of meetings, together with the level of support given to schools are important outcome indicators for measuring the project's impact on improving community engagement and increasing capacity to tackle issues such as teacher absenteeism, support for teachers, student attendance and discipline issues, quality of instruction, and financial accountability. In this regard, the project results were mixed, earning moderate to high marks for support for schools, but low marks with respect to engagement and ability to address critical issues affecting the quality of education.

Integrated financial reporting (LKT) is an important part of school reports to meet the Minimum Service Standards (MSS), which includes the submission of regular financial reports to district education offices and development of annual work plans and budgets (RKS and RKAS). However most schools typically only provide reports on BOS funding usage, while other sources of funding tend to either be reported separately or not at all. As a result, it is not uncommon for issues of financial accountability and the usage of school funds to become a barrier to providing effective services for children in schools due to issues of 'elite capture'. LKT training was thus introduced to overcome this barrier and strengthen RKS and RKAS development.

The LKT workshops were attended by participants from 56 model schools and 84 target schools, and included school principals, teachers, school treasurers from elementary school (SD model), with a small number of junior secondary school participants to support district government policy and accountability measures for primary level schools. In each district the LKT training was facilitated by four local facilitators and supported by two education finance consultants.

Local government has replicated the training to non-target schools. For example, the Education Office in Sorong District allocated IDR 180 million (consisting of ABPD funds IDR 20 million and BOS funds IDR 160 million). Local service providers (trainers), who had participated in USAID-supported trainings, conducted replication training in November 2012. The participants came from 119 elementary schools (SD) and 25 junior high schools (SMP).

A total of 174 participants (Male: 134, Female: 40) received training, including principals and BOS/school treasurers.

Between November and December 2011, Biak Numfor Education Office organized nine batches of trainings to replicate the Integrated Financial Reporting manual to all 119 non-target elementary schools and 47 junior high schools in the district (totalling 636 participants consisting school principals and treasurers). The budget amounting to IDR 278,925,000 was originally allocated for BOS reporting workshops, but influenced by LKT, the government redirected the allocated funds for replication of LKT. The programme facilitated the replication training conducted by BOS teams. Additionally, Jayawaija District in the highlands has also planned to replicate LKT training to all non-target schools using BEC-TF funds with technical support provided by UNICEF.

#### Output 1.3.1. Principals and school supervisors have improved leadership skills (AusAID and USAID)

Significant signs of progress were recorded in the Endline survey with regard to improvements in principal and school supervisors' leadership skills, as a result of the development of training materials, and human resource capacity development, including training of Master Trainers to support principals and supervisors at school and district level. For several leadership indicators, the Endline survey records rates of positive change.

Overall, Endline findings show that school leadership training led to principals and supervisors increasingly providing teaching inputs/resources and started to strengthen community participation in a manner that will improve the quality of education for children in classrooms.

##### 1.3.1a. Principals and supervisors from target schools/districts trained in leadership (by gender)

#### **Material Development**

In mid-2011, leadership-training modules from several national programmes were reviewed and adapted to local conditions of Papua and West Papua, especially in relation to differences found between urban and rural schools. These adjustments were made during two workshops attended by leadership Master Trainers and included introducing training methods for school cluster levels and intensive writing for developing a leadership handbook that will be used as a day-to-day reference by principals and school supervisors.

Revised materials were piloted and then socialized with education office officials at provincial and district levels to explore methods of mainstreaming the leadership training modules across both provinces. As a result, the module was used in school principal leadership training initially conducted in Papua Province during July 2011 (funded by government budget). The training was conducted in four locations selected by the provincial education office of Papua: Biak, Wamena, Merauke and Mimika, and also included participants from non-USAID target districts.

#### **Strengthening Leadership Master Trainers**

As with EG and MG support for schools, it was necessary to identify leadership Master Trainers as a first step. Twenty-two participants were identified (10 male and 12 female) from six districts and two provinces. The approach required a minimum of three Master Trainers from each district who would be able to facilitate district trainings, with the support of Provincial Master Trainers (to provide quality assurance). Participants developed training plans and schedules for their respective locations.



During 2012 refresher training was conducted for 26 Master Trainers (16 male and 10 female) to review progress and adjust training strategies based on lessons

learned and revised training modules. The value of leadership training is reflected by the participation of non-target USAID districts, keen to adopt the materials for their respective areas.

Table 15. Leadership Master Trainer ToTs, 2011 and 2012

Year 2011

Year 2012

No	Name of Province/District	Participants		Total
		M	F	
1	Papua Province	0	1	1
2	Biak	2	1	3
3	Jayawijaya	1	2	3
4	Jayapura	1	2	3
5	Timika	1	0	1
6	West Papua Province	2	2	4
7	Sorong	1	2	3
8	Manokwari	2	2	4
	TOTAL	10	12	22

No	Name of Province/District	Participants		Total
		M	F	
1	Papua Province	1	1	2
2	Biak	2	2	4
3	Jayawijaya	2	2	4
4	Jayapura	2	2	4
5	Timika	4	0	4
6	West Papua Province	0	1	1
7	Sorong	2	1	3
8	Manokwari	3	1	4
	TOTAL	16	10	26

The aim of refresher training was to strengthen the understanding and competency of Master Trainers to apply materials at district level. From the results of pre- and post-test training evaluations, there was an increase of 36 per cent in participants' knowledge of materials. This increase was significantly higher compared to the pre- and post-test knowledge of district level training participants, with increases ranging between 10 to 16 per cent. The quality of training conducted at district level may need to be strengthened to ensure higher quality gains. Also, lower gains at district level also attest to the lower capacities of school leaders that require on-going support into the future.

### ***District-Level School Leadership Trainings***

Results of the initial school leadership trainings conducted at district level are very relevant to address the needs of children in rural and remote area schools. Participants especially noted, “changed behaviour leading to improved attitudes toward community members and teachers (such as politeness and respecting different roles)”, and “satisfaction that principal module materials were continuously improved with inputs from district level participants based on realities in rural and remote areas”. Each district also conducted evaluation of results at school-level.

In 2011, 202 school level duty-bearers (154 male, 48 female) participated in the leadership training at district level across five target districts (Sorong, Jayawijaya, Jayapura, Biak Numfor with Manokwari using its own government budget to replicate training to all schools). In 2012, following the revision of the leadership module, a second round of district training was conducted in five districts (Biak Numfor, Jayapura, Jayawijaya, Mimika and Sorong) with 349 school principals, supervisors and sub-district education office staff (219 male, 130 female).

As part of an adjusted training strategy, several districts also conducted further training at sub-district level in school clusters with the training focus on improving communication and transparency of leaders at school level to support improved learning processes for children. The number of participants increased in 2012, including a greater proportion of females: increasing from 23.76 per cent female participation in 2011 to 37.25 per cent in 2012.

Table 16. Leadership Training district level, 2011

Name of Province/District	Teacher		School Principal		School Supervisor		School Committee		Others		Total	
	M	F	M	F	M	F	M	F	M	F	M	F



Papua Province												
Biak											68	12
Jayawijaya	1	2	10	3	4	1					15	6
Jayapura			10	12	9	5			8	1	27	18
Timika											0	0
West Papua Province												
Sorong			14	6	8	2					22	8
Manokwari											22	4
TOTAL	1	2	34	21	21	8	0	0	8	1	154	48

Table 17. Leadership Training district level, 2012

Name of Province/District	Teacher		School Principal		School Supervisor		School Committee		Others		Total	
	M	F	M	F	M	F	M	F	M	F	M	F
Papua Province												
Biak			14	7	1						15	7
Jayawijaya			11	6	13						24	6
Jayapura	32	58	49	11	2	6	40	15	8	0	131	90
Timika	13	5	6	3			7	2			26	10
West Papua Province												
Sorong	5	9	6	1			5	5	7	2	23	17
Manokwari											0	0
TOTAL	50	72	86	28	16	6	52	22	15	2	219	130

### 1.3.1d. Principals send teachers to meetings/trainings on a routine/scheduled basis

By the end of the programme period, there was an impressive increase in the proportion of principals providing professional development support to teachers. Data indicates increases from 53 per cent at Baseline to 92 per cent at the Endline.

The Endline also shows that in the last three years, the number of teachers participating in professional development activities increased, from 453 in 2010, 491 in 2011, to 579 in 2012. When compared with the Baseline data, this is an increase of 23 per cent, from 69 per cent to 92 per cent, far exceeding the programme target of 80 per cent. Around 98 per cent of model school principals provided teachers opportunities to attend trainings, workshop and similar activities for professional development purposes. The figure for satellite schools is equally encouraging at 89 per cent.

Figure 12. Percentage Of School Principals Sending Teachers For Professional Development Activities

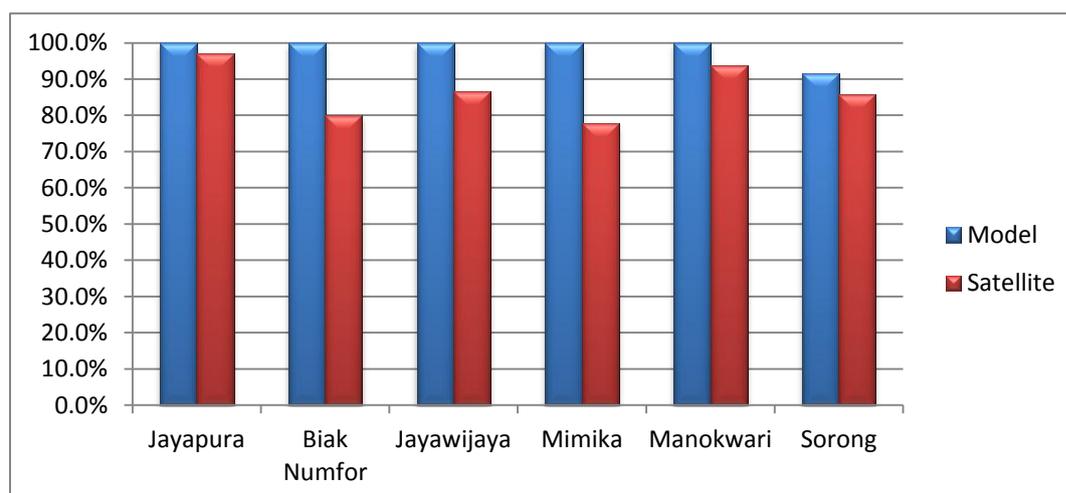
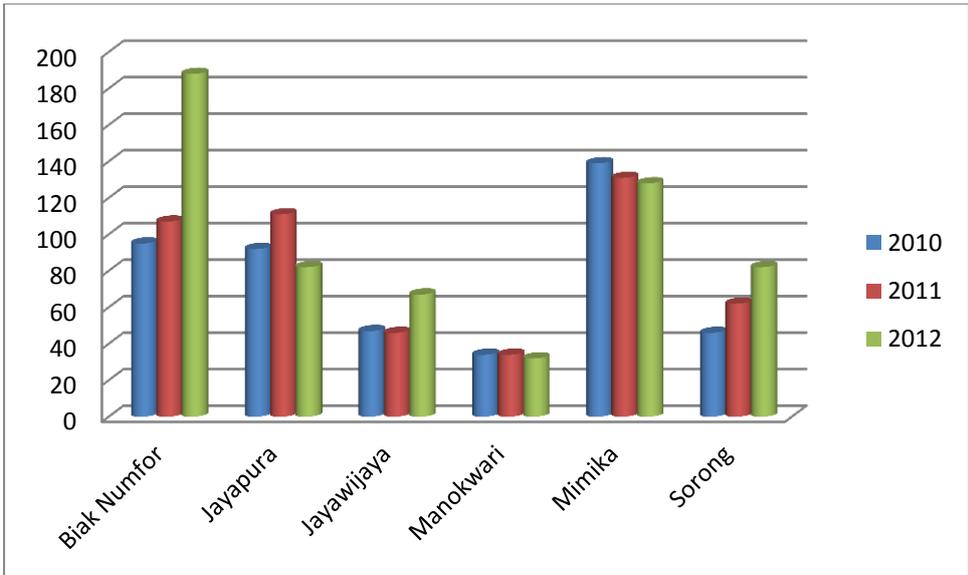


