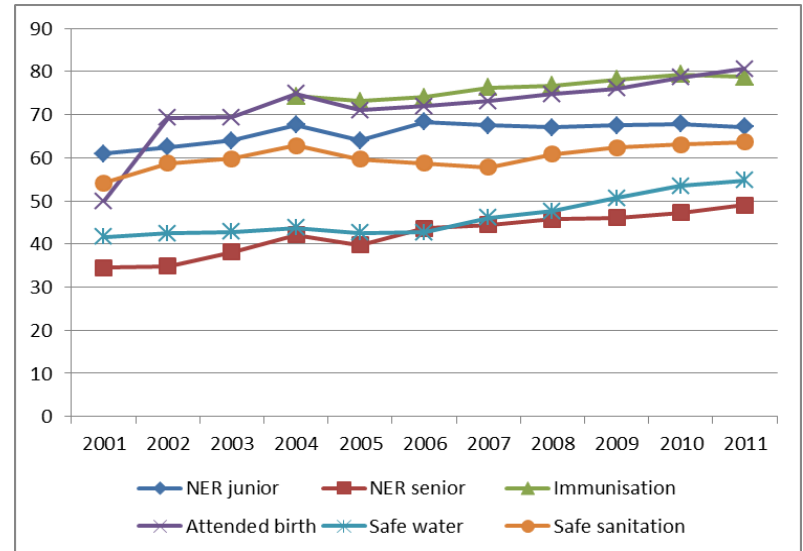

MELAYANI: Untangling Problems to Improve Service Delivery



Background

- Service delivery numbers stagnating
- Local governments responsible, but not delivering
- RAAP worked on this problem, but heavy World Bank support (2015 - 2017)
- MELAYANI learned from RAAP, modified approach and explored ways to scale up. (Apr 2018 - Feb 2019)
- MELAYANI 2 looks for ways to apply lessons in INEY (Feb 2019 - Feb 2020)



