



So, what are we (were we) trying to achieve in the Madrasahs?

- Using Evaluability Assessment to identify changes in the quality of basic education in Islamic schools in Indonesia

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Purpose

- To tell you how a complex multi-million dollar Australian aid program in Indonesia has used Evaluability Assessment (EA) to help identify change in the quality of basic education
- It's about an evaluation problem we faced, and how we solved it
- Using EA to bring stakeholders together in the M&E process to reach consensus on the outcomes, key evaluation questions and performance indicators
- Highlighting the value of EA not just as a Quality at Entry Issue, but also Quality at Implementation

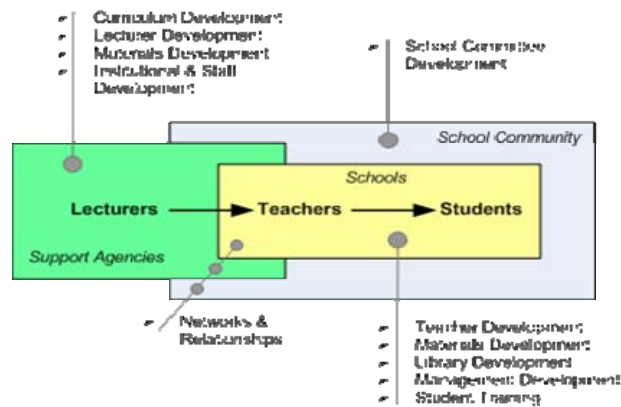
[The Program]

LAPIS (Learning Assistance Program for Islamic Schools)

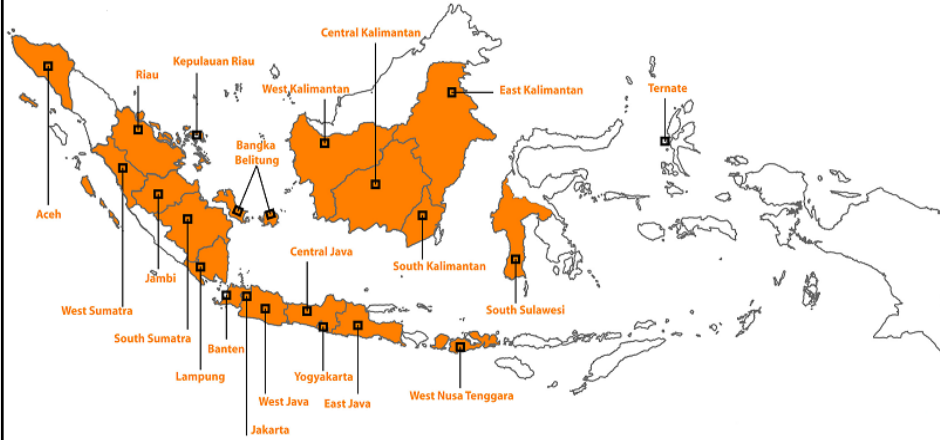
- A\$22 million (2004-2010) activity within the Australia Indonesia Partnership for Development (GoA/GoI) program
- Goal: To contribute to the improved quality of basic education in Islamic schools in Indonesia
- Objectives: working to enhance the education and management capacity of –
 1. School personnel
 2. Support agencies
 3. Madrasah communities

[Program Logic Diagram]

