Program Baseline Report
West Nusa Tenggara

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The Innovation for Indonesia's School Children (INOVASI) Program is a partnership between the governments of Australia and Indonesia. Working directly with Indonesia's Ministry of Education and Culture, INOVASI is seeking to understand how student learning outcomes in literacy and numeracy can be improved in diverse primary schools and districts across Indonesia.INOVASI is working in a range of locations across Indonesia, and uses a distinctive locally focused approach to develop pilot activities and find out what does and doesn't work to improve student learning outcomes.

INOVASI is an Australia Indonesia Government Partnership – Managed by Palladium

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Abbreviations

APBD	Local government budget (*Anggaran Pembangunan dan Belanja Daerah*) Dapodik Core education d ata (*Data Pokok Pendidikan*)
GER	Gross enrolment ratio
HDI	Human development index
INAP	Indonesian National Assessment Program
INOVASI	Innovation for Indonesia's School Children project
KLU	North Lombok District (*Kabupaten Lombok Utara*)
KSB	West Sumbawa District (*Kabupaten Sumbawa Barat*) LPMP Educational Quality Assurance Council (*Lembaga Penjamin Mutu Pendidikan*) MoEC Ministry of Education and Culture
MoU	Memorandum of understanding
M&E	Monitoring and evaluation
NER	Net enrolment ratio
NTB	West Nusa Tenggara (Nusa Tenggara Barat)
SPM	Minimum service standards (*Standar Pelayanan Minimum*)
STR	Student–teacher ratio
UKG	Teacher Competency Test (*Uji Kompetensi Guru*)
USM	School or religious school examinations (*Ujian sekolah / Madrasah*)

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Chapter 1. Introduction

Innovation for Indonesia's School Children (INOVASI) is a program funded by the Australian Government in partnership with the Indonesian Ministry of Education and Culture (MoEC). INOVASI's works to improve student learning outcomes in literacy and numeracy at the basic education level. INOVASI has three focus areas:

1. strengthening the quality of teaching and learning in the classroom;
2. improving the support provided to teachers;
3. enabling all children in the classroom to reach their potential in learning.

The overall purpose of INOVASI is to support education stakeholders at all levels of the system in Indonesia (practitioners, intermediaries and decision makers) to be able to use context-specific approaches to design and implement best-fit solutions to improve literacy and numeracy in basic education in Indonesia. However, INOVASI will first need to find out what context-specific approaches actually work and, to this end, we will identify a number of pilots to implement and evaluate in order to see whether and to what extent they work in improving literacy and numeracy in different contexts.

Chapter 2. Approach and Methods

The first pilot was implemented in West Nusa Tenggara, the program's first partner province. INOVASI conducted the program baseline survey in West Nusa Tenggara at the end of 2016. The baseline data is a benchmark and will be used to evaluate the program's performance. The objectives of this baseline are to: (1) set benchmarks at the beginning of the program; (2) identify priority areas to support the design of interventions; and (3) collect partner and baseline data for each of the indicators that the impact of the program interventions will be measured against.

This report presents the baseline conditions in West Nusa Tenggara across the indicators in the INOVASI results framework. The INOVASI results framework we use is the version of 11 February 2017, shown in Annex 1.[1]

The study was centred within the results framework and no other research questions were elaborated. The following eight indicators are relevant to the study:

1 End of program outcomes:

1.1.1 Number of policymakers, intermediaries and practitioners using contextually-relevant approaches piloted by INOVASI to improve literacy and numeracy

1.1.2 Number of districts that make improvements in educational service delivery practices

1.2.2 Number (and nature) of policy reforms benefiting from INOVASI-generated evidence and supported learning

2. Intermediate outcomes

2.1.1 Number of program-supported high quality products made available to policymakers, intermediaries and practitioners

2.2.2 Number of service units (schools) with improved institutional and organisational capacity to address literacy and numeracy

3. Outputs

3.1.1 Number of stakeholders identifying literacy and numeracy as an important issue

3.2.1 Number of contextually-relevant approaches to improve student literacy and numeracy implemented and shared

4. Inclusion

4.1.1 Percentage of policymakers who provide resources for improving classroom learning opportunities for hard-to-teach children.

[1] 170211 Revised INOVASI Results Framework integrating PAF 2.0.docx.

Out of these eight indicators, four indicators (1.1.1., 1.2.2., 2.1.1 and 3.2.1) directly depend on INOVASI products and results. Therefore, the baselines of these indicators are zero by default. However, for indicator 1.1.1., we will measure the status of the use of contextually-relevant approaches. Therefore, this report covers five indicators, namely: 1.1.1, 1.1.2, 2.2.2, 3.1.1 and 4.1.1.

The report is organised into five chapters. The Introduction in Chapter 1 is followed by a profile of education in West Nusa Tenggara in Chapter 2. Chapter 3 describes the methodology we used and Chapter 4 explores the findings. The final chapter summarises the report.

CHALLENGES AND LIMITATIONS

The main challenge was to design instruments that would be able to capture accurate information that we can use to measure INOVASI's performance in West Nusa Tenggara based on the results framework.

As the study was designed solely to measure the results framework indicators, the findings are limited to these respective indicators and do not capture a more comprehensive picture of education in the province. Other narratives are crucial to an initial understanding of the local context and useful in designing interventions but they are not included in the study, for example: a summary of education policies; the gap between local and national policies; implementation of the policies; and need for policy reforms.

Chapter 3. Education in West Nusa Tenggara

This section describes education in West Nusa Tenggara, based on secondary data for the 2014 to 2016 period. This district-level data covers all districts in West Nusa Tenggara, including the six partner districts.

The first four indicators covered in the secondary data we examined included: the adult literacy rate, human development index (HDI); the number of primary-school level population and the local government budget (APBD) allocated to education per student (Table 1). At the provincial level, in terms of adult literacy and the human development index, West Nusa Tenggara is at 65.8 or placed number 30 out of the 34 provinces in Indonesia. Within the province, Mataram city has the highest score for both indicators, while West Lombok and North Lombok districts have the lowest scores for literacy rates and the human development index, respectively.

In terms of local government budget spending in 2015, the highest education spending per student was in West Sumbawa district (KSB). The West Sumbawa district government spent 23 times more than the East Lombok district government and 16 times more than the Bima city government. However, the human development index and literacy rates in West Sumbawa were still below the levels in Bima city.

Table 1: District-level education indicators in West Nusa Tenggara

District	Literacy rate – 2014 (%)[a]	HDI 2016[b]	Population 7-12 years – 2015[c]	APBD per student - 2015 (IDR)[a]
BIMA	93.7	64.15	61,361	220,300
DOMPU	94.3	65.48	32,988	816,600
WEST LOMBOK	83.4	65.55	72,560	464,800
CENTRAL LOMBOK	84.6	63.22	104,512	267,400
EAST LOMBOK	90.8	63.7	141,206	88,800
NORTH LOMBOK	94.6	62.24	25,286	684,100
SUMBAWA	93.8	64.89	49,216	520,200
WEST SUMBAWA	94.9	69.26	13,445	2,084,700
BIMA CITY	96.2	73.67	16,197	127,700
MATARAM CITY	96.5	77.2	43,179	625,300

Sources: a is from the regional education office (Neraca Pendidikan Daerah) (http://npd.data.kemdikbud.go.id/); b is from Statistics Indonesia (http://ntb.bps.go.id); c is from the Centre for Education Statistics in the Ministry of Education and Culture (MoEC)

Table 2: Primary schools data at district level in West Nusa Tenggara

District	Number of teachers – 2015a	Student–teacher ratio 2015a	Average teacher competence score – 2015b	Number of primary school teachers certified – 2015a	Drop-out rate – 2015 (%)a	Proportion of accredited A schools – 2015 (%)a	Number of schools in 2015a
BIMA	6,765	9	44.65	2,305	0.11	3.9	413
DOMPU	3,315	9	46.15	9,06	0.27	1.4	215
WEST LOMBOK BARAT	3,862	16	53.57	1,969	0.19	10.5	355
CENTRAL LOMBOK	5,905	14	50.54	2,845	0.05	2.2	596
EAST LOMBOK	7,630	15	52.51	3,987	0.12	1.7	721
NORTH LOMBOK	1,438	15	53.33	606	0.06	3.4	149
SUMBAWA	4,161	11	51.56	,1604	0.04	2.7	368
WEST SUMBAWA	1,108	12	56.30	567	0.02	11.2	98
BIMA CITY	2,026	8	48.59	825	0.05	11.4	79
MATARAM CITY	2,136	19	57.71	1,129	0.03	31.3	164

Sources: a is from Centre for Education Statistics in the Ministry of Education; b is from MoEC's Education Assessment Centre (Pusat Penilaian Pendidikan or Puspendik)

The optimal number of teachers that a district needs is measured using the student–teacher ratio (STR). In general, the ratio in West Nusa Tenggara is relatively low except in Mataram city (Table 2). The reason for this low ratio is the large number of non-permanent teachers. In 2015, 65 per cent of the teachers in the province had non-permanent status compared to the 28 per cent with permanent teacher status. Bima and Dompu districts have the highest proportion of non-permanent teachers.

The next two indicators, the teacher competency test (UKG) score and the number of certified teachers show the quality of the teachers. In terms of the teacher competency test, the average score in all districts in West Nusa Tenggara is relatively low and the scores are particularly low in Bima and Dompu districts. These two districts also have the lowest proportion of certified primary school teachers .

Table 3 shows the net and gross enrolment rates at the primary level in West Nusa Tenggara, disaggregated by gender. Boys had a higher net enrolment (NER) than girls except in Dompu district. However, half of these districts have a higher gross enrolment (GER) of girls compared to boys. This means that in these five districts (Bima, West Lombok, West Sumbawa, Bima city and Mataram city) more girls than boys over the official school age are enrolled in primary school. The gap between the highest and lowest net enrolment rates among these districts in West Nusa Tenggara is 17.7 percentage points. Whereas the gap in gross enrolment is 12.1 percentage points. These high gaps in net and gross enrolment reflect the inequality in enrolment rates across the districts in West Nusa Tenggara.