MELAYANI Overview

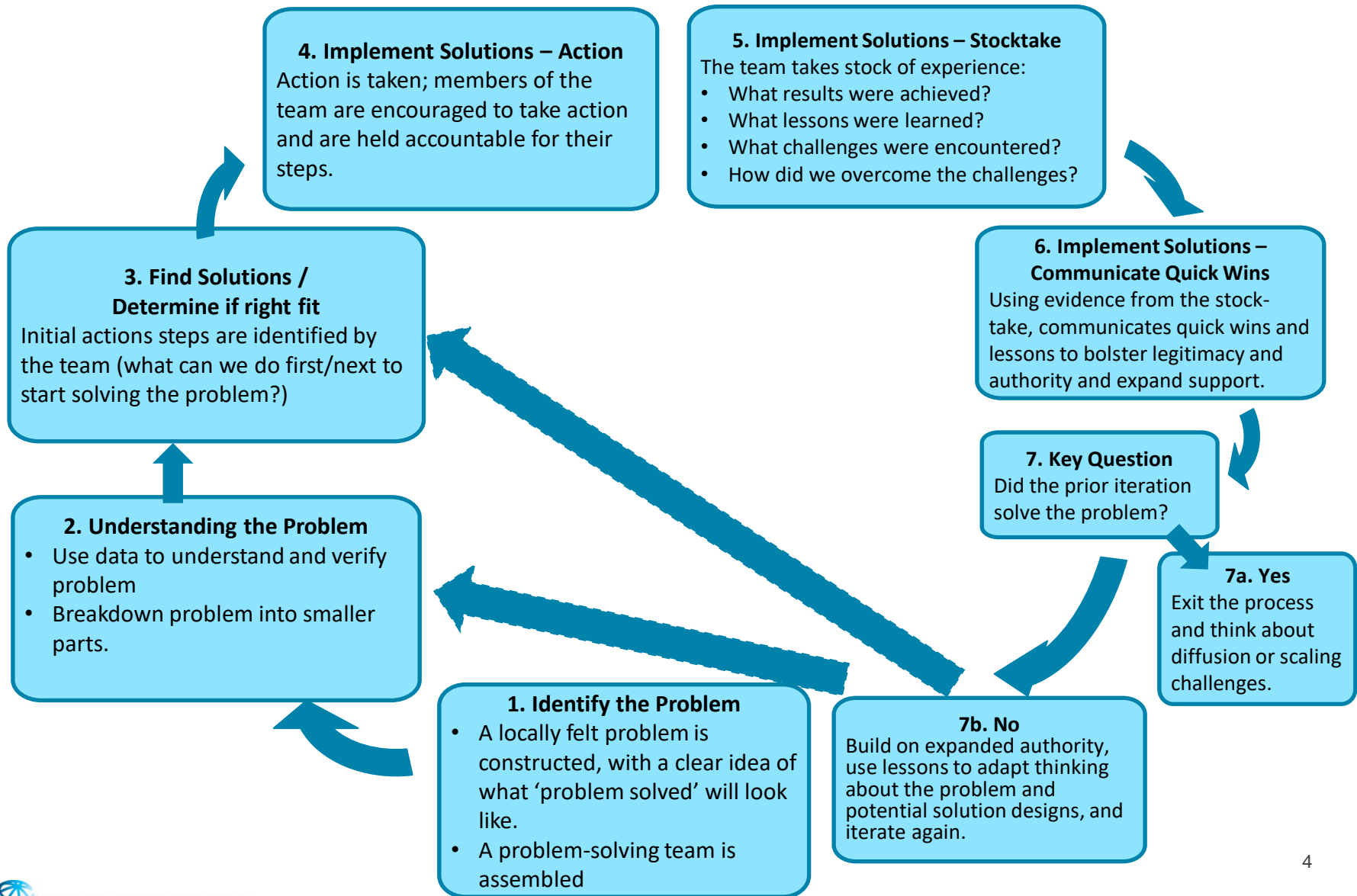
MELAYANI 1

- Drew heavily on PDIA, with more attention to analytical steps
- Local governments chose their own “service delivery problem” as long as it fell under *nawa cita*
- Program provided no significant funding, just TA to facilitate the process
 - Each team had a small (USD 5,000) “slush fund” for small/one-time expenses

