

Baseline Study Report

Strengthening civil society and social accountability for improved access to quality, inclusive ECD services in NTT

Final Report {27-12-2018}

Commissioned by Syifa Andina and Team



This publication was produced with the financial support of the European Union. Its contents are the sole responsibility of and do not necessarily reflect the views of the European Union.

Table of Contents

Glossary of Acronyms	5
1. Executive Summary.....	6
2. Project Background and Context.....	7
2.1 Project Background.....	7
2.2 Context on the Working Area.....	8
3. Purpose and Scope of the Baseline Study.....	10
4. Methodology.....	10
4.1 Quantitative Data Collection	11
4.2 Qualitative Data Collection	12
5. Limitations of the Baseline Study.....	12
6. Review of Relevant Documents.....	13
6.1 Overlapping Indicator.....	13
6.2 Project implementation design and approach.....	14
7. Results and Observations.....	17
7.1 Project Impact.....	17
7.2 Project Outcome.....	18
7.3 Intermediate Outcome 1.....	21
7.4 Intermediate Outcome 2.....	22
7.5 Intermediate Outcome 3.....	24
7.6 Intermediate Outcome 4.....	25
8. Discussion and Findings	36
8.1 The CSO.....	36
8.2 The Local Authority at District and Village level.....	38
8.3 The CBO.....	39
8.4 The ECD center	40
9. Recommendations.....	41
10. Appendices.....	42
Appendix A: Baseline Study Terms of Reference and Baseline Study Plan	42
Appendix B: Survey Tools and Analysis Result	42

Table of Figure

Figure 1. Map of Project Working Area	9
Figure 2. Illustration of stakeholder approach in logical framework	14
Figure 3 Project steps in implementing the capacity building activity.....	14
Figure 4. IDELA score segregated by sex.....	19
Figure 5. IDELA score per district	20
Figure 6. Parent' Respondent Education Level.....	30
Figure 7. Percentage of Household having Children Books at Home	31
Figure 8. Parent Discipline Method.....	33
Figure 9. Percentage of Children with Birth Registration	33
Figure 10. Parent and Teacher Perception on the ECD Safety.....	34
Figure 11. Parent and Teacher Perception on Gender Equality at the center	35
Figure 12. Parent and Teacher Perception on ECD as Child Friendly Space.....	35

List of Table

Table 1. Distribution of Study Sample.....	10
Table 2. IDELA measurement construct	11
Table 3. District Budget Allocation for ECD program	23
Table 4. Percentage of Center Meets the National Standard on ECD	25
Table 5. Average Score of Quality Indicator using MELQO-MELE instrumentation.....	27
Table 6. Distribution of Teacher Time at the Center.....	29

About this Report

Prepared by	Syifa Andina, Independent Consultant on ECD
Status	Final Report
First Draft Submitted Date	{27-12-2018}
Final report approved by	Malin Leth, {Grant Manager} Rika Setiawati, {CSO Project Manager}
Approval date of final report	2 nd April 2019

Acknowledgement

This evaluation report is prepared by Syifa Andina for Barnfonden. This report represents efforts and commitment of many people that contributed to this baseline study. I would like to acknowledge the input received from Rika Setiawati, Arnoldus Paut and Fitriani Herarti particularly in solidifying the baseline model and tools development. I am gratefully acknowledged SID and LPMM staffs for inputs, indispensable materials and information that is used as a basis of the assessment.

I would like to express our special gratitude to all members of the baseline team for their significant contribution to this study. I acknowledge the invaluable support of colleague Rem Ngik for conducting the statistical analysis and setting up KoBo that is used in this study, Elisabeth Thomas Bte for conducting field preparation and qualitative analysis and Nurlaila Tuttaqwa for the editorial work. Finally, I would like to extent my gratitude to all enumerators and supervisors for their hard work and all people participated in this baseline study.

Glossary of Acronyms

The following acronyms are used in this report.

Acronym	Full Description
BOP	<i>Bantuan Operasional Pendidikan</i> - School Operational Funds
BP PAUDNI	<i>Balai Pengembangan Pendidikan Anak Usia Dini and Pendidikan Masyarakat</i> - Center for training and research on ECD and informal education
BUMDes	<i>Badan Usaha Milik Desa</i> -village own enterprise
CBO	Community Based Organization
CSO	Civil Society Organization
DEO	District Education Office
ECD	Early Childhood Development
ECD HI	Early Childhood Development Holistic Integrative
INGO	International Non-Government Organization
LA	Local Authority
LPMM	<i>Lembaga Pengembangan Masyarakat Madani</i>
MELQO- MELE	Measuring Early Learning Quality Outcomes-Early Learning Environment
MICS	Multiple Cluster Indicator Survey
NGO	Non-Government Organization
NTT	<i>Nusa Tenggara Timur</i> – East Nusa Tenggara
PDD	Project Design and Development
PP	<i>Peraturan Pemerintah</i> – Government Regulation
PRA	Participatory Rural Assessment
SID	Sumba Integrated Development
UNICEF	United Nation Children Funds

1. Executive Summary

Project Background

The strengthening civil society and social accountability for improving access to quality, inclusive ECD services in NTT project aims to increase access to inclusive and child-friendly ECD in marginalized East Sumba, Southwest Sumba and Kupang Districts through the greater capacity of Local Authorities (LAs) and Civil Society Organizations (CSOs), enhancing collaboration, with tangible impacts on policy making, resource allocation and the quality of service delivery.

The project is targeting improvement in 54 ECD centers within 28 villages in 3 districts. There are two implementing partners; *Lembaga Pengembangan Masyarakat Madani* (LPMM) and Sumba Integrated Development (SID). LPMM works in Kupang district and SID in East Sumba and Southwest Sumba.

The Study Methodology

The baseline study is comprised of two aspects reflecting the project's framework. First is the quality of current services in the 54 centers and the second is the governance-social accountability in all levels, from the center to the village up to the district level. The study used a combination of quantitative and qualitative method focusing on collecting primary data in 54 center and 28 villages. The quantitative data collection employed surveys for children (direct observation) and, interview questionnaires for parents, teacher, CBO and head of village. Children development assessment was based on International Development and Early Learning Assessment IDELA instrumentation and the parents survey questionnaire was developed based on Multiple Cluster Indicator Survey (MICS) instrumentation.

The survey questionnaire for CBO and head of village measured their capacity in supporting ECD program and used self-developed questionnaire while the survey for teacher and headmaster assessed their competency and capacity to fulfill the national quality standard on ECD. It used a self-developed questionnaire as well as adapting the ECD accreditation instrumentation. In order to support the assessment on ECD quality standard, this study used Measuring Early Learning Qualitative Outcomes-Early Learning Environment (MELQO-MELE) instrumentation.

A total of 328 children (165 boys and 163 girls) and 318 parents participated in this study. 54 teachers and headmasters participated (one teacher and one headmaster from each of the center) as did 28 heads of villages. Qualitative data was gathered from interviews with district education and development planning board in three districts as well as interviews with key staff in SID and LPMM.

Major Findings

The capacity of two implementing partner (SID and LPMM) of this project is low. Their organizational, financial, and technical capacity mostly depends on the support from the donor. The staff capacity and experience on ECD, advocacy, and social accountability is limited. Additionally, the number of dedicated field staff (CBO facilitator) for this project is also low when compared to the coverage area.

Most of the CBOs have participated in village development planning. However not many reports participate in monitoring the implementation. As a result, 22 out of 28 villages have allocated some amount of village funds to support teacher incentives. Budget allocation for ECD at the village and district level is still low. It is approximately about one percent of the total budget. Nonetheless, the local authorities are not aware of recent policies on ECD (PP no.2/2018) which requires district and village government to increase support for the ECD program implementation.

Using IDELA instrumentation, the children development outcomes assessment results suggest that approximately total score in four developmental domains (motoric, emergent literacy, emergent numeracy and social-emotional) is low (41.33%). The highest score is in motoric domain (total score 55.52%) and the lowest is in social-emotional domain (total score 32.11%), meanwhile total score in emergent literacy domain is 33.32% and total score in emergent numeracy is 44.39%.

The quality of ECD center is also poor regarding to quality of learning activity, classroom management, and classroom arrangement and setup. Statistical analysis indicates there is significant correlation between the learning activity with the IDELA score ($p\text{-value}=0.000$). However, when using national quality standard on ECD, there are about 7 out of 10 centers that fulfill six domains in national quality standard indicator.

One out of three children in this study come from low social economic status families, where the parenting practices are poor, for example high percentage of parents use violent disciplinary method and only less than half of total parents in this study involve in stimulation activities at home.

Recommendation

1. Adjusting the project design and logical framework to incorporate specific guidelines and approaches in mentoring and advocacy including the supporting SID and LPMM to develop organizational roadmap in increasing their capacity (organizational, financial and technical) as leading CSOs in ECD. The roadmap should allow each party to understand the activity step-by step and resources needed and possible changes that might be required to achieve the goals as a leading CSO in ECD.
2. Alignment of this project approach, strategy and activity with the regular CSO (LPMM and SID) approach and program activity in order to mitigate conflict and confusion at the implementation level.
3. Support SID and LPMM to participate in CSO networks to exchange and share resources and provide opportunity for the staff to have hands on experience in developing their technical capacity (learning by doing).
4. Using the data on quality learning environment and national standard quality on ECD to initiate discussion at center and village level on the quality improvement plan and develop its own ECD center roadmap which is a planning document that can help the center to monitor its progress
5. Integrating the livelihood-grants for CBO into the existing BUMDes mechanism at the village level. Using the existing mechanism will allow both village and district government to have control and supervision in the implementation.

2. Project Background and Context

2.1 Project Background

This baseline study was conducted as part of the preparation phase on the implementation of strengthening civil society and social accountability for improving access to quality inclusive ECD services in the NTT project (referred to as “the project/this project” henceforth). The project aims to increase access to inclusive and child-friendly ECD in marginalized East Sumba, Southwest and Kupang Districts through the greater capacity of Local Authorities (LAs) and Civil Society Organizations

(CSOs), enhance collaboration, with tangible impacts on policy making, resource allocation and the quality of service delivery.

The project targets improvement in 54 ECD centers within 28 villages in 3 districts. List of ECD centers and villages are available in Appendix A. There are two implementing partners; LPMM (*Lembaga Pengembangan Masyarakat Madani*) and SID (Sumba Integrated Development). LPMM working area is in Kupang district meanwhile SID is in East Sumba and Southwest Sumba.

2.2 Context on the Working Area

NTT province has 22 districts with a total population of 5.287.300 people live in 3.026 villages across province. The population percentage in Southwest Sumba district is 6.28%, and 4.78% in East Sumba, meanwhile in Kupang is 7.05% (Statistic Bureau, 2017). According to data from NTT province statistical bureau about 30% of the population in the three districts is under poor category. In NTT, based on national criteria 18 out of 22 districts are underdeveloped districts which reflect less development compared to other districts in the economy sector, human resources, and infrastructure. These include the three districts of this project working area.

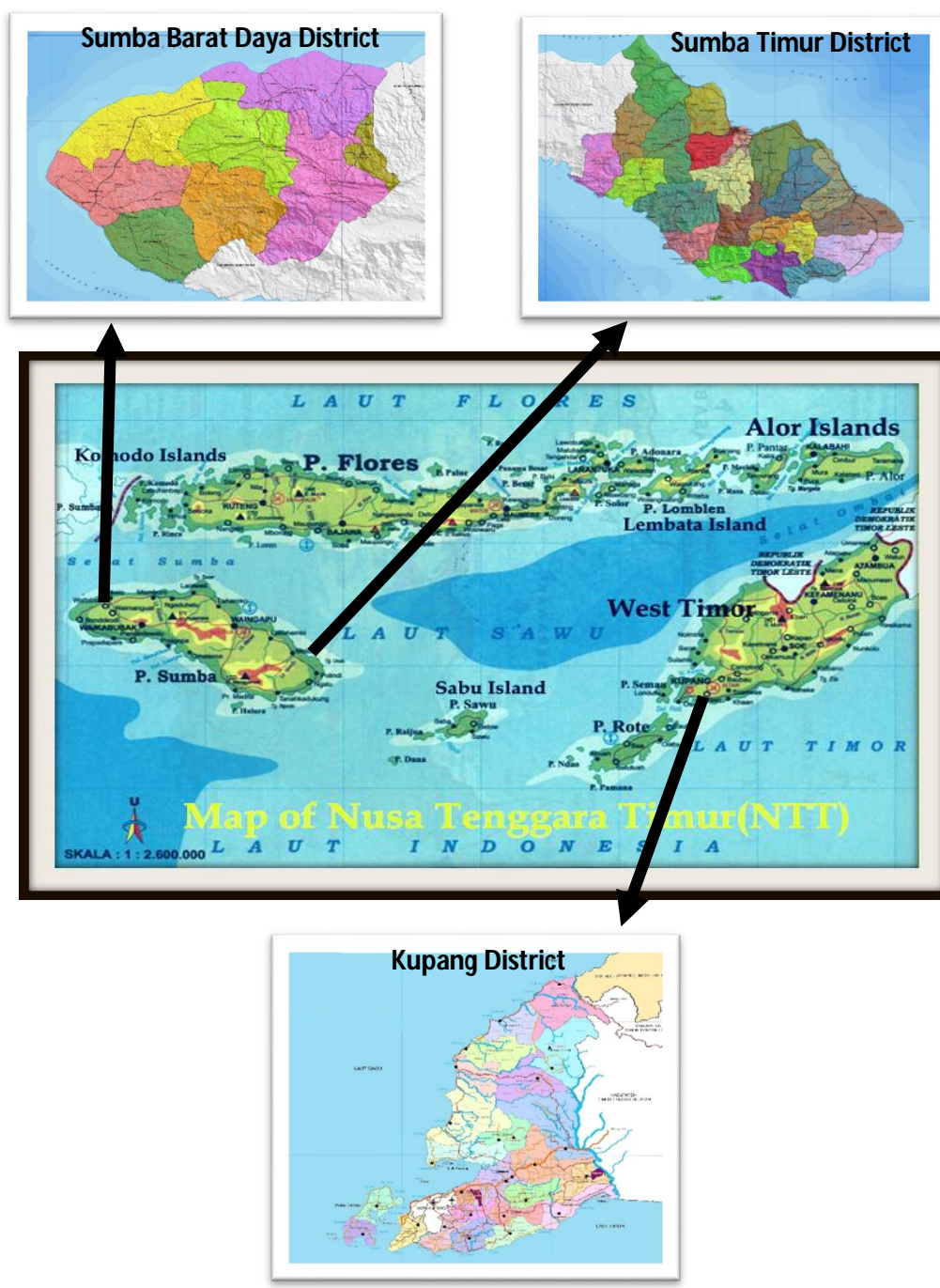


Figure 1. Map of Project Working Area

The majority of population in NTT is Christian, in Sumba about 12% of the population is animism- "Merapu". Administratively, Kupang district is divided into 24 sub-districts, there are 22 sub-districts is in East Sumba and 11 sub-districts in Southwest Sumba. Each district has their own local language, and even some villages and ethnics within one district have different languages.