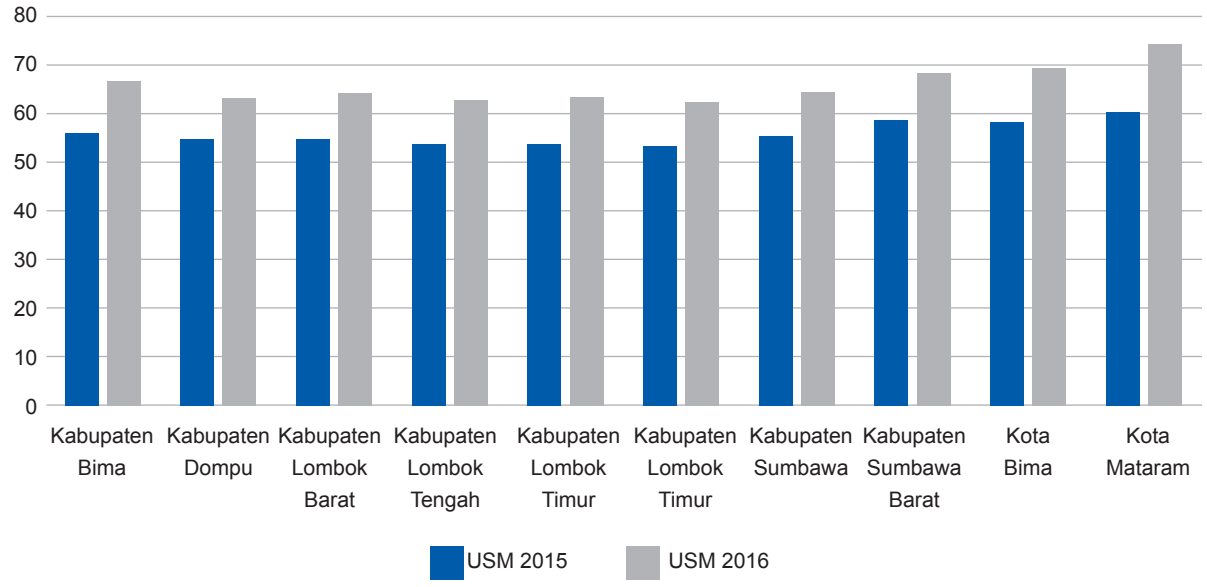
Table 3: Number of students, net and gross primary school enrolment rates in West Nusa Tenggara

District	Number of primary school students – 2015 (including madrasah[1] schools)	Primary school net enrolment rate – 2016 (%) (including madrasah schools)			Primary school gross enrolment rate – 2016 (%) (including madrasah schools)		
		Boys	Girls	Total	Boys	Girls	Total
BIMA	70,369	97.34	95.09	96.30	110.10	110.14	110.12
DOMPU	38,388	95.01	96.79	95.93	119.45	104.75	112.03
WEST LOMBOK	75,839	97.50	93.60	95.68	102.46	102.85	102.65
CENTRAL LOMBOK	115,290	96.13	87.38	91.76	114.20	103.17	108.64
EAST LOMBOK	151,930	99.29	95.12	97.24	110.55	102.3	106.44
NORTH LOMBOK	27,610	85.5	77.82	81.70	112.38	105.43	108.94
SUMBAWA	53,338	83.63	75.11	79.51	108.02	105.88	106.98
WEST SUMBAWA	15,897	87.77	79.23	83.93	108.44	122.55	114.79
BIMA CITY	18,353	94.69	86.85	91.15	108.94	117.83	112.97
MATARAM CITY	47,713	95.99	95.52	95.78	109.47	110.97	110.18

Source: Centre for Education Statistics, MoEC

Figure 1 shows the trend of the average primary school exit examination (USM) scores for 2015 and 2016 across the districts in West Nusa Tenggara. Overall, there was a 14 to 22 per cent increase in 2016 compared to 2015. The highest increased score was in Mataram city and the lowest score was in Dompu district. Mataram city had the highest score for both years while North Lombok had the lowest score for both years. When we broke down our analysis of the 2016 primary school exit examination scores based on subjects, we found that the average score in Bahasa Indonesia was higher than the scores in mathematics in all districts except for Bima city.

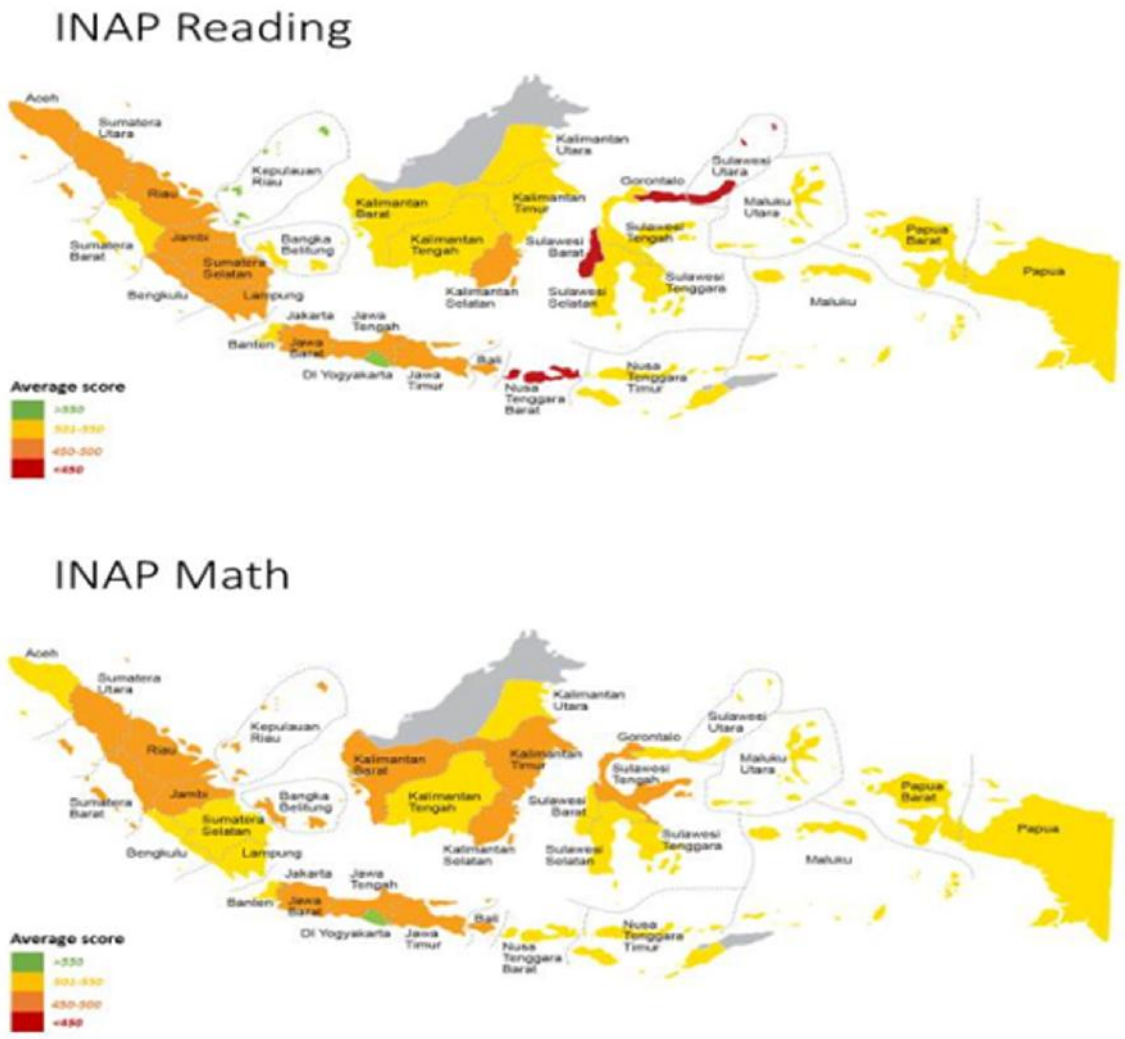
Figure 1: Average primary school exit examination scores, 2015 and 2016



Source: Education Assessment Centre (Pusat Penilaian Pendidikan or Puspendik), MoEC

Based on the 2016 Indonesian National Assessment Program (INAP) national results for grade four, schools in West Nusa Tenggara did not perform as well as most other provinces.[2] West Nusa Tenggara was one of the provinces that ranked last in the country across all subjects (see Figure 2).[3] The average scores for reading and science in the province were 70 to 80 points lower than the national average, while in mathematics, students in West Nusa Tenggara achieved an average score of around 50 points lower than the national average (Figure 3).

Figure 2: Distribution of INAP scores for reading, mathematics and science across the provinces in Indonesia



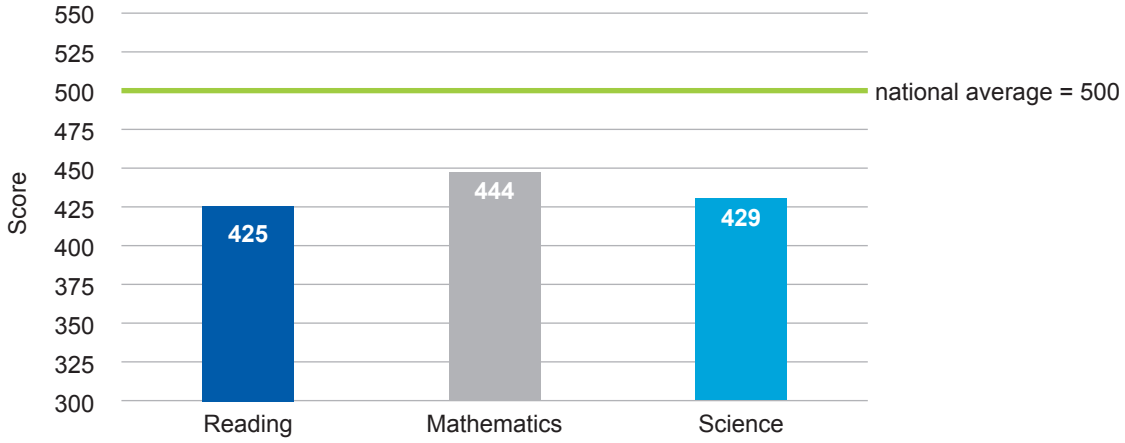
[2] INAP is a sample-based national assessment program to monitor students' learning outcomes in mathematics, reading and science nationally and to provide regional and international comparisons. INAP is intended to track students' progress across the education system.