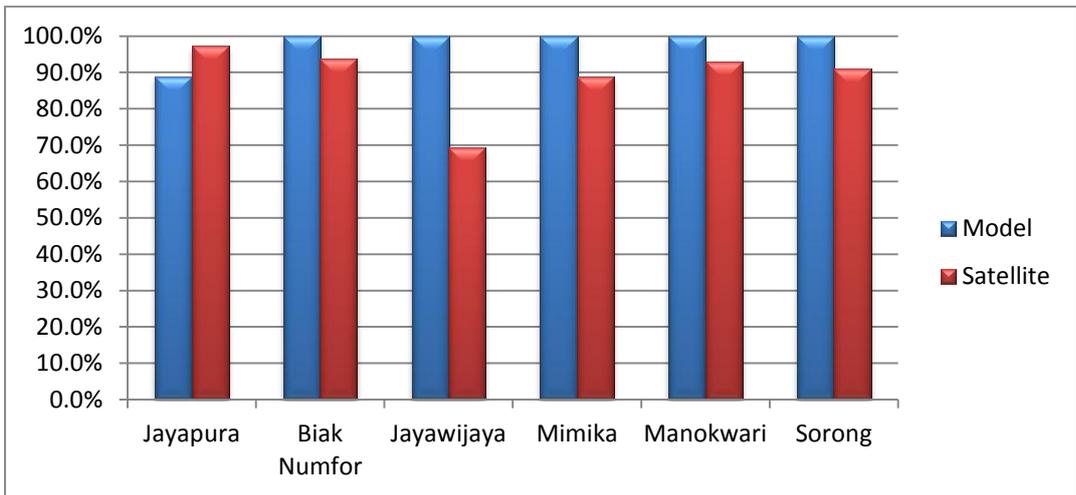
Figure 13. Number Of Teachers Sent To Professional Development Activities In Three Years



1.3.1e. Principals often give materials for reading

Overall, school principals increased school budget allocations for providing teacher reading materials 73 per cent. A focus on reading materials for teachers is also part of the annual school activity plan. The percentage of schools allocating budget in their RKAS for reading materials was noted at 93 per cent: a significant increase from the 54 per cent recorded at the Baseline survey. Ninety-eight per cent of model schools provided funding for reading materials, and 91 per cent of satellite schools.

Figure. 14 Percentage Of Schools With RKAS Allocating Budget For Reading Materials For Teachers

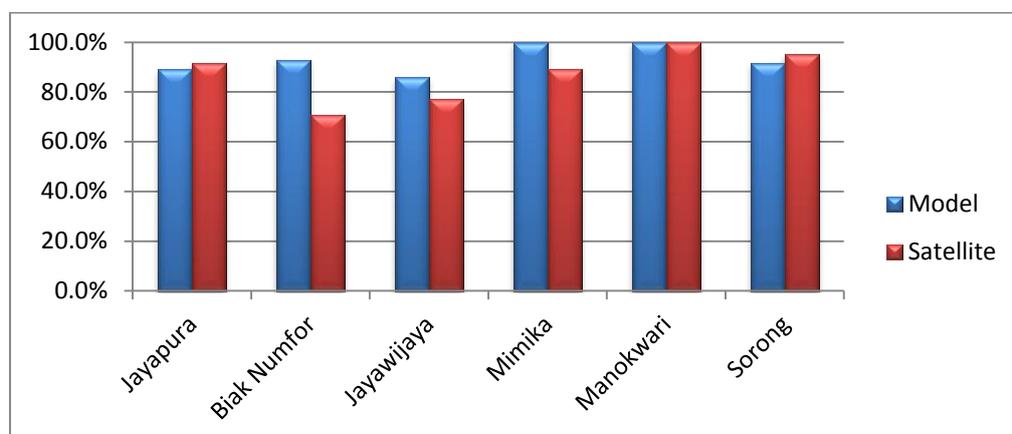


1.3.1f. Principals provide money for teachers to buy books

School principals increased school budget allocations to provide teacher support and reference materials by 108 per cent. Most schools also considered reference materials as important for teachers. Approximately 89.5 per cent of all school principals spent some of the school budget for teachers' reference materials, as opposed to 43 per cent at the start of the

programme, and all of the 162 schools assessed surpassed the programme target of 60 per cent.

Figure 15. Percentage Of Schools With RKAS Allocating Budget For Teachers' References



### Output 1.3.2. Government development partners and school committees have improved capacity in strategic planning and annual work plan preparation (AusAID and USAID)

Under this output, the programme monitored two inter-related indicators related to effective SBM: proportion of school committee members (by gender) in target districts trained in SBM in a) model schools, and b) non-model schools (AusAID supported); as well as percentage of schools that develop school work plans (RKS) and budgets (RKAS) and have integrated financial reporting systems (LKT) (USAID supported).

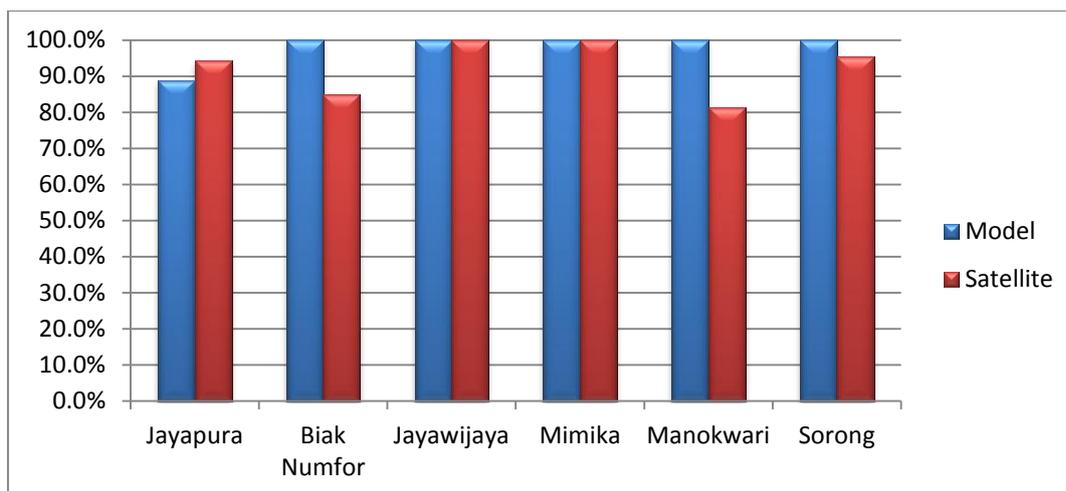
#### 1.3.2a. School committee members (by gender) in target districts trained in school management (AusAID)

The proportion of schools reporting that school committees and community members are involved in school improvement initiatives also increased by some 21 per cent (from 80 per cent to 94 per cent).

The involvement of school committees, community leaders and parents in school improvements was similar for model schools and satellite schools. Whereas, school committees, community leaders and parents reported to be involved in school improvement in all districts (with the exception of Jayapura), satellite schools still have room for improvement. Overall, the percentage of schools that work together with the school committees, community leaders and parents for school improvement was 94 per cent.

Schools conducted periodic meetings with supervisors, teachers, and school committees. About 93 per cent of schools conducted such meetings ranging from once a month to once a year. Monthly meetings were called by about 37 per cent of school committees. The issues that were usually discussed in the meeting included teacher absenteeism, school budget sources and accountability, teachers in schools, students in schools, and students absent from school.

Figure 16. Percentage Of Schools Involving School Committees, Community Leaders, And Parents For School Improvement

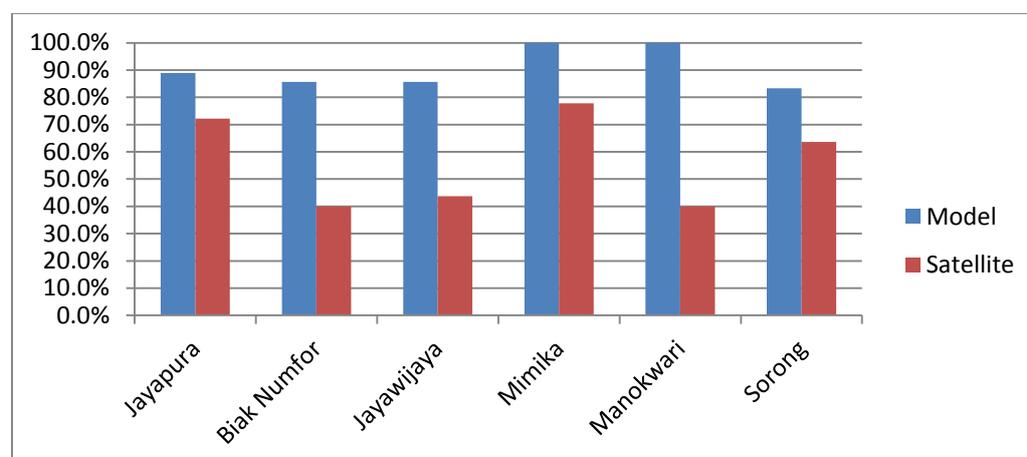


Interestingly, while schools reported involvement of school committees, community leaders and parents in school improvement at a very high rate, when school committee members were asked the same question, only 60 per cent answered in the affirmative. Additionally, there was very little difference between model schools and satellite schools regarding this issue.

### 1.3.2b. Schools develop medium development plans (RKS) and budgets (RKAS) (USAID)

The Endline survey shows that overall, 67 per cent of schools developed medium development plans (RKS) in 2012. The survey data showed that a greater proportion of the model schools had RKS than the satellite schools. Eighty-nine per cent of model schools had such plans compared with 58 per cent of satellite schools. In three districts, less than 50 per cent of satellite schools had an RKS in place. This difference may relate to the fact that the model schools have been trained on MBS in which school management becomes one of the three major pillars.