The Gross Enrolment Rate of ECD in the three districts are vary; the lowest is in Southwest Sumba with only 28.21% and the highest is in East Sumba is 99.88%. Meanwhile, in Kupang is 57.12% (Data from Ministry of Education and Culture, 2017). In Kupang, the government is supported by UNICEF to improve the quality of ECD in 100 centers across the district. Meanwhile in Southwest Sumba, the Happy Hearth Foundation supports the government with the number of training for ECD

teachers and previously World Vision has supported several centers in East Sumba, but now the World Vision project finished.

3. Purpose and Scope of the Baseline Study

The purposes of this baseline study are as follows:

1. To conduct baseline survey on governance, social accountability and ECD program in 30 villages of Kupang District, East Sumba District, and Southwest Sumba District in NTT Province.
2. To asses and identify issues on ECD program delivery related to the aspect of governance in all level (village to district level), and the demand side of the communities through social accountability framework in 30 targeted villages in three districts in NTT Province.

The baseline study compromises of two aspects reflecting the Project’s framework. First is the quality of current services in the 54 centers and the second is the governance-social accountability in all levels start from the center to the village up to the district level. The project aims to improve the current services into an inclusive and child-friendly center, meanwhile, the governance of the ECD program in each district, the village as well as the CSOs, should be built toward the key principle of social accountability; transparency, accountability and participation.

The baseline study is conducted by the consultant and team primarily focus on collecting primary data that inform the current status based on the project’s objectives and outcomes, meanwhile the secondary data coming from project sites is gathered by the CSOs partners for effective and efficiency purposes.

4. Methodology

The study used a mixed method of quantitative and qualitative methodology focusing on collecting primary data in 54 centers and 28 villages. Initially the project indicates 30 villages. However, the baseline study found some centers are located in the same village that given total of 28 villages. The distribution of sample is provided in the table below.

Table 1. Distribution of Study Sample

Instrumentation	Data Collected			Total (people)
	Kupang	East Sumba	Southwest Sumba	
Quantitative Methodology: Survey				
Children	133	146	49	328
Parent	128	144	46	318
Headmaster & Teacher	22	24	8	54
CBO	20	20	8	48
Head of Village	10	13	7	28
Qualitative Methodology: Key Informant Interview				

School Inspector/Supervisor	2	-	-	2
District Education	1 Head of ECD Unit	-	1 Head of ECD Unit	2
District Planning Board	1 Head of Social, Education and Health Unit	1 Head of Social, Education and Health Unit	1 Head of Social, Education and Health Unit	3
LPMM	1 Director 2 ECD Staffs			3
SID			1 Director 2 ECD Staffs	3
Barnfonden Staff		1 Program Manager 1 ECD Specialist		2
Focus Group Discussion	1 group	1 group	-	2 group

4.1 Quantitative Data Collection

The quantitative data collection employed surveys for children (direct observation), interview questionnaire to parents, teachers, CBOs and heads of village. The children development assessment used an International Development and Early Learning Assessment (IDELA) that have been translated and adopted to Indonesian context. The construct of measurement is described in the table below.

Table 2. IDELA measurement construct

Motor Development	Emergent Literacy	Emergent Numeracy	Social-emotional Development
Hopping on one foot	Print awareness	Measurement and comparison	Peer relations
Copying a shape	Expressive vocabulary	Classification/Sorting	Emotional awareness
Drawing a human figure	Letter identification	Number identification	Empathy
Folding Paper	Emergent writing	Shape identification	Perspective taking
	Initial sound discrimination	One-to-one correspondence	Self-awareness
	Listening comprehension	Simple operations	Conflict resolution
		Simple problem solving	
Executive function: Short-term memory and inhibitory control			
Approaches to Learning: Persistence, motivation and engagement			

Meanwhile, the parents survey questionnaire was developed based on Multiple Cluster Indicator (MICS) instrumentation initially established by UNICEF. The construct measurement for parents is on the socio-economic background, access to services and parenting practices at home particularly on early learning stimulation and discipline method.

The survey questionnaire for CBOs and heads of village measured their capacity in supporting ECD program. It used self-developed questionnaire. While the survey in teachers and headmasters assessed their competency and capacity in regards to fulfill the national quality standard on ECD. It used self-developed questionnaire as well as adapting the ECD accreditation instrumentation. In order to support the assessment on ECD quality standard, this study used Measuring Early Learning Quality Outcomes-Early Learning Environment (MELQO-MELE) instrumentation. The MELQO-MELE measurement construct of several components;

1. Classroom arrangement space and materials
2. Classroom interaction and approach to learning
3. Learning Activity
4. Water, sanitation and hygiene
5. Infrastructure and safety

The data collection team for one location (ECD center) consists of five trained people. There is one dedicated enumerator to observe the quality learning environment based on MELQO-MELE instrumentation, this enumerator is also responsible for conducting interview to ECD teachers and headmasters. Meanwhile for the children and parent survey there are two enumerators and one enumerator to interview to CBO and head of village. The enumerators (total of four people) are supervised by one supervisor. The supervisor is responsible for field preparation and quality control.

The data collection used KoBo software, where the enumerator input the data using the mobile phone. The team received training on the instrumentations and study protocol including child protection policy which was delivered by Barnfonden staff and the team leader of this study. The data collection processed starting from 3rd of October until 2nd of November 2018.

4.2 Qualitative Data Collection

The qualitative data collection undertakes through key informant interview and FGD (Focus Group Discussion) which was delivered by the team leader. The instrumentation was self-developed. The list of key guiding questions had the intention to seek information and validation of data. All of the interview and FGD were recorded and analyzed based on common themes.

The key informant interview involved district government representatives (from District Education Office and Development Plan Board), key staff of the implementing partner organization (SID and LPMM), and key staff from Barnfonden. The FGD involved eight mothers of the ECD children per group. The baseline study plan (proposal) and data collection report available in Appendix A. Meanwhile baseline study raw data and analysis available in Appendix B.

5. Limitations of the Baseline Study

This study is not designed to statistically represent the larger population in NTT and not even statistically representative for the population in the three districts. This study represents population of family with young children who access the 54 ECD centers in the 28 villages across 3 districts. The questionnaire for parents and teachers is designed to avoid social desirability bias. However, respondents might have tendency to response in a manner that will be viewed favorably by others. Therefore, this study employs triangulation process through double checking data and information with various resources.

6. Review of Relevant Documents

The main documents reviewed in this study is the projects documents; the description of action and logical framework. This section dedicates to discuss any identified gaps that shape the baseline study with intention to provide a consideration for project intervention strategy. There are few gaps discussed in this section which is mainly identified through mapping out (desk review) on the consistency and linkage between description of action, approach and project indicators based on the documents. Further analysis and discussion on findings are available in section 7 and 8.

6.1 Overlapping Indicator

This study found there is an overlapping indicator between outcome indicator and the intermediary outcome indicator, the two indicators related to children attendance in ECD center.

Outcome Indicator: % increased attendance of boys and girls aged 3 to 5 years in targeted ECD centers by February 2021

And

Intermediary Outcome Indicator 3.1 Number of boys and girls attending home based services and ECD centers in targeted villages by February 2021

Logical wise, there should not be any overlapping or redundant in the indicators, the intermediate outcomes should support the achievement of the ultimate outcomes. In the logical framework, there are two indicators for the project outcomes, one is the attendance and the other one is children learning outcomes-improve children development skills. The hypothesis based on the logical framework should be: when children attend the center regularly (the project intermediate outcomes indicator) the children should improve their competency or development skills (the outcomes indicator).

The overlapping indicators will not directly affect the project implementation. However, there might be an implication on reporting and monitoring of the project, there is also a risk of confusion at the implementing partner level when they try to understand the overall designs of the project.

Since the project is designed to have an impact to civil society as a stakeholder in ECD program, a more suitable approach in designing the logical framework might be using stakeholder approaches, in which each intermediary outcome lead to increase the capacity of the main institutional partner/stakeholder including the ECD centers, CBOs, local authorities and the CSOs. An example of stakeholder approach in a logical framework is presented in the illustration below

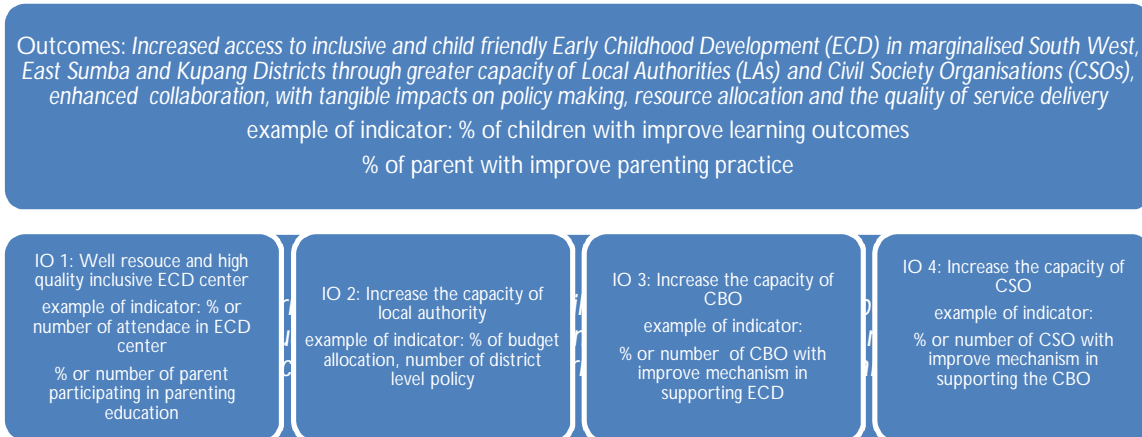


Figure 2. Illustration of stakeholder approach in logical framework

6.2 Project implementation design and approach

The desk review finds a solid intention to empower the Civil Society Organization that eventually will support the Local Authorities and Community Based Organization to implement a quality ECD program. The project has designed three main steps in achieving the objectives and even a prescribe activity in each step, for example there is a list of training topic that should be delivered in each step to each of stakeholders.

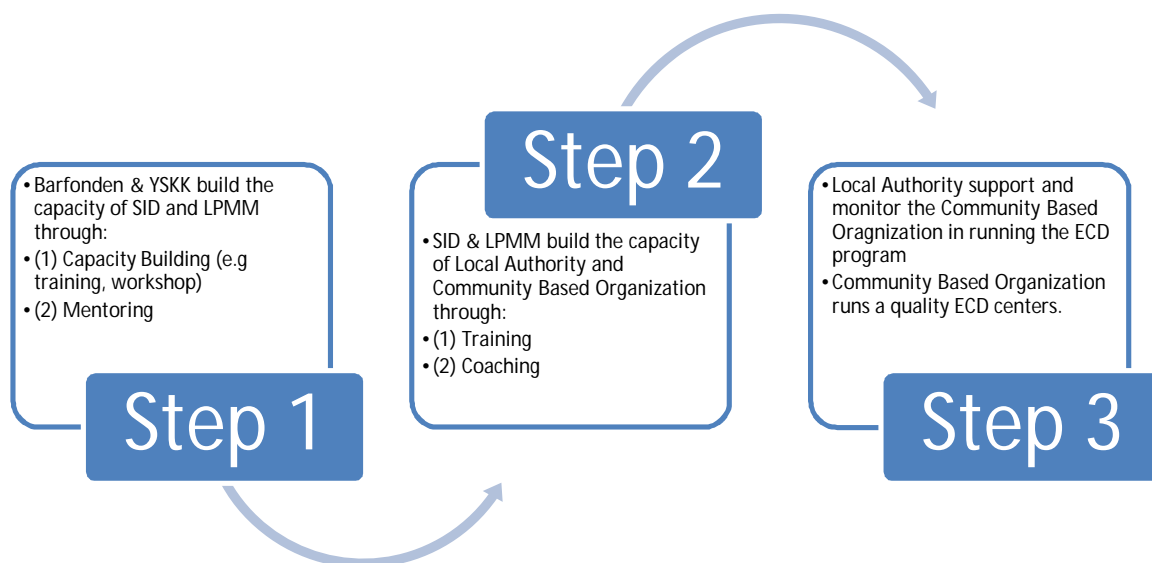


Figure 3 Project steps in implementing the capacity building activity

This project is unique since focused on the capacity of the civil society improvement either at regional and national level as well as at community level. At the same time, it also supports the Local Authorities. Usually, an ECD project focuses on improving the quality at the community, household and the center level, through partnership with various stakeholders including CSOs, CBOs and with the Local Authorities. Therefore, usually capacity building is designed only in the scope of ECD technical and managerial within the ECD centers instead of organizational management of the stakeholders. But in this project addresses the technical, organizational and financial capacity of the CSO and CBO as well.

The project design has acknowledged the needs to engage with senior management in both CSOs (SID and LPMM) to be able to improve the organizational and financial capacity of the CSOs. Nevertheless, it is crucial to ensure that the senior management from the other donor is also on board with the approach that is going to be used in this project. A mentoring scheme which does not gain the visible support of senior management will almost certainly fail. Without this support, employees will feel that the scheme is under-resourced, and that there is no authority behind it to support any recommended development activities. SID and LPMM have been implementing ECD program that already existed which might have different approach and scheme than this project. There is a risk of conflicting agenda, activity and allocated resources if there is no alignment between this project and the ECD projects that has been existed managed by LPMM and SID.