Figure 1 - LAPIS Program Logic



The Setting



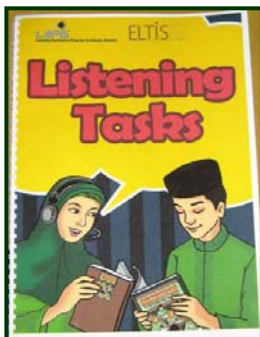
Photos



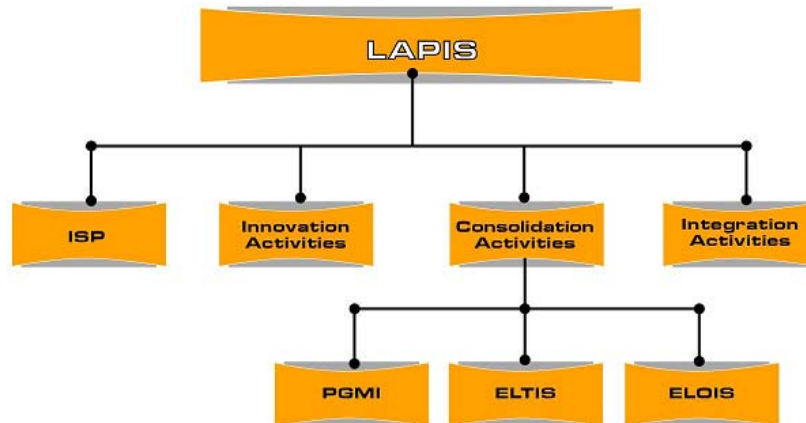
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LAPIS Activities



The Evaluation “Problem”

- LAPIS is a Facility
 - New, flexible, responsive means of aid delivery
 - An evolving, expanding program
 - Over 100 separate activities – range of partners
 - Different focus, size, location, duration
- What process is there to ensure:
 - Clarity of goals and objectives?
 - Common agreement on what (how) the program is trying to achieve?
 - Plausible linkages between activity – level outcomes and the assessments of Program – level outcomes and overall impact?
 - If the overall program is/remains coherent and on track?
- How do you meaningfully engage partners in the design, implementation and findings of the M&E?

Evaluability Assessment (Theory)

- Not new, emerging in the 1970's as a dimension of clarification approaches (See Owen, J. 2006)
- AES Journal Vol 8, No 2, 2008 pp 42 – 48 (Ros Hurworth) provides a brief overview and reference list

A useful definition, and one which resonates with LAPIS experiences is:

“ EA is a pre-evaluation analysis used to determine whether program performance is likely to produce desired results and to increase the usefulness of subsequent evaluation” (Scherzer, 2008)

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LAPIS EA Approach and Process

August – November 2008

- Document review (activity design documents, MEFs, Progress Reports)
- Testing the Program Logic (assessing target outcomes and indicators for each activity)
- Rationalising existing Database (focus on baselines, on going data collection, relevance, accessibility)
- Stakeholder Consultation (5 EA Workshops – building understanding, develop a matrix of KEQs, indicators)

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Matrix

LAPIS Goal: To contribute to the most rapid quality of basic education in Islamic schools in Indonesia					
LAPIS Purpose: To enable the teaching system, curriculum and process learning on a subject in the Islamic basic education and gender					
LAPIS Objective: (1) To enhance the capacities of support teachers to provide quality education to children in Islamic basic education; (2) To enhance the capacity of Madrasah Literacy to monitor and provide quality; (3) To enhance the capacity of local stakeholders to support the capacity of local stakeholders to support the Madrasah Literacy					
LAPIS Indicators	Outcome 1: Improved performance of school teachers	Outcome 2: Improved performance of school teachers	Outcome 3: Improved performance of school teachers	Outcome 4: Improved performance and involvement of support teachers	Outcome 5: Improved performance and involvement of community educators
LAPIS Objective	1	2	2	1	2
LAPIS Key Evaluation Questions (KEQ)	<p>0.1.1 Has the student achieved improved?</p> <p>0.1.2 Has the student's learning environment improved?</p>	<p>0.2.1 Are the teachers using differentiated teaching approaches and resources effectively?</p> <p>0.2.2 Has the subject knowledge of the teachers improved?</p> <p>0.2.3 Has the teacher obtained the gender and inclusiveness in the school improved?</p>	<p>0.3.1 Have the school personnel been equipped an improved learning environment?</p> <p>0.3.2 Have school principals applied the current school management policies?</p>	<p>0.4.1 Are the teachers and teacher leaders using appropriate teaching strategies including the inquiry and resources?</p> <p>0.4.2 Have the program management plans of performance improved?</p>	<p>0.5.1 Has community involvement in the school increased?</p> <p>0.5.2 Has the effectiveness of the other stakeholders improved?</p>
Activity Evaluation Questions	<p>0.1.1 Has the student achieved improved? (A1.1.1) (A1.1.1)</p> <p>0.1.2 Has the student's learning experience improved? (A1.1.2) (A1.1.2)</p> <p>0.1.3 Has the student awareness of basic health and safety issues improved? (A1.1.3) (A1.1.3)</p>	<p>0.2.1 Are the teaching methods and resources being used effectively? (A2.1) (A2.1)</p> <p>0.2.2 Have the English language teaching skills of the teachers improved? (A2.2) (A2.2)</p> <p>0.2.3 Do the teachers have the necessary skills in teaching and learning approaches? (A2.3) (A2.3)</p> <p>0.2.4 Has the subject knowledge of the teachers improved? (A2.4) (A2.4)</p> <p>0.2.5 Has the teacher's ability to teach improved? (A2.5) (A2.5)</p> <p>0.2.6 Are the teachers using differentiated teaching methods of girls and boys? (A2.6) (A2.6)</p> <p>0.2.7 Have the skills, knowledge & attitudes of teachers to address gender and inclusiveness been improved? (A2.7) (A2.7)</p>	<p>0.3.1 Have the main components of school personnel improved? (A3.1) (A3.1)</p> <p>0.3.2 Have the school principals improved? (A3.2) (A3.2)</p> <p>0.3.3 Have the school management policies improved? (A3.3) (A3.3)</p>	<p>0.4.1 Has the P 6/MS training applied at the site, in the knowledge & skills of gender and inclusion, and equal access opportunities effectively? (A4.1) (A4.1)</p> <p>0.4.2 Do the teacher leaders use updated and appropriate teaching techniques? (A4.2) (A4.2)</p> <p>0.4.3 Have the program management plans of performance improved? (A4.3) (A4.3)</p> <p>0.4.4 Have the teacher leaders used updated and appropriate teaching techniques? (A4.4) (A4.4)</p> <p>0.4.5 Have the program management plans of performance improved? (A4.5) (A4.5)</p>	<p>0.5.1 Has community involvement in the school increased? (A5.1) (A5.1)</p> <p>0.5.2 Has the effectiveness of the other stakeholders improved? (A5.2) (A5.2)</p>