Figure 17. Percentage of Schools That Have RKS By School Type



Annual activity and budget plans (RKAS) were present in 85 per cent of schools surveyed. All of the model schools in three districts had the plans. Overall, 94 per cent of the model

schools had an RKAS. Among satellite schools, Jayawijaya had the lowest proportion of schools with an RKAS (62.5 per cent) and the highest was Mimika (89 per cent). Overall, 80.5 per cent of satellite schools had an RKAS.

Figure 18. Percentage Of Schools That Have RKAS By District And School Type

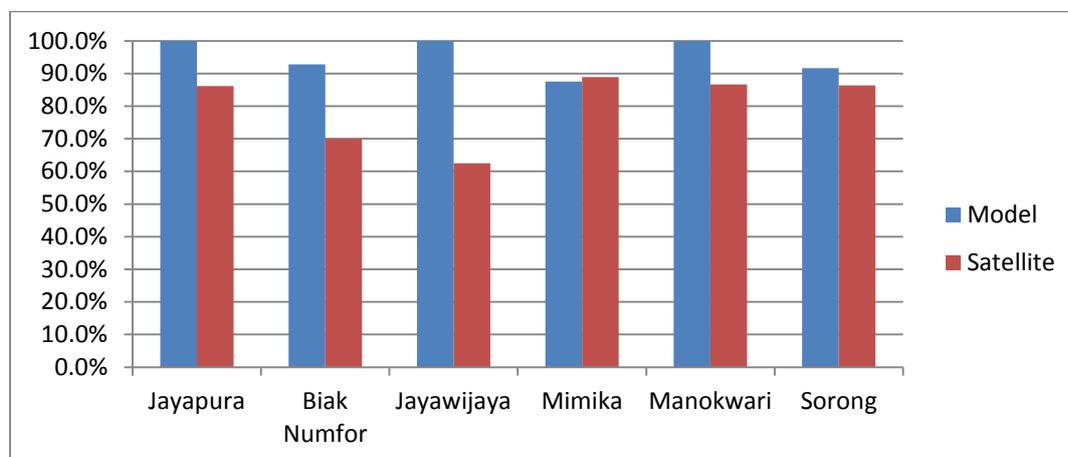
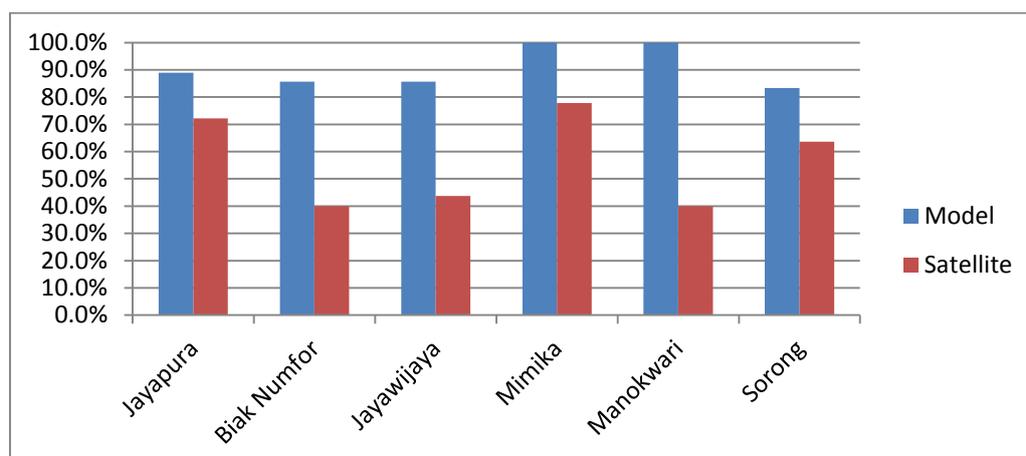


Figure 19. Percentage of Schools That Have RKS By School Type



### Output 1.3.3. Principals, teachers and school committee members receive financial management training including asset management (USAID)

Financial management is crucial to the health of a school in order to provide adequate funding for day-to-day needs and in planning for the future. Problems with a school's financial governance and management almost always impact the education being provided to students. To that end, the programme focused on improving financial management skills of schools stakeholders.

#### 1.3.3a. School committee members trained in asset management (USAID)

Three out of four USAID-UNICEF supported districts competed training in Education Asset Management Information System (SIMA), including Sorong, Biak Numfor, and Jayapurain. As other development partners had already begun piloting SIMA training in Jayawijaya,

training was not conducted there to avoid duplication of efforts. Addressing issues of asset management and property ownerships via SIMA was also considered of great value by district governments as a way of addressing on-going local disputes between schools and communities regarding ownership of school property and other materials. The total number of primary school-level training participants was 259, comprising 160 males and 99 females, and included school principals, community members and traditional leaders. Focus was placed on identifying and gaining consensus on the ownership status, and management of school-level assets. Final results were shared with District Education Offices in all three districts to ensure official recording of agreements. All government officials noted high satisfaction with the results, and committed to scaling up this work to other schools to help resolve school asset ownership disputes. Moreover, a key result from this process was strengthening partnerships between communities and schools to support more effective learning environments for children.

### 1.3.3b. School's committees have access to financial information

Endline survey shows that data from school principals indicates that two-thirds of the schools reported having financial reports (BOS) in place. In model school, 64 per cent of the reports were displayed on the school bulletin boards for public accountability, and approximately 13 per cent of the reports were distributed directly to parents. Forty-nine per cent of satellite schools also display their financial reports, while 14 per cent of the schools distribute the reports to parents.

Record keeping systems are an integral part of school management. Data about students, record of school inventory, and results of teacher performance evaluations are necessary for planning. Record keeping systems for school asset inventory was available in approximately 72 per cent of the schools: model schools had the highest proportion, noted at 81 per cent, and followed by satellite schools at 68 per cent. A record system for teacher performance evaluation was available in approximately 68 per cent of schools. A high portion of schools reported that they updated the data frequently (84 per cent), with only a ten-point difference between model schools and satellite schools (90 and 80.5 per cent, respectively).

Table 18. Proportion Of Schools With Clearly Defined Record Keeping Systems By School Type

Records and Documents in schools	Model (n=53)				Satellite (n=118)			
	Yes		No		Yes		No	
	f	%	f	%	F	%	f	%
School asset inventory	43	81	19	20	80	68	38	32
Teacher performance evaluation document	38	72	15	28	78	66	40	34
Financial reporting on display/available	34/7	64/13	12	23	58/16	49/14	37	31
Data Updated Frequently	48	90	5	10	95	80.5	23	19.5

## 5 PROMOTING GENDER EQUITY

Provincial education offices in both Papua and West Papua have been tasked to mainstreaming gender sensitive planning and budgeting processes, as well as to ensuring that gender responsiveness is included in education quality improvements and in non-formal and informal education. The programme overall has had limited impact on assisting implementing partners to realise these tasks. Set within the socio cultural background of Papua and West Papua even the language of gender sensitivity can prove a challenge; however this maybe all the more reasons to ensure such programmes focus on gender equity. Regrettably this programme did not focus enough resources and attention on gender from the beginning of the programme although attention to gender is reported as relevant below.

At the district level, a gender audit conducted during 2011 showed that gender sensitive approaches have traditionally not been applied to the Renstra. Two reasons identified for this included: limited understanding of gender analysis, and low commitment and weak awareness of mainstreaming gender sensitive approaches. Some efforts were made to include women in Renstra consultations and they made up around 44% of participants.

A gender review of early-grade teaching and multi-grade modules was conducted in 2011 and provided technical inputs to strengthening gender sensitivity issues in training modules and materials (ensuring gender stereotypes were not reinforced). Training materials highlight the need to remind teachers of gender issues and explains what gender sensitive teaching is; however anecdotally these were not capitalised on in training or reinforced during routine work. The programme target committed to reach at least 30 per cent participation by women in all training activities. However, this was not always the case. The data shows that positions within the education hierarchy are impacted by gender. Classroom teachers and volunteer teachers tend to be women, and more men hold the position of principal or work in the education department. Thus decision-making authority tends to be male-dominated. During the programme, there was no change to this dynamic. Lessons learned for future programming include the need to ensure the inclusion of women in education leadership courses, and primary to secondary transition programmes, establishing girls learning clubs, and creating programme linkages to other national and international girls education initiatives. Despite, limited impact on the gender dynamics of the education hierarchy, government officials are generally increasing their awareness of gender issues and there is a nascent commitment to mainstream gender in future programme activities. The Head of Education in Papua Province recently supported the idea of a female education leadership programme and acknowledged there was a talent pool programme that should focus more on women. - UNICEF since mid 2012 has been insisting on gender equity whenever senior staffs are supported to meetings but enforcing gendered invitations is very sensitive. Future initiatives in education in Papua needs to build gender transformative approaches through out the whole programme from staffing through curriculum to representation and leadership and not have gender included as a special interest issue.

The development of early-grade and multi-grade teacher handbook materials included principles of 'inclusive school environments' and the creation of learning spaces that accommodate for the special needs of all children, noting that gender can be an issue in sharing and providing safe spaces in schools for all children. . Due to programming delays

in 2012, planned work on the development of additional gender-sensitive learning materials for children in classrooms was not completed. With hind sight gender equity and gender sensitivity did not receive a high enough profile from UNICEF or from implementing partners during the implementation of this programme. Initial targets were set too low and as a result the programme supported the status quo when it could have been more transformative. In recent violence prevention work in schools (linked to but not part of this programme) UNICEF facilitated a partnership between the Office of Women's Empowerment with the Education Office around positive discipline and school bullying including a focus on sexual harassment especially of girls. There are clear signs that greater technical support for gender work will be well received by education partners.

## 6 CHALLENGES AND OPPORTUNITIES

As demonstrated by the Endline preliminary results, many advances have been made during the programme period and the building blocks for quality education have been put in place in many districts, especially in urban schools. However, many challenges were encountered over the life of the programme and numerous strategies and specific actions taken to overcome these bottlenecks, including refining approaches, building new partnerships, negotiating with implementing partners' lobby and advocating for better management and monitoring. Below is an account of the key challenges identified, and the remedial programme action taken.

**Limited supervisors or operational funds available for monitoring in remote areas:** Advocacy conducted by UNICEF personnel for increased funding support and capacity strengthening of sub-district offices in remote areas via Renstra and Renja led to an increase in government operational funding for school supervisors by approximately 200 per cent from 2011 to 2012. UNICEF also supported the application of more effective quality monitoring systems for supervisors through the development and mainstreaming of SBM and HIV monitoring tools. Nevertheless, supervision and monitoring of schools remains a deep-seated challenge.

**Cluster activities are difficult in rural locations:** More intensified cluster (or sub-cluster) training strategies were applied based on the PAMONG strategy across all rural areas. This adjustment supported fairly rapid progress with achieving results in multi-grade schools once training began in July/August 2012, as demonstrated by Endline survey preliminary findings, but efforts to sustain continued improvements are still required.

**Community awareness and participation in remote area schools is relatively low:** The results of the USAID-education sector partnership mapping identified capacity development strategies for local Education Foundations that were subsequently implemented. Support for Education Foundation included strengthening community participation. Leadership training supported by USAID also increased results at school level for promoting community participation. Future programming will also need to carry through with planned community awareness and social mobilization campaigns to ensure that this challenge will be further addressed.