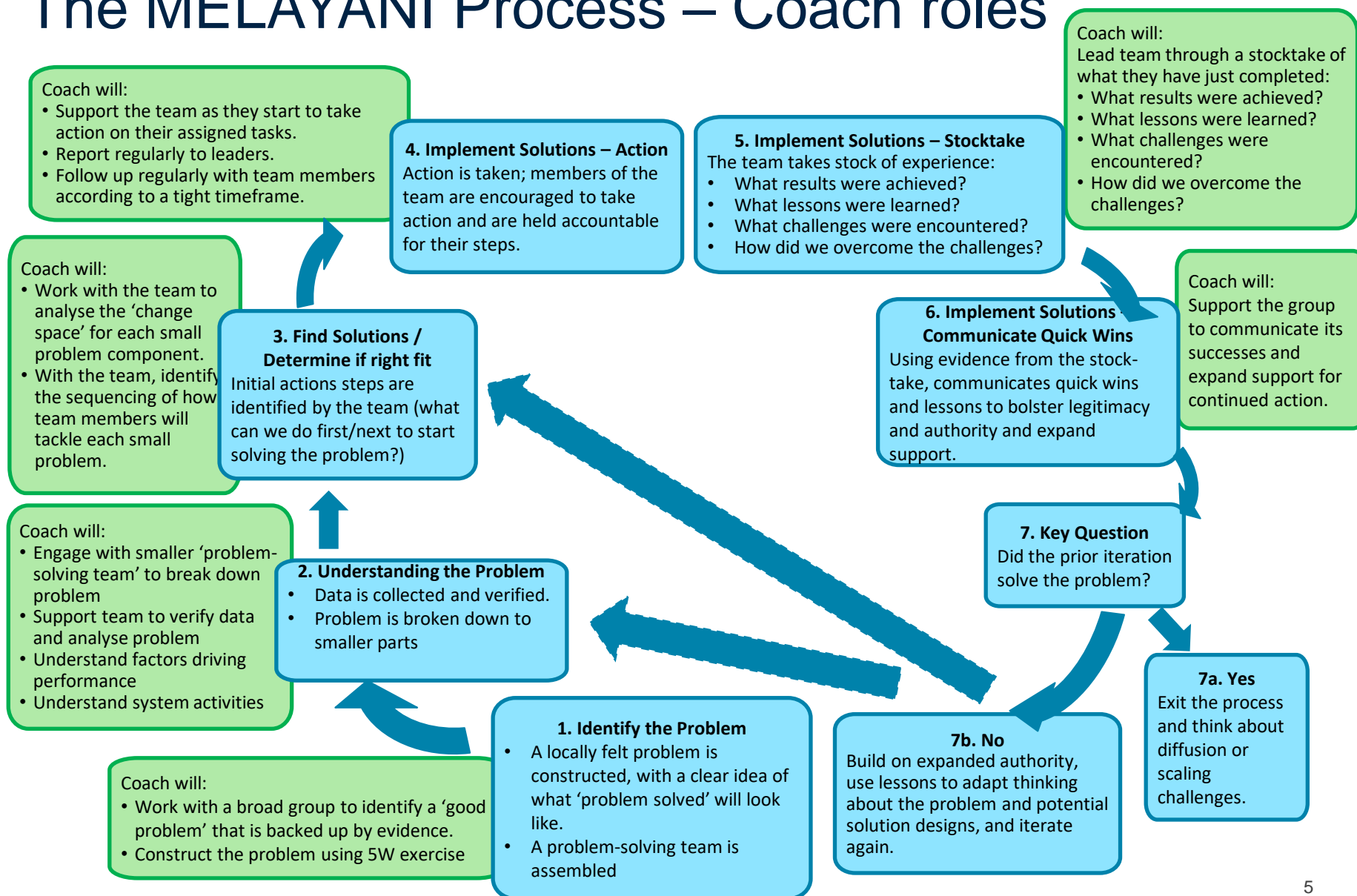
MELAYANI 2

- Looked at how to scale up within existing program (INEY)
- Drew on existing (MELAYANI 1) experience (NTT) as well as examination of process in new locations (Sumatra, JaTim)

The MELAYANI Process



The MELAYANI Process – Coach roles



Key lesson 1: Shifting from “providing solutions” to “empowering local government”

Examples:

- Belu- low capacity location able to undertake analysis and find solutions to address poor education quality
- INEY- local governments trying to navigate to the “best solution” among many possible options

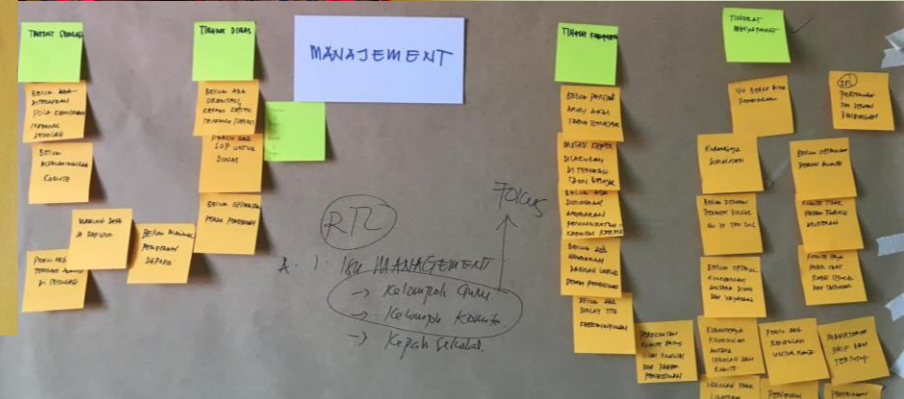


Education Quality in Belu

32% of 6th graders passed the National Exam in 2017



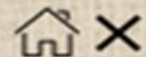
Problem exploration on Education Quality in Belu