Although the design has outlined that mentoring of the CSOs as notably important component, but it is also important to ensure that the mentoring is integrated with other processes and projects that are undertaken by the CSOs. Make sure that the scheme of the mentoring complements every existing developmental opportunity, rather than acting as a stand-alone project. This provides another reason why it is fundamental to have senior management from the existing program and donor is on the agreement to use common approach in improving the capacity of the CSOs while implementing this project and the regular program.

SID and LPMM have been working with ChildFund global for about twenty years, there should be a strong trust among the two parties and a lot of experience in working together and implementing similar program related to ECD. Maintaining the trust while up-scaling the capacity required hands on experience for SID and LPMM. In the description of action document indicates that SID and LPMM will be trained using a module that is developed by Barnfonden and YSKK, this module will then be used to train the CBOs and Local Authorities by SID and LPMM. This implies that SID and LPMM are passive recipients on the capacity building activity, which does not reflect the spirit of mentoring and providing hands on experience. The training might be designed as participative as it can be, however, SID and LPMM have lost the opportunity to build their technical capacity in developing training module.

The second steps and the third steps describe that SID and LPMM will be as trainers, mentors, and coaches for CBOs and LAs, greater chances to develop their capacity as trainers can be obtained through involvement in the module development. The opportunity to get involved in some development activities reflects the idea of integrating mentoring into the overall processes in this project. Furthermore, there should be a joint reflection and review on the capacity building process for the CSOs, a room to provide feedbacks and inputs, aside from the review on the overall project implementation. This will help CSOs building a sense of ownership of the mentoring process rather than just implementing a project activity.

In regards to capacity building to ECD centers, the project aims to improve the quality so that it will meet six out of eight standards of the indicators in national quality standard in ECD. Those are standard on child development (the STPPA-*Standar Tingkat Pencapaian Perkembangan Anak*), learning process, program's content, learning assessment, center management and budgeting. The description of action documents only highlight certain topics of training for teacher includes child-friendly ECD center, early stimulation, parenting education, and facilitation skills. The training topics seems do not cover all of the necessary knowledge needed for the center to meets the six national quality standards yet, there might be a linkage between early stimulation topics with the child development standard (the STPPA) and learning assessment, other than that the training topic does not have linkage with the indicator in national quality standard. Even though the strategy in improving the capacity of the center is not only through training but also through mentoring and coaching by school inspector or ECD cluster. Nonetheless, the training topics for teacher should deliberately aim to improve teacher

capacity in implementing learning process, program and assessment that follow the national curriculum within the standard curriculum on basic training for ECD teacher issued by the Directorate General of Teacher. The topic that has been designed in this project might still be delivered beside the basic training which follows the government training curriculum. For example, topic on parenting education would serve the needs to achieve the target indicator in improving parenting skills, stimulation activities at home (Intermediary Outcome 4.2).

Furthermore, the document review captures there is an opportunity and advantage to use recent policies in ECD and village development as a basis in conducting the advocacy. For example, the recent policy on Minimum Standard Services on Education (PP no.2/2018) including ECD, the district government has obligation to support ECD implementation so that it will meet the national standard. Many of districts government are not aware of this policy, since it has not been socialized widely. Meanwhile, the village development guidelines from the national government has also emphasized for priorities the development based on community needs and required participation from all stakeholders in the village to develop the village development plan. The village government also has to publish the report on the development progress, final result and budget. Having this in mind, the baseline study tried to know more on how the implementation of the two policies above, the Minimum Standard Services on ECD and Village development guideline in the three districts. The result is presented in the next section.

7. Results and Observations

This section presents results on primary data gathered from the baseline study, the structure in presenting the result is following the project logical framework at the impact and outcomes level indicators. Supporting information related to each indicator is also presented in order to gain a better understanding on the context.

7.1 Project Impact

“A well informed and strengthened civil society proactively contributes to shape and support inclusive education policies and programs benefiting Indonesian boys and girls through the consolidation of good governance and social accountability”.

Civil society involvement in the education development is increasingly recognized around the world. UNESCO (2001) has highlighted three distinct civil society roles in education. These are: Service provision where state provision is absent or insufficient; Innovations and serving as sources of new thinking and practices; they fill the ideas gap to Informed critics and advocates on a whole range of development issues. All these roles can best be played if government provides adequate space for these organizations to participate in policy formulation and implementation. This provides an important avenue for CSO advocacy, creativity and innovations at national, district, and community level.

Impact Indicator: “% of targeted villages with improved governance processes through enhanced CBOs engagement in policy planning, with at least one of their education priorities taken into account in pro children development plans by February 2021”.

At the community level, this project aims to improve the governance processes through enhanced CBOs engagement in policy planning. This baseline study identifies there are at least two types of CBOs that have linkage with the education and ECD in particular, those are the ECD management board (*Pengelola PAUD*) and the Parent Association or usually called as the school/ECD committee. The ECD management board consists of individuals who establish the ECD center in the first place, or representative from other institutions that have been appointed to manage the center, for example representative from the local church or representative from the community. In average, the management board has been working for more than three years. Meanwhile the school committee members are parents of children who are attending ECD, most of them becoming the member of school committee for less than two years. Each of the center has school committee and management board, but the baseline interview only conducted with one representative, either from school committee or ECD management in each center with the criteria of which parties that is more supporting in day to day activity at the center. There are 48 representatives of CBOs that participated in the baseline study, most of it is school committee (30 people) and the rest is ECD management board (18 people).

CBOs representative involvement in the village development planning is relatively high. The baseline result indicates 70.83% of CBOs have been involved in the village development planning (*musrembangdes*). From the result, all of the CBOs representatives (8 people) in Southwest Sumba are reported as have been participated, but only 9 out of 11 CBOs in East Sumba and 15 out of 20 CBOs in Kupang are reported as have been participated. The interview with head of village also notes similar finding, all of the heads of villages (28 villages) report that the school committee and ECD management board or teacher have been participated in the village development planning process.

Improving governance process can also be seen in the level of CBOs involvement in the monitoring of the implementation of the village planning. Furthermore, the study also found that only half of those

who participated in the planning are reported also taking part in monitoring the implementation. All of the village leaders claim they have a mechanism to ensure the transparency of the implementation through regular meeting, where the development progress and budget is reported. But it seems that half percentage of the CBOs representatives have not participated in the meeting. Another mechanism is through a Billboard presenting the planning and realization of the budget for each of the activity.

Impact Indicator: "Number of ECD focused CSOs participating in capacity building activities (SID, LPMM, SIL, SSP, PIAR, Langit Biru, KLPAMF and LPPA) scaling up activities in other working areas while adopting the approach developed by the project by February 2021".

At the national and regional level, the project aims to engage with at least six CSOs who have ECD programs and envisage those six CSOs will conduct scaling up activity which adopts the approaches using in this project. Currently the project is focused on developing the capacity of SID and LPMM as the two main partners in implementing the project. The project has outlined a different layer of capacity building for SID and LPMM, ranging from ECD related training to organizational management and advocacy. The process with SID and LPMM is considered as a model for future engagement with the other CSOs. However, this baseline found that the only firm mechanism for the other CSOs to be able to scale up is through participating in the training with the topics on proposal development and networking, but it seems nothing on the ECD topics or CBOs empowerment. It is also important to note that all of the six CSOs have not been involved in the ECD networking at national level (The national coalition for ECD HI) which can provide opportunity for sharing ideas and resources and improve their networking skills.

7.2 Project Outcome

Project Outcome: "Increasing access to inclusive and child friendly Early Childhood Development (ECD) in marginalized South West, East Sumba and Kupang Districts through greater capacity of Local Authorities (LAs) and Civil Society Organizations (CSOs), enhancing collaboration with tangible impacts on policy making, resource allocation and the quality of service delivery".

The project aims to improve the access and quality of 54 ECD centers in three districts, the quality aspect particularly aims to provide inclusive and child friendly services. These two components are related one to another. Quality inclusive education is one that includes all students, welcomes and supports them to participate and learn, whoever they are and whatever their abilities or requirements are, these are also determine in the child friendly concepts, where school system is expected to run in fun, flexible, focused on children needs and friendly. In order to achieve the quality of inclusive and child friendly in 54 ECD centers, the project initiates capacity building and collaboration with the district government/local authority and the CSOs.

Interview with representative of district education in Kupang and Southwest Sumba as well as with LPMM and SID key staff suggest that their understanding on inclusive is limited to the center capacity to cater children with physical disability. However, there is wide range of abilities and requirement that should be considered in implementing inclusive and child friendly ECD center. For example, there might be no children with emotional or physical disability but dealing with language barrier when accessing the center. Language is one example of social inclusion that should be addressed in inclusive setting.

The district education and CSOs are seems not familiar yet with the concept of child-friendly ECD center and are willing to get to know more on this concept and its implementation. This outcome is expected that there will be improvement in learning outcomes of the children after they access the quality ECD center.

Outcome Indicator: “% of boys and girls attending targeted ECD centers with improving learning outcomes, social and cognitive skills by February 2021”.

The baseline study used IDELA tools to assess the learning outcomes of the children. The result on four main development domains in IDELA; motoric, emergent literacy, emergent numeracy and social-emotional showed that relatively low score which is less than 50%. In total, the IDELA score in four development domains is 41.33%. The highest score is in motoric domain (total score 55.52%) and the lowest is in social-emotional domain (total score 32.11%), meanwhile total score in emergent literacy domain is 33.32% and total score in emergent numeracy is 44.39%.

This study assesses children’s executive function such as the skills in short term memory and inhibitory control and their approach to learning (persistence, motivation and engagement). The result suggests that children’s score in executive function is relatively low (total score 38.93%) meanwhile their approach to learning is slightly above 50% but considering low as well (total score 62.13%).

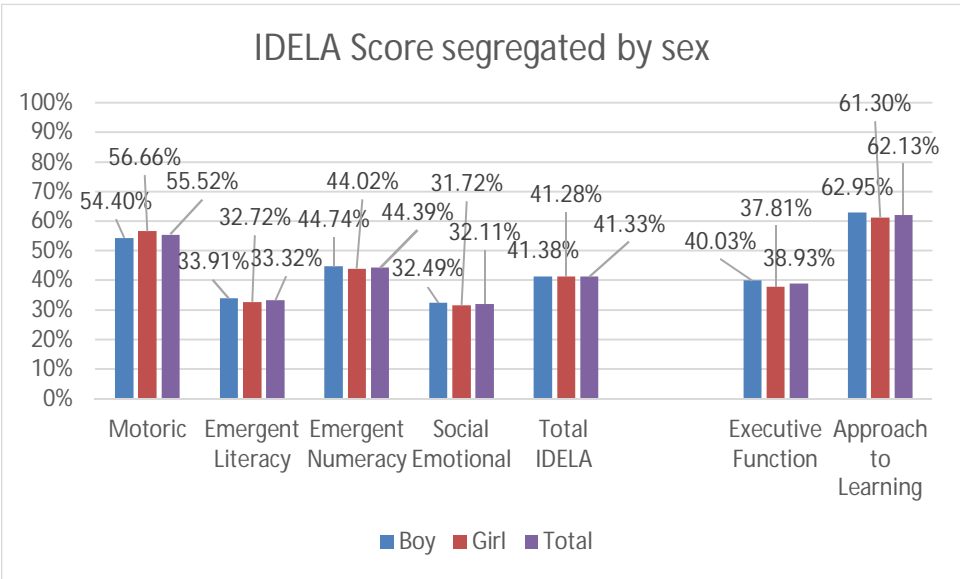


Figure 4. IDELA score segregated by sex

The result suggests that the IDELA score for boy and girl is similar, the t-test also confirms that no significant different in boy and girl (p-2tailed=0.632). Even though on the executive function boys have three points higher than girls but the t-test confirms there is no significant different between boys and girls in this sample (p-2tailed=0.405).

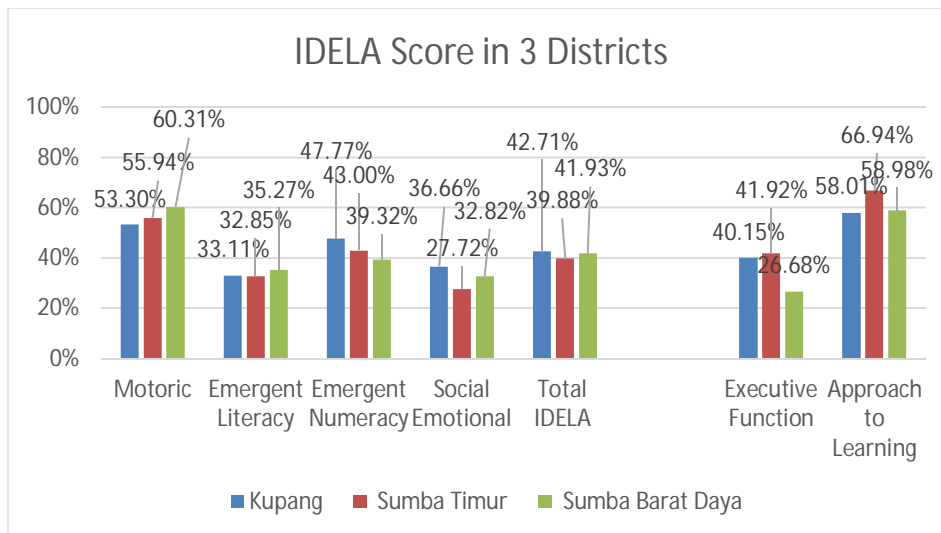


Figure 5. IDELA score per district

The IDELA total score in three districts showed that children in Kupang (total score 42.71%) have slightly higher score compare to children in East Sumba (total score 39.88%) and Southwest Sumba (total score 41.93%). The highest score in four development domains within the three districts is in motoric domain, where children in Southwest Sumba (60.31%) have higher score than children in East Sumba (55.94%) and Kupang (53.30%). The lowest score in Kupang is in emergent literacy domain (33.11%), the lowest score in East Sumba is in social emotional domain (27.72%), and the lowest score in Southwest Sumba is also in social emotional domain (32.82%). In both locations, the lowest item on social-emotional is the conflict resolution, meanwhile in Kupang, letter identification is the lowest item on emergent literacy. Details information on each domain within three districts is presented in figure 5. Meanwhile detail result on each construct/item or skill under each domain assessed (per item questions), available in Appendix B.