**Principal leadership is relatively weak in remote area schools.** The programme strengthened training support for school principals to increase leadership and management competencies, however, this is an area of on-going need.

**Limited appropriate culturally relevant resources/training materials available for the remote Papuan context** As reported earlier, teacher and student learning materials were developed and distributed to schools with some materials currently in the process of being distributed. UNICEF did consider the need for more culturally relevant resources for school especially understanding the target of rural remote schools and did adapt materials nearer the end of the programme. The story books and student work books are examples of efforts for relevant materials but further scope for future initiative exists with better partnerships with expertise in this area.

**Addressing the existing gender imbalance and deep seated gender inequalities:**

See Section 6 Promoting Gender Equality for further information

**The level of mentoring support for satellite schools via school cluster mechanisms remains insufficient:** In efforts to overcome this challenge the programme applied a variation of the visiting teacher and mobile mentor strategy and engaged 'cluster mentors' in rural areas to support school level mentoring. This has been successful in selected areas with special attention and targeted support. However sustainable and systematic processes for providing teacher training and follow up support remain significant challenges for improving the quality of rural and remote education.

**Telecommunication and ICT facilities including access to telephone signals are a major challenge.** The government has made available televisions in a range of isolated villages in remote areas through the government RESPECT programme, which will be utilised in a revised programme approach in the future. During the programme period, in efforts to support teacher training and effective mentoring at school level, training videos based on teacher hand book materials were developed, which provide concrete examples for teachers applying early-grade and multi-grade strategies. Video resources also complement the daily use of related-reference and guide materials.

## **STRATEGIES TO STRENGTHEN SUPPORT FOR RURAL AND REMOTE SCHOOLS**

This section outlines progress that was made on planned programme actions following feedback from AusAID's Aide Memoire in early 2012. Specific areas of strategy strengthening focused on reaching principals, teachers, students and school communities in rural and remote areas. These areas are all reported on in detail in the preceding section. The following highlights the principle strategies applied for a consolidated overview.

**Strengthened support for Principals and Supervisors:**

1. Increased focus was given for principals, school supervisors working in remote and rural model schools to support satellite schools
2. Special training sessions were implemented to increase the mentoring capacity of newly recruited sub-district trainers to support teachers in remote schools.
3. USAID-supported leadership training was re-focussed on strengthening principal leadership in remote area schools with a leadership handbook developed to support change at school level.

**Improved training and support for rural and remote area teachers**

1. Training of teachers for early-grade and multi-grade teaching continued, but strategies adjusted based on the Indonesian PAMONG programme.
2. Model school in rural areas were used as Teacher Resource Centres to better reach teachers in remote areas, as demonstrated by Endline findings.
3. All larger scale teacher trainings for remote areas were conducted in 'remote area teacher resource centres'. This was conducted in all target districts for EG and especially MG trainings conducted in the second half of 2012.
4. Clear mentoring guidelines were developed and distributed to all trainers and rural area 'cluster mentors' who acted as 'visiting teachers' providing mentoring support to teachers in schools that were more difficult to access. Over 1,200 Guidelines were also distributed to all district education offices.

### **Quality and availability of relevant materials for teaching and learning**

1. Printing of early- and multi-grade teachers' and children's learning materials was fully completed by the end of 2012 with all materials in the process of distribution at time of reporting.
2. Teacher and student resource materials were improved and ways to develop more teacher- and child-friendly materials to support early literacy and numeracy sought. Teachers' materials for MG and EG teaching were finalized. In addition, early-grade student literacy kits are being explored including books for reading, writing and arithmetic prepared by SIL.
3. User support materials for literacy kits and fiction books are being finalized.

### **Stronger partnerships with civil society, communities and other stakeholders**

1. Relationships with civil society groups were strengthened through UNICEF technical support to faith-based education foundations that service schools in rural and remote areas. Additionally, to support cluster trainings, a strong community-based approach was adopted that engaged a much larger number of 'cluster mentors' to act as visiting teachers to support mentoring to schools in rural areas.
2. USAID-supported service provider capacity development activities focussed on strengthening service provider capacities for remote area schools.

### **Engaging Government in policy studies and dialogue to address the needs of rural and remote education**

The UNICEF Field Office in Papua together with ACDP conducted a Rural and Remote education workshop in October 2012 exploring strategies for advancing education in remote and rural communities, attended by some 80 participants from Papua, West Papua, to enrich the policy discussion on expanding children's access to quality education. The workshop aimed to:

- Focus attention on the growing inequities in the region and engage a broad cross-section of stakeholders in closing the equity gap through education;
- Enhance awareness of (a) what is being done; (b) what needs to be done; and (c) what we need to know to improve effectiveness of the education system(s)

- Support the harmonization of Provincial and District initiatives with National policies (PP65/2011) and regulations (e.g., Perdasus Papua) through strategic planning and on-going monitoring of practice.

Challenges and recommendations to closing the equity gap identified in the workshop covered areas of: 1) teacher welfare and the absence of dedicated teachers, committed to the education of the children in remote and isolated areas; 2) government policies, budgeting practices and governance systems; 3) access to education due to geographic barriers; 4) the diversity of languages and cultures in Papua; and recommendations to address challenges. Advancing strategies to improve access to quality education in remote and rural communities will be an integral part of the next phase of proposed programming.

## **UNEXPECTED OUTCOMES: USING SCHOOLS AS THE ENTRY POINT FOR EMERGING/COMPLEMENTARY ISSUES**

In 2011, UNICEF conducted a Knowledge, Attitude and Practice (KAP) Study on Violence against Women and Children in Papua in partnership with Women's Empowerment office and district education offices in Jayawijaya and Jayapura to provide Baseline information for an intervention program of preventing violence at schools and community. The study found that domestic violence and corporal punishment are commonplace and socially accepted behaviours in many Papuan families, schools and communities, and often perceived as the only way to instil discipline. Corporal punishment is not permitted in school under the National Education Policy, however its enduring presence in Papua and West Papua schools often denies children their right to live free from violence and affects their right to learn, increases absenteeism and school drop-outs, and can lead to problems with violence in adulthood.

UNICEF in partnership with Women's empowerment office and district education offices as part of an initiative on Combatting Violence against Women and Children has been exploring new methods and materials that offer alternatives to corporal punishment practices in the classroom. In October 2012, teachers and principals in selected schools received practical training in evidence-based positive discipline alternatives to corporal punishment to use in the classroom. Both teacher and student materials were well received in trial schools, especially the classroom materials for early grades on staying safe and getting help. These violence prevention materials have now been incorporated into the broader SBM training materials for teachers and principals, and need to be mainstreamed into the curriculum activities in all rural remote schools planned for Phase 2.

**Rural Remote Conference/Meeting and strengthening the agenda for Rural Remote education in Papua** and AusAID's independent evaluation of Phase 1 concluded that more detailed research is needed on remote rural education. UNICEF, with interested partners established a Rural Remote Education Initiatives group to look at the urgent gap in rural remote education. In September 2012, UNICEF and the Analytical and Capacity Development Partnership (ACDP) organized a *Rural and Remote Conference*. The conference recognized that providing education services to remote and rural Papua and West Papua is an emergency issue that warrants urgent and serious action beyond the conventional, incremental 'building blocks' approach. One specific outcomes of the meeting was an agreement to work towards the development of a strategic plan for remote rural

education and to further develop a priority research plan for rural remote education across Papua and Papua and West Papua During the proposed inception stage of Phase 2, UNICEF will partner with ACDP to develop the strategic plan.

## 7 FINANCIAL IMPLEMENTATION

### USAID FINANCIAL IMPLEMENTATION

Although delays were initially experienced in programme start-up, programme implementation was accelerated with preliminary activity commencing in early July 2011. Overall, from 1 April 2010 to 31 December 2012 UNICEF fully utilized the total tranche payment of USD 3,000,000.

Programme Components		Timeframe	Budget (USD)	Total Utilization	Balance
Component 1 Activities, Data and M&E	Indicative Activities	18 months	870,000.00	943,168.79	-73,168.79
Component 2 Activities, Education Finance and Budgeting	Indicative Activities	18 months	144,800.00	87,518.20	57,281.80
Component 3 Activities, Civil Society and Partnerships	Indicative Activities	18 months	278,600.00	374,251.85	-95,651.85
Technical Support	Estimated	18 months	968,790.00	1,008,085.75	-39,295.75
<b>Sub-total (a)</b>			<b>2,262,190.00</b>	<b>2,413,024.59</b>	<b>-150,834.59</b>
Position	UNICEF Grade	Number			
Chief of Field Office	P4 - International			0.00	0.00
Programme Manager , Education and Youth Development Specialist	P4 - International	1	111,000.00	44,000.00	67,000.00
HIV and AIDS Specialist	P3- International	1	0.00	0.00	0.00
Education Programme Specialist	NOC	2	83,067.84	24,556.00	58,511.84
Programme Officer	NOB	2	61,259.19	0.00	61,259.19
Programme Assistant	G6	1	14,190.14	25,926.99	-11,736.85
Driver	G2	2	9,500.00	4,865.81	4,634.19
<b>Sub-total (b)</b>			<b>279,017.16</b>	<b>99,348.80</b>	<b>179,668.37</b>
Office Space			45,337.84	41,697.92	3,639.92
Office Maintenance			19,890.00	67,080.18	-47,190.18
Travel			130,000.00	99,532.71	30,467.29
Cross Sectoral Cost			67,865.70	71,361.50	-3,495.80
<b>Sub-total (c)</b>			<b>263,093.54</b>	<b>279,672.31</b>	<b>-16,578.77</b>
<b>Total (a + b + c)</b>				<b>2,792,045.70</b>	<b>12,255.01</b>
UNICEF 7% Recovery Cost			196,301.05	194,114.00	2,187.05
<b>Grand Total</b>			<b>3,000,601.75</b>	<b>2,986,159.70</b>	
<b>Total contribution received as of today</b>				<b>3,000,000.00</b>	
<b>Balance contribution – total requisitions</b>				<b>13,840.30</b>	

*NB: The amounts reflect the figures available at the field office level and should be considered as indicative. Actual expenditures will be reflected in the Statement of Accounts prepared by the Division of Financial Management, New York.*

## AUSAID FINANCIAL IMPLEMENTATION

Overall, from March 2010 to Feb 2013 UNICEF utilized 89% per cent of programmable funds from total tranche payment of USD 7,226,211\*

No	Budget Line	Previous Reporting Mar 2010-Mar 2012	Requisitioned April 2012-Feb 2013	Total
1	Human Resources	1,677,431.60	483,777.17	2,161,208.77
2	Travel	234,544.05	87,543.61	322,087.66
3	Equipment and supplies	61,282.39	49,076.91	110,359.30
4	Field Office Running Costs	78,654.62	53,792.84	132,447.46
5	Activities	0.00		0.00
	5.1 Component 1	886,460.54	288,991.75	1,175,452.29
	5.2 Component 2	1,245,003.56	802,523.14	2,047,526.70
Sub-total				
6	Recovery Costs	292,737.90	179,856.10	472,594.00
Total		4,476,114.66	1,945,561.52	6,421,676.18

