

Management Response to the Independent Strategic Review of the INOVASI Phase 2 and UNICEF Papua Phase 3 programs (July – November 2022).

Summary of Management Response

An Independent Strategic Review (ISR) of the Innovation for Indonesia's School Children (INOVASI) Phase 2 and Rural and Remote Education Initiative in Papua Provinces (UNICEF Papua) Phase 3 programs was conducted from July to November 2022 to assess program progress and inform consideration of any future Australian development assistance investments in education in Indonesia. The ISR assessed:

- i. performance and effectiveness of both programs against End-of-Program-Outcomes (EOPOs),
- ii. continued relevance of the programs to Government of Australia (GoA/DFAT) and the Government of Indonesia (GoI); and
- iii. recommendations for future investment(s) in the education sector in Indonesia beyond 2023.

INOVASI Phase 2 is entering its last year of implementation (2020-2023) and UNICEF Papua Phase 3 is at the mid-point of its implementation (2021-2024). The ISR concluded that both programs are performing effectively, tracking well against EOPOs and objectives on Gender Equality, Disability and Social Inclusion (GEDSI), and remain highly relevant to GoA development policies and GoI reform priorities. The ISR also found that the COVID-19 pandemic had adversely impacted on already low learning outcomes in Indonesia, reducing access to quality education, especially for children with disabilities and other marginalised groups.

In these contexts, the ISR provided recommendations to improve the current program performance and also presented a case for continued Australian engagement in foundational skills development, inclusive basic education, teacher competencies and standards development, and expanding support to early childhood education (ECE).

DFAT agrees with recommendations that will strengthen program performance over the remainder of the investments. DFAT notes recommendations for future Australian support for basic education in Indonesia, which will inform decision making.

Recommendation	Response	Explanation	Action Plan	Timeframe
<p>Recommendation 1</p> <p>Strengthen INOVASI outcomes reporting to better capture program progress.</p>	<p>Agree</p>	<p>Improve INOVASI End of Program Outcomes reporting by:</p> <ul style="list-style-type: none"> • Sharpening performance analysis and claims regarding both challenges of ‘scale out’, and program impact on learning outcomes and inclusion. <p>Strengthen INOVASI Intermediate Outcomes reporting by:</p> <ul style="list-style-type: none"> • More clearly defining ‘scale out’ of education delivery approaches in foundational skills, and • Improving monitoring and evaluation (M&E) of provincial and district activities. 	<p>DFAT will work with INOVASI to:</p> <ul style="list-style-type: none"> • Assess progress against INOVASI’s Sustainability and Scale Out Strategy, • Review evaluative reporting in Six-Monthly Progress Reports (SMPR), • Draft an Exit Strategy that prioritises activities that will ensure sustainability, and • Prepare an Activity Completion Report that tracks outcomes progress against baselines, and identifies opportunities for any future investment to support continued progress or sustainability of INOVASI outcomes. 	<ul style="list-style-type: none"> • 31st July 2023 – Finalise assessment of program progress against Sustainability and Scale Out Strategy. • 31st January 2023 – Complete review June-December 2022 SMPR. • 31st July 2023 – Complete review of January-June 2023 SMPR. • 30 June 2023 – Finalise Exit Strategy. • 30th November 2023 – Finalise Activity Completion Report, which also includes reporting of progress from July-December 2023, as per contract milestone.
<p>Recommendation 2</p> <p>Increase focus on sustaining successful models, practices, and approaches beyond the life of the programs.</p>	<p>Agree</p>	<p>Strengthen INOVASI’s approach to sustainability by:</p> <ul style="list-style-type: none"> • Assessing training delivery models, to increase transfer of knowledge to counterparts, • Producing case studies for Indonesian Government use on effective coalition building and budgeting, and 	<p>DFAT will work with INOVASI to:</p> <ul style="list-style-type: none"> • Review approaches to training delivery, • Provide case studies on successful sustainability approaches, and 	<p>INOVASI:</p> <ul style="list-style-type: none"> • 31st July 2023 – Finalise review of training delivery. • 31st July – Complete review of case studies.

		<ul style="list-style-type: none"> Increasing reporting on progress towards sustainability, including identifying priorities to support sustainability over the remainder of the program. <p>Increase sustainability and long-term impact of UNICEF Papua activities by:</p> <ul style="list-style-type: none"> Ensuring that implementing partners are confident in training materials and methods, Tracking longer-term progress to increase principal and teacher skills and capabilities on education delivery, and Assessing impact of support to improve sub-national government staff skills and capabilities on budget planning and management. 	<ul style="list-style-type: none"> Ensure that regular reporting reflects on sustainability progress, opportunities and priorities. <p>DFAT will work with UNICEF to:</p> <ul style="list-style-type: none"> Assess the challenges and gaps regarding uptake of training materials and methods and consolidate approaches that can address these, Track and consolidate lessons learned on education delivery progress in partner districts, and Consolidate lessons on what enabling factors have improved subnational government budget planning and management skills. 	<ul style="list-style-type: none"> 31st July 2023 – Complete review of January-June 2023 SMPR. <p>UNICEF:</p> <ul style="list-style-type: none"> 31st March 2023 – Finalise the review of the Annual Progress Report for 2022. 28th February 2024 – Finalise Review of Final Annual Report which will include consolidated reflections from the 3 years of the program period.
<p>Recommendation 3</p> <p>Support further progress against gender equality, disability and social inclusion outcomes.</p>	Agree	<p>Build on INOVASI’s successful gender equality, disability and social inclusion approaches and activities by:</p> <ul style="list-style-type: none"> Identifying remaining gaps in policy makers’, principals’ and teachers’ understanding of GEDSI standards and approaches, 	<p>DFAT will work with INOVASI to:</p> <ul style="list-style-type: none"> Share lessons on effective approaches for increasing understanding of GEDSI 	<p>INOVASI: 2023 – During program implementation.</p> <p>UNICEF: 2023 – During program implementation.</p>