Aside from the learning outcomes, the project aims to increase attendance of children to the quality ECD center. The study does not collect the attendance data at the ECD center. It was suggested that the data on attendance to be collected on regular monitoring by the CSOs (SID and LPMM).

Outcome Indicator: “% increased attendance of boys and girls aged 3 to 5 years in targeted ECD centers by February 2021”.

The primary data gathered from the study is on the number of children enrolled in the 54 ECD centers, the total number is 1.225 children aged 3.5 until 6.5 years old, there are 598 boys and 627 girls. Approximately, there are 11 boys and 12 girls each center (23 children each center). However, during the data collection at each of the center, the observation on number of children attending the center indicates there is less children attending compare to the number of children enrolled or registered. Teachers claim that some of the reasons due to cultural activity, for example wedding ceremony, funeral, so the parents take their children to the ceremony, another reason of less attendance is due to various individual problem at home such as no one at home who can take the children to the center and the child is sick.

7.3 Intermediate Outcome 1

Intermediate Outcome (IO) 1: "CSOs have the space and tools to organise themselves, and the capacity to mobilise resources, communities, support and advocate for children's rights".

As mentioned above that the project aims to improve the learning outcomes and attendance of children in quality ECD center through capacity building and collaboration work with CSOs and Local Authorities, in this matter, SID and LPMM as the main CSOs partner are expected will have the resources and the capacity to implement necessary action to achieve the targets.

IO Indicator 1.1: "Number of CSOs targeted with increased facilitation skill in advocacy and mentoring of CBOs for the promotion of children's right to early education by February 2021".

The interview with SID and LPMM key staffs; the director, ECD officers and ECD field staff-CBO facilitators indicates that the current engagement with CBOs is limited. It is only supporting the ECD center to gain legal permit of the center from the government, which is more on administrative task and collecting regular data for the project. The ECD officers and CBO facilitators are the main staff that is expected to increase the facilitation skills.

However, the ECD officer is not fully responsible for this project meanwhile the coverage area of CBO facilitator seems to be too large for one person. The ECD officer in LPMM and SID have to divide their roles between managing this project and managing their regular program. For example, the ECD officer in LPMM has a role as community officer which requires her to dedicate 50% of her time to specifically manage the regular program (sponsorship program) of LPMM in 2 villages and another half of the time as ECD officer to manage this project. One CBO facilitator in Kupang have to cover 22 centers in 11 villages. Meanwhile in SID, the ECD officer has double roles as Life Stage-1 officer managing activity under this program in Southwest Sumba and East Sumba and also acting as ECD project officer. The CBO facilitator in East Sumba have to manage 24 centers in 11 villages and the CBO facilitator in Southwest Sumba have to manage 8 centers in 6 villages.

In addition, the interview indicates that it requires clear job description and distinction task between ECD officer and CBO facilitator. At the moment it seems there is overlapping task between ECD officer and CBO facilitator. Sometimes, the CBO facilitator have to do the ECD officer task in managing the overall project implementation instead of mentoring to the CBOs at the village.

The project particularly aims to increase CSOs staff's facilitations skills to support advocacy: 1) interpersonal skill (self-confident, understanding self-strength and weaknesses, able to do self-reflection, open mind for feedback, strong willingness to improve and learn); 2) engaging skills to deliver the content by using participatory method: active listening, communication, various learning techniques - games, brainstorming, meta plan, etc. ; 3) mastery of content on advocacy, especially on Participatory Rural Assessment (PRA) including stakeholder mapping/diagram vent, problem/potential mapping, season calendar, strategies priorities, and action plan.

Interestingly, for all of this time the staff have been engaged in developing program strategic but it very much depends on the other donor program and approaches. For example the CSOs program strategy is following ChildFund's Program Design and Development (PDD). There is no indication that SID and LPMM staff particularly who is in charge on this project has proper experience Baseline Study Report of Strengthening civil society and social accountability for improved access to quality, inclusive ECD services in NTT

in participatory training method and the skills in PRA, stakeholder mapping and developing strategies priorities. But the staffs seem to have good interpersonal skills which is an asset for further capacity building in advocacy.

In regards to do mentoring CBOs by the CSOs, the LPMM and SID staff particularly expected to be: 1) able to develop mentoring plan and implement the regular mentoring session, 2) able to identify the capacity of CBOs and develop the strategy based on the CBOs capacity; 3) able to facilitate the learning and reflection session for CBOs. Aside from organizational and financial capacity that should be improved within the CSOs, the technical capacity also requires to improve in order to be able in effectively mentoring the CBO and the centers itself. The technical capacity of staff should be built on 1) ECD programing, 2) Livelihood for the small block grant for the selected CBOs and 3) Social Accountability.

Currently the ECD officer in LPMM Kupang has very limited experience in ECD programing and Social Accountability, she has few experiences of supporting community in implementing livelihood program, however the CBO facilitator has some experiences and have been trained in ECD programing from her previous work with UNICEF in implementing ECD program in Kupang. Meanwhile the CBOs Facilitator in East Sumba and Southwest Sumba has zero experience in ECD programing, but few exposures to livelihood and social accountability intervention. The ECD officer in SID Sumba has some extent of experiences in ECD programing and livelihood. She has participated in many ECD related trainings and has become a trainer for the teacher in Sumba. There is a huge gap between the existing quantity and skill of CSOs staff to achieve the expected intermediary outcomes and target indicator.

7.4 Intermediate Outcome 2

Intermediate Outcome (IO) 2: "Well-resourced inclusive ECD centres through empowered CBOs that influence LAs and ECD budgeting processes".

A well-resourced inclusive ECD centre should have the capacity to provide quality infrastructure and human resources, these are two fundamental elements in running an ECD centre which largely depends on the human capital rather than the financial capital. Availability of funds can be one of indication that the ECD centre have a sufficient resource. However, the capacity and competency of the people who runs the centre in most cases is more powerful than a secure funds. This project embodies that thinking in the second intermediate outcomes, which aims to empower the CBOs to support ECD centre so that it can be well-resources and getting funds from the government. However, it is important to be aware of secured funds does not necessarily means that the centre is well resources unless the human capital is empowered. This thinking is based on the recent trend and data in ECD sector in Indonesia. The national government has provided operational cost to ECD centre (IDR. 600.000/children/year), some villages also have dedicated funds to support the operational cost of the centre. However, number of accredited ECD remains low.

IO Indicator 2.1: "% of annual budget dedicated to ECD in targeted villages by February 2021".

The baseline study gathered information on village funds and its allocation to ECD program through interview with the head of village, the study also collects village budget document to verify the data from interview. There are 28 villages that involve in this study, the highest village funds are IDR 1,6 billion (EUR €98,938) and in average the village fund is around IDR 1 billion per year (EUR €61,777).

The majority of village has allocated budget to support ECD program, there are six out of 28 villages do not allocate any budget to ECD program. One of the reasons is the head of village is newly elected therefore does not allocate any budget for ECD yet, another reason from the head of village is because it has not been requested from the community.

The analysis on percentage of the 2017 village funds allocation to ECD program in 22 villages indicates has very low allocation, in average there is only 1.17% of village funds that goes to ECD program. Mostly, the funds are allocated for teachers' incentive. Each village has different rate for the incentive. It is ranging from IDR 75 thousand to IDR 500 thousand per month each teacher. According to the head of the village, the highest percentage of village funds still goes to infrastructure construction such as road and community building.

IO Indicator 2.2: "% of targeted annual DEO budget dedicated to ECD by January 2021".

At district level the percentage of budget allocation to ECD program is very low. Table 3 below presents the analysis on ECD budget allocation per district, in average all district allocates extremely low percentage to ECD program, there is less than 0.5% of their annual budget allocate to ECD program. Even within the education budget that managed by the district education, the percentage of budget allocate to ECD is still low. In Kupang it is less than 1% meanwhile in Sumba Timur and Sumba Barat are less than 3% of total education budget.

Table 3. District Budget Allocation for ECD program

District	District Budget (2018)	Budget DEO Budget (2018)	Budget Allocation in ECD (2018)	% of Budget Allocation from District Budget	% of Budget allocation from DEO Budget
Kupang	Rp 1,200,000,000,000	Rp 358,961,663,742	Rp 2,900,000,000	0.24%	0.81%
East Sumba	Rp 1,188,000,000,000	Rp 273,240,000,000	Rp 4,715,000,000	0.40%	1.73%
Southwest Sumba	Rp 840,000,000,000	Rp 66,735,510,768	Rp 1,949,033,400	0.23%	2.92%

Despite low percentage of budget allocation to ECD program, each district government report to have provides a maximum support. Head of ECD department at district education office in Kupang (Mr. Pieter Kaseh) reports that he has optimized the limited budget to be used in improving teacher's competency, through conducting training for at least 50 teachers per year since 2013. Meanwhile in Southwest Sumba and East Sumba, the training for teacher often conduct in partnership and with financial support from other organization, such as PKK (Women Empowerment Organization) and Happy Heart Foundation.

The ECD department in Kupang seems to have more awareness on different budget channel that can be used to support ECD program, unlike the ECD department in the other two districts, in Kupang, the ECD department coordinate with regional center for training and research on ECD and Baseline Study Report of Strengthening civil society and social accountability for improved access to quality, inclusive ECD services in NTT

non-formal education (BP-PAUDNI) to access financial support to ECD cluster activity. In 2017, there are 18 ECD clusters in Kupang that received IDR 10 million/cluster to provide laptop, printer and in focus to support their cluster meeting and peer discussion.

7.5 Intermediate Outcome 3

Intermediate Outcome (IO) 3: Increased attendance in inclusive ECD centres with empowered CBOs that influences behaviours through community led initiatives”.

IO Indicator 3.1:” Number of boys and girls attending home based services and ECD centers in targeted villages by February 2021”.

IO Indicator 3.4: “Dropout rate reduced in targeted ECD centres (disaggregated by sex) by February 2021”.

This sub section will present information and data related to the child with disability and CBOs capacity in livelihood activities. Meanwhile, the data in regards to attendance and drop out has been discussed in the above sub-section on outcomes indicators (sub section 7.2).

IO Indicator 3.2: “Number of boys and girls with disabilities (CWD) aged 3 to 5 years attending inclusive and accessible ECD centres targeted by February 2021”.

In June 2016, NTT province has declared as Inclusive Province, in which the government ensure access to all children and people with different needs to public services. Data from MoEC in 2017/2018 suggests that NTT province is in the top five provinces with high number of special needs students accessing schools. There are 6.100 special needs students accessing school, the data only gathered information from primary school to senior high school, but there is no data on pre-school level. In addition, there is no data in regards to number of special needs children who is not accessing school yet.

This study finds there is no special needs or children with disability that is currently accessing the 54 centres. But that does not necessarily mean there is no young children with disability in the neighbourhood. Further interview with teacher, reveals that some parents are hesitate to take the children who have disability to the centre, they would prefer to let the children stay at home instead of going outside.

IO Indicator 3.3: “% of CBOs receiving financial support to implement livelihoods activities that can contribute resources to pre-school projects”.

The CBOs does not receive any funds to implement livelihoods activities. Only some of them who manage funds, particularly the ECD management board which is the ECD operational budget (BOP) from the government or funds from the CSOs to build the ECD centres. The CBOs member have never been participated in training related to proposal writing, budgeting and organizational management. The legal entity that the CBOs has the foundation deed of the ECD centre, but the CBOs in a form of ECD committee does not have any legal entity. All of the CBOs representatives in this study feel confident that they can manage small grants to implement livelihood activities.

The interview with head of village finds there are 20 out of 28 villages that have village-owned corporation (*BUMDes-Badan Usaha Milik Desa*). The types of business are various, such as livestock business, tent rental, groceries, savings and loans, agricultural businesses, clean water management, and

electronic equipment store. Some villages also have featured products such as candlenut, cashew and weaving which are managed through business unit cooperatives and also individually. The benefit of these corporations contributes to the village funds for the development at the village.

In the group discussion with mother in Kupang, there are some parents who join in savings and loan programs from the government such as *Anggur Merah*, some of these parents claim that they have been greatly helped by a savings and loan business, but some of them reported the difficulty of returning loans that has been obtained. The reason is because the money received as a loan has been used for other purposes.

The ECD centre currently receives most of its financial support from the operational funds provided by the national government and district government. Each year the centre has to submit proposal and compete to get the funds. Aside from that, the ECD centre also getting funds from village budget and from parents. However, none of the ECD centre that has established self-finance mechanism through small enterprise.

7.6 Intermediate Outcome 4

Intermediate Outcome 4: “Improved quality of inclusive ECD through strengthened CBOs, CSOs and LAs that work collaboratively”.

Quality of inclusive ECD improvement though collaborative work between CBOs, CSOs and LAs should encompass work together to measure, improve, and sustain quality. Therefore, the parties should have common understanding and tools on quality inclusive. One of measurement using in this project is the national quality standard in ECD, however, it has several lack of quality indicators that promotes inclusive and child friendly components as a highlight in this project. Using the MELQO-MELE instrumentation, this study was identified number of quality indicator that complementing the national quality standard in ECD. This instrumentation is currently being advocated by the World Bank and UNICEF in Indonesia to be used and adjust for the national quality standard.

IO Indicator 4.1 % of ECD centres that will have improved quality level rating for 70% of the national quality standards

The national quality standard measurement tends to use indicator of availability documents. This study uses the instrumentation for ECD accreditation to assess the current status on six quality standards in ECD. The result shows that in average 36 out of 54 center (66.12% of the center) that is fulfill the six national quality standards such as child development, program content, process, center management, financial, and learning assessment. The majority of center have met with the national standard quality on learning assessment (85.19%), the headmaster reports they have conducted a different kind and in different timeframe of learning assessment. Meanwhile half of the centers (n=54) does not fulfill the standard on child development and program content. These standards require the teacher not only have the supporting documents in implementing the program, but also design the activity in accordance with children development stages.