*NB: The amounts reflect the figures available at the field office level and should be considered as indicative. Actual expenditures will be reflected in the Statement of Accounts prepared by the Division of Financial Management, New York.*

### Detailed Utilization of Australia-UNICEF Education Assistance

Description	Previous Reporting Mar 2010-Mar 2012	Requisitioned April 2012-Feb 2013	TOTAL
Human Resources			
Remuneration for 1 person of Chief of Field Office - L4	235,634.94	64,440.00	300,074.94
Remuneration for 1 person of International Programme Manager - L4	253,930.44	26,249.05	280,179.49
Remuneration for 2 person of Project Officer - NO-C	385,604.36	164,780.00	550,384.36
Remuneration for 6 person of Project Officer - NO-B	562,506.50	204,798.00	767,304.50
Remuneration for 1 person of National Consultant	162,894.53		162,894.53
Remuneration for 1 person of International Part-time Consultant	28,620.00		28,620.00
Remuneration for 2 person of Programme Assistant - GS 6	48,240.83	23,510.12	71,750.95
Sub-total Human Resources	1,677,431.60	483,777.17	2,161,208.77

Description	Previous Reporting Mar 2010-Mar 2012	Requisitioned April 2012-Feb 2013	TOTAL
Staff Travel	0.00		0.00
Travel international consultant	33,714.61		33,714.61
Travel International part-time consultant	0.00	0	0.00
Travel National consultants	23,881.04		23,881.04
Travel 6 persons at Programme Officer-NO-B & 2 Project Officers - NO-C	118,556.19	56,317.39	174,873.58
Travel Project Officer	17,468.24	11,302.92	28,771.16
Programme Assistant - GS	3,347.63	2,915.88	6,263.51
International Programme Manager - L-4	19,775.31	11,790.08	31,565.39
Chief of Field Office - L-4	17,801.03	5,217.34	23,018.37
Sub-total Travel	234,544.05	87,543.61	322,087.66
Equipment & Supplies			
Printing CLCC Advocacy material	61,282.39	49,076.91	110,359.30
Sub-total Equipment & Supplies	61,282.39	49,076.91	110,359.30
Field office Running Cost	78,654.62	53,792.84	132,447.46
Activities			
Component 1			
Conduct school baseline data and capacity analysis and mapping on the education sector planning and budgeting process as well as monitoring and evaluation plan at province and district levels in Papua and Papua Barat	172,623.56	179,235.02	351,858.58
Undertake a gender audit and vulnerability assessment of the education sector in the 2 Provinces and 6 Districts	14,267.89	0	14,267.89
Consultancy and capacity building for education planners on strategic planning process and use of available information	229,726.55	0.00	229,726.55
Series of workshops and consultations to draft the Education sector Strategic Plan at the province and in 6 districts	394,220.56	6,057.66	400,278.22
Mid-Year and annual review meeting at province level to monitor the progress of in the Education Programme in the province & districts level (Q2 and Q4)	-44,212.00	14,969.00	-29,243.00
Adoption of the strategic plans with M&E Plan by the DINAS of Education	74,221.03	21,319.29	95,540.32
Develop annual operation plans for the Education sector in the 2 Provinces and the 6 districts	45,612.95	67,410.78	113,023.73
Sub-total Component 1	886,460.54	288,991.75	1,175,452.29
Component 2			
National coordination meeting for preparation of programme implementation	38,136.91	18,755.19	56,892.10
Workshop to prepare training materials for Papua and West Papua	13,308.33	7,966.03	21,274.36
Printing of the repackaged training materials			
Development, reproduction, and distribution of IEC materials for advocating CLCC programme to wider stakeholders in Papua and West Papua	63,937.49	0.00	63,937.49

Description	Previous Reporting Mar 2010-Mar 2012	Requisitioned April 2012-Feb 2013	TOTAL
Facilitate the establishment of education sub-group (e.g. CLCC Development team) as a taskforce of KHPPIA to address EFA, CLCC & ECD at the province and district levels.	135,510.02	0.00	135,510.02
Develop advocacy kit and conduct advocacy workshop and visit on CLCC for key policy makers and stakeholders	14,481.57	39,160.65	53,642.22
Support coordination meetings of the Education Sub-group of the KHPPIA with focus on CLCC replication	97,828.68	0.00	97,828.68
Basic and Refreshing Training of Trainer for CLCC district master trainers	120,463.20	0.00	120,463.20
Training and regular meetings for supervisors to improve their capacity to monitor and assist the CLCC implementation	106,436.00	119,411.27	225,847.27
In-Service Training(s) on CLCC for head masters, teachers, and school committee members	99,102.07	86,011.87	185,113.94
On the Job mentoring on CLCC in the targeted schools through clinical supervision by supervisors assisted by district master trainers.	159,241.10	50,736.92	209,978.02
Cluster meeting of teachers/principles (KKG/KKKS) to influence replication of CLCC at the district levels	57,307.81	147,542.78	204,850.59
Training for key district stakeholders including CLCC Development Team members to support planning and implementation of CLCC	89,871.70	3,098.84	92,970.54
Develop, print and distribute curriculum, teacher resource materials for multi-grade teaching in rural and remote schools	38,172.04	19,246.31	57,418.35
Conduct Multi-grade teaching Training in coordination with LPMP	-181,628.91	189,177.01	7,548.10
Development and distribution of curriculum, teacher resource materials, school numeracy and literacy package	284,146.87	27,547.95	311,694.82
Conduct Early-grade teaching intensive training in coordination with LPMP	108,688.68	93,868.32	202,557.00
Sub-total Component 2	1,245,003.56	802,523.14	2,047,526.70
Total Programme activities + Programme Support	4,183,376.76	1,765,705.42	5,949,082.18
Recovery Costs (7%)	292,737.90	179,856.10	472,594.00
TOTAL	4,476,114.66	1,945,561.52	6,421,676.18

*NB: The amounts reflect the figures available at the field office level and should be considered as indicative. Actual expenditures will be reflected in the Statement of Accounts prepared by the Division of Financial Management, New York.*

*\*The above financial utilization takes into account the latest installment of USD 779,925 under the inception phase for Phase II. As such, expenditures are reported up to February 2013*

## 8 EXPRESSION OF THANKS

UNICEF would like to express its gratitude to AusAID and USAID for their generous contribution towards improving the quality of education services delivery for all boys and girls in basic education in Papua and West Papua provinces of Indonesia.

## ANNEX 1: MERGED PERFORMANCE MONITORING MATRIX

Result	Performance Indicators	Baseline	Targets	Endline December 2012	Means of Verification
<b>Goal</b>					
To improve participation in primary education in selected districts of Papua and West Papua	Net enrolment ratio of boys and girls in primary education in targeted districts	<u>NER by district</u> PAPUA: 76.2 (Susenas 2010) Jayapura: 97.8 (Susenas 2010) Mimika: 94.7 (Susenas 2010) Biak: 97.3 (Susenas 2010) Jayawijaya: 85.9 (Susenas2010) WEST PAPUA: 91.9 (Susenas 2010) Sorong 88.79 (Susenas 2009) Manokwari: 88.40 (Susenas 2009)	MDG are the broader targets		SUSENAS
	Net attendance ratio of boys and girls in primary education in targeted districts	<u>NAR by district</u> PAPUA – Total: 60.7; girls: 61.3; boys: 60.2 (Census 2010) Jayapura: 47.2 (Susenas 2009) Mimika: 62.0 (Susenas 2009) Biak: 44.4 (Susenas 2009) Jayawijaya: 56.2 (Susenas2009) WEST PAPUA – Total: 89.0; girls:89.2; boys: 88.9 (Census 2010) Sorong: 88.79 (Susenas 2009) Manokwari: 91.24 (Susenas2009)	MDG are the broader targets		
Outcome 1.1	Provincial and Selected District Education Offices use plans (Renstra and Renja) including improved budgeting and financial management system (AusAID and USAID)				
Outcome 1.2	Primary school children in selected schools in target districts are benefit from improved teaching (AusAID)				
Outcome 1.3	Principals, supervisors and school committees have stronger leadership and management skills (AusAID and USAID)				
<b>OUTCOME 1.1: Strengthened education strategic planning (AusAID and USAID)</b>					
<b>Outcome 1.1: Provincial and Selected District Education Offices use plans (Renstra and</b>	1.1a. Per cent of education offices in target districts and provinces using improved quality education strategic plans with 1) Child focussed budgeting 2) Alignment with higher level plans	<b>2 Provinces</b> have <i>Renstra</i> 1) <u>Child focused budgeting: Papua Province</u> <i>Renstra</i> (2006-2011) strong focus on infrastructure inputs and teacher certification, pro-poor focus through scholarship programs; <b>West</b>	2 provinces and 6 district education offices with improved quality strategic	2 Provinces have <i>Renstra</i> : documents revised/ developed for both provincial education offices 1) <u>Child focused budgeting: Papua Province</u> <i>Renstra</i> (2012-2016) strong focus on improving service delivery; quality of school infrastructure; promoting access for children in rural and	Education planning quality assessments

Result	Performance Indicators	Baseline	Targets	Endline December 2012	Means of Verification
Renja) including improved budgeting and financial management system (AusAID and USAID)	3) Participation process	<p><b>Papua Renstra</b> (2008 – 2012) focused more on facilities and not on quality or equity for children.</p> <p>2) <u>Alignment with higher level plans:</u> Quality of <b>Papua Province Renstra</b> is weak; not linked clearly to National <i>Renstra</i>; analysis and M&amp;E components need improvement; <b>West Papua Renstra</b>: same as Papua province.</p> <p>3) <u>Participatory process:</u> <b>Papua Province Renstra</b> (2007) was based on two public consultations initially; revisions were internal; not widely distributed within office; <b>West Papua Renstra</b> (2008) had limited public participation in drafting of plans.</p> <p>3 of 6 <b>target districts</b> have <i>Renstra</i> in place (Biak, Mimika, Jayapura – Baseline survey)</p> <p>1) <u>Child-focused budgeting:</u> limited and out of date data; focus on construction and have weak M&amp;E components.</p> <p>2) <u>Alignment with higher level plans:</u> Plans have only limited reference to District long term plans (RPJMD); they were developed internally (Biak Numfor) or by external consultants (Jayapura and Mimika);</p> <p>3) <u>Participatory process:</u> Some districts note participation of external stakeholders (i.e. <i>Yayasan</i>), but participation not systematic</p>	plans and annual work plans	<p>remote areas (IDR 7 billion for 2012); capacity development/support for quality assurance to districts in the province (IDR 4 billion for 2012). <b>West Papua Renstra</b> (2012 – 2016) strong focus on improving service delivery; quality of school infrastructure; promoting access for children in rural and remote areas; capacity development/support for quality assurance to districts in the province.</p> <p>2) <u>Alignment with higher-level plans:</u> Quality of <b>Papua Province Renstra</b> is strong and clearly linked to national priorities; analysis and M&amp;E components improved. <b>West Papua Renstra</b>: same as Papua province.</p> <p>3) <u>Participatory process:</u> <b>Papua Province Renstra</b> (2012) participatory planning process at all stages; broad stakeholders in public consultations at completion of document development; revisions conducted with external public partners; widely distributed within the education office and to all districts; <b>West Papua Renstra</b> (2012) same as Papua Province.</p> <p>6 of 6 <b>target districts</b> have <i>Renstra</i> in place (Biak, Mimika, Jayapura, Jayawijaya, Sorong, Manokwari)</p> <p>1) <u>Child-focused budgeting:</u> using updated and relevant data; stronger focus on quality improvement and children’s access to education services (increased BOS funding allocations to all target districts to fill operational gaps and ensure children can access school); stronger M&amp;E developed.</p> <p>2) <u>Alignment with higher-level plans:</u> Plans have strong reference to District long term plans (RPJMD).</p> <p>3) <u>Participatory processes:</u> High level of participation in all districts including <i>Yayasan</i>, local education institutes, DPRD (local parliament), Bappeda,</p>	

