Claiming contribution: how to prove

INOVASI is an Australia Indonesia Government Partnership - Managed by Palladium
• About INOVASI
• MERL Strategy
• PDIA (Problem-Driven Iterative Adaptation) in INOVASI
• M&E systems to claim contribution
About INOVASI

• Focus on: primary school for literacy & numeracy
• working on: improving learning quality, support for teacher, learning for all (gender, disability, ethnicity)
• Issue: low learning outcomes – literacy & numeracy
• Applying PDIA (Problem-Driven Iterative Adaption) – capacitate local resources for local problems and solutions
• Mandate: to find what works and what does not to improve learning outcomes
Work with teachers to improve learning quality → improved learning outcomes

Work together with parents, school principals, school supervisors, and officials to improve support for teachers
PROGRAM GOALS
Accelerated progress toward improved learning outcomes for Indonesian students

End of Program Outcomes (2023)
- The policy and practice changes identified are reflected in Indonesian government (district, provincial, national) policies, regulations, budgets and plans
- Decision makers can access and use evidence to facilitate and implement more effective education reforms
- A credible body of evidence on what policy and practice changes work to improve learning outcomes

Intermediate Outcomes
- National and sub-national stakeholders have access to emerging evidence of what does and does not work to improve learning outcomes
- District governments adopt policy to directly and indirectly support learning outcomes
- Districts scale out successful practices and approaches

District Level
- Communicate evidence of successful practices and approaches to national and sub-national stakeholders
- Support policy development to directly and indirectly improve learning outcomes
- Support scale-out and system-based pilots to directly and indirectly improve learning outcomes

Pilot Level
- Identify national and local policy issues
- Diagnose and understand local challenges and problems
- Contextualize relevant evidence
- Design and implement contextually relevant pilots
- Support participants' knowledge, skills, and attitudes improvement
- Promote changes in practices
- Student learning improves in partner schools
- End-of-pilot outcomes

Core Program Principles
- Thinking and Working Politically
- Inclusive engagement (gender, disability, ethnicity)
- Tight feedback loops for learning
- Targeted capacity building of stakeholders at all stages of the program
- Continuous sharing
• Program documents:
  - Guiding Program Strategy – strategic testing
  - MERL Strategy
  - ToC
  - Result Framework and the technical notes (key questions - effectiveness & appropriateness, few number of indicators)
  - MERL Annual Plan

• Pilot MERL documents: ToC, RF, Gantt chart
Data and initial results contributed to pilot-

Pilot-level MEL
Intermediate feedback loop, structured baseline & endline, spot checks, change stories etc.

Program-level M&E
Long feedback loop, aggregated baselines & endlines

Evaluating INOVASI’s performance (for performance management and accountability):
National MERL team collates and analyses results from school surveys
Additional data: provincial–district studies, monitoring data and analyses of relevant MeE data, are incorporated as appropriate

Generating evidence of what works:
The national MERL team works with service providers to manage school surveys. Provincial MERL officers work with service providers and local universities to conduct the surveys.
Using systematic and structured monitoring processes, additional data are collected by the pilot team (district facilitators) and/or MERL team (MERL officers and local monitoring, evaluation and learning facilitators) as required. MERL officers, service providers, local MEL facilitators and the pilot team will be involved in initial analysis through workshops, facilitated by the national MERL team.

Learning:
Using the PDIA approach, district facilitators and local facilitators continually monitor pilot implementation and adapt as they learn.
HOW INOVASI DOES PDIA: PROGRAM

EXPLORE

SCALE OUT

VALIDATE

SHARE

EVALUATE

DESIGN

PILOT
The evaluation question

How effectively has INOVASI’s use of the PDIA approach contributed to:

- improved capabilities of teachers and education intermediaries;
- changes in the behavior or teachers and education intermediaries that are likely to improve students’ learning outcomes?
M&E components

• MeE at pilot level
  - 3 format: design, documentation, reflection
• PDMS – Program Data Management System (biodata)
• Alumni monitoring system (continuous monitoring)
• NVIVO framework of analysis
• spot check
Monitoring Experiential Learning Evaluation