Table 4. Percentage of Center Meets the National Standard on ECD

National standard on ECD	Kupang (n=22)	East Sumba (n=24)	Southwest Sumba (n=8)	Total in 3 District (n=54)
---------------------------------	--------------------------	----------------------------------	--------------------------------------	---

Standard on Child Development				50.00%
Availability of Document on Child Development Indicator	18.18%	75.00%	62.50%	50.00%
Standard on Program Content				53.24%
Availability of Curriculum Document	54.54%	79.16%	37.50%	62.96%
Grouping the child based on their age (age appropriate activity)	90.90%	50.00%	50.50%	66.66%
Operating hours in a day (2.5 hours for 2-4 years old and 3 hours for 5-6 years old)	18.18%	58.33%	0.00%	33.33%
Operating hours in a week (9 hours for 2-4 years old and 15 hours for 5-6 years old)	54.55%	54.17%	25.00%	50.00%
Standard on Process				74.07%
Availability of Program Semester	54.54%	87.50%	87.50%	74.07%
Availability of Weekly Lesson Plan	59.09%	87.50%	100%	77.77%
Availability of Daily Lesson Plan	63.63%	91.66%	100%	81.48%
Availability of Standard Operational Procedure (e.g. SOP on out-door play, SOP on welcoming children)	54.54%	79.16%	37.50%	62.96%
Standard on Center Management				71.29%
Availability of Vision and Mission	59.09%	79.16%	62.50%	68.50%
Availability of Administration book (e.g. attendance list, children data record)	90.90%	100%	87.50%	94.44%
Regular meeting between teacher and headmaster	54.54%	75.00%	75.00%	66.66%
Regular meeting between teacher, headmaster with the school committee	22.72%	75.00%	87.50%	55.55%
Standard on Financial				62.96%
Availability of Financial report	54.54%	66.66%	75.00%	62.96%
Standard on Learning Assessment				85.19%
Conducting learning assessment of children	72.73%	91.67%	100%	85.19%
TOTAL AVERAGE THAT MEETS NATIONAL STANDARD				66.12%

The quality standard on general center management and financial shows that 38 out of 54 centers (71.29% of the center) have fulfilled the standard on management however the number of centers that meets the financial quality standard is less than that, which is 34 out of 54 centers (62.96% of the center). The highest percentage in management quality standard indicator is on the availability of administration documents, almost all center has the administrations documents (94.44%), however indicators on management procedure such as regular meeting is relatively low, where less than 70% of the center have such procedures.

The quality standard on learning process shows that 74.07% of the center have sufficient document to implement the learning, such as weekly and daily lesson plan. However, the quality on the activity in the lesson plan is remains poor. Most of the activity conducted is around stamping, coloring, and singing, analysis on the quality of learning activities explain in the following paragraph.

Using MELQO-MELE instrumentation the study analyze further the quality on the learning activity particularly on the activity related to pre-numeracy, pre-literacy, free play and other learning activity such as science, art and health. The instrumentation uses scale 1 to 4 as indicator for the quality, one and two indicates poor quality and requires much improvement, meanwhile three indicates good quality and four indicates an ideal situation in the centre. The study finds poor quality of learning activity in the 54 centres. The average score for pre-numeracy and pre-literacy is 1.5, indicating that the pre-Baseline Study Report of Strengthening civil society and social accountability for improved access to quality, inclusive ECD services in NTT

numeracy and pre-literacy activity embedded on the day of the observation is a rote learning with limited interaction between teacher and children. For example, objects are used by the children to copy exactly what the teacher has shown to them (such as counting out “three” blocks as the teacher has demonstrated) or teacher asks children to write letters or words (such as their name) by tracing shapes, lines or letters using a writing utensil. In some centre even there is no pre-literacy and pre-numeracy related activity conducted in the day of observation.

Good quality of pre-literacy and pre-numeracy activity includes some plays-based learning, connecting to concrete objects and more interactions. For example, the teacher sometimes allows children to identify letters on their own (for example, children may point and say letters, dictate letters for teacher to write) or the teacher introduces numbers and number concepts through games and also in everyday activities such as story reading or pretend play (for example, counting items in a storybook). Objects are used to help children learn number concepts through play.

Table 5. Average Score of Quality Indicator using MELQO-MELE instrumentation

Learning Environment Quality Measurement	Kupang	East Sumba	Southwest Sumba	Average Score in 54 Centers
Classroom Arrangement, Space and Materials				
Classroom setup and furniture	2.3	2.2	2.2	2.2
Materials	2.0	2.2	1.8	2.0
Classroom Interaction and Approach to Learning				
Teacher-Child Interaction and Classroom Management	2.9	2.9	2.3	2.7
Individualized and Inclusive Environment	2.0	2.3	2.3	2.2
Learning Activity				
Pre-numeracy	1.5	1.6	1.5	1.5
Pre-literacy	1.6	1.4	1.6	1.5
Other Learning (art, science, etc.)	1.8	2.4	2.5	2.2
Free Play	2.2	2.6	1.6	2.2
Water Sanitation and Hygiene				
Toilet and hand washing	2.5	2.0	1.9	2.1
School Infrastructure, Safety and Feeding				
	2.5	1.8	2.1	2.1

This study assesses the quality of free play, the average score in 54 centres shows poor quality of free play, the average score is 2.2 indicates that teacher chooses where or how children will play with materials. Choices are limited and children must play with materials in a prescribed way. Even during break time, teacher tends to direct children to play in the playground only. A good quality free play provides opportunity for children to choose where and what they play with, teacher also engages and interacts with the children. This strategy will allow children to explore and learn new things based on their individual interest.

The other learning activity such as art, science, and music show poor quality with the average score of 2.2 in the 54 centres. This indicates that most of the learning activity is directed by teacher instead of child-based learning. Children listen to teacher instruction with small discussion and interaction, they have to play with the materials in prescribe way and all children produce same product. For example, teacher will instruct children to make a butterfly in a given template of butterfly in a paper so that children only have to colour them.

In addition, to see the quality of learning activity, this study assesses the quality of classroom arrangement (such as classroom setup, furniture and availability and utilization of learning materials), classroom interaction and approach in learning activity (includes teacher-child interaction, classroom management and inclusive), water sanitation and hygiene and infrastructure. The average score for teacher-child interaction and classroom management is 2.7 that indicates that teacher appears to enjoy some tasks or children and responds in a neutral or sometimes has positive way when interacting with children. This score also indicates how teacher manages the lesson plan in regards to the curriculum and themes. In addition, the children grouping types is used to maximize learning opportunities. The study finds most of teacher engages the children in discussion with certain theme and provides a simple activity for children (such as art activity; colouring or stamping). However, there is not many play materials related to the theme in whole day. In fact two grouping types are used during the observation (whole group (mostly big groups and small groups), teacher also appears to works one-on-one with a few children.

Teacher shows lack of understanding on the inclusive ECD, the average score is 2.2 on individualize and inclusive environment indicates that teacher occasionally shows some awarenesses of individual needs of children by checking for understanding of concepts, responding to request for helping, and providing minimal support. Teacher calls upon and interacts with girls and boys equally. But teacher does not explicitly address stereotypic activities, for example, when girl does not want to play with boy, teacher does not encourage the children to mix the gender in play activity. Some materials, such as miniatures and posters, are available so children see how the different ethnic/religious groups currently live but awareness and acceptance are not taught. For example, in a centre where there is a religiously diverse classroom, during the pray time, teacher does not offer children to pray in accordance to their religion practices instead teacher asks all children to pray in the same way as the majority of religion.

This study assesses discipline technique teacher use in classroom. There are few teachers use physical punishment, however the majority of teacher use positive discipline technique such as redirects children to use more appropriate behaviour (for example, "sit down" or "use a quiet voice"). Teachers attempt to guide children's behaviour but sometimes they are not consistent or effective (ignores some behaviours or children while guiding others). Children sometimes are being misbehaved but either respond to the teacher's redirection or stop the behaviour after a short period and back to focus on learning activity. Further result from interview with teacher finds that 79.62% of teachers use verbal reprimand, 9.30% of teacher's report using physical punishment (5 teachers in Kupang) and one teacher in Southwest Sumba report to ask the children get out from the class when they are being misbehaved. Only 13% of teachers report redirecting children to appropriate activity. One of the reasons behind the lack of discipline positive practice in the classroom is the fact that the majority of teacher never received training on child protection or child discipline topics. it is about 40 out of 54 teachers reports to never receive training on those topics.

The quality of ECD centres very much related with the quality of the teacher. Even though this project does not measure the educational status of teacher as its indicator for quality, but it is important to note that this study finds that the majority of teacher's education is graduated from senior high schools (72.20%) and only 11 out of 54 teachers have the ECD certificate, which they gained through basic training from the Ministry of Education and Culture (MOEC). The lowest education level of the teacher is graduated from junior high school (3.70%) meanwhile there is few teachers with bachelor degree (24.10%).

About half of teacher (30 out 54 teacher) report they have not attended any kind of training in the past 12 months. The other half of teacher attend training conducted by the district government and SID or LPMM. The training topic is about the 2013 curriculum. Even though half of the teacher has received training on the curriculum, but 75.92% of teacher aspires to get training on the curriculum and 66.70% of teacher want to get training on child development assessment. The study finds teacher does not have much time for self-learning or self-improvement and very depends on external support to improve their capacity. It is not a full-time job, and the time dedicate to perform their task as teacher on a half day.

Most of teachers spend about 4 hours per day in the centre, almost half of the time is used to teach and another half of the time for doing preparation, such as administrative works. Teacher reports that they also clean the centre. Interestingly, teacher in East Sumba and Southwest Sumba reported that they are spend more time in administrative works (62.50 minutes in East Sumba and 29.38 minutes in Southwest Sumba) instead of in preparing lesson plan (40 minutes in East Sumba and 19.38 minutes in Southwest Sumba), the administrative works includes developing report to district education. The teachers in two districts also spend more time in the centre compare with teacher in Kupang. Further analysis on the association of teacher's time to the quality of the centre is needed. However, the time spending indicates how teachers manage their time that might have implication on the quality of the teaching and learning in the centre.

Table 6. Distribution of Teacher Time at the Center

Teacher Activity	Kupang (minutes)	East Sumba (minutes)	Southwest Sumba (minutes)	Total In 3 Districts (minutes)	Percentage of time allocated (%)
Teaching	86.82	137.50	120.00	114.26	47.30%
Playing with children (before class or after class)	23.18	25.63	31.88	25.56	10.58%
Preparing lesson plan	24.09	40.00	19.38	30.46	12.61%
Administrative work	21.36	62.50	29.38	40.83	16.90%
Other activity (cleaning, meeting, chatting with other teacher)	24.09	40.00	19.38	30.46	12.61%
Total minutes teacher spends in ECD center per day	179.52	305.63	220.02	241.57 minutes equal to 4 hours	

Another component in regards to quality ECD center is the infrastructure. It is important to know how the existing infrastructure conditions so that the local government and the CBOs get the sense of the situations at the center. The quality of teaching and learning, as well as the infrastructure conditions.

This study assesses the classroom setup, furniture, learning materials, water, sanitation and hygiene condition and general school infrastructure safety. Using MELQO-MELE observation tools, the result suggests that the average score for the classroom setup and furniture is 2.2 indicates that the classroom is only enough for all attending children to sit in a room, but no extra space for other activities. All children have a seat either using chairs or carpet, but some of chairs are broken. In regards to support the materials to maximize learning activity, such as availability of *interest center*, the majority of the center do not have *interest centers* that are set up in the classroom or even if there is *interest center* it is only one *interest center*. The majority of teachers likely use writing utensil and art materials during the day of observation, and during other learning materials such as drama/role play, manipulative materials to learn math (rocks, sea shells). Story books are available in some centers but

do not use in teaching and learning activity during the observation. There is 24 out of 54 centers which does not have story books or any children books in the classroom.

The water, sanitation and hygiene condition are relatively poor. The average score is 2.1, indicates that some centers do not have access to get clean water. All centers in Kupang have access to get clean water, however about half school in East Sumba and Southwest Sumba do not have access in getting clean water. This condition influences the hygiene practices at the center, some centers do not have toilet facilities and use basin/basket for hand washing.

In addition, the safety condition in the center is not entirely safe because there are three or four dangerous conditions exist on the school grounds or in the classroom, such as broken chairs in the classroom, broken windows or door, uneven floor or playgrounds, sharp equipment nearby children and inadequate natural light in the classroom. Most of centers also have minimal health equipment (first aids equipment) and/or equipment is not easily accessible for the teacher in the classroom (for example, is locked and teacher does not have keys).

IO Indicator 4.2: " % of mothers, fathers and caregivers who are able to properly stimulate their children by February 2021".