[3] INAP scores are scaled so that the population of student test takers has an average score of 500 with a standard deviation of 100. This means that two-thirds of Indonesian students have a score between 400 and 600. A couple of benchmarks can be used to interpret these differences. With the use of standardised scores, the size of these score differences also reflects distances in terms of standard deviation. A difference of 25 points, for example, is equivalent to a differences of 0.25 standard deviation. In a seminal study interpreting effect sizes in educational research, Cohen (1992) considers an effect size of 0.10 as small, 0.30 as medium and 0.50 as large. Meanwhile, in relation to the overall distribution of students on the INAP scale discussed, two-thirds of students taking the test have scores within 100 points of the mean.

Figure 3: Average INAP grade four scores for reading, mathematics and science in West Nusa Tenggara

Figure 4 shows the proportion of low-achieving students in each district. These are calculated by taking the proportion of students whose average score across all three subjects was below 400. In Mataram city, West Lombok and West Sumbawa districts less than 25 per cent of students scored lower than 400. Sumbawa, Bima city and the three districts in Lombok have a larger proportion of low-achieving students, ranging from 25 to 50 per cent. Meanwhile, on average, more than half the students in Dompu and Bima are low-performers.

Figure 4: Proportion of students scoring below 400 in the INAP grade four tests



Mataram city is the only district where students performed better than the national average. This result is consistent with the teacher competency test results and the primary school exit examination scores that placed Mataram city as the highest performing district in the province. Finally, the learning outcomes in Bima and Dompu districts across all subjects in the INAP grade four tests were more than 100 points lower, equivalent to more than one standard deviation below the national average. This large difference suggests that the performance of an average fourth-grade student in these districts is approximately 80 per cent below their peers in the country. The results also suggested that the performance of over half the students in Bima and Dompu was low across all the subjects.

Chapter 4. Data Sources, Respondents and Data Collection

This baseline study was mainly quantitative, collecting data from two sources: district or provincial data sources and school or community data sources. The district and provincial level baseline study was conducted between 15 October and 4 November 2016 and covered six partner districts: Sumbawa, West Sumbawa, Bima, Dompu, Central Lombok and West Lombok.

The school and community level baseline survey took place in November-December 2016. The aim was to provide baseline data for the evaluation of INOVASI's two pilot interventions, *Guru BAIK* and *Gema Literasi*. The questions relevant for the pilot-level baseline were embedded in this survey for cost-efficiency reasons. The survey covered 150 schools, divided equally between *Guru BAIK*, *Gema Literasi* and comparison schools. Half of the schools were from North Lombok and the other half were from Sumbawa.[4] The respondents in this survey included principals, grades one to five teachers, students (five in each grade), parents, school committee members and supervisors. In this report, we use the information from the interviews with principals, teachers, school committee members and supervisors.

RESPONDENTS

The number of respondents differed between the district and provincial level survey and the school and community level survey. For the district and provincial level survey, there were 60 respondents, consisting of education policymakers and intermediaries. The detailed breakdown of the respondents' occupations in each district and in the province is shown in Table 4.

Table 4: District and provincial baseline survey respondents, by occupation and district

Respondent occupation	North Lombok	Central Lombok	Sumbawa	West Sumbawa	Bima	Dompu	NTB
Regent	1	1	1	1	1	1	
Head of education	1	1	1	1	1	1	1
Secretary of education	1	1	1	1	1	1	1
Head of basic education	1	1	1	1	1	1	1
Head of personnel	1	1	1	1	1	1	
Supervisor coordinator	1	1	1	1	1	1	
Supervisor	2	2	2	2	2	2	
Education board	1	1	1	1	1	1	1
Educational Quality Assurance Council (LPMP)							1
Regional secretary							1
Total	**9**	**9**	**9**	**9**	**9**	**9**	**6**

[4] For the other four partner districts in Sumbawa, a school and community level baseline survey is to be conducted in the second half of 2017.

For the school and community level survey, the total number of respondents disaggregated by their occupation in each district is shown in Table 5.

Table 5: School and community level baseline survey respondents, by occupation and districts

Respondent by occupation	Number of respondents
North Lombok	543
Teacher	369
School principal	75
School committee	75
Supervisor	24
Sumbawa	536
Teacher	371
School principal	74
School committee	75
Supervisor	16
Total	**1079**

Out of the 1,139 respondents in both surveys, 40 per cent (460 respondents) are women, as shown in Table 6. At the school level, the gender breakdown reflects the situation in primary schools in Indonesia where most of the teachers are women while principals and supervisors are predominantly men.

Table 6: Respondents in both the provincial and district level survey and the school and community level survey, by gender

District and provincial level baseline survey

Data source	Occupation	Female		Male		Total #	Total %
		#	%	#	%		
District and provincial level baseline respondents							
	Regent		0%	5	100%	5	100%
	Head of basic education	1	14%	6	86%	7	100%
	Education board		0%	7	100%	7	100%
	Head of education		0%	7	100%	7	100%
	Head of personnel	1	17%	5	83%	6	100%
	LPMP		0%	1	100%	1	100%
	Regional secretary		0%	1	100%	1	100%
	Secretary of education		0%	8	100%	8	100%
	Supervisor coordinator		0%	6	100%	6	100%
	Supervisor	1	8%	11	92%	12	100%
District and provincial baseline total		**3**	**5%**	**57**	**95%**	**60**	**100%**

School and community baseline by gender

Data source	Occupation	Female		Male		Total #	Total %
		#	%	#	%		
School and community baseline respondents							
	Teacher	423	57%	317	43%	740	100%
	School principal	21	14%	129	86%	150	100%
	School committee	6	4%	143	96%	149	100%
	Supervisor	7	18%	33	83%	40	100%
School and community baseline total		**457**	**42%**	**622**	**58%**	**1079**	**100%**

Chapter 5. Baseline Conditions in West Nusa Tenggara

In this chapter, we discuss our findings in the seven areas of discussion based on the two sources of baseline data, with separate analyses for each. To examine heterogeneity, the results were disaggregated by districts, stakeholder groups and occupation type. Stakeholders are defined as entities (governments, agencies, companies, organisations, communities and individuals) that have a direct or indirect interest in the INOVASI program and related evaluations. The respondents were grouped into three types: decision makers or policymakers, intermediaries and practitioners. The definitions for each category are provided in Table 7.

Table 7: Definitions and examples of stakeholder groups

	Decision/policy makers	Intermediaries	Practitioners	Users
Definition	People who set the principles, laws and rules that govern the operation of education systems and institutions	People engaged in: the process of improving educational access, quality and relevance; generating, funding or using the results of educational research and distributing them to others; and people in the following roles: technocrats, advisers, researchers, those developing educational tools	People that are/plan to be directly involved in the education of others and working in educational institutions	People who make use of the education system or results of the system for a variety of reasons
Examples	Regent Head of education Head of basic education Head of personnel Regional secretary	Supervisors Coordinators Supervisors School principals LPMP Education board School committee Community Researchers	Teachers Trainee teachers Lecturers Teacher trainers Tutors	Parents Students Employers

APPROACH TO IDENTIFYING PROBLEMS AND SOLUTIONS

The approaches used to identify problems and solutions were explored to answer the question of whether and to what extent key stakeholders use the local context in developing interventions or solutions. The question is based on the INOVASI theory of change which assumes that context-specific approaches offer better results.

Key performance indicator (KPI) reference:

1.1. The use of tested and successful contextually relevant approaches to improving literacy and numeracy

Precise indicator reference:

1.1.1. Number of policymakers, intermediaries and practitioners using contextually-relevant approaches piloted by INOVASI to improve literacy and numeracy (*result Indicator)*

INOVASI has identified three types of approaches to identifying problems and developing solutions, as described in Table 8. As outlined in the INOVASI guiding program strategy, one of the program's innovations is that it avoids universal solutions. The program makes a conscious effort to work with local stakeholders, identify local solutions and pilot these solutions in the local context. INOVASI endorses local approaches and expects them to be more prevalent by the end of the program.

Table 8: INOVASI's typology of approaches to identifying problems and developing solutions

Universal	Niche	Local
Key characteristics Predetermined Generalised Little or no learning loops No iteration Top–down One size fits all Mass produced and implemented Best practice Little/no use of local evidence Little/no participation Focus on inputs Advance planning Monitoring but by 'heads' Preconceived External experts	Key characteristics Elements of participation Based on some evidence External experts Long intervals in learning No iteration Generalised problems Generalised solutions Contextualised but not customised solutions	Key characteristics Local evidence Local stakeholders involved Very specific problems Locally nominated Locally prioritised Uses positive deviance In-depth analysis from the user point of view Analysis of context Purposive analysis of design space Experiential learning Iteration Little advanced planning 'muddling through' Tailor made/customised
Description Looks at general overall results/data across the system, there is usually no user participation and no deep analysis of the causes of the problem or the context in which the solution will be usedUse of off-the-shelf pre-defined solutions or those adopted from other places and contexts	**Description** Collects (local) evidence to identify a problem often with some involvement or participation by local stakeholders Uses the data to work with external experts to prepare a contextualised but top–down solution for specialised use which is generally applied	**Description** Based on a deep understanding of the problem from those who face the problem and will use the solution and of the environment in which it will be used Involves users in the problem identification and solution design Quick monitoring and iteration to ensure it is successful

Stakeholders' approaches to identifying problems

Overall, the baseline data presented in Table 9 show that no respondents use local approaches. The approach used most often is the niche approach but universal approaches still make up between 23 and 33 per cent of problem identification. There appears to be little difference between district and province level respondents and school level respondents in how they identify problems.

