

Strengthening Frontline Early Childhood Education and Development Services in Poor Rural communities (ECED Frontline PASA)

Quarterly Progress Report: April - June 2016

Summary Information	
Status	Active
Activity Number	P156674
Task Team Leader(s)	Rosfita Roesli (rroesli@worldbank.org)
Executing Agency(ies)	The Ministry of Villages, Disadvantaged Areas and Transmigration; the Ministry of Education and Culture; the World Bank/PNPM Support Facility
Start date to Closing Date	Dec 9, 2015 - Dec 28, 2017 (24 months)
Geographic Coverage	25 Districts in 11 Provinces
Approved Budget	US\$3,000,000
Disbursements during the Quarter	US\$205,270
Cumulative Disbursements	US\$255,394

Progress

Project Overview

The Development Objective of the ECED Frontline Programmatic Analytical Services and Advisory (PASA) is to increase government knowledge and capacity to formulate policy and manage funds to support Early Childhood Education and Development (ECED) services in poor rural communities. In turn, it is expected that the government delivery of quality ECED services will be strengthened.

The PASA is intended to test interventions in 25 Generasi Sehat Cerdas (GSC) districts aiming at providing communities with better information on and access to ECED services. The PASA will also evaluate whether the interventions will lead to the village government's voluntary decision to invest a portion of village revenues in ECED programs. In terms of quality of service provision, the PASA will assist the Government, in particular the Ministry of Education and Culture (MoEC)'s Directorate of ECED (Direktorat Pembinaan PAUD) and Directorate of ECED Teacher and Personnel (Direktorat Guru dan Tenaga Kependidikan/ GTK PAUD DIKMAS) to test a range of quality enhancement interventions, and identify which are cost-effective and conducive for scale up.

The PASA will support the following two components of the Government program:

1. Supporting communities to invest in quality ECED centers. Trained Generasi facilitators will raise awareness of ECED's importance and will help communities develop proposals to establish or upgrade centers staffed by local volunteer teachers. Communities will receive two types of block grants through Generasi: a) regular grants for selected health and education purposes; and b) additional earmarked funds to pay for teacher training. This component is managed by the Ministry of Village, Disadvantaged Areas, and Transmigration (MoV) as a Recipient-executed Trust Fund (RETF).
2. Strengthening the enabling environment at central, province and district levels to support quality ECED services, especially to improve teacher competencies. This component is managed

by the MoEC and district governments.

The Bank-executed PASA Fund is organized into three components, which will be the focus of this Quarterly Progress Report:

- Component 1: Technical Assistance (TA) to improve the MoV's capacity in supporting communities to access ECED services;
- Component 2: TA to the MoEC and district governments to enhance training systems for ECED community teachers; and
- Component 3: Evaluating the effectiveness of Generasi and ECED interventions on communities and teachers.

Under component 2, the TA will introduce a district-based continuous training system that will include: Face-to-Face training (*Diklat Dasar*), Post-training Individual Assignments, Teacher Exchange Visits, and Teacher Cluster Working Groups (*Gugus*). To support the integrated training system, the following training materials will be developed as part of the TA:

- Eleven modules of the Basic Training with more emphasis on practical content and skills for teachers;
- Handbook for District Trainers in delivering the 11 modules and a Resource Book for Teachers in implementing skills learned in Basic Training during their day-to-day activities; and
- Handbooks and other resources for conducting exchange visits and cluster working groups.

The impact of the enhanced training system will be evaluated through the evaluation under Component 3.

Overall progress towards development objective

The project is progressing satisfactorily towards achieving its project development objective (PDO). The PDO can be achieved through 10 Key Performance Indicators (KPIs), which are linked to three Intermediate Outcomes. Progress has been made on the following KPIs:

KPI Number 3: Enhanced training materials have been developed. The team has completed 75 percent of the enhanced materials and has piloted these materials in two districts. The draft materials have been presented to the MoEC and are now being processed for printing.

KPI Number 6: The number of district-nominated trainers who have been trained by MOEC using their budget. The MoEC has been responsive in conducting training for trainers (ToT) from across 25 districts. By May 2016, the MoEC directly trained 200 trainers. In addition, the MoEC is awarding block grants to district-based organization in order to train more trainers. This is a new and encouraging development, indicating the MoEC's shift from the previous approach of spending its budget for direct training of teachers to a more strategic approach of investing in a district-based training system.