The project aims to improve parents' practices to properly stimulate their children. This study asses current parenting practices and basic condition of the family through survey questionnaire to the main caregiver of the children. There are 318 parents involve in this study. Most of them are the mother of the child (73.27%), following with father of the child (10.38%), grandmother (8.49%) and aunt (3.46%). The other respondents are the grandfather, uncle and adopted parent. Most of the respondent are able to write and read (91.51%). The education level of the respondent is quite various, however there are still some respondents who do not attend to the school (5.35%) and do not complete primary education (11.95%). The respondent level of education showed in the graphic below:

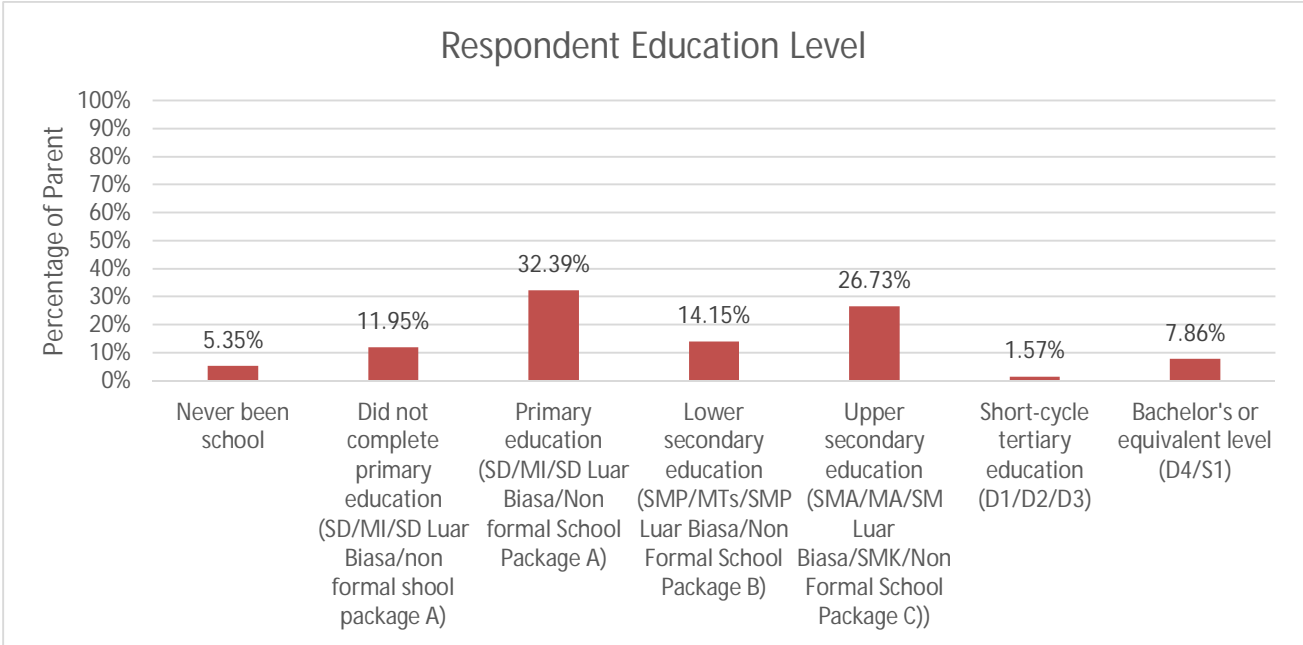


Figure 6. Parent' Respondent Education Level

One third of the respondent receiving conditional cash transfer from the national government (the *Program Keluarga Harapan*). This indicates those family are living under the poverty line. Another indicator to predict social economic status of the respondent is the type of the house. The data suggests

that the majority of respondents have low social economic status. Only 38.99% of the respondent that have a house type of permanent building, meanwhile 33.33% of the respondent have semi-permanent building and 27.67% of the respondent have non-permanent building.

In regards to the availability of children’s book at home the result suggests that 55% of the respondent have children book at home, around three books for a minimum in each home, however there is quite big gaps between the lowest number of availability of children book (one book) and the highest number (30 books).

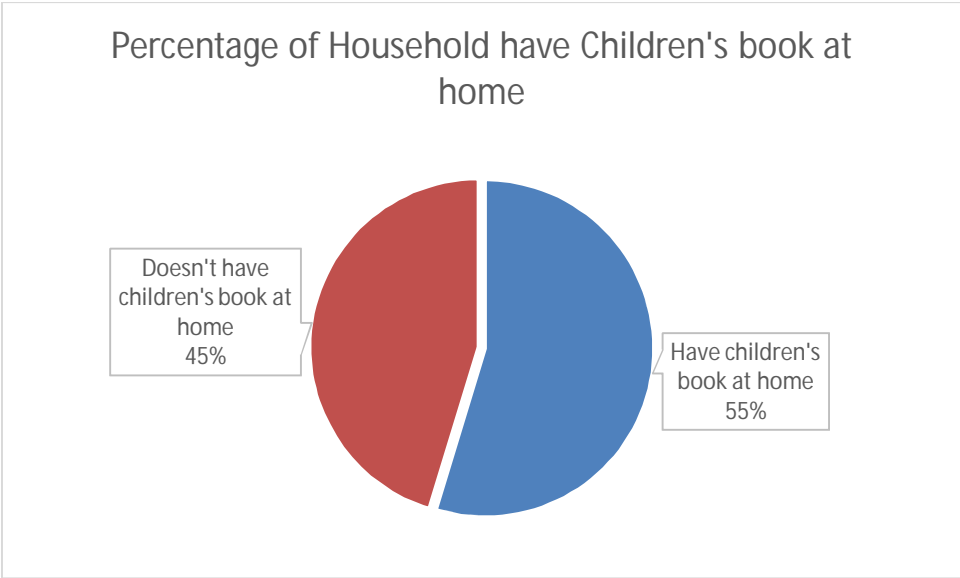
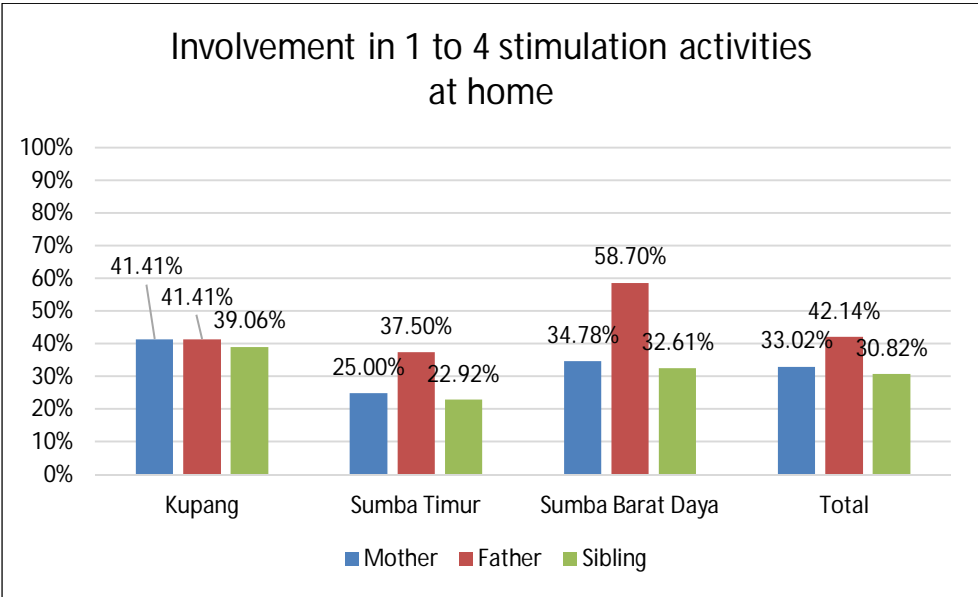
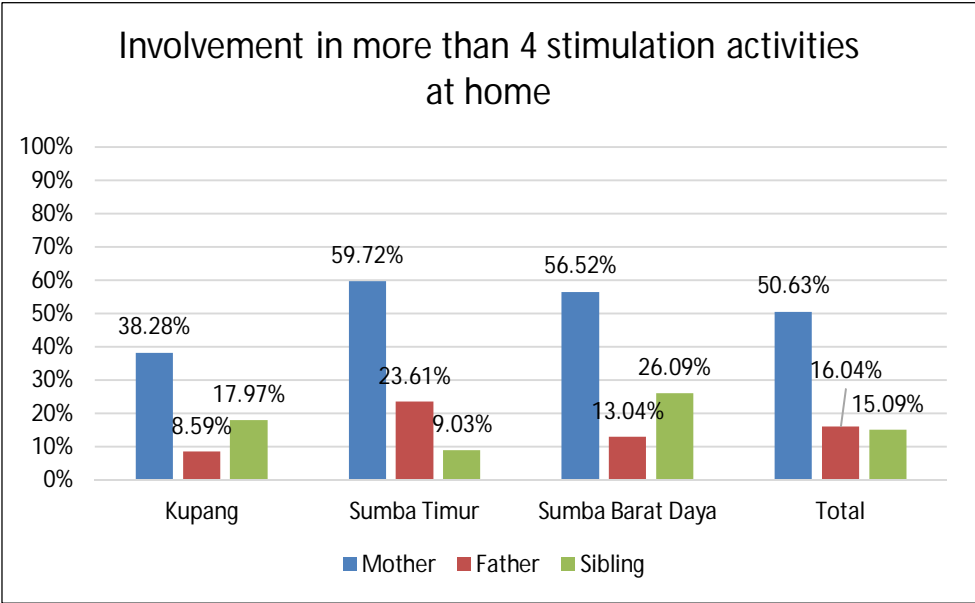


Figure 7. Percentage of Household having Children Books at Home

Stimulation at home assesses through twelve different activities, such as reading a book, story-telling, drawing, learning the alphabet, learning the number, and involved children in every day activity for example cooking and caring for pet. The study also assesses who participate in learning activities with the children at home. The result suggests that less than half percentage of parents (mother and father) in this study involve in stimulation activities at home.



Higher percentage of mother (50.63%) involves in more than four stimulation activities compare to father (16.04%), but the percentage of father (42.14%) involve in less than four stimulation activities is higher than mother (33.02%). These findings suggest that mother is more involve in stimulation activities compare to father. However, in general only less than half of the mother in this study involve in stimulation activities, the other half shows that they do not involve in stimulation activities.



At the FGD mother report as busy with household chores therefore they have limited time to stimulate their children and that sometimes older sibling helps with the ECD children learning. Parents tend to support the stimulation activity related with pre-numeracy and pre-literacy skills, and for mother these skills indicate their children intelligent level. ECD's children who are able to read and write consider as smarter than their friends who are not able yet.

In addition, in stimulation activities, parent's discipline method assesses in two ways; (1) violence-based discipline method and (2) non-violence discipline method. Parents are asked if they have performed different kind of discipline technique in unstructured order of violence and non-violence technique, the response then categories into violence and non-violence technique. The result finds there is still high percentage of parent use any violence discipline method such as verbal, non-verbal and physical punishment (87.74%), however there is also high percentage of parent uses non-violence discipline (total 96.54%). This finding indicates that parents use mix method of discipline to response the children behavior. parents might be have not understood yet the effective ways to discipline their children.

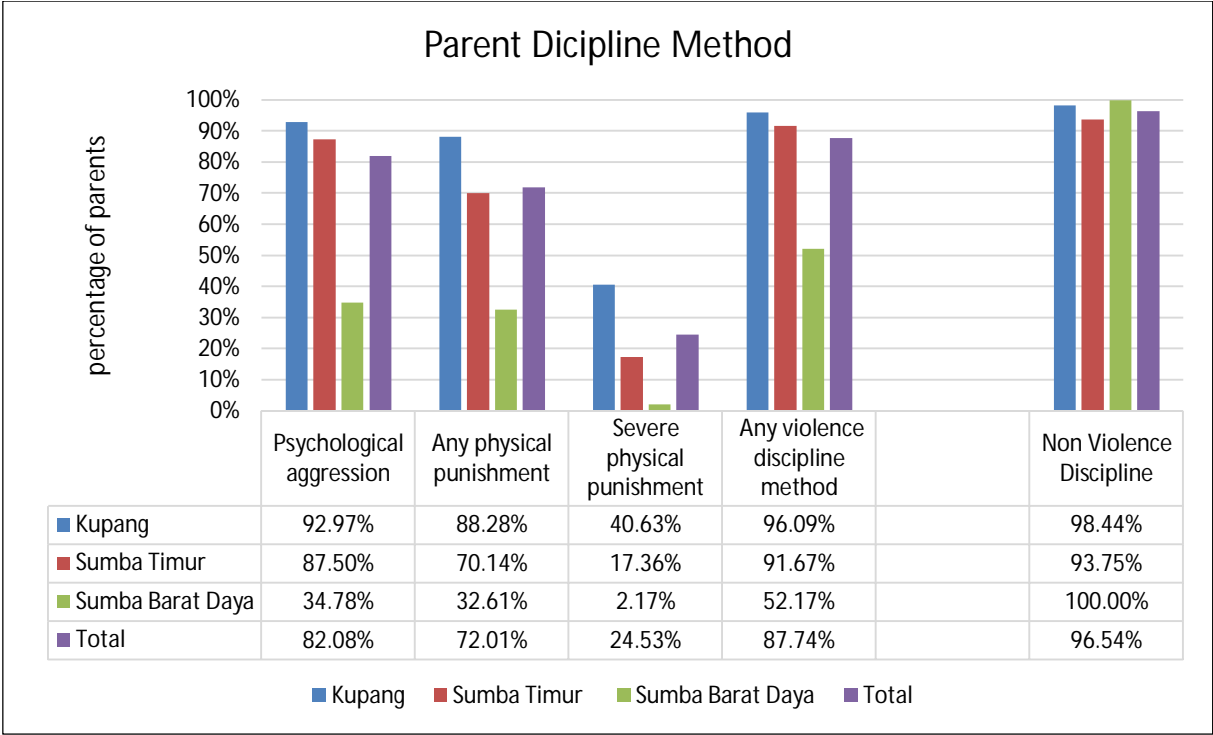


Figure 8. Parent Discipline Method

The study asks further question, “Do the parents believe that in order to raise and educate a child properly, the child needs to be physically punished? Interestingly only 11.01% of parents believe about that. The other hand, there is quite high percentage of parents use physical punishment (in total 72.01% of parent), there is even 24.53% of parents report to use severe physical punishment such as kicking the child.

Another important indicator on child protection and child right is the birth registration. In fact, within three districts, there is only 64% of children who have birth registration that indicates how low level of parent’s awareness on the importance of having child’s birth registration.

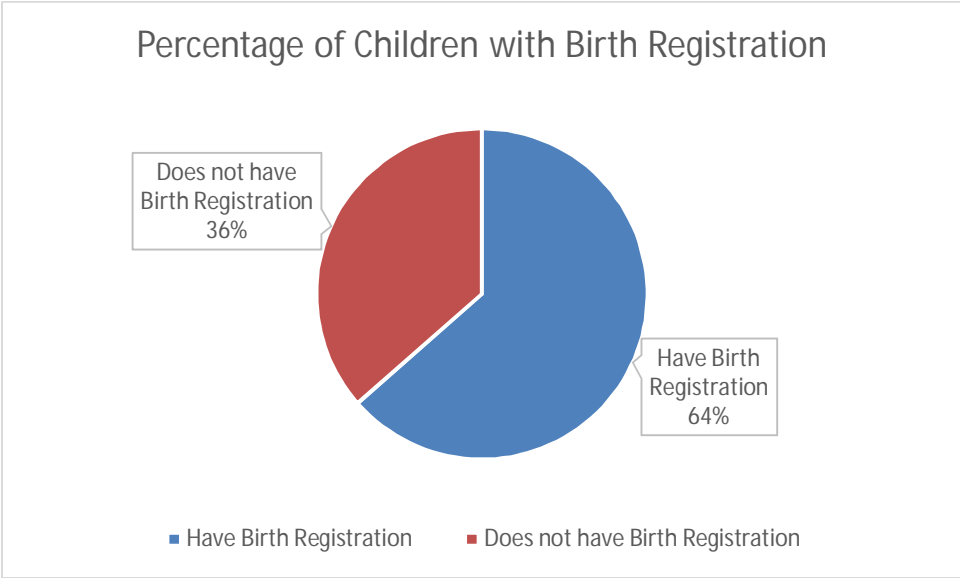


Figure 9. Percentage of Children with Birth Registration

This study also assesses parent’s access in holistic and integrated services for their young children, especially access in basic health and nutrition services in the community health services (*Posyandu*) and parenting education. There is 91.51% of parent brings their children to *Posyandu* on regular schedule which is once a month according to *Posyandu* services schedule. Mother reported as the one who regularly bring the children to *Posyandu*. The other fact shows that the parents who have not bring yet their children to *Posyandu* have some the reasons are due to the children age is above five years old and few of them also do not know the *Posyandu* schedule or busy with other things at home.