Table 9: Stakeholders' approach to identifying problems

Data source	Local		Niche		Universal		Total #	Total %
	#	%	#	%	#	%		
District and province baseline	0	0%	46	77%	14	23%	60	100%
School and community baseline	0	0%	723	67%	356	33%	1079	100%
Total	**0**	**0%**	**769**	**68%**	**370**	**32%**	**1139**	**100%**

When we disaggregate by districts, it appears that Bima, Sumbawa and Central Lombok exclusively use a niche approach. On the other hand, the provincial government exclusively uses a universal approach (Table 10). All the districts mostly use the niche approach in identifying problems. However, the provincial government's reliance on the universal approach is understandable, given that it has only a coordinating role in basic education. However, there is still much work to be done to ensure that district governments and schools start using the local approach to identify problems.

Table 10: Stakeholders' approach to identifying problems, disaggregated by district

Data source	District	Approach to problems		
		Niche	Universal	Total
District and province baseline		46	14	60
	Bima	9		9
	Sumbawa	9		9
	Central Lombok	9		9
	West Sumbawa	7	2	9
	Dompu	6	3	9
	North Lombok	6	3	9
	NTB		6	6
School and community Baseline		723	356	1079
	Sumbawa	369	167	536
	North Lombok	354	189	543
Total		**769**	**370**	**1139**

Disaggregating by stakeholder category, we found that between 77 and 85 per cent of intermediaries use a niche approach in identifying problems. The proportion is lower among policymakers, at 71 per cent, while the lowest proportion is among practitioners, where only 62 per cent use a niche approach.

Table 11: Stakeholders' approaches to identifying problems, disaggregated by stakeholder group

Data source	Stakeholder category	Niche		Universal		Total	
		#	%	#	%	#	%
District and province baseline		46	77%	14	23%	60	100%
	Intermediaries	22	85%	4	15%	26	100%
	Policymakers	24	71%	10	29%	34	100%
School and community baseline		723	67%	356	33%	1079	100%
	Intermediaries	262	77%	77	23%	339	100%
	Practitioners	461	62%	279	38%	740	100%
Total		**769**	**68%**	**370**	**32%**	**1139**	**100%**

Disaggregating the respondents by occupation, as shown in Table 12, we found that the higher an individual's position in the government hierarchy, for example, as the regent or head of education, the more likely he or she will use a universal approach. Similarly, the Educational Quality Assurance Council (LPMP), which is not engaged in day-to-day school activities, uses a universal approach. In contrast, around 80 per cent of supervisors, 86 per cent of school principals and around 60 per cent of teachers use a niche approach. This is a promising situation since people who work more closely with students on a daily basis are more likely to use a niche approach.

Table 12: Stakeholders' approaches in identifying problems, disaggregated by occupation type

Data source	Niche		Universal		Total	Total
	#	%	#	%	#	%
District and province baseline	**46**	**77%**	**14**	**23%**	**60**	**100%**
Supervisor	10	83%	2	17%	12	100%
Secretary of education	6	75%	2	25%	8	100%
Education board	6	86%	1	14%	7	100%
Head of basic education	5	71%	2	29%	7	100%
Head of education	4	57%	3	43%	7	100%
Supervisor coordinator	6	100%		0%	6	100%
Head of personnel	6	100%		0%	6	100%
Regent	3	60%	2	40%	5	100%
Regional secretary		0%	1	100%	1	100%
LPMP		0%	1	100%	1	100%
School and community baseline	**723**	**67%**	**356**	**33%**	**1079**	**100%**
Teacher	461	62%	279	38%	740	100%
School principal	129	86%	21	14%	150	100%
School committee	101	68%	48	32%	149	100%
Supervisor	32	80%	8	20%	40	100%
Total	**769**	**68%**	**370**	**32%**	**1139**	**100%**

Stakeholders' approaches to developing solutions

In contrast to identifying problems, where most respondents use a niche approach, most respondents at the district or provincial level rely on a universal approach in developing solutions. At the school level, while the proportion of respondents using a niche approach is still more than half, around 45 per cent of the respondents also use a universal approach. Therefore, it appears that in West Nusa Tenggara, although problems are mostly identified using a niche approach, developing solutions still relies significantly on the universal approach.

Table 13: Stakeholders' approaches in developing solutions

Data source	Niche		Universal		Total	
	#	%	#	%	#	%
District and province baseline	23	38%	37	62%	60	100%
School and community baseline	590	55%	489	45%	1079	100%
Total	**613**	**54%**	**526**	**46%**	**1139**	**100%**

District disaggregated data, as presented in Table 14, shows that all district and provincial level respondents in West Sumbawa and Dompu relied on a universal approach in developing solutions. In contrast, most respondents in Sumbawa and North Lombok used the niche approach. Therefore, the contradicting approaches in identifying problems and developing solutions were most obvious in West Sumbawa and Dompu, followed by Central Lombok and Bima.

Table 14: Stakeholders' approach in developing solutions, disaggregated by district

Data source	District	Approach to solution		
		Niche	Universal	Total
District and province baseline		**23**	**37**	**60**
	Sumbawa	7	2	9
	North Lombok	7	2	9
	Bima	4	5	9
	Central Lombok	4	5	9
	NTB	1	5	6
	West Sumbawa		9	9
	Dompu		9	9
School and community baseline		**590**	**489**	**1079**
	North Lombok	297	246	543
	Sumbawa	293	243	536
Total		**613**	**526**	**1139**

Disaggregating the responses by occupation, Table 15 shows the trend already observed. Those closer to day-to-day school activities (school principals, teachers, supervisors, school committee members) use a niche approach more often. Looking across schools, school principals use a niche approach the most. Half of the teachers use a universal approach in developing solutions.

Table 15: Stakeholders' approaches in developing solutions, disaggregated by occupation type

Data source	Niche		Universal		Total	
	#	%	#	%	#	%
District and province baseline	**23**	**38%**	**37**	**62%**	**60**	**100%**
Education board	4	57%	3	43%	7	100%
Regent	3	60%	2	40%	5	100%
Head of basic education		0%	7	100%	7	100%
Head of education	3	43%	4	57%	7	100%
Head of personnel	2	33%	4	67%	6	100%
LPMP		0%	1	100%	1	100%
Regional secretary		0%	1	100%	1	100%
Secretary of education	3	38%	5	63%	8	100%
Supervisor coordinator	2	33%	4	67%	6	100%
Supervisor	6	50%	6	50%	12	100%
School and community baseline	**590**	**55%**	**489**	**45%**	**1079**	**100%**
School committee	86	58%	63	42%	149	100%
School principal	111	74%	39	26%	150	100%
Supervisor	23	58%	17	43%	40	100%
Teacher	370	50%	370	50%	740	100%
Grand total	**613**	**54%**	**526**	**46%**	**1139**	**100%**

EDUCATIONAL SERVICE DELIVERY POLICY, PRACTICE AND PLANS AT DISTRICT LEVEL

Key performance indicator reference:

1.1. The use of tested and successful contextually-relevant approaches to improving literacy and numeracy

Precise indicator reference:

1.1.2 : Number of districts that make improvements in educational service delivery practices

The programs and plans that have been improved by districts in 2015–2016

This sub-section focuses on the district and provincial policies, practices and plans related to education. The survey identified nine areas of education service delivery.

On one hand, among the nine service delivery areas listed, the respondents stated that the most improved programs are related to human resources management and teacher quality improvement. On the other hand, the most difficult aspects are improving schools and making system-wide reforms.

Aggregated ranking of the most common to the least common program improvements:

1. Human resources management
2. Teacher quality Improvement
3. Data use
4. School management
5. Planning and budgeting
6. Resource allocations
7. Teaching and learning
8. School improvement
9. Education system reform

Looking at the improvements by districts, respondents in North Lombok, Central Lombok, Sumbawa and West Sumbawa stated that they have achieved improvements in all areas, while Dompu claimed improvements in only four areas. Officials in Bima said they had not achieved any improvements in the past 12 months.

Table 16: Plans and programs that districts improved in 2015–2016

Sector	North Lombok	Central Lombok	Sumbawa	West Sumbawa	Bima	Dompu	Province
Human resources management	Y	Y	Y	Y	N	N	Y
Teacher quality improvement	Y	Y	Y	Y	N	Y	Y
Data use	Y	Y	Y	Y	N	Y	N
School management	Y	Y	Y	Y	N	N	Y
Planning and budgeting	Y	Y	Y	Y	N	N	N
Resource allocation	Y	Y	Y	Y	N	Y	N
Teaching and learning	Y	Y	Y	Y	N	N	Y
School improvement	Y	Y	Y	N	N	Y	N
Education system reform	N	Y	Y	Y	N	N	Y
Total	**8**	**9**	**9**	**8**	**0**	**4**	**5**

Note: Y (Yes) and N (No)

Priority programs in the district plans in 2015–2016

The respondents identified 18 programs in 2016-2017 and Table 17 shows their distribution by district and by provincial government. Sumbawa had seven programs while Central Lombok and Bima had six and five programs respectively. North Lombok, West Sumbawa and Dompu planned two programs, while the provincial government planned to implement three programs.

Among the 18 planned programs listed, only seven are related to INOVASI's focus areas. However, all six districts have at least one of the seven programs, implying that INOVASI would be able to collaborate with all six districts, albeit in slightly different areas in each.