Result	Performance Indicators	Baseline	Targets	Endline December 2012	Means of Verification
				children, CSOs, media; plans developed with high level of participation across SKPD (or Dinas) by government teams with stakeholder participation; strongly owned locally	
	1.1b. Per cent of education offices in target districts and provinces using improved quality annual work plans that include: 1) Child focused budgeting 2) Participatory process	• See 1.1a above.	2 provincial and 6 district education offices with improved quality annual work plans	• See 1.1a above.	Education planning quality assessments
	1.1.c. Per cent of target districts allocating budgets to address identified inequities in <i>Renstra</i>	16 per cent -- Only Papua Province has some analysis for targeting inequities. No equity focus for West Papua Province Districts did not identify inequities and instead allocated budgets mostly on routine expenditures	100 per cent	100 per cent of districts have allocated funds to address identified inequities facing children. Examples include: budget allocations for teacher training, allocations for school monitoring, and increased budgets for school operational funds to fill identified school funding gaps.	<i>Renstra</i> Chapter 3 and <i>Renja</i>
	1.1.d. Number of regulations passed to support replication in non-target districts	0	2 of 2 provinces	Papua and West Papua provinces have included replication of <i>Renstra</i> and <i>Renja</i> training to all non-target districts in their strategic development plans for improving service delivery at district level	Government records
	1.1.e. per cent of districts with M&E frameworks for monitoring <i>Renstra</i>	0 of 2 provinces and 0 of 6 districts had an M&E framework	2 of 2 provinces and 6 of 6 districts	2 of 2 provinces and 6 of 6 districts have developed M&E framework for monitoring <i>Renstra</i>	District records
<b>Outputs</b>					
1.1.1 Government development partners participate in planning process at Provincial and District levels (AusAID)	1.1.1a. Capacity review of Government development partners conducted (Y/N)	No evaluation previously done focusing on internal capacity (organizational or environmental)	Provincial stakeholder capacity analysis completed by end of January 2011	Institutional and organizational capacity reviews completed in both provinces and all target districts. Reports completed and available for each target district and province (2/2 provinces and 6/6 districts). Review covers 8 dimensions of service delivery capacity (1. Planning, 2. Child centered services, 3. Financial management 4. Teacher management, 5. Partner relations, 6. Children's access to education, 7. Asset management, 8. Data management) and was used to inform strategic	Workshop reports; Review reports for 2/2 and 6/6 districts

Result	Performance Indicators	Baseline	Targets	Endline December 2012	Means of Verification
				development plans for strengthening service delivery capacity. <sup>17</sup>	
	1.1.1b. Per cent of women participants in planning stakeholder meetings	n/a	At least 30 per cent participation by women	30.4 per cent women (male=1022, female=444)	Workshop attendance records
	1.1.1c. Number of meetings held with stakeholders from provinces and districts	n/a	2 meetings each year at provincial and district levels	<i>Renstra</i> - 3 technical workshops and 1 public consultation in each district and province; <i>Renja</i> - 8 technical workshops and 2 public consultation in each district and province over 2 years	Education planning quality assessments
	1.1.1d. Number, proportion and type of government development partners from target districts trained in strategic planning and annual work plan preparation	n/a Available data shows that no training was conducted for partners in strategic development planning and annual work planning.	100 per cent	<i>Renstra</i> Training workshops - 202 participants (153M; 49F) <i>Renstra</i> Public Consultation - 504 participants (370M; 129F) <i>Renja</i> Development training - 205 participants (149M; 56F) (repeated during 2012) 80 per cent of estimated and mapped development partners involved in consultations (CSOs, Yayasan, FBOs, schools, SKPD, children, media)	Workshop attendance records
Output 1.1.2. Education Offices in provinces and districts improve capacity for strategic planning ( <i>Renstra</i> ) and annual work plan ( <i>Renja</i> ) (AusAID)	1.1.2a. Number of <i>Renstra</i> and <i>Renja</i> capacity development workshops for government development partners from target districts (AusAID)	Sporadic training provided		Each <i>Renstra</i> process had 4 different meetings plus a public consultation and a socialization meeting (so 6 in total); Each <i>Renja</i> had 8 meetings covering 2 years.  In total: 5 meetings x 6 plus 8 meetings x 6 districts = 78 meetings	Workshop records, public media, consultants' reports, Education Sector Review December 2012
	1.1.2b. Mentoring support for provincial and district <i>Renstra</i> writing teams (Y/N)	Some support through earlier programmes to Papua province	None	Provincial and district programme consultants provided intensive support for each writing team; RWT all involved in all workshops as capacity development activity	Workshop records

<sup>17</sup> Previous reporting incorrectly listed the domains for the Organizational Capacity Review

Result	Performance Indicators	Baseline	Targets	Endline December 2012	Means of Verification
	1.1.2c. Number and composition of <i>Renja</i> development teams in 2/2 provinces and 6/6 districts	No formal teams or participatory process except for Papua province to speak of	None	Teams of 6-9 people for core <i>Renstra</i> team and another 12 for broad <i>Renstra</i> team. Made up of Education staff (planning department, education leaders, Bappeda (at least one) and expert appointees as requested). <i>Renja</i> team also 6-8, but more education staff included.	Project documents
	1.1.2d. Completion of 2/2 provincial and 6/6 district <i>Renstra</i> and <i>Renja</i> documents (Y/N)	Documents existed in 50 per cent of provinces/districts - technical review found very poor quality, no community knowledge and only Papua province used participatory process	None	All <i>Renstra</i> completed and <i>Renja</i> documents completed for 2012 and 2013 in 2/2 provinces and 6/6 districts.	Government records
Output 1.1.3 CSOs have improved capacity for: <ul style="list-style-type: none"> <li>• Policy development</li> <li>• Communication for Development</li> <li>• Financial management (USAID)</li> </ul>	1.1.3a. Mapping of CSO roles conducted (Y/N)	Assumption that Yayasan and CSOs provide service delivery/management of 60-70 per cent of schools in rural and remote areas of Papua and West Papua	Complete Partnership Mapping by Dec 2011	Mapping completed and report finalized	Partnership mapping
	1.1.3b. Number and types of CSOs trained <ul style="list-style-type: none"> <li>• Policy Development</li> <li>• Communication for Development</li> <li>• Financial Management</li> </ul>	Many CSOs report that they have not received training/support in management and service delivery in rural and remote areas	2 civil society organizations per target district by end of program	5 Major Education Foundations for Papua and West Papua trained with representatives of their branches from all target districts. Training focussed on strategic planning, improving financial management, and improving communication with government to inform policy.	Baseline and endline assessments
	1.1.3c. Proportion of CSOs participating in policy making processes with government	80 per cent of the CSO are active in Dialogue Forums	90 per cent of CSOs participate in policy making processes	85 per cent of education CSOs/Yayasan were involved in policy dialogue forums such as public consultations and M&E training on <i>Renstra</i> and <i>Renja</i> development	Policy workshop reports
	1.1.3d. Per cent of CSOs receiving support material or funding support from government	88 per cent	90 per cent	N/A. Not assessed in Endline survey	Baseline and endline assessments
	1.1.3e. Per cent of CSOs believe that local parliament is addressing equity issues in education for children	17 per cent	50 per cent	N/A. Not assessed in Endline survey	Baseline and endline assessments
	1.1.3f. Number of study visits by government officials and CSOs	0	2 rounds per province and district	1 round completed for 2 provinces and 4 district teams to DBE districts outside Papua/West Papua	Progress reports

Result	Performance Indicators	Baseline	Targets	Endline December 2012	Means of Verification																												
Output 1.1.4 Provincial and district education staff have improved capacity for budgeting and financial planning (AusAID and USAID)	1.1.4a. Number and proportion of provincial and district education staff mentored in financial planning (by gender) (USAID)	n/a (available Baseline data shows that no mentoring has taken place for financial planning)	25 per cent of relevant government staff	90 per cent	Mentoring workshop reports																												
	1.1.4b. Number and proportion of education staff per district trained in improved financial management reporting (by gender) (USAID)	0 per cent	80 per cent	85 per cent	Training Workshop reports																												
	1.1.4c. Per cent of education offices in target provinces and districts using financial management data (AKPK) for planning purposes (USAID)	0 per cent	80 per cent	4 out of 4, 100 per cent	Trip reports																												
	1.1.4d. Per cent of education offices in target provinces producing AKPK/SAKIP meet three predefined criteria: <ul style="list-style-type: none"> <li>Using PAN Ministry format;</li> <li>Covering all activities of <i>RENJA</i>;</li> <li>Using credible supporting data. (USAID)</li> </ul>	0 per cent	100 per cent	4 out of 4, 100 per cent	Interview with persons in charge																												
	1.1.4e. Allocation of budgets for SBM at provincial and district levels (Y/N) (AusAID)	1 province only (Papua Province)	Yes for all target locations	Yes for all 2/2 provinces and 6/6 districts	<table border="1"> <thead> <tr> <th>In IDR</th> <th>2012</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>Papua Prov</td> <td>4 b</td> <td>11.3 b</td> </tr> <tr> <td>W. Papua Prov.</td> <td>1.2 b</td> <td>1.2 b</td> </tr> <tr> <td>Biak Numfor</td> <td>190 m</td> <td>n/a</td> </tr> <tr> <td>Jayapura</td> <td>350 m</td> <td>319m</td> </tr> <tr> <td>Jayawijaya</td> <td>900 m</td> <td>1.17b</td> </tr> <tr> <td>Manokwari</td> <td>315 m</td> <td>109m</td> </tr> <tr> <td>Mimika</td> <td>150 m</td> <td>1.5b</td> </tr> <tr> <td>Sorong</td> <td>453 m</td> <td>296m</td> </tr> </tbody> </table>	In IDR	2012	2013	Papua Prov	4 b	11.3 b	W. Papua Prov.	1.2 b	1.2 b	Biak Numfor	190 m	n/a	Jayapura	350 m	319m	Jayawijaya	900 m	1.17b	Manokwari	315 m	109m	Mimika	150 m	1.5b	Sorong	453 m	296m	<i>Renstra</i> or <i>Renja</i>
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1.1.4f. Number of district education offices allocating funds for HIV AIDs programming. (AusAID)	2 out of 4 Districts (Only Jayapura and Biak allocating funds for HIV/AIDS programming)	100 per cent	100 per cent. 2/2 provinces and 5/6 target districts have allocated funds for HIV/AIDS programming. Papua Province: IDR 1,5 billion West Papua Prov.: IDR 370 million Biak: IDR 283 million Mimika: IDR 0 (this is correct)	The <i>Renstra</i>																													