There is 30.82% of parent have participated in parenting education activity, such as parenting session in *Posyandu*, *Bina Keluarga Balita* (BKB) and Parent-Child Playground (PCP). Parents have to learn various topic includes children health, positive discipline and helping children to learn at home. The data shows that low percentage of parent on parenting education will influence the result on lack of parenting practices that support children development.

IO Indicator 4.3: “% of tutors, parents and caregivers that consider their ECD centers to be protective, inclusive and child and gender friendly (disaggregated by District)”.

This project realizes the importance of feedbacks from their main counterpart in the field, which are teacher and parent. This project aims to assess teacher and parent’s perspective on the ECD center quality. Parent and teacher perception on the quality of ECD centers particularly on the protective, inclusive and gender components is assessed through self-development questions using Likers scale.

A compelling result suggests that parent have more confidence in the good quality measurement of the safety, inclusive, child and gender at the center compared to the teacher. Many parents and teachers agree and strongly agree that the center is safe for children. There is 22.22% of teacher who is disagree that the center is safe for children. Different perception among parent and teacher might be influenced by the fact that most of parents are not actively engage at the center activity, so they do not aware the situation inside the center which might be safety for the children. Parent said that they have the engagement with the center when they drop off the child and picking up the child. Other factors that influence these facts are the level of understanding on safe and protective components between teacher and parent. Beside that teacher might have more awareness on the safety features compares to parents.

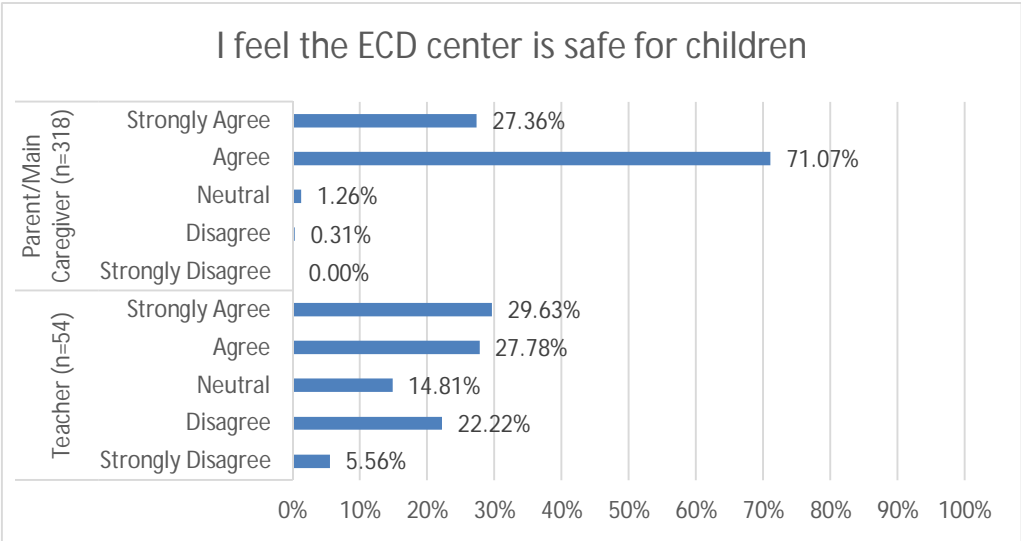


Figure 10. Parent and Teacher Perception on the ECD Safety

In issue gender equality, parent and teacher were asked separately about their perception, if the children are carried out equally out of their gender. The majority of parents and teachers agree and strongly agree that children are carried out equally. Even though there is small percentage of parent who is disagree with this statement (2.52%).

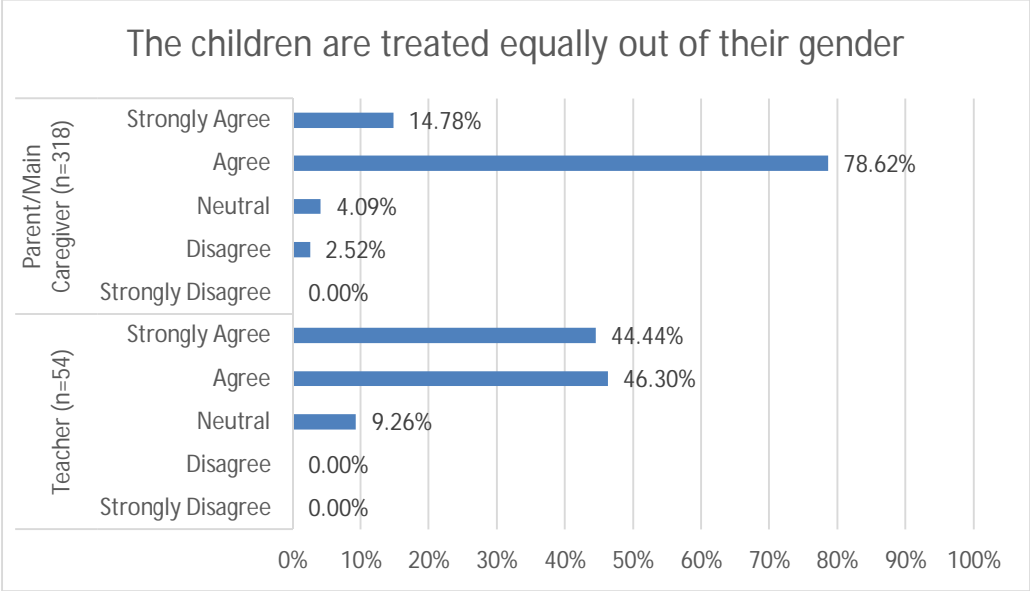


Figure 11. Parent and Teacher Perception on Gender Equality at the center

Parents and teacher perception's that the ECD center is a child friendly space for children to optimize their developmental potentials shows in the chart below.

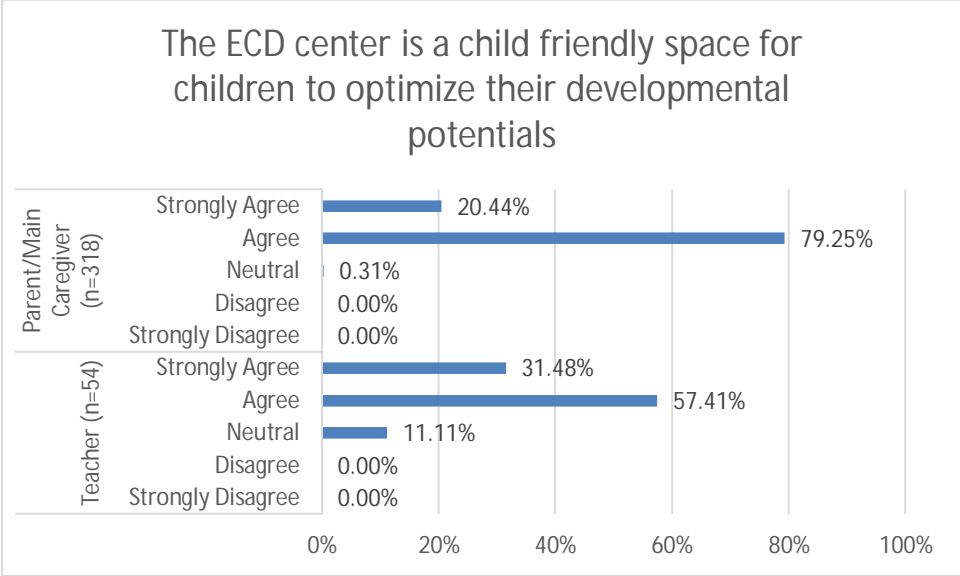


Figure 12. Parent and Teacher Perception on ECD as Child Friendly Space

None of parent or teacher disagree with the statement of the ECD center is a child friendly space. The majority of parent and teacher agree that the ECD center is a child friendly space. For them, as long as the center provides learning and playing opportunity for children and it is friendly space. Most of parents and teacher do not aware the other components in child friendly center/school such

as infrastructure security and the quality of learning and playing that promotes inclusive, gender issue and mitigation of potential risk in the center.

8. Discussion and Findings

This section discusses the implication of the findings and results of this study. Some of the findings have been presented in the above section. The sub-section presents a theme based on the main stakeholders in this project. That are (1) the CSO, (2) the local authority, (3) the CBO and (4) the ECD center.

8.1 The CSO

The civil society is important player in ECD sector in Indonesia, as 90% of the ECD center runs by the community or non-profit organization at the community level (*yayasan local*). This project is designed with distinguish purpose to empower civil society to support the implementation of ECD program. The discussion on the CSO categorized by three functions and capacity of the organization such as vision, mission, program and staff structure of the organization, the financial capacity of the organization and the technical capacity to implement ECD, livelihood and social accountability related activity under this project.

Organizational Capacity

The overall organization capacity of the two CSOs (SID and LPMM) depend on the donor direction. Initially, the two CSOs was formed through an initiative to merge the number of local partner (CBO or Non-government organization) into several consortiums. For example, LPMM was established as a consortium of four different partners.

LPMM and SID have similar vision and mission focusing on children welfare. On regular basis, LPMM manages the sponsorship activity of ChildFund global in Kupang district and SID manages in East Sumba and Southwest Sumba. This also means, the two organizations implement the Life Stage program approach developed by ChildFund. Therefore, the strategic plan and program of the two organizations are mirrored on the life stage strategic plan.

The two organizations have no experiences in implementing other organization program aside from ChildFund program. Even though there is opportunity two works with other organization, but LPMM and SID management board are currently occupied by the program with ChildFund global.

The organization structure of LPMM and SID are similar. They have advisory board and management board. The day implementation is run by the management team, lead by a director. Both of directors have been holding the position since the beginning of consortium formed until now on. Even though there is annual performance review for the director, but it seems that the advisory board of the organization will not give the position for someone else unless the director resigns. This indicates that strong trust on the capacity of both of director shows their task and responsible.

LPMM and SID have different structure on staff management. In SID there is specific person dedicate all of their time to manage each of the Life Stage program. There are three Life Stage; Life Stage one for program related to young children (below 5 years old) includes ECD, Life Stage two for program related basic education and life skill for children age 6 to 14 years old and their parents and the last is Life Stage three for children and young adults aged 15 to 24 years old, focusing on life skills and their participation in development. In SID there are three staffs managing each Life Stage, meanwhile in LPMM the staff who is responsible for Life Stage has double roles as community mobiliser who is also responsible to mobilize and oversee the sponsorship activity in two or three villages.

The current structure of the staff in the project has a challenge, distribution of task and responsibility is not equal with the ratio of staff needed and coverage area (number of center and village). To implement this project, SID and LPMM hire a new position for the CBO facilitator, one in Kupang managing 22 centers in 11 villages hired by LPMM and two hired by SID; one is responsible in Baseline Study Report of Strengthening civil society and social accountability for improved access to quality, inclusive ECD services in NTT

East Sumba managing 24 center in 11 villages and one is responsible for Southwest Sumba managing 8 center in 6 villages. Meanwhile the ECD officer is an existing staff given additional responsibility to manage this project. In SID, the ECD officer for this project is the Life Stage one officer and LPMM the ECD officer is taken from for Life Stage two program as well as managing overall program in two villages.

The approach on giving the staff double responsibilities might have a risk on the quality of project implementation. Even though the Life Stage-1 program have similarity with this project, but the paper works, intensity and covering area might require distinguish attention from the staff. This can also lead any missing interpretation of task within staff, the CBO facilitator might end up doing the ECD officer task, with the intention in doing the overload works.

The ratio between CBO facilitator and number of center and village need to be supervised is also raise a concern. The center location is spread and access the location is not always easy. Some locations require some hours of driving and difficult to be accessed especially on rainy season. There is a risk that the CBO facilitator would not be able to give equal support and monitor the project implementation at field level.

There is no specific staff for Monitoring and Evaluation (M and E), either in SID and LPMM. The monitoring and evaluation task embedded to the existing staff, but in SID and LPMM, there is unclear roles who should conduct the monitoring and evaluation of the overall project implementation.

Financial Capacity

The director in both organizations literally admits that the organization would not survive without financial support from ChildFund global. This indicates strong dependency to ChildFund. SID director has developed proposal to another potential donor, but LPMM have not think yet of any possible way to get another donor to support their program.

SID and LPMM also does not have any mechanism to reserve some of funds from ChildFund, practically the organization runs with the budget that is approved by ChildFund. The financial system and reporting also follow the ChildFund standard procedure.

This project identifies the challenges in financial capacity of SID and LPMM. The project plans to train SID and LPMM in developing proposal to be able in seeking other funds/donor. However, it also is crucial to train the organization in order having sustainable (reserve) funds. Another strategy can be developed that is related with the technical capacity of the organization, so they can become a training provider for ECD topics.

Technical Capacity

Even though SID and LPMM have some experiences in implementing ECD and livelihood program, but there is no evidence of successful implementation that have been adopted and scaling up for other area by other organization. SID have an innovative project of Disaster Risk Reduction in ECD, but it has not been scaling up in other location outside of their working area.

The staff has superficial understanding on the quality ECD programs, for example, the staff does not aware of quality aspect indicators proposed by the national government. Furthermore, the staff does not know how a quality lesson plan and learning activity look like. This finding comes from interview with the ECD officers and CBO facilitators during the field data collection. The interview also shows that the staff have limited experience on livelihood programs, particularly the CBO facilitators, meanwhile they are the one who are responsible to supports the CBO in implementing the livelihood activity in this project.