Table 17: District priority programs, 2016–2017

Priority programs	North Lombok	Central Lombok	Sumbawa	West Sumbawa	Bima	Dompu	NTB
Improved education service and quality	X	X	X		X		X
Improved education access for all children	X	X					X
Improved teacher quality in teaching				X			
Improved teacher and student quality			X	X	X		
Teacher distribution		X				X	
Realisation of regent's vision and mission			X				
Improved student learning results						X	
Improved school management							X
Improved education infrastructure		X					
Improved and updated teaching methods			X				
Rank promotion improvement		X					
Improved moral quality of students					X		
Upgraded teacher competence					X		
Teacher recruitment			X				
Bureaucratic reform and better public service					X		
Vocational high school development			X				
Human resource development		X					
MoU for elementary school principal assignment			X				

Support needed from INOVASI

The district and provincial level baseline survey also identified respondents' opinions on the kind of support they need from INOVASI in their upcoming programs. Table 18 shows that close to 40 per cent of respondents need support in developing teacher training materials on various subjects and this is the area cited the most. Table 19 presents the kinds of support districts need and INOVASI could use the list to identify areas of engagement in each district.

Table 18: Support needed from INOVASI, all districts

Support needed from INOVASI	% of respondents
Develop teacher training materials	38%
Improve capacity of school stakeholders	9%
Improve teaching quality and infrastructure	7%
Provide support for all educational stakeholders	4%
Promote the education reform agenda	4%
Improve distribution of teachers and supervisor's role	2%
Improve equity and equality in education access and quality	2%
Promote minimum service standards in schools	2%
Provide competitions for students	2%
Provide school management training	2%
Improve teachers and students' quality	2%
Promote accountability and transparency in final exam implementation	2%
Promote and improve the supervisor's role	2%
Promote the online system in training and service delivery	2%
Improve the teacher recruitment system	2%
Improve students' reading skills	2%
Research support	2%
Improve infrastructure in schools	2%
Improve teaching quality and Infrastructure	2%
Provide students' uniforms and utensils	2%
Improve teaching quality and professionalism	2%
Promote the implementation of Curriculum 13	2%

Table 19: Support needed from INOVASI, disaggregated by district

District	INOVASI support needed
North Lombok	Develop teacher training materials
	Provide competitions for students
	Improve teaching quality and infrastructure
	Provide support for all education stakeholders
Central Lombok	Develop teacher training materials
	Improve capacity of school stakeholders
	Provide support for all education stakeholders
	Research support
	Improve the teacher recruitment system
Sumbawa	Develop teacher training materials
	Promote and improve supervisor's role
	Promote accountability and transparency in final exam implementation
	Improve capacity of school stakeholders
	Promote the online system in training and service delivery
	Promote minimum service standards in schools
West Sumbawa	Develop teacher training
	Improve capacity of school stakeholders
	Improve teaching quality and infrastructure
Bima	Improve teaching quality and infrastructure
	Improve distribution of teachers and supervisor's role
	Improve equity and equality in education access and quality
	Improve teacher and student quality
	Improve teaching quality and professionalism
	Promote the education reform agenda
Dompu	Develop teacher training materials
	Provide students' uniforms and utensils
	Improve infrastructure in school
	Promote the implementation of 2013 curriculum
	Promote the education reform agenda
	Improve students' reading skills

SCHOOL PLANNING AND POLICYMAKING PROCESSES

Key performance indicator reference:

2.2 Education practitioners, intermediaries and policymakers have improved capacity to develop and implement context-relevant approaches for improving literacy and numeracy

Precise indicator reference

2.2.2: Number of service units (schools) with improved institutional and organisational capacity to address literacy and numeracy

The baseline survey attempted to measure the institutional and organisational capacity to address literacy and numeracy. The capacity is translated into processes in planning and developing policies and the actors involved.

Most common process in developing school policy

The most commonly-used processes for developing school policies started with a set of meetings with relevant stakeholders. Observation was also quite commonly used. However, school policies were not usually based on information from reference materials or training programs, from asking students or from evaluation results.

Process to develop school-level policies (descending order)

1. Meeting with relevant stakeholders
2. Observation
3. Consulting experts
4. Reading books/reference materialsAttending training
5. Other (such as, student inputs, school evaluation results)

Teachers' participation in school policymaking

The school and community level baseline survey also asked all respondents whether teachers are usually involved in developing policies. Table 20 shows that two-thirds of the respondents, who included teachers, principals, school committee members and supervisors, said that teachers are involved. This rate was similar in North Lombok and Sumbawa. Out of the teachers, 62 per cent said that they were involved in developing school policies.

Table 20: Number of teachers involved in school policymaking, disaggregated by district

District	Yes	Yes (%)		No	No (%)	Total #
North Lombok	354	65%		189	35%	543
Sumbawa	369	69%		167	31%	536
Total	**723**	**67%**		**356**	**33%**	**1079**

Evidence used to support problem and solution identification

Part of the organisational capacity to develop approaches or policies relates to the kind of evidence used to identify problems and solutions concerning education. This sub-section looks at the types of evidence respondents use.

The following sources of evidence were used by at least one respondent:

1. Observation records
2. Students' learning results
3. School reports/records
4. Input from teachers
5. Input from parents
6. Input from community
7. Data on teachers' competence
8. Monitoring and evaluation data from the supervisor
9. Core education data (*Dapodik*)
10. Student numbers data
11. Minimum service standard (*SPM*)
12. Others (for example: data on infrastructure conditions; student development records; sub-village committee reports).

At district and provincial level, two respondents did not provide answers because they had not been involved in policymaking (Table 21) and at the school level, one-third of respondents did not provide answers for the same reason. Out of those who answered, all respondents at district and province level used data or evidence to support problem and solution identification. Similarly, at the school level, after excluding the non-responses, most respondents said that they used data and information.

Table 21: Number of stakeholders who use data or evidence to support the process of identifying problems and solutions

Data source	Yes		No		n/a		Total
District and province baseline	58	97%	0	0%	2	3%	60
School and community baseline	524	49%	199	18%	356	33%	1079
Total	**582**	**51%**	**199**	**17%**	**358**	**31%**	**1139**

A breakdown by district is not provided as all district respondents said that they used data or evidence to support problem and solution identification. At the school level, the use of data or evidence was less common in North Lombok than in Sumbawa, after excluding the non-responses (Table 22). The results from both levels show the need for school-level stakeholders to use more data or evidence to support their problem and solution identification.

Table 22: Number of stakeholders who use data or evidence to support problem and solution identification, based on the school and community baseline, disaggregated by district

District	N	Yes	Yes (%)	No	No (%)	n/a	n/a (%)
North Lombok	543	251	46%	103	19%	189	35%
Sumbawa	536	273	51%	96	18%	167	31%
Total	**1079**	**524**	**49%**	**199**	**18%**	**358**	**33%**

The breakdown by stakeholders' occupation at the district and province level is not provided since all the stakeholders said they use evidence or data, apart from those who did not respond to the question. However, at the school level, there is a relatively big difference (21 percentage points) between practitioners and intermediaries in terms of evidence usage (Table 23). Examining the use of evidence by occupation at the school level, all supervisors used evidence and most of the teachers (noting the large proportion of teachers who did not answer the question), principals and school committee members (also a sizeable proportion of respondents did not answer the question).

Table 23: Number of stakeholders who use data or evidence to support problem and solution identification, based on the school and community baseline, disaggregated by stakeholder group and occupation type

Stakeholder category	Yes		No		n/a	
	#	%	#	%	#	%
Practitioners	309	42%	152	21%	279	38%
Intermediaries	215	63%	47	14%	77	22%
Total	**524**	**51%**	**199**	**17%**	**358**	**31%**
Occupation	**Yes**		**No**		**n/a**	
	#	%	#	%	#	%
Supervisor	32	80%	0	0%	8	20%
Teacher	309	42%	152	21%	279	38%
School principal	112	75%	17	11%	21	14%
School committee	71	48%	30	20%	48	32%

The next question was about the types of evidence or data that the respondents use. Table 24 shows some heterogeneity at the district and provincial level. Observation records are used only in Central Lombok, West Sumbawa and Bima. All districts except West Sumbawa use students' learning reports, school reports and data on teachers' competence. All six districts and the provincial government relied on monitoring data produced by supervisors. Finally, input from teachers, parents and communities is rarely used. Basic education data (Dapodik) are also only used in three districts.

Table 24: Sources of evidence used by stakeholders based on district and province baseline, disaggregated by district

Source	Number of respondents and rank ( ) by district						
	North Lombok	Central Lombok	Sumbawa	West Sumbawa	Bima	Dompu	NTB
Observation records	0	2 (2)	0	1 (3)	1 (5)	0	0
Student learning results	2 (3)	1 (6)	1 (3)	0	2 (4)	1 (4)	0
School report / records	4 (1)	2 (2)	1 (3)	0	8 (1)	2 (3)	2
Input from teachers	0	0	0	0	1	0	0
Input from parents	0	0	0	0	0	0	0
Input from community	0	0	0	3 (2)	0	1 (4)	0
Data on teacher competence	3 (2)	1 (6)	3 (2)	0	1	5 (1)	1
M&E data from supervisor	2 (3)	8 (1)	5 (1)	8 (1)	5 (3)	2 (3)	0
Dapodik	2 (3)	2 (2)	1 (3)	0	0	0	0
Student numbers data	1 (4)	0	0	0	0	0	1
Minimum service standards	2 3)	2 (2)	1 (3)	0	0	0	1

Table 25 lists the types of evidence used at the school level. It shows that observation records are used most often, followed by student learning results and school reports. Therefore, it appears that at the school level, the focus is already on student learning outcomes and teaching practices. Schools also rely more on inputs from teachers, parents and communities than on data on teachers' competence. Monitoring data from supervisors and Dapodik are not used at all by the school-level stakeholders.