Result	Performance Indicators	Baseline	Targets	Endline December 2012	Means of Verification
				Jayawijaya: IDR 350 million Jayapura: IDR 150 million Sorong: IDR 450 million Manokwari: IDR 950 million	
	1.1.4g. Number of districts providing additional BOS allocations to schools to fill funding gaps (USAID)	2 out of 4 districts	100 per cent	75% (3 out of 4). Policy dialogues conducted in each target district; all target districts completed full report on BOS funding needs for schools	Endline assessment
Output 1.1.5 Provincial and district accountability systems improved (USAID)	1.1.5a. Proportion of relevant staff from provincial and district teams trained in the preparation of Accountability Report (LAKIP) by gender	0 per cent	80 per cent of M&E teams	100 per cent  41 education office staff (26 male, 15 female)	LAKIP documents
	1.1.5b. Number of provinces and districts that had prepared LAKIP to agreed standards	1 out of four districts	100 per cent	100 per cent/ 4 out of 4	
	1.1.5c. Number of provinces and districts using the format from PAN Ministry	1 out of four districts	100 per cent	100 per cent/ 4 out of 4	
	1.1.5d. <i>Renja</i> activities are reported with reliable data	1 out of six districts	100 per cent	100 per cent/ 6 out of 6 districts	
Output 1.1.6 Provincial and district education offices have access to and are using reliable data in planning process (AusAID and USAID)	1.1.6a. Operational budget for data management system in place (USAID)	<ul style="list-style-type: none"> <li>• Papua Province allocated – IDR 114 million for routine data collection activities and IDR 377 million for training of personnel (2011);</li> <li>• Biak Numfor: IDR 40million (2010);</li> <li>• Nothing in Papua Barat: Sorong, Manokwari;</li> <li>• Jayawijaya, Jayapura for LI data collection.</li> </ul>	4/4 districts and 2/2 provinces	4/4 districts and 2/2 provinces	LAKIP documents
	1.1.6b. Budget allocated for professional development of data management staff in Dinas (Y/N) (USAID)	<ul style="list-style-type: none"> <li>• Allocation for monitoring has been available every year in 2/2 provinces and 4/4 districts</li> <li>• Professional development funding only in Papua Province: IDR 435million (2011); this included funds for training at district level.</li> </ul>	Yes for 2/2 provinces and 4/4 districts	4/4 district and 2/2 province have funding in place for M&E in 2011, 3/4 districts and 1 province allocated for 2012	Baseline and endline assessments

Result	Performance Indicators	Baseline	Targets	Endline December 2012	Means of Verification
		<ul style="list-style-type: none"> <li>0 per cent for monitoring and evaluation of <i>Renstra</i></li> </ul>			
	1.1.6c. Proportion of education data team members in 2/2 provinces and 6/6 districts trained in M&E for <i>Renstra</i> and <i>Renja</i> (including Baseline and Endline survey methodology) (AusAID)	0	50 per cent	100 per cent. All education data management teams have received training in M&E and Baseline for 2/2 and 6/6 districts	Attendance records from training reports
	1.1.6d. Number of districts trained in use of standardized SBM indicators for SBM Monitoring and Evaluation System (AusAID)	0	6/6 districts	6/6 districts have been trained in using SBM indicators and quality database for monitoring. Provincial governments have also conducted pilot testing in non-target districts	Monitoring reports
	1.1.6e. Availability of Baseline survey (Y/N) (AusAID and USAID)	0	2 reports (AusAID and USAID)	Baseline reports completed	Baseline reports
	1.1.6f. Availability of routine monitoring reports (field trip reports, activity implementation reports) and monitoring data (Y/N) (AusAID and USAID)	No comprehensive data available	Field trip reports of school visits and monitoring of programme activities	Routine activity monitoring by UNICEF available.	Trip reports; programme database; Progress reports; Activity reports
	1.1.6g. Completion of Endline survey (Y/N) (AusAID and USAID)	0	1 report (combining both AusAID and USAID)	Endline completed	Endline report
	1.1.6h. Data gathering tools developed (MSS, MBS, HIV AIDs, LI) and implemented in provinces and target districts (USAID) (Y/N)	0 out of 4 Districts	100 per cent	100 per cent	Education office reports
	1.1.6i. Proportion of target districts with integrated data gathering instruments mainstreamed to school supervisor reporting system (USAID)	0 out of 4 Districts	100 per cent	100 per cent. All four target districts for USAID plus 2 additional target districts for AusAID.	SD MSS data

Result	Performance Indicators	Baseline	Targets	Endline December 2012	Means of Verification
	1.1.6j. Proportion of data unit staff in Dinas capable of running PadatiWeb (USAID)	41 per cent of data unit staff	80 per cent	N/A. No progress. Adjusted to conduct teacher distribution analysis	Monitoring visit reports
Output 1.1.7 Teacher absenteeism study provides evidence for policy (USAID)	1.1.7a. Study on teacher absenteeism survey completed by December 2011 (Y/N)	n/a	Report completed and shared with government and partners by mid-2012	Survey completed of 1,296 teachers, 430 community members, 245 schools (November 2011)	Progress report; Copy of study
	1.1.7b. Number of Workshops on capacity development for research of universities completed by end of 2011	No capacity development workshops	4 technical workshops completed	6 workshops completed; 8 core researchers and 50 university students working as enumerators by end of 2011	Training records
	1.1.7c. Academic and research institutes participate in government policy formulation processes (Y/N)	n/a	Increased participation of relevant education sector partners	Increased participation of UNCEN and UNIPA staff in government policy making processes	Records of policy forums

### Outcome 1.2: Improved teaching practices in schools (AusAID)

<b>Outcome 1.2: Primary school children in selected schools in target districts are benefiting from improved teaching practices (AusAID)</b>	1.2a. Per cent of teachers trained applying AJEL approaches in the classroom 1) Use of teaching aids 2) Students being active during class 3) Children's work displayed	Small per cent of teachers in target schools in 6 target districts previously received some training in AJEL (39.5 per cent of target schools) 1) 48.7 per cent 2) 55.5 per cent 3) 36.6 per cent	At least 80 per cent of teachers trained are applying AJEL	Received training in AJEL: 48.0 per cent  Applying AJEL: 82.1 per cent  1). 72.3 per cent 2). 71.3 per cent 3). 56.4 per cent	School visits and Endline assessment
	1.2b. Per cent of teachers in target rural and remote schools have enhanced skills and confidence in multi-grade teaching (grades 1- 6): 1) Conducting student needs mapping 2) Use of local learning aids 3) Applying student lesson planning for multi-grades	1) 0 per cent 2) 0 per cent 3) 0 per cent	At least 80 per cent of teachers trained are applying improved multi-grade approaches in the classroom	Applying MG approaches: 79.5 per cent  1). 36.0 per cent 2). 51.2 per cent (teachers creating teaching aids) 3). 79.5 per cent (teacher trained applying MG teaching)	School visits including classroom observations and Endline assessment

Result	Performance Indicators	Baseline	Targets	Endline December 2012	Means of Verification
	1.2c. Per cent of teachers trained applying improved early-grade teaching approaches in the classroom: 1) Use of mother tongue 2) Application of thematic approach lesson planning for early-grades 3) Using literacy and numeracy packs	per cent of teachers trained applying improved early-grade teaching approaches in the classroom:  1) no mother tongue use reported 2) 0 per cent 3) 0 per cent	At least 80 per cent of teachers trained are applying improved early-grade teaching approaches in the classroom	Applying EG approaches: 41 per cent  1). 84 per cent (Bhs Ind); 9.3 per cent (mother tongue) 2). 69.4 per cent 3). 87.5 per cent	School visits including classroom observations
<b>Outputs</b>					
1.2.1 Teachers, principals, and supervisors improve capacity to use AJEL in the classroom (AusAID)	1.2.1a. Number of teachers, principals, supervisors and school committee members trained in AJEL (by gender)	Number of teachers, principals, and supervisors in target schools in 6 target districts received some training in AJEL at time of survey (activities in field were already launched by time of Baseline survey in the field)	1,800 participants from 260 schools (teachers, principals and school supervisors)	Teachers: 1,124 (455 male, 669 female) Principals: 131 (110 male, 21 female) Supervisors: 63 (29 male, 32 female) Total: 1,336 (613 male, 723 female)	Training records
	1.2.1b. Number of principals, supervisors and school committee members (by gender) trained in improved school-based management	Refer to Baseline report AusAID	1,800 participants from 260 schools (teachers, principals and school supervisors)	Principals: 213 School committee members: 95 Supervisors: 63 (29 male, 32 female) Total: 371  Supervisors trained on AJEL: 63.4 per cent	Training records
	1.2.1c. Per cent of teacher and principal working groups (KKG/KKKS) supporting the implementation of SBM through regular meetings in 6/6 districts	Regular meetings: 40.7 per cent Irregular meetings: 26.9 per cent No meeting: 32.4 per cent	80 per cent of working groups conducting regular meetings to support SBM implementation	80 per cent teachers and principals working groups meet on a quarterly basis to focus on SBM  Regular meeting: 56.4 per cent (KKG). Irregular meeting: 41.5 per cent No meeting: 2.1 per cent	Monitoring reports
	1.2.1d. Quarterly Coordination meetings on CLCC/SBM established	0	Quarterly coordination meeting of CLCC/SBM Development	6/6 districts CLCC/SBM district revitalization teams established; meetings conducted on quarterly basis	Programme reports

Result	Performance Indicators	Baseline	Targets	Endline December 2012	Means of Verification
			team at district and province level		
1.2.2 Education personnel improve capacity to teach multi-grades in target schools (AusAID)	1.2.2a. Number of ToT trainers (by gender) trained in multi-grade teaching by function and location	0	60 education practitioners trained in multi-grade teaching	59 (53 district trainers and 6 Provincial master trainers) Including 104 cluster mentors in Sorong, Mimika and Jayawijaya. Cluster mentors in other districts (47 in Sorong, 24 in Mimika, 16 in Jayawijaya, and 17 in Biak)	Training records
	1.2.2b. Proportion of teacher and principal working group meetings (KKG/KKKS) focusing on multi-grade teaching	Regular meeting: 27 per cent Irregular meeting: 36.5 per cent No meeting: 36.5 per cent	60 per cent of KKGs and 60 per cent of KKKS implement regular working group meetings focusing on multi-grade	Regular meeting: 36 per cent Irregular meeting: 54.7 per cent No meeting: 9.3 per cent	Minutes and reports
	1.2.2c. Number of teachers trained (by gender) in multi-grade teaching methods	0	900 teachers in 260 remote schools trained in multi-grade teaching ( <i>logic assumption: 55.83%</i> )	344 teachers (207 male, 137 female)  <b>Endline-Survey 2012:</b> Teachers trained on MG from remote schools (30 samples): 47.31 per cent (from 88/186 teachers) of all teachers	Training records
	1.2.2d. Proportion of teachers applying improved multi-grade teaching in the classroom	0	80 per cent of trained teachers	79.5 per cent	Classroom observations and records of visits