The staff experiences on social accountability and advocacy are also very limited. They only participate in village development plans discussion/workshop and coordinating with district government when there is an event to invite the local authority.

Networking

Aside from the organizational, financial and technical capacity of the organization, this study also identifies the external relationship and networks that the two organizations have established. Both SID and LPMM have recently joined a platform or networking that would help them to exchange experiences, ideas and resources, even establish collaborative works with other CSOs. At the moment, LPMM join in ECD HI task force in Kupang district, a coordination forum for government and non-government organizations works in ECD HI, meanwhile SID join a consortium established in Sumba for the implementation of ECD under the Ministry of Village development. Joining in CSO forum can become the place to build the capacity of SID and LPMM. There are two other forums that both of organizations should be interacted with; 1) The national coalition on ECD HI and 2) The Indonesian NGO council.

The national coalition on ECD HI is a network for NGO and INGO working in ECD sector to collaborate in advocacy and sharing resources. It has more than 20 NGO/INGO members with working area across Indonesia, the coordinator for this year is UNICEF. Meanwhile, the Indonesian NGOS council works for the accountability of NGO in Indonesia. Currently it has 100 members across 16 provinces in Indonesia. The national coalition on ECD HI focus on strengthen its member in implementing ECD program and the Indonesian NGO council focus on assess and help its member in applying the principles of good governance and accountability mechanisms.

8.2 The Local Authority at District and Village level

District Government

The interview with district education office (ECD department) and the development planning Institution at district level shows that the district government in Kupang and East Sumba are very much aware on the recent policy of MSS in Education that instruct the government having full responsibility in implementing ECD program (PP no 2/2018). With this policy, the district government have to increase its support (financial and technical support) to ECD implementation. Meanwhile the district government in ECD department and development planning board in Southwest Sumba are new to the position, so they are not familiar with any policy in regards to ECD.

All of the district's government are very welcome to establish collaboration work with this project. The development planning Institution in East Sumba suggests to have a technical agreement between Barnfonden, SID and district government, so that all parties have a clear role and expectation in this project. The agreement can also be a basis for district government to allocate resources to support the project implementation.

The district government in Kupang is relatively more advance in planning and budgeting for ECD compares to the other two districts. In Kupang, the ECD HI working groups have been established with the support from UNICEF. Beside that, the district government have been participating in some trainings, seminars and workshops in regards to ECD. Even though the budget allocation to support ECD remains low but at least the government in Kupang have more technical knowledge on ECD compare to district government in Sumba. The technical knowledge helps them in planning effective activity toward improving quality of ECD.

In addition to financial support from the district government, the human resources allocation to support ECD program is assessed in this study. In Kupang, there are five school inspectors that cover more than 500 ECD center, meanwhile in Sumba Timur there is only one school inspector that have responsibility to supervise around 200 ECD centers. In Southwest Sumba there is no specific inspector for ECD, but they have ECD and Non-Formal Education facilitator in each district, in total 11 people. The facilitator is responsible to support the reporting and administrative requirement in the ECD and non-formal education. Interview with one of the school inspectors in Kupang and three of facilitator in Southwest Sumba, shows that, they have limited knowledge on ECD. They have more focus on administrative works, filling the report form, rather than any task. They can not provide technical input to improve the quality of lesson plan, but may be able to provide inputs on the classroom setup and general management of the center.

Unfortunately, although the school inspectors in Kupang have been participated in many training supported by UNICEF, they still have low of personal motivation to improve their works. The school inspectors in Kupang complain of the ratio of center that they have to supervise and the fact that he has not received any transportation cost to support his work. He said "*it is impossible for one person to supervise and intensively support a hundred centers in a month*".

Village Government

This result shows that more than half of village government in this study have realized their roles and responsibility to support ECD, 22 out of 28 of the village allocate some funds to support ECD. Even though the allocation is still low.

As stated in the government regulation on minimum standard services in education (PP no.2/2018) article 11 (3) Village government holds a responsibility to encourage community participation in implementing ECD through providing financial support, infrastructure and or human resources (teacher). However, the village funds allocation is prerogative policy on each village government with a consideration on priority needs in the community. If the ECD is not consider as priority in the community, there will be no allocation to support its implementation.

There is good indication of social accountability at the village level, the finding shows that essential stakeholders at the village have participate in village development plan, but the challenge is on monitoring the implementation of the plan and ensuring the transparency and accountability of the implementation.

Advocacy to Local Authority

The project should strategically think an effective way to advocate the local authority. At district level, the project can not only focus on advocating the executive, but also have the target to legislative. As an example, district government in Kupang has strong knowledge and understanding on ECD, however the budget allocation is very much depending on the endorsement and approval from the legislative. Meanwhile at village level, the advocacy should move towards encouraging village government to provide support for the quality improvement of the centre. At the moment, the budget allocation is mostly to support teacher incentives, in the future the village can also support training cost for the teacher. There is a model of village budget allocation to support capacity building of the ECD teacher. The CSOs and CBOs can learn the approach that have been implemented in some village in Timor Tengah Utara district through the *Generasi Desa Cerdas* project. In this project, the village's fund is allocated to support the teacher to participate on standard training from the government (basic training level) and to support accomodation cost for the teacher to attend the ECD cluster meeting.

The advocacy in this project depends on the capacity of the implementing partner (SID and LPMM), as described above, the capacity of both organization in advocacy is limited. Therefore, a side from training on advocacy and social accountability, a clear guidance in advocacy is needed. For example, the step activity guideline in advocacy will be useful tools to help SID and LPMM staff commence their advocacy task. This tool can also be useful for the CBO to initiate advocacy at village level.

8.3 The CBO

The CBO definition in the project design refers to the school committee (the ECD center committee). However, there is number of centers without functioning committee. On paper, there is a structure of the committee, but in reality, the function of committee does not run well to support the ECD center.

The study identifies another form of CBO in the community that is the ECD management board, some of the ECD management board members are representative from the community and some of them dedicate their time and other resources to establish the center. Either ECD center committee or ECD management board have its own potential and challenges in supporting ECD center.

The ECD management board usually has legal basis that will allow them to have account bank and accessing the funds from government and other organization, meanwhile the ECD committee has no legal basis for the establishment. The ECD committee is considered as informal organization that requires no legal basis. As the implication the ECD committee do not have the access to bank account and therefore do not have access to government budget.

The ECD management board stands in a position of the supply side and also, they have to ensure the ECD services is running well. Meanwhile the ECD committee stands in a position of the demand side, ensuring the children receive the ECD services. The ECD committee has more power in a way, if they feel the center does not provide a quality ECD services or simply do not meet their expectations as parents, the ECD committee member may easily finds other center that meets their expectation. In reverse, the ECD management board have to make sure that center is running and providing quality services. This imply that ECD management board taking more responsibility and obligation on the ECD center. This is a modal to engage in future livelihood intervention that the project has been designed.

The ECD management board is usually familiar with ECD quality standard's component and indicators. They are also the one who usually help the teacher in applying and preparing the administrative requirement for the accreditation process of the center. Compare to ECD committee, the ECD management board has better understanding on ECD program. This is an asset in advocacy at the village level which is expected can be conducted by the CBO.

8.4 The ECD center

The government of Indonesia has established eight standards of quality in ECD. This project will measure six out of the eight standards as the indicator of quality improvement. Nevertheless, the activity design on the project includes improving capacity for the teacher through serial of trainings. The project identifies at least four topics of training; child friendly of ECD center, early stimulation, parenting education, and facilitation skills. Findings on the existing quality of ECD center suggest that many ECD centers have not fulfilled standard on child development (the STPPA), program content and financial management of the center. The percentage of center fulfills the indicators for those standards is only 50 to 60 percent. Meanwhile for the other standard is more than 70 percent. In facts, there is 7 out of 10 centers that meets national quality standard indicators for ECD (total average of 66.12%).

The training topics should be adjusted so it can help the center improve their services based on the indicators outlined in the six standards. It is needed to develop training on ECD management, general management and financial management. The training for teacher should follow the standard training from the government that become the basic training for ECD teacher (*diklat dasar*). The *diklat dasar* have 48 hours of in class training and 152 hours of in-service self-practice (*tugas mandiri*). Teacher who participate in this training will be assessed. If the result acquires the minimum standard of score for the training, the teacher will get ECD certificate. This certificate will gain high score during the ECD accreditation process, meanwhile teachers who do not get ECD certificate through *diklat dasar* will get low to medium score during the ECD accreditation process.

The MELQO-MELE instrumentation also indicates low quality of ECD services in all of the domain/component of quality within the instrumentation. Using MELQO-MELE also shows that the quality of learning activity should be improved, so that eventually it will improve the learning outcomes of the children. This study analysis the association between children learning outcomes measured by IDELA with the learning quality that is measure using MELQO-MELE. The hypothesis is that IDELA score on emergent literacy and emergent numeracy has a significant association with the pre-literacy and pre-numeracy learning activity in MELQO-MELE score. The statistical test (t-test) shows highly significant association between those variable (p value= 0.000). This suggests that if the project aims to improve children's learning outcomes, one of the strong predictor is through improving the quality of learning activity at the center.

The training topics for teacher should include play-based pre-numeracy and pre-literacy learning activity and understanding on quality play-based activity that reflect three types of play (sensor-motor play, construction/developmental play, and dramatic play). Those kind of things can stimulate all of children developmental domains. So that the teacher can collaborate those concepts and

understanding in developing daily lesson, to have variety of play based learning activity that stimulates all of children developmental domains. Otherwise, the learning activity will be monotonous such as coloring, stamping and singing, which only reflect the sensor-motor types and rote learning and it will not help the children in mastering more skills.

The study also analysis the association between teacher and child interaction with the overall score on IDELA. The result shows there is highly significant association between teacher-child interactions with the learning outcomes (p-value=0.000). The lowest average score in IDELA is in social-emotional domain. Moreover, the statistical test suggest that children will get better benefit when the teacher is trained on effective teacher-child interaction to support learning.

ECD center can also be a platform to improve parenting practices through establishing regular parenting education session. The findings suggest there still low percentage of parents participating in parenting education activity (30%). The center can work with other community worker in delivering the parenting education session. Through ECD HI approach, the center and CBO should be able to engage the other service provider, establish coordination and collaboration works. One of example on collaboration works is conducting parenting education session at the ECD center.

The parenting education can also promote the concept of inclusive ECD, so that parent of disability children would be encouraged to enroll their children to the center. There are many existing parenting education modules that can be used by the teacher. However, there is none of the topics within the existing parenting module that promote inclusive and child friendly of ECD.

9. Recommendations

The recommendation is written based on a priority for the next project and be a consideration.

1. Adjusting the project design and logical framework to collaborate specific guideline and approach in mentoring and advocacy. This might require to adjust the budget and activity that have been planned. The adjustment might include supporting SID and LPMM to develop organizational roadmap in increasing their capacity (organizational, financial and technical) as leading CSOs in ECD. The adjustment might also consider the restructuring the staff, hiring more CBO facilitators to SID and LPMM or create a framework that would allow the community facilitator (staff for regular program in SID and LPMM) to support the implementation of this project. The roadmap will allow each party to understand step by step activity and resources needed and possible changes that might require to achieve the goals as a leading CSO in ECD. However, it is important to make sure the roadmap is developed independently by the SID and LPMM and Barnfonden staffs who have a role as external resource person rather than provide direction to them.

2. Alignment of this project approach, strategy and activity with the existing regular program that managed by LPMM and SID. To mitigate conflict and confusion at the implementation level, this can also ensure sharing resource to support both programs that aims towards better young children outcomes.

3. Supporting SID and LPMM to participate in CSO networks to exchange, share resources and provide opportunity for the staffs to have experience in developing their technical capacity (learning by doing). For example, SID and LPMM staff are involved in developing of the training module for CBOs and local authority and ECD center under the guidance from the ECD specialist, in order they can learn to be a co-facilitator of the training.

4. Using the data of quality learning environment and national standard quality on ECD to initiate discussion at center and village level on the quality improvement plan. The project intervention may also consider to support each ECD center in developing its own ECD center roadmap. In addition, the planning document can help the center to monitor its progress and at the same time can also be useful for CBO, CSO and local authority to provide support needed in each center.







5. Integrating the livelihood-grants for CBO into the existing BUMDes mechanism at the village level. There is an established mechanism in BUMDes that can be followed to implement the livelihood-grants. The CBO who will receive the grants will be selected by the village committee. This project can give advise any selection criterias, implementing procedure and percentage of benefit allocation to support ECD. Using the existing mechanism will allow village government and district government having a control and supervision on the implementation.

10. Appendices



Appendix A: Baseline Study Terms of Reference and Baseline Study Plan

			
ANNEX V Syifa Andina.pdf	Barnfonden_ToR Baseline Survey 2018	54 ECDs in 3 Districts.xlsx	Data Collection Report.docx

Appendix B: Survey Tools and Analysis Result

					
CF_IDN_Children_10 ct2018.xlsx	CF_IDN Parenting_1Oct2018.>	CF_IDN_CBO_1Oct2018.xlsx	CF_IDN_HeadVillage_1Oct2018.xlsx	CF_IDN_Teacher_Hea dMaster_1Oct2018.xls	Instrument observasi untuk translate.xlsx

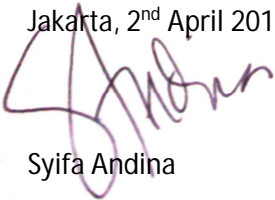
					
Data Quality Learning Environmen	Child_disapline_22Nov2018.xls	Result_CF_Parenting 18 Nov 2018.xlsx	Result_Teacher_revised_22Nov2018.xls	Result_CF_VillageHead 18 Nov 2018.xls	Result_CF_CBO 18 Nov 2018.xls

	
Transcirpt Interview LPMM dan SID.doc	Transcript Interview Dinas Pendidikan and

11. Closing

I hereby submit this baseline study report for the benefit of the project-Strengthening civil society and social accountability for improved access to quality, inclusive ECD services in NTT.

Jakarta, 2nd April 2019



Syifa Andina