Table 25: Sources of evidence used by stakeholders based on school and community baseline, disaggregated by district

Source	Number of respondents and rank ( ) by district	
	North Lombok	Sumbawa
Observation records	191 (1)	173 (1)
Student learning results	38 (2)	111 (2)
School report / records	68 (3)	84 (3)
Input from teachers	53 (5)	68 (4)
Input from parents	57 (4)	53 (5)
Input from community	42 (6)	37 (6)
Data on teacher competence	23 (7)	29 (7)
M&E data from supervisor	0	0
Dapodik	0	0
Student number data	0	0
Minimum service standards	0	0

Next, Table 26 shows the data disaggregated by occupation. The top three sources of evidence used by the regent are school records, monitoring data from supervisors and data on teachers' competence. Individuals at the district education office (head, secretary, head of basic education and head of personnel) also used monitoring data from supervisors and school records. The differences are that the head and secretary of education also use Dapodik data, while the head of basic education

looked at minimum service standards achievements. The head of personnel understandably uses data on teachers' competence. Finally, the table shows that the regional secretary, the highest-ranking public servant in a district, does not use much evidence or data.

Table 26: Sources of evidence used by stakeholders based on district and provincial baseline, disaggregated by occupation type

Occupation	RANK		
	1	2	3
Regent	School records	M&E data by supervisor	Data on teachers and teacher competence
Head of education	M&E data by supervisor	Dapodik data	School records
Secretary of education	M&E data by supervisor	Dapodik data	School records
Head of basic education	School records	M&E data by supervisor	Minimum service standards data
Head of personnel	M&E data by supervisor	Data on teachers and teachers' competence	School records
Supervisor coordinator	M&E data by supervisor	School records	Input from teacher
Supervisors	School records	M&E data by supervisor	Data on teachers and teachers' competence
Education board	School records	M&E data by supervisor	Inputs/records from community
LPMP	School records		
Regional secretary	Other		

At the school level (Table 27), people in all occupations use observation records the most. Student learning outcomes are the second most used source of information by teachers and the third most used by principals. School committee members use information from parents and the community, indicating that they attempt to play their role.

Table 27: Sources of evidence used by stakeholders based on school and community baseline, disaggregated by occupation type

Occupation	RANK		
	1	2	3
Supervisors	Observation records	School records	Data on teachers and teachers' competence
Teachers	Observation records	Students' learning results	School records
School principals	Observation records	School records	Student's learning results
School committee	Observation records	Inputs/reports from community	Inputs from parents

AWARENESS OF THE IMPORTANCE OF LEARNING OUTCOMES

Key performance indicator reference :

3.1 An increased awareness of the importance of improving literacy and numeracy

Precise indicator reference:

3.1.1. Number of stakeholders identifying literacy and numeracy as an important issue (as a results indicator)

The list of the top issues in basic education, ranked by priority were as folows :

1. 1. Physical improvement
2. 2. Guides and learning books
3. 3. Teachers' performance and quality
4. 4. Teaching guidebooks
5. 5. Teaching aids
6. 6. Parental support7. School facilities
7. 8. Number of teachers
8. 9. Teachers' behaviour
9. 10. Students' behaviour
10. 11. Students' learning results
11. 12. Principal's leadership
12. 13. School committee support
13. 14. Students low levels of interest of in reading
14. 15. Performance below minimum service standards
15. 16. Limited budget
16. 17. Other

The top three issues are shown in Table 28. The only issue that arises in both data sources is teachers' performance and quality. This means all INOVASI stakeholders in the province, districts and schools think that teachers' performance and quality in West Nusa Tenggara is still low. However, based on the priority of the issue, the stakeholders at school level do not think of this issue is as pertinent as the stakeholders at district and provincial level do.

Table 28: Aggregate top three main basic education issues

District and province baseline	1. Teacher performance & quality	2. Number of teachers	3. School facilities
School and community baseline	1. Physical improvement	2. Guide learning books	3. Teacher performance & quality

The finding is relevant to key performance indicator 3.1 in the INOVASI results framework, which is: 'an increased awareness of the importance of improving literacy and numeracy'. Therefore, we needed to establish how many stakeholders identified literacy and numeracy as an important issue during the baseline survey. However, since neither baselines asked a question specifically on literacy and numeracy, learning outcomes was used as a proxy to measure whether our respondents identify literacy and numeracy as main issues. In aggregate, only 7 per cent of respondents in the district and provincial baseline, and 10 per cent of respondents in the school and community baseline, acknowledged student learning outcomes as one of the top three education issues in West Nusa Tenggara (Table 29).

Table 29: Number of respondents that identify learning outcomes in literacy and numeracy as one of the top three issues

Source	N	Yes	Yes (%)	No	No (%)
District and province survey	60	4	7%	56	93%
School-community Survey	1079	109	10%	970	90%

Disaggregated by districts, only a maximum of two respondents from North Lombok, Sumbawa and Bima identified student learning outcomes as a priority issue (Table 30). Even at school level, the proportion of respondents that acknowledged student learning outcomes as a top issue was low. The proportion in North Lombok was half the rate in Sumbawa (Table 31). This limited awareness of student learning outcomes provides an opportunity for INOVASI to raise awareness about the importance of literacy and numeracy.

Table 30: Number of respondents that identify learning outcomes in literacy and numeracy as one of the top three issues, by district, based on the district and province baseline

Location	N	Yes	Yes (%)	No	No (%)
North Lombok	9	2	22%	7	78%
Central Lombok	9	0	0%	9	100%
Sumbawa	9	1	11%	8	89%
West Sumbawa	9	0	0%	9	100%
Bima	9	1	11%	8	89%
Dompu	9	0	0%	9	100%
NTB	6	0	0%	6	100%
Total	**60**	**4**	**1%**	**56**	**99%**

Table 31: Number of respondents that identify learning outcomes in literacy and numeracy as one of the top three issues, by district, based on the school and community baseline

Location	Number	Yes	Yes (%)	No	No (%)
North Lombok	543	36	7%	507	93%
Sumbawa	536	73	14%	463	86%
Total	**1079**	**109**	**10%**	**970**	**90%**

Table 32 and 33 show the number of the respondents by stakeholder grous that identify learning outcomes in literacy and numeracy as a top three priority issue. Based on these two tables, it can be identified whether decision makers, intermediaries or practitioners recognised learning outcomes as one of the top three priority issues. At district and provincial level, as a proportion, more decision makers than intermediaries identify learning outcomes as a main priority issue. However, at the school level, as a proportion, more intermediaries than practitioners acknowledge this issue. Overrall, awareness about low student learning outcomes remains limited among all stakeholders.

Table 32: Number of respondents that identify learning outcomes in literacy and numeracy as one of the top three issues, by stakeholder group, based on the district and provincial baseline

	Number	Yes	Yes (%)	No	No (%)
Intermediaries	26	1	4%	25	96%
Policymakers	34	3	9%	31	91%
Total	**60**	**4**	**7%**	**56**	**93%**

Table 33: Number of respondents that identify learning outcomes in literacy and numeracy as one of the top three issues, by stakeholder group, based on the school and community baseline

	Number	Yes	Yes (%)	No	No (%)
Practitioners	740	65	9%	675	91%
Intermediaries	339	44	13%	295	87%
Total	**1079**	**109**	**10%**	**970**	**90%**

Lastly, by occupation, the head of education, head of personnel and supervisor coordinator were the three who identified student learning outcomes as a priority issue (Table 34). The proportion was equally low at the school level. However, 17 per cent of school principals identified learning outcomes as an important issue.

Table 34: Number of respondents that identify learning outcomes in literacy and numeracy as one of the top three issues, by occupation, based on the district and province baseline

	N	Yes	Yes (%)	No	No (%)
Regent	6	0	0%	6	100%
Head of education	7	2	29%	5	71%
Secretary of education	7	0	0%	7	100%
Head of basic education	7	0	0%	7	100%
Head of personnel	6	1	17%	5	83%
Supervisor coordinator	6	1	17%	5	83%
Supervisors	12	0	0%	12	100%
Education board	7	0	0%	7	100%
LPMP	1	0	0%	1	100%
Regional secretary	1	0	0%	1	100%
Total	**60**	**4**	**7%**	**56**	**93%**

Table 35: Number of respondents that identify learning outcomes in literacy and numeracy as one of the top three issues, by occupation, based on the school and community baseline

	N	Yes	Yes (%)	No	No (%)
Supervisors	40	4	10%	36	90%
Teachers	740	65	9%	675	91%
School principals	150	25	17%	125	83%
School committee	149	15	10%	134	90%
Total	**1079**	**109**	**10%**	**970**	**90%**

LEARNING FOR ALL

Key perfromance indicator reference :

4.1 Classroom learning opportunities for hard-to-teach children have been improved

Precise indicator reference:

4.1.1: Percentage of policymakers who provide resources for improving classroom learning opportunities for hard-to-teach children (*results indicator*)

In this section, the analysis was carried out in three steps. First, the respondents were asked whether they thought that certain groups of students face more learning difficulties. Second, those who responded affirmatively to the first question, were given twelve groups and asked to identify which student groups are left behind in learning. These groups represent students:

1. From families with broken homes With learning difficulties
2. Boys
3. Girls
4. With a physical disability

5. From poor families
6. In remote areas
7. In rural areas
8. In urban areas
9. From different ethnicity
10. From particular religions
11. Other

A number of other issues were raised but not in significant numbers, for example:

1. Environment unconducive for learning, for example, residing around markets
2. Children from uneducated families
3. Children with mental illness
4. Children not living with their parents, for example, children of migrant parents

The analysis focused on the first eleven groups. Finally, the discussion on this sub-section was about mapping the district resources for low-performing students. This part involved listing the resources required for the intended target groups and was the most relevant for Indicator 4.1.1.

Learning as more problematic for certain groups of students

We did not ask all respondents in the district and province baseline survey the first question on whether certain groups of students face more learning difficulties as we assumed that some respondents had no knowledge about this question.[5] Therefore, we have a 25 per cent non-response rate on this question. The respondents who answered 'yes' considered that certain groups faced more learning difficulties and around 70 per cent of respondents in both surveys responded yes (Table 36). This result shows that most respondents agreed that certain student groups in West Nusa Tenggara tend to have learning difficulties.