Using data

Understanding profiles of well- and poor-performing schools

PROFIL PENDIDIKAN DINAS P & K KAB. BELU



TENAGA GURU SMP / TOP TEN BEST

NAMA SEKOLAH	KUALIFIKASI PENDIDIK								STATUS KEPEGAWAIAN				JLH		JUMLAH GURU		
	SM	D1	D2	D3	D4	S1	S2	Jlh	PNS	Kon	GT	omit	Jlh	RBL	KLS	K 13	SERT
SMPN Raimanuk	0	0	0	2	0	22	0	24	11	2	11	0	24	10	11	6	3
MTs Al-Muthmain	0	0	0	1	0	12	0	13	7	0	6	0	13	5	5	8	2
SMPN Satap Kewa	0	0	0	0	0	15	0	15	2	1	0	12	15	6	8	8	1
SMPN Rinbesihat	0	0	0	0	0	19	0	19	2	0	0	17	19	9	6	13	1
SMPK HTM	2	2	1	2	0	27	0	34	4	1	29	0	34	19	19	33	12
SMPK Don Bosco	1	1	1	1	0	30	0	34	9	3	7	15	34	21	21	32	10
SMPK St. Ysf Weluli	2	0	2	1	0	9	0	14	4	0	9	1	14	9	9	11	2
SMPK ST. Petrus Lhr	2	0	0	0	0	16	0	18	1	3	14	0	18	11	11	13	3
SMPN Lasolat	1	0	1	1	0	17	0	20	6	2	0	12	20	8	8	16	3
SMPN 1 Atb	1	6	2	4	0	74	0	87	39	8	0	40	87	48	39	85	33

SMPN Raimanuk

Highest UN SMP test score despite rural location and lack of electricity



SDI Tini

Lowest UN SD test score, despite central location in the city of Atambua



Finding out more...



What factors **support** you (or your teachers) in teaching students well? (*Faktor-faktor apa saja yang mendukung keberhasilan guru dalam mengajar anak sekolah?*)



What **obstacles** do you face in teaching or in supporting teachers to do well? (*Hambatan/ tantangan apa guru mengalami selama mendorong proses belajar mengajar?*)



What did they find?

Things that mattered to support quality education:

- Routine supervision of teachers by headmasters
- Routine meetings focused on classroom issues
- Support for internal working groups and learning
- Engagement of the school committee around both budget discussions and relations with parents.
- Teachers supporting each other (dependent on school environment)

Missed opportunities:

- School monitors were not working effectively.

What did they do?

- Changed approach to teacher and headmaster working groups
- More accountability for school monitors

But then....

- **Started seeing opportunities for improvement**
 - Tighter focus on underperforming schools
 - Increased use of local resources
 - Internal sharing of best practices
 - Changed training approaches

Key lesson 2: Simple analysis is useful in understanding service delivery problems

Examples:

- Belu- basic analysis lead team to question assumptions about problem causes, led to deeper examination
- Kubu Raya- Mapping of service coverage (PAUD) was revelatory
- INEY- Mapping service coverage scaled up across priority kabupaten

Kubu Raya: Stunting focus

- Team struggled with where to start, decided to find out “what is happening,” also struggled with breaking out of their sectors to discuss the problem in a multidimensional way
- Education team very proud that they have fully implemented the “one village, one PAUD” policy because # PAUD > # villages
- BUT mapping them out showed that only 67 of their 118 village (57%) had a PAUD

Kubu Raya: What next for PAUD?

- The data motivated key players, despite low support from leadership
- Education department worked with village empowerment to encourage villages to implement using DD
- **Lesson 3a: Analysis of how implementation works**
 - Villages struggling with PAUD registration/ establishment
 - Not just a funding problem
 - Other stakeholders need to be involved, communicating