Results

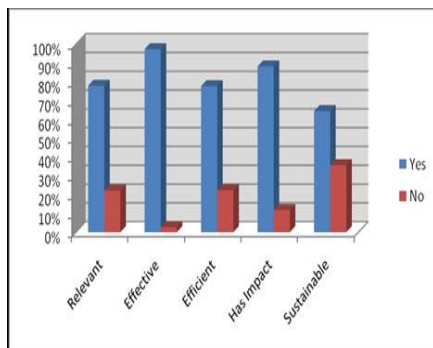
1. Confirmation that LAPIS activities can indeed be monitored and evaluated
2. Strong stakeholder participation, engagement & ownership
3. LAPIS Outcomes statements were revised, strengthened and agreed
4. Information gathered to develop performance matrices, particularly KEQs and Indicators
5. Self Evaluation Studies (SES), participatory monitoring and evaluation using EA results now form the basis of LAPIS M&E strategy

Application – Self Evaluation Study (SES) of IA Cycles 1 and 2

- Aim was to answer relevant key evaluation questions (KEQs) identified by stakeholders during the 2008 Evaluability Assessment (EA) Workshop
- Individual activities were assessed against OECD development project criteria of relevance, effectiveness, efficiency, impact and sustainability
- Site visits to 11 small grant innovation activities across seven (7) provinces, visiting 41 schools (27 MI, 14 MTs) and interviews with 458 stakeholders
- A questionnaire sent to all activity sites (1,500 questionnaires – response rate of 125%)

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SES Results



- Of the 9 EA KEQs, 7 questions were able to be comprehensively answered through performance information against 9 of the 13 indicators
1. Has student achievement improved? YES
 2. Has the students' learning experience improved? YES
 3. Has student awareness of issues such as gender and inclusion, health, sanitation and environment improved? YES
 4. Are the teachers using teaching/learning approaches and resources effectively? YES
 5. Has the subject knowledge of teachers improved? YES
 6. Have teachers attitudes to gender and inclusion issues in the school improved? YES
 7. Have the school personnel actively supported an improved learning environment? NOT KNOWN
 8. Has the effectiveness of the school committees improved? YES
 9. Has community involvement in the school increased? NOT KNOWN

[Findings and Conclusion]

- What went well?
- What did not work so well?
- What did we learn?

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[Thank You!]

Questions?



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