Table 36: Number of respondents that consider learning more of a problem for certain groups of students

Data source	Yes	Yes (%)	No	No (%)	N/A	N/A (%)	Total	Total (%)
District and province baseline	41	68%	4	7%	15	25%	60	100%
School and community baseline	784	73%	295	27%	0	0%	1079	100%
Total	**825**	**72%**	**299**	**26%**	**15**	**1%**	**1139**	**100%**

Disaggregated by district, 78 per cent of respondents in North Lombok, Central Lombok, West Sumbawa and Dompu districts acknowledged this issue (Table 37). However only 44 per cent of respondents acknowledged this matter in Sumbawa and 67 per cent of respondents acknowledged

[5] The respondents excluded from this question were the district regent, head of education, head of the Educational Quality Assurance Council (LPMP) and West Nusa Tenggara province regional secretary

it in Bima. At the school level (Table 38), the respondents in Sumbawa and North Lombok appeared to have similar opinions. Overall, 73 per cent of school-level respondents agreed that some groups face more learning difficulties.

Table 37: Number of respondents that consider that learning is more of a problem for certain groups of students, by district, based on the district and provincial baseline

District	Number	Yes	Yes (%)	No	No (%)	N/A	N/A (%)
North Lombok	9	7	78%	0	0%	2	22%
Central Lombok	9	7	78%	0	0%	2	22%
Sumbawa	9	4	44%	3	33%	2	22%
West Sumbawa	9	7	78%	0	0%	2	22%
Bima	9	6	67%	1	11%	2	22%
Dompu	9	7	78%	0	0	2	22%
Province	6	3	50%	0	0	3	50%
Total	**60**	**41**	**68%**	**4**	**7%**	**15**	**25%**

Table 38: Number of respondents that consider learning more of a problem for certain groups of students, by district, based on the school and community baseline

District	Number	Yes	Yes (%)	No	No (%)	N/A	N/A (%)
North Lombok	543	398	73%	145	27%	0	0%
Sumbawa	536	386	72%	150	28%	0	0%
Total	**1079**	**784**	**73%**	**295**	**27%**	**0**	**%**

Turning to the stakeholder groups, all the policymaker respondents (except those excluded from the question) agreed that certain groups of students have more learning problems (Table 39). However, 15 per cent of intermediaries at the district or provincial level do not think that certain groups experience more learning difficulties. At the school level, there was no difference in the proportion of intermediaries and practitioners who answered yes or no (Table 40) to this question.

Table 39: Number of respondents that consider learning more of a problem for certain groups of students, by stakeholder, based on the district and provincial baseline

Group	N	Yes	Yes (%)	No	No (%)	N/A	N/A (%)
Intermediaries	26	21	81%	4	15%	1	4%
Policy makers	34	20	59%	0	0%	14	41%
Total	**60**	**41**	**68%**	**4**	**7%**		**25%**

Table 40. Number of respondents that consider learning more of a problem for certain groups of students, by stakeholder, based on the school and community baseline

Group	N	Yes	Yes (%)	No	No (%)	N/A	N/A (%)
Practitioners	740	537	73%	203	27%	0	0%
Intermediaries	339	247	73%	92	27%	0	0%
Total	**1,079**		**73%**		**27%**	**0**	**0%**

Aside from the respondents excluded from this question (the district regent, head of education, head of the Educational Quality Assurance Council and the West Nusa Tenggara regional secretary) most of the respondents are aware of the differential learning issues. At the school level, principals were the most aware that certain groups of students face more problems, followed by teachers (Table 42).

Table 41. Number of respondents that consider learning more of a problem for certain groups of students, by occupation, based on the district and provincial baseline

Occupation	Number	Yes	Yes (%)	No	No (%)	N/A	N/A (%)
Regent	6	0	0%	0	0%	6	100%
Head of education	7	0	0%	0	0%	7	100%
Secretary of education	7	7	100%	0	0%	0	0%
Head of basic education	7	7	100%	0	0%	0	0%
Head of personnel	6	6	100%	0	0%	0	0%
Supervisor coordinator	6	5	83%	1	17%	0	0%
Supervisors	12	10	83%	2	17%	0	0%
Education board	7	6	86%	1	14%	0	0%
LPMP	1	0	0%	0	0%	1	100%
Regional secretary	1	0	0%	0	0%	1	100%
Total	**60**	**41**		**4**		**15**	

Table 42. Number of respondents that consider learning more of a problem for certain groups of students, by occupation, based on the school and community baseline

Occupation	Number	Yes	Yes (%)	No	No (%)	N/A	N/A (%)
Supervisors	40	28	70%	12	27%	0	0%
Teachers	740	537	73%	203	27%	0	0%
School principals	150	114	76%	36	24%	0	0%
School committee	149	105	70%	44	0	0	0%
Total	**1079**	**784**		**295**		**15**	

Groups of students identified as having learning difficulties

This section looks at how the respondents identified which groups of students tend to have more learning problems. From the seven groups selected by intermediaries at the provincial or district level, the groups considered to have more learning problems were students who live in remote areas (Table 43). In contrast, policymakers identified students from poor families as the most likely group to have learning problems. Even though the intermediaries and policymakers selected almost the same groups, they ranked them differently.

At the school level, practitioners and intermediaries selected similar groups (Table 44) and ranked them in almost the same way. Therefore, the results show that the district or provincial level stakeholders have a more diverse view on groups with learning problems than the school-level stakeholders.

Table 43: Groups of students identified and ranked as likely to have more problems with learning in the district and provincial baseline

Rank (most to least)	Intermediaries	Policymakers
Number of participants	25	20
1	Remote areas	Poor families
2	Rural areas	Remote areas
3	Poor families	Rural areas
4	Broken home	Physical disabilities
5	Learning difficulties	Broken homes
6	Boys	Girls
7	Physical disabilities	Urban areas

Table 44. Groups of students who are identified as likely to have more problems with learning in the school and community baseline

Rank (most to least)	Intermediaries	Policymakers
N of participants	740	339
1	Broken homes	Broken homes
2	Learning difficulties	Learning difficulties
3	Boys	Physical disability
4	Physical disability	Boys
5	Poor families	Poor families
6	Remote areas	Remote areas
7	Rural areas	Rural areas
8	Girls	Girls
9	Urban	Urban
10	Ethnicity	Ethnicity

District programs and resources for certain groups of low-performing students

This section is about mapping the resources that districts allocate to certain groups of students, using the district and provincial baseline. As mentioned, this sub-section is most relevant for indicator 4.1.1 from the program results framework.

Table 45 lists the programs to allocate resources to certain groups. However the list excludes national programs or district programs that are aimed at all students and practitioners. Overall, all six districts have programs for certain groups of low-performing students. Therefore, Indicator 4.1.1 is already at 100 per cent at the baseline. The key for INOVASI is to support policymakers so that these programs effectively reach these low-performing groups.

Table 45: Programs and resources allocated by the districts to support certain groups of low-performing students

District	Program/Resource	Target
North Lombok	Free transport to school	Children in remote or rural areas
	Regent's decree for tuition fee scheme	Children from poor families
	Improvement of school facilities	Children in remote or rural areas
	Inclusion education program (training and funding from BOD)	Children with special needs, teachers, principals, and supervisors
Central Lombok	Fund for poor students	Children from poor families
	Inclusive school program	Teachers, principals and supervisors
	Additional role program for special schools (*Program Kewenangan Tambahan*)	Special educators/ teachers from special schools
Sumbawa	Remedial program	Students with learning difficulties
Sumbawa Barat	Extra tuition/ remedial program	Students with learning difficulties
Bima	Transport Fund	Students in remote or rural areas
	Encouraging talented young people to live and teach in remote areas in Bima (*Bima Mengajar*)	Students in remote or rural areas.
	Parents of children with special needs community	Students with special needs and their parents
Dompu	Literacy and numeracy improvement program	Students with learning difficulties

Corresponding to the group identified as having the most learning problems in Table 43, the district governments mainly allocate resources to helping children in remote or rural areas – by providing funds for transport –and children from poor families – through scholarships or tuition subsidies. Learning difficulties are addressed mainly through remedial programs.

An important note is that the list contains few programs that appear to be home-grown from the districts (*Program Kewenangan Tambahan*). The rest of the programs appear to be adopted from other areas. There is little information on whether any local contextualisation was done before these programs were implemented.

Chapter 6. Summary

This program baseline study referred to the INOVASI results framework, measuring the baseline condition of the eight indicators in West Nusa Tenggara. Out of these eight indicators, four indicators (1.1.1., 1.2.2., 2.1.1, 3.2.1) are directly dependent on INOVASI products and results. Therefore, at baseline, these indicators are zero by default.

Our finding that none of our respondents use local information to identify problems or solutions is relevant for precise indicator 1.1.1 in the INOVASI results framework on the use of contextually-relevant approaches. A large proportion of respondents, especially those at the district level, still rely on universal approaches. Since INOVASI is about local approaches, the shift from universal to niche and then to local approaches will be a measure of INOVASI's success.

For precise indicator 1.1.2 on improving service delivery practices, our district and provincial level survey and school and community level survey show that five partner districts claimed to have made improvements in the past year. However, the true measure of improvement will be if the districts made improvements due to INOVASI.

For precise indicator 2.2.2 on improving the capacity to address literacy and numeracy issues, we were able to provide a baseline state of capacity at the province, district and school levels. However, our baseline results show that we need to create more specific instruments to measure capacity among our stakeholders. In the coming years, we will measure any changes to this capacity.

Precise indicator 3.1.1 focuses on stakeholders' awareness of the importance of literacy and numeracy and only 10 per cent of our respondents responded positively. The proportion is equally low among policymakers, practitioners and intermediaries. This gives INOVASI the opportunity to contribute to increasing this awareness.