INEY: Mapping service delivery

- Lessons from the Kubu mapping experience were drawn into INEY

No	Kecamatan	Puskesmas	Desa	STUNTING		KESEHATAN IBU DAN ANAK (KIA)									
				Jumlah Anak Stunting (Pendek & Sangat Pendek)	% Prevalensi STUNTING	Cakupan Bumil KEK yang mendapat PMT pemulihan	Cakupan Ibu Hamil mendapat IFA (TTD) minimal 90 tablet selama kehamilan	Cakupan balita kurus yang mendapatkan PMT	Cakupan kehadiran di posyandu (rasio yang datang terhadap total sasaran)	Cakupan Ibu Hamil-K4	Cakupan anak 6-59 bulan yang memperoleh Vit A	Cakupan anak 0-11 bulan telah diimunisasi dasar secara lengkap	Cakupan balita diare yang memperoleh suplementasi zinc	Cakupan remaja putri mendapatkan TTD	Cakupan layanan Ibu Nifas
6	LAMAKNEN SELAT	NUALAIN	LOONUNA	79	63.71	199.00	93.80	100.00	91.70	60.90	100.00	97.40	100.00	0.00	70.00
7	NANAET DUBESI	LAKTUTUS	DUBESI	70	62.50	100.00	86.40	100.00	75.90	81.00	80.20	93.10	0.00	0.00	97.00
8	TASIFETO TIMUR	WEDOMU	FATUBAA	64	62.14	100.00	47.60	100.00	99.30	54.80	100.00	35.00	100.00	0.00	62.50
9	RAIMANUK	RAFAE	RAFAE	119	61.66	100.00	100.00	100.00	91.50	80.00	95.90	91.90	100.00	100.00	125.60
10	LAMAKNEN SELAT	NUALAIN	LAKMARAS	50	60.24	100.00	100.00	100.00	89.70	60.90	100.00	101.50	100.00	0.00	100.00
11	LAMAKNEN SELAT	NUALAIN	EKIN	46	59.74	100.00	100.00	100.00	94.00	66.70	100.00	98.70	100.00	0.00	80.00
12	NANAET DUBESI	LAKTUTUS	NANAET	69	57.50	100.00	106.00	100.00	84.60	93.00	0.84	90.00	0.00	0.00	125.00
13	NANAET DUBESI	WEBORA	NANAINOE	39	57.35	100.00	95.00	100.00	84.20	81.00	100.00	81.40	0.00	0.00	40.00
14	TASIFETO TIMUR	WEDOMU	TAKIRIN	40	57.14	100.00	106.90	100.00	93.50	82.80	100.00	83.00	100.00	0.00	114.80
15	LASIOLAT	AULULIK	RAIULUN	28	57.14	100.00	70.40	100.00	94.10	66.70	96.40	80.00	100.00	0.00	84.00
16	TASIFETO BARAT	HALILULIK	NAITIMU	115	56.93	100.00	95.70	100.00	78.00	71.80	100.00	102.00	100.00	100.00	71.20
17	LAMAKNEN	WELULI	MAUDEMU	67	53.60	100.00	107.00	100.00	54.90	43.40	91.40	83.50	100.00	0.00	0.00
18	NANAET DUBESI	LAKTUTUS	FOHOEKA	38	53.52	100.00	111.00	100.00	76.60	94.00	82.80	100.00	0.00	92.40	106.00
19	LAMAKNEN	DILUMIL	MAHUITAS	17	53.13	100.00	21.40	100.00	94.30	21.40	100.00	85.00	0.00	0.00	50.00

Key lesson 3: Facilitating a problem-solving approach is not easy and may require support

Examples:

- Mentors provided considerable support in the MELAYANI program
- Challenges stem both from facilitator and government expectations of what facilitators should do (often “do for” or “give the answer”)
- INEY working through what support at scale might look like (see Key Lesson 1)

Key lesson 4: Leadership is important, but so is bureaucratic ownership

Examples:

- Bojonegoro- strong ownership by Bappeda and DinKes important in weathering Bupati change
- Kubu Raya- lack of Bupati support can be partially overcome by committed bureaucrats
- Belu- with a supportive Bupati, change was driven from below (school monitors) into the bureaucracy (Education Department)
- INEY- case studies show pockets of motivated actors who can be mobilized for change

Key lesson 5: Not all implementation problems stem from a lack of funding

Examples:

- Complicated and opaque administrative procedures
- Poor communication between departments / within departments
- Poor management
- Note: these challenges are not often addressed in the planning process because:
 - They are not picked up in existing M&E processes and don't have clear ways of being addressed.
 - They do not require much/ any funding, which reduces their priority

How to operationalize lessons?

- Focus on local government needs
 - Not “what do they need to do?” but “what would I need if I worked there and wanted to deliver good services?”
 - Data
 - Capacity for using data and general analysis
 - Processes that support problem identification and resolution
 - Where/ how to not get lost in the planning/ budgeting process
 - Where/ how to use the planning/ budgeting process
 - Looking at current “M&E systems”
- Don't forget the bureaucrats

How to operationalize lessons?

- Engage national government with a view to empowering local government
 - Help strengthen systems to understand problems at LG level, rather than “directing” or “doing for”
 - How to interpret Law 23/2014 on LG
 - Look for opportunities to engage NG actors in problem identification/ resolution process
 - Work to think about better roles for provinces (INEY)
- All levels: let problems drive coordination
 - Some examples in INEY



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