Functions:

• Program/pilot Team – tight feedback loop, day-to-day observations, reflection and learning

• MERL Team – analysis on building local capacity for local problems and solutions (how PDIA works)
<table>
<thead>
<tr>
<th>Pilot activities</th>
<th>Overview</th>
<th>Objectives</th>
<th>Expected Outcomes</th>
<th>Venue &amp; Time Period</th>
<th>Participants</th>
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<tbody>
<tr>
<td>4) Workshop 2: Synthesis and Initial Design</td>
<td>The 10 local facilitators facilitate the 36 teachers to learn how to prioritize the explored student learning difficulties, analyze the root causes, and explore the possible solutions by providing inspirations and references.</td>
<td>Build the capacity of teachers in synthesizing the identified student learning difficulties and using it to explore the possible solutions</td>
<td>The teachers know how to synthesize the identified student learning difficulties, explore the relevant possible solutions</td>
<td>Hotel Sinar Tembolaka (26-27 March 2018)</td>
<td>DF, EPD, 2 STA, MERL; 30 teachers, 10 local facilitators Kepala Dinas Pendidikan</td>
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<td>5) Workshop 3: Finalize Design and Content Strengthening</td>
<td>The 10 local facilitators facilitate the 36 teachers to learn how to finalize the design of their context relevant solution designed to solve the specific problem in their classroom and to develop the learning scenario.</td>
<td>Build the capacity of teachers in designing best-fit classroom learning process based on student learning difficulties, student learning stages and local context.</td>
<td>The teachers know how to design best-fit classroom learning process based on student learning difficulties, student learning stages and local context. The teachers have their action plan to develop lesson plan based on the finalized learning scenario and prepare the learning resources.</td>
<td>SVD and Hotel Sinar Tembolaka (6 - 7 April 2018)</td>
<td>DF, EPD, 1 STA, MERL; 36 teachers, 10 local facilitators Kepala Dinas Pendidikan</td>
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<td>6) Workshop 4: Preparation for testing</td>
<td>The 10 local facilitators facilitate the 36 teachers to learn how to assess whether their proposed solution works by developing pre-test, post-test, and formative assessment.</td>
<td>Build teachers’ awareness of the importance of formative assessment Build the capacity of teachers in developing assessment that is aligned with the students learning difficulties and focused basic competence</td>
<td>The teachers know the importance of formative assessment. The teachers know how to develop assessment that is aligned with the students learning difficulties and focused basic competence. The teachers have their action plan to finalize the assessment and try out their solutions at their classrooms.</td>
<td>Hotel Sinar Tembolaka (19-21 April 2018)</td>
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I observe ...
I find 9 students are not able to count correctly
I give more chances and giving repeating exercises

Learning counting using things (stones in bottles), work in group
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<td>Saya MENERBITKAN BISI JARANG DAN LIDI KEPADA MAHASISWA-SISWA UNTUK MENGUNAKAN KODI-SEAL LATIHAN.</td>
<td>MENYERTAkan PENGISIAN FORMULIR YANG SAMA LAHKAN BAHU UNTUK BERTAAYAHANWA YANG BERTULIS MANUSIA, BAHU LAHKAN TERANGAN DAN ANGAKAN DAN SEPAKATAN MELAKA.</td>
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<td>GUNAKAN MEDIA, KARENA LAMPU PADA PERTERUAN BAHU SABIT SAWA MELENGKAP BAHU PAPARAN PADA SISWA SAWA TERRANG.</td>
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Teachers used data for reflection
PDMS & Alumni Monitoring System
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Challenges & Learning

Challenges of MeE:
• Different ways in implementation
• Different quality: proper – poor
• Insufficient documentation
• Due to transition – unclear flow and PIC

Learning:
• Require shifted mindset – staff and participants
• Proper implementation → powerful claim/strong evidence generated from day to day operation
• Closed coordination and communication across unit is crucially important
Thank you