Result	Performance Indicators	Baseline	Targets	Endline December 2012	Means of Verification
1.2.3. Education personnel improve capacity in early-grade teaching in the classroom in target schools (AusAID)	1.2.3a. Number of master trainers, teachers, principals, supervisors, and community leaders trained in early-grade teaching	0	140 teachers ( <i>logic assumption: 37.4%</i> ); 12 district supervisors; 69 community leaders trained in early-grade teaching in 260 remote schools across target districts	32 Early-Grade Master Trainers (13M; 19F) trained Via school clusters/KKG: 942 teachers (572M; 370F);  240 principals (186M; 54F). 300 community members  <b>Endline-Survey 2012:</b> Teachers trained on EG from remote schools (25 samples): 22.8 per cent of all teachers	Training records
	1.2.3b. Proportion of teachers applying improved early-grade teaching in the classroom	0	80 per cent of trained teachers	Reporting applying EG methods: 41 per cent  Teacher use thematic: 69.4 per cent Teacher use EG-Kits: 87.5 per cent	Classroom observations and records of visits
1.2.4 Schools use AJEL, multi-grade and early-grade teacher resource kits and materials (AusAID)	1.2.4a. Proportion of schools having access to multi-grade resource kits	0	80 per cent of 260 remote schools using multi-grade resource kits	87.5 per cent	School assessment form
	1.2.4b. Proportion of schools having access to early-grade teacher resource kits	0	80 per cent of 260 early-grade schools using early-grade resource kits	87.5 per cent. 260 early-grade schools with access to resource kits	School assessment form
	1.2.4c. Proportion of schools having access to literacy, numeracy and children's book kits	0	80 per cent of 260 early-grade target schools using literacy, numeracy and book kits	85 per cent. 260 early-grade schools have received the literacy, numeracy and children's book kits	School assessment form
	1.2.4d. Number of schools having access to AJEL teacher resource kits	0	60 model school receiving resource kits for AJEL	53 model SBM schools have received the literacy, numeracy and children's book kits	Routine monitoring

Result	Performance Indicators	Baseline	Targets	Endline December 2012	Means of Verification																																								
<b>Outcome 1.3: Strengthened Leadership (USAID)</b>																																													
<b>Outcome 1.3 Strengthened leadership and management skills of principals, supervisors and school committees (AusAID and USAID)</b>	1.3a. Per cent of Principals of model schools improve (by gender) their: <ul style="list-style-type: none"> <li>• managerial competency score</li> <li>• social competency score</li> <li>• supervisory competency score</li> <li>• financial transparency in integrated financial reporting</li> </ul>	Managerial Competency: 23 per cent Social Competency: 20 per cent Supervisory Competency: 31 per cent Financial transparency: 80 per cent	50 per cent for all except 90 per cent for financial transparency	N/A. Not measured via Endline	Baseline and endline assessments																																								
	1.3b. Per cent of Supervisors in target districts improve scores (by gender) in: <ul style="list-style-type: none"> <li>• supervisory skills</li> <li>• managerial skills</li> <li>• evaluation skills</li> <li>• social skills</li> </ul>	<table border="1"> <thead> <tr> <th></th> <th>MALE</th> <th>FEMALE</th> <th>TOTAL</th> </tr> </thead> <tbody> <tr> <td>Supervisory skills</td> <td>29%</td> <td>31%</td> <td>30%</td> </tr> <tr> <td>Managerial</td> <td>42%</td> <td>31%</td> <td>39%</td> </tr> <tr> <td>Evaluation</td> <td>45%</td> <td>39%</td> <td>43%</td> </tr> <tr> <td>Social</td> <td>32%</td> <td>15%</td> <td>27%</td> </tr> </tbody> </table>		MALE	FEMALE	TOTAL	Supervisory skills	29%	31%	30%	Managerial	42%	31%	39%	Evaluation	45%	39%	43%	Social	32%	15%	27%	50 per cent for all	<table border="1"> <thead> <tr> <th></th> <th>MALE</th> <th>FEMALE</th> <th>TOTAL</th> </tr> </thead> <tbody> <tr> <td>Supervisory skills</td> <td>80.0%</td> <td>20.0%</td> <td>73.2%</td> </tr> <tr> <td>Managerial</td> <td>85.7%</td> <td>14.3%</td> <td>63.6%</td> </tr> <tr> <td>Evaluation</td> <td>66.7%</td> <td>33.3%</td> <td>72.0%</td> </tr> <tr> <td>Social</td> <td>50.0%</td> <td>50.0%</td> <td>22.2%</td> </tr> </tbody> </table>		MALE	FEMALE	TOTAL	Supervisory skills	80.0%	20.0%	73.2%	Managerial	85.7%	14.3%	63.6%	Evaluation	66.7%	33.3%	72.0%	Social	50.0%	50.0%	22.2%	Baseline and endline assessments School Reports
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1.3c. Per cent of School Committees with improved management in: <ul style="list-style-type: none"> <li>• financial management</li> <li>• teacher management</li> <li>• teaching learning process</li> </ul>	Financial management: 71 per cent Teacher management: 77 per cent Teaching Learning process: 80 per cent	90 per cent for all	41.7 21.4 38.1 <i>*Methodological error in end line resulted in not conducting a valid comparison. i.e., baseline for usaid leadership only surveyed 80 schools (and smaller targets for school coverage). Endline surveyed 170 schools using the ausaid target school list for eg and mg</i>	Baseline and endline assessments																																									
1.3d. Per cent of schools that prepare integrated financial utilization reports	79 per cent	100 per cent	95 per cent	Baseline and endline assessments																																									
1.3e. Per cent of principals that hold meetings with supervisors and teachers	22 per cent	100 per cent	47.9 per cent	Monitoring reports																																									
1.3f. Per cent of school committees that provide management advice to schools	Overall: 74 per cent Finance: 65 per cent Teaching and learning: 56 per cent School maintenance: 74 per cent	Overall: 80 per cent	Finance and Teaching and Learning N/A. Not measured via Endline.  School maintenance 94 per cent	Monitoring reports																																									
<b>Outputs</b>																																													

Result	Performance Indicators	Baseline	Targets	Endline December 2012	Means of Verification
Output 1.3.1 Principals and school supervisors have improved leadership skills (USAID)	1.3.1a. Proportion of principals and supervisors from target schools/districts trained in leadership (by gender)	0	80 per cent of principals from target schools under USAID agreement	Over 80% of principals from USAID target schools  20 District <b>Master Trainers</b> (13M; 7F) participated in ToT on leadership at provincial level; By 2012, leadership training participants include 349 school duty-bearers (219 m, 130 f) comprised of: 114 principals (86 m, 28 f); 122 teachers (50 m, 72 f); 22 supervisors (16 m, 6 f); 74 committee members (52 m, 22 f); and 17 others across 5 districts (Jayawijaya, Jayapura, Biak, Sorong); Manokwari used their own funds to replicate. Endline-Survey 2012: Supervisor trained on leadership: 39%	Training records
	1.3.1b. Proportion of schools monitored by supervisors on monthly basis (by gender)	6 per cent of schools by male supervisors 2 per cent of schools by female supervisors	Males: 20 per cent Females: 20 per cent		Baseline and endline assessments
	1.3.1c. Proportion of schools with clearly defined record keeping system	80 per cent	100 per cent	71.9 per cent	Baseline and endline assessments
	1.3.1d. Per cent of principals who send teachers to meeting/training on a routine/scheduled basis	53%	80 per cent	91.7 per cent	Baseline and endline assessments
	1.3.1e. Per cent of principals who often give materials for reading	54 per cent	80 per cent	93.2 per cent	Baseline and endline assessments
	1.3.1f. Per cent of principals who give money to teachers to buy books	43 per cent	60 per cent	89.5 per cent	Baseline and endline assessments
Output 1.3.2 Government development partners and school committees have improved	1.3.2a. Proportion of school committee members (by gender) in target districts trained in school management (AusAID) <ul style="list-style-type: none"> <li>• In model schools</li> <li>• In non-model schools</li> </ul>	0	50 per cent	N/A. Not measured in Endline survey	Training records

Result	Performance Indicators	Baseline	Targets	Endline December 2012	Means of Verification
capacity in strategic planning and annual work plan preparation (AusAID and USAID)	1.3.2b. Per cent of schools that develop medium development plans (RKS) and budgets (RKAS) (USAID)	<ul style="list-style-type: none"> <li>• RKS (51 per cent)</li> <li>• RKAS (57 per cent).</li> <li>• About 25 per cent don't have the plans or budgets</li> </ul>	80 per cent have RKS and RKAS	RKS 67.2 per cent  RKAS 84.8 per cent	School Reports
Output 1.3.3 Principals, Teachers and School committee members receive financial management training including asset management (USAID)	1.3.3a. Per cent of school committee members trained in asset management	0	50 per cent of school committee members	75% of committee members from USAID target schools. Total number of school participants 259 people (160 male, 99 female) across USAID target schools.	Training Reports
	1.3.3b. Per cent of schools in which committees have access to financial information	52 per cent	80 per cent	73.1 per cent	Baseline and endline assessments

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## **DONOR REPORT FEEDBACK FORM**

UNICEF is working to improve the quality of our reports and would highly appreciate your feedback. Kindly answer the questions below for the above-mentioned report and return to UNICEF Jakarta who will share your input with relevant colleagues in the field and in headquarters. Thank you!

Please return the completed form back to UNICEF by email to:

Name: Marc Lucet

Email: mlucet@unicef.org

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**SCORING:** 5 indicate "highest level of satisfaction" while  
0 indicates "complete dissatisfaction"

1. To what extent did the narrative content of the report conform to your reporting expectations? (For example, the overall analysis and identification of challenges and solutions)

<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>

If you have not been fully satisfied, could you please tell us what we missed or what we could do better next time?

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2. To what extent did the fund utilization part of the report meet your reporting expectations?

<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>

If you have not been fully satisfied, could you please tell us what we missed or what we could do better next time?

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3. To what extent does the report meet your expectations in regard to the analysis provided, including identification of difficulties and shortcomings as well as remedies to these?

5	4	3	2	1	0

If you have not been fully satisfied, could you please tell us what we missed or what we could do better next time?

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4. To what extent does the report meet your expectations with regard to reporting on results?

5	4	3	2	1	0

If you have not been fully satisfied, could you please tell us what we missed or what we could do better next time?

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5. Please provide us with your suggestions on how this report could be improved to meet your expectations.

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6. Are there any other comments that you would like to share with us?

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