		<ul style="list-style-type: none"> • Developing practical tools for principals and teachers to apply gender and disability responsive teaching and learning, and • Increasing policy makers' access to information about successful approaches to multi-grade teaching at remote or small schools. <p>Strengthen UNICEF Papua's approach to gender equality, disability and social inclusion by:</p> <ul style="list-style-type: none"> • Expanding UNICEF Papua's GEDSI collaboration with relevant Indonesian government civil society counterparts, • Mainstreaming GEDSI approaches across UNICEF Papua activities, and • Strengthening UNICEF Papua reporting on GEDSI outcomes, including through use of disaggregated data. 	<p>standards and approaches,</p> <ul style="list-style-type: none"> • Produce examples and tools on GEDSI responsive teaching and learning for counterparts and education practitioners, and • Further circulate lessons on multi-grade teaching to relevant stakeholders and partners for wider uptake. <p>DFAT will work with UNICEF to:</p> <ul style="list-style-type: none"> • Mainstream GEDSI awareness raising for partner government officials and build common understanding on why GEDSI matters in the implementation of UNICEF Papua's Scalability Roadmap strategies and milestones. • Optimise use of disaggregated data for better M&E reporting. 	
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<p>Recommendation 4</p> <p>Australia is well-placed to continue to support effective basic education improvement and reform in Indonesia, particularly on foundational skills development.</p>	<p>Noted</p>	<ul style="list-style-type: none"> • Learning recovery will remain an ongoing challenge due to inequality challenges, already low learning outcomes and COVID-19 pandemic impacts. • Australia has a comparative advantage as the only bilateral donor supporting Gol in basic education, with experience and long-term relationships. Further investment would increase opportunities for government-to-government strategic engagement, including following national elections in 2024. • In highly challenging operating environments such as the provinces of West Papua and Papua, long-term engagement is essential and necessary. 	<ul style="list-style-type: none"> • DFAT will start consideration of a new investment that will build on the work of INOVASI, and will commence discussions with UNICEF in mid-2023 on possible extension of the UNICEF Papua program. • During these processes, DFAT will consult with counterparts to map future priorities and needs in basic education, while cementing achievements that have been proven to work. 	<ul style="list-style-type: none"> • 2023 – Consider future investment options.
<p>Recommendation 5</p> <p>Australia’s approach of providing national policy development support and subnational policy and practice implementation assistance remains effective and should be continued.</p>	<p>Noted</p>	<ul style="list-style-type: none"> • The review found that there are benefits in working both nationally and locally. INOVASI’s demand-led approach and local ownership has helped national policy and practice be implemented effectively locally. • UNICEF Papua’s national engagement, especially with the Ministry of Home Affairs (MoHA), Teacher Training Institutes (TTIs), and district authorities and CSO implementing partners ensures 	<ul style="list-style-type: none"> • DFAT will consider review recommendations as future investment options are planned. 	<ul style="list-style-type: none"> • 2023 – Consider future investment options.

		stronger program sustainability and uptake of lessons and models.		
<p>Recommendation 6</p> <p>Future basic education investments should expand support to early childhood education.</p>	Noted	<p>Early childhood education (ECE) contribution to effective primary school learning is profound. Australia’s existing education programs have relevant experience and relationships to draw from to contribute to improved ECE. Future education investments should consider how they can contribute to strengthening ECE outcomes to improve longer-term learning results.</p>	<p>DFAT will consider broadening future basic education assistance to include support for ECE, in close consultation with a broad range of Indonesian stakeholders, including government, the education sector, other development partners and civil society organisations. This consultation will also draw from INOVASI and UNICEF Papua program experience to identify where Australia could provide targeted, effective and relevant ECE support.</p>	<ul style="list-style-type: none"> • 2023 – Consider future investment options.
<p>Recommendation 7</p> <p>Future investments should continue to focus on inclusive basic education.</p>	Noted	<p>There is a need to continue to support implementation of inclusive education policies and practices in Indonesia, to ensure that all children have equal access to quality education. Australia has relevant experience, expertise and relationships that should be used in future programs to progress this agenda.</p>	<p>DFAT will prioritise inclusive education and a GEDSI-focused approach to basic education service delivery in any future assistance, including in developing future program design.</p>	<ul style="list-style-type: none"> • 2023 – Consider future investment options.