All districts have specific policies for particular groups of children and precise indicator 4.1.1 is about how much support the districts give to their hard-to-teach students. Most districts focus on children from poor families and children living in rural or remote areas. However, school-level practitioners and intermediaries are beginning to recognise other issues such as, children who have learning difficulties or physical disabilities.

Table 46: Baseline conditions in West Nusa Tenggara

Precise Indicator	Conditions at Baseline - NTB
1.1.1 Number of policymakers, intermediaries, and practitioners using contextually relevant approaches piloted by INOVASI to improve literacy and numeracy.	0
1.1.2 Number of districts that make improvements in educational service delivery practices.	5
1.2.2 Number (and nature) of policy reforms benefiting from INOVASI-generated evidence and supported learning.	0
2.1.1 Number of program-supported high quality products made available to policymakers, intermediaries and practitioners.	0
2.2.2 Number of service units (schools) with improved institutional and organisational capacity to address literacy and numeracy	Proportion of teachers involved in policymaking: 67% Proportion using data in identifying problems and solutions: 51%
3.1.1 Number of stakeholders identifying literacy and numeracy as an important issue.	113 out of 1139 respondents – 10%
3.2.1 Number of contextually-relevant approaches to improve student literacy and numeracy implemented and shared.	0
4.1.1 Percentage of policymakers who provide resources for improving classroom learning opportunities for hard-to-teach children.	All districts have programs or policies for specific groups of children – 100%

The baseline information also points to a number of opportunities for INOVASI in West Nusa Tenggara. First, the use of niche and local approaches in identifying problems and finding solutions is still low. Second, only half of education stakeholders use data in identifying problems. Third, only 10 per cent of stakeholders consider learning outcomes as an important issue in education. Fourth, while all districts have programs or policies for specific groups of children, policies to ensure children with disabilities (either physical or learning) equally access quality education remain limited. The study shows that while on the one hand, there are challenges, on the other hand, this offers an opportunity for INOVASI to play an influential role in improving the quality of education in West Nusa Tenggara.

Annex 1. INOVASI RESULTS FRAMEWORK

(170206 with DFAT PAF 2.0 and SIP 1.0)

KEY PERFORMANCE INDICATOR	PRECISE INDICATOR	LINKS TO	PRIMARY DATA SOURCE	MAIN LEVELS OF DISAGGREGATION	FREQUENCY
1.0 END OF PROGRAM OUTCOMES					
1.1 The use of tested and successful contextually relevant approaches to improving literacy and numeracy increases.	1.1.1 R Number of policy makers, intermediaries and practitioners using contextually relevant approaches piloted by INOVASI to improve literacy and numeracy	PAF # 9[2] SIP # 1.3	Surveys Provincial District School and Community Routine monitoring instruments Biodata Individual impact	Location Stakeholder group Sex/ethnicity/disability	Baseline Annually
	1.1.2 R Number of districts that make improvements in educational service delivery practices	PAF # 12[3] SIP # 1.2	Surveys District survey Routine monitoring instrument Stories of Change	Province Type of improvement	Baseline Annually
	1.1.3 R Number of education organizations outside original Program sites, where INOVASI supported products/ processes are being used		Routine monitoring instrument: Leverage/scale out	Location Type of product or process Organisation type	Quarterly
1.2: The potential for sustainability has been maximized	1.2.1 R Total amount (AUD) of additional (non DFAT) funds leveraged for program activities	PAF # 14[4] PAF # 18[5] SIP # 1.4	Routine monitoring instrument: Leverage/scale out	Activity Location Funding source Reach	Quarterly
	1.2.2 R Number (and nature) of policy reforms benefitting from INOVASI generated evidence and supported learning	PAF #15[6] PAF # 19[7] SIP # 1.1	Surveys Provincial District School and Community Program monitoring instruments Significant Policy Change	Level Type of reform Stage of policy cycle	Baseline Annually
1.3: The Program has promoted a holistic and collaborative approach to improving literacy and numeracy	1.3.1 R Number of opportunities for collaboration successfully pursued		Program records: TBD	Location Purpose Type of collaborator	Quarterly
	1.3.2 R Number of effective partnerships implemented		Program records: TBD	Location Type of partnership Type of partner Purpose	Quarterly
1.4: Key stakeholders have contributed to program development and decision making	1.4.1 R Research and pilot activities implemented as a result of Education Innovation Forums		Routine monitoring instruments Activity database Program records EIF agenda and minutes	Activity type Location	Quarterly

KEY PERFORMANCE INDICATOR	PRECISE INDICATOR	LINKS TO	PRIMARY DATA SOURCE	MAIN LEVELS OF DISAGGREGATION	FREQUENCY
1.5: The Program has shared and communicated key findings across Indonesia	1.5.1 A Number of workshops held to present key research findings and policy options with key stakeholders	PAF #16[8]	Program monitoring records Activity database Biodata and attendance	Activity Location Participants type	Quarterly
	1.5.2 A Number of engagement activities implemented outside direct INOVASI sites		Routine monitoring records: Activity database	Location Activity	
2.0 INTERMEDIATE OUTCOMES					
2.1: Education practitioners, intermediaries and policy makers have access to tested, contextually relevant approaches for improving literacy and numeracy.	2.1.1 R Number of program supported high quality products made available to policy makers, intermediaries and practitioners	SIP output # 2	Surveys Provincial District School and Community Routine monitoring records Product database	Type of product	Quarterly
2.2: Education practitioners, intermediaries and policy makers have improved capacity to develop and implement context relevant approaches for improving literacy and numeracy	2.2.1 R Number of women and men who apply improved technical skills to capacity to support better quality education services	PAF # 9 SIP # 1.3 output # 2	Program monitoring records Impact on practice	Location Stakeholder group Occupation Institution Sex/ethnicity/ disability	Quarterly
	2.2.2 R Number of service units (schools) with improved institutional and organisation capacity to address literacy and numeracy	PAF # 13[9]	Surveys District School and Community Routine monitoring instrument Stories of Change	School type Location Type of change	Baseline Annually
2.3: A greater demand for context relevant approaches to improving literacy and numeracy among education stakeholders.	2.3.1 R Number of requests for services received		Routine monitoring instruments : Request log	Type of request Number responded to Average time to respond	Quarterly

KEY PERFORMANCE INDICATOR	PRECISE INDICATOR	LINKS TO	PRIMARY DATA SOURCE	MAIN LEVELS OF DISAGGREGATION	FREQUENCY
3.0 OUTPUTS					
3.1: An increased awareness of the importance of improving literacy and numeracy	3.1.1 R Number of stakeholders identifying literacy and numeracy as an important issue		Surveys Provincial District School and Community	Stakeholder group Location	Baseline Annually
3.2: A stronger, richer evidence base of different approaches and solutions to improving literacy and numeracy is available.	3.2.1 R Number of tested contextually relevant approaches to improve student literacy and numeracy implemented and shared.	SIP output # 1	Surveys Provincial District School and Community Routine monitoring instruments individual impact evaluation Stories of change	Subject Impact level Stream (1/2/3)	
3.3: More useful opportunities to share and learn approaches and ideas for improving literacy and numeracy provided	3.3.1 R Total number of stakeholders using opportunities to share and learn		Routine monitoring instruments Biodata and attendance Activity database	Location Stakeholder group Occupation Type of activity Sex, ethnicity, disability	
3.4: Policy makers, intermediaries and practitioners have experience in developing and using context specific relevant approaches to improve literacy and numeracy	3.4.1 R Number of stakeholders that actively participate in developing and implementing context specific approaches with INOVASI #		Routine monitoring instruments Biodata and attendance Activity database	Location Occupation Stakeholder group Sex, ethnicity, disability	Quarterly
3.5: Better tools and methodologies to support improving literacy and numeracy have been developed	3.5.1 A Number of INOVASI supported new/improved tools and/or methodologies which support improving literacy and numeracy		Program monitoring instruments Product database	Type Purpose	Quarterly

KEY PERFORMANCE INDICATOR	PRECISE INDICATOR	LINKS TO	PRIMARY DATA SOURCE	MAIN LEVELS OF DISAGGREGATION	FREQUENCY
4.0 INCLUSION					
4.1: Classroom learning opportunities for hard to teach children have been improved.	4.1.1 R Percentage of policy makers who provide resources for improving classroom learning opportunities for hard to teach children.		Surveys Provincial District School and Community Routine monitoring instruments Stories of change	Location Occupation Sex, ethnicity, disability	Baseline Annually
	4.1.2 R Number of success stories of improvements in classroom learning opportunities for hard to teach children.		Routine monitoring instruments s Stories of change	Location Marginalised group	Quarterly
	4.1.3 A Number of pilot activities targeting specific learning needs implemented		Program monitoring instruments Activity database	Location Purpose Marginalised group	Quarterly
4.2: The Program effectively addresses issues on inclusion in implementation	4.2.1 R Overall proportion of budget spent to address specific inclusion needs of different sub populations	PAF # 21[10]	Program Records Review of expenditures	Stakeholder group Sub - population	Quarterly
	4.2.2 A Number of online platforms that support inclusive development	PAF # 17	Program records Review of activities	Type of platform	Quarterly

(Footnotes)

[1] Madrasah schools are religious schools, mostly Muslim schools, that come under the Ministry of Religious Affairs.

[2] Number of women and men who apply improved technical skills to deliver better quality services

[3] Number of districts that made improvements in service delivery practices and policies (benchmark)

[4] Amount of additional funding directed towards more effective human development

[5] Amount of additional funding directed towards more effective inclusive development

[6] Number of instances of improved policy for Human Development

[7] Number of instances of improved policy for inclusive development (benchmark)

[8] Number of people, especially women and men from marginalised groups, who contribute to improved policy (benchmark)

[9] Number of service units with improved institutional and organisation capacity to address frontline needs

[10] Percentage of investments assessed as effectively addressing gender equality in implementation (benchmark)

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