Key developments during the quarter

1. The MoEC has established a Secretariat for the ECED for Smart Village Children program. The role of the newly established Secretariat is to coordinate and jointly fund activities to support the program. On April 26, the Secretariat hosted the program launch, which included 25 program districts that attended and signed a pledge to commit their support.
2. In May 2016 the enhanced training materials were piloted in two districts: Lombok Tengah and Cianjur. During the pilot, the enhanced content and methods of two (out of 11) modules were tested with participants that included District Trainers, ECED teachers and principals. The two modules were carried out in different training settings as part of the continuous training package: Face-to-

Face training (*Diklat Dasar*), Post-training Individual Assignment (*Tugas Mandiri*), Exchange Visit (*Kunjungan Belajar Lokal*) and Cluster Working Group (*Gugus*) to reinforce participants' understanding of intended knowledge and skills obtained from each module. Feedback was sought on both the enhanced Basic Training modules and on the other elements of the new continuous training package. Based on feedback from the pilot, the package of enhanced training materials have been refined and are being processed for design and printing.

3. From April - June draft Training Guidelines for the community on how to use the training grants have been finalized through intensive consultative with the MoV team. The guidelines include Terms of Reference (ToR) for the Training Organizers who will help the community implement the training at the local district (*kecamatan*) level. The guidelines will be issued by the MoV.
4. On June 27 the MoEC organized a workshop for key Non-Governmental Organizations (NGOs) to prepare for their potential role as 'Training Organizers' (see above). Each *kecamatan* level of the Generasi community group (UPK) will select its own Training Organizer.
5. During June 27-29 the Bank organized a workshop to brief district consultants on the design and implementation of the enhanced training package for community ECED teachers. At the end of July 2016, the consultants are expected to lead technical discussions and serve as the resource person on issues related to training implementation during the district coordination meeting conducted simultaneously in 25 districts.

Critical challenges

1. The Training Grant (DOK Pelatihan Guru PAUD) is expected to be disbursed to the community in mid-August 2016, and based on the government annual budget cycle, needs to be fully spent by December 2016. The disbursement of the training grant is awaiting revision of MoV's budget document (DIPA), scheduled to be completed in the end of July. Any delays in the disbursement of the Training Grant could result in insufficient time to implement the full, enhanced training package. To minimize this risk, the Bank team is closely monitoring the progress of the budget revision process.
2. The Training Guidelines are urgently needed to guide the community in the planning and implementation of the Training Grant. The MoV's delay in issuing the guidelines could result in the community not being properly prepared for implementing the Grant. To minimize this risk, the Bank team is also closely monitoring the progress of the Guidelines.

Activities planned during the next quarter

1. End of July, 2016: Discussion on Evaluation Design and Methodology;
2. End of July to early August 2016: Generasi district coordination meeting will be held simultaneously in 25 districts in which the Bank district consultants will serve as resource persons for program socialization and the development of program planning for the implementation of teacher training;
3. August 8 - 22, 2016: Training for the District Trainers on the enhanced training materials is scheduled and will start with trainers from the 10 districts; (training in the other 15 districts will be conducted using the current government's training system and materials).
4. August - December, 2016: Implementation of the enhanced training system in 25 districts.

Key Performance Indicators								
Indicator	Baseline	Cumulative Target	Cumulative Achievements	VAR	Target for 2016	Achieved in 2016	VAR	Remarks
Project Development Objective (PDO): To increase government knowledge and capacity to formulate policy and manage funds to support ECED services in poor rural communities. In turn, it is expected that the government delivery of quality ECED services will be strengthened.								
Intermediate Outcome #1: Capacity of MoV and MoEC Increased in supporting District Based training								
MoV:								
1. Enhanced material for Generasi Facilitator's Training Module developed	0	1	0	-1	1	0	-1	Development of this module is underway.
2. Percentage of targeted villages submitting proposal in support for ECED, especially for teacher training.	0	85	0	-85	30	0	-30	The proposals are expected in August 2016.
MoEC:								
3. Enhanced training materials have been developed.	0	5	0	-5	0	0	n/a	Draft of enhanced materials has been piloted. Three handbooks are being processed for design and printing.

4. Number of piloted districts in which teacher training package is conducted using enhanced materials.	0	25	0	-25	0	0	n/a	Enhanced materials will be introduced to 10 districts in August 2016.
5. Percentage of ECED community teacher who have completed teacher training package.	0	80	0	-80	80	0	-80	Teacher training is scheduled for August 2016.
Intermediate Outcome #2: Development financing informed								
6. Number of district nominated trainers who have been trained by MOEC using their budget.	0	150	149	-1	150	149	-1	Additional trainers were trained, totaling 200. More are being trained.
7. Number of District trainers delivering training for communities using the community Training Grant.	0	150	0	-150	150	0	-150	Teacher training is scheduled for August 2016.
Intermediate Outcome #3: Knowledge deepened								
8. Number of good local practices that have been documented and disseminated in the piloted districts.	0	3	0	-3	1	0	-1	Expected to be available in early 2017 when training has been implemented.
9. Process Evaluation study on impact of PNPM and ECED interventions on Communities and teachers has been completed.	0	1	0	-1	0	0	n/a	The evaluation study (baseline) will be initiated later this year.
10. Results of Evaluation study is discussed with the Government.	0	1	0	-1	0	0	n/a	The final evaluation study (end line) will be done 2017.

July 15, 2016