From Pilots to Scale: A Story of Australian Aid in Indonesia

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Why Pilots to Scale in Indonesia?

“Australia works with Indonesia, sharing our experiences, ideas and expertise to help develop policy reforms and trial new approaches to unlock the next phase of inclusive economic growth.”

“As a grant based donor our investments play a critical role in helping Indonesia to access world-class advice, pilot new approaches, better allocate its own resources and attract other finance from the private sector and multilateral development banks.”

(DFAT Indonesia Aid Program Performance Report 2017-18)
It’s all about Scale...

• 260 million people (80 million below USD3.20 per day)
• GDP USD1 trillion (Australia AUD1.3t)
• Indonesian government budget USD150 billion
• Australian bilateral aid program AUD266m (2017-18)
and Success...

- Kecamatan Development Program → PNPM
- TNP2K – strengthening social assistance

- PNPM: the National Program for Community Empowerment or Program Nasional Pemberdayaan Mandiri
- TNP2K: The National Team for the Acceleration of Poverty Reduction or Tim Nasional Percepatan Penanggulangan Kemiskinan
Pilots, pilots, everywhere...

- INOVASI – what works in improving children’s learning
- KOMPAK – supporting improved local service delivery and greater economic opportunities
- Papua Child Grants program
- Provincial roads – incentives for road improvement
- PRISMA – partnering with the private sector to trial innovations which increase smallholder farmer incomes
- And many more!
INOVASI

PROGRAM GOALS
Accelerated progress toward improved learning outcomes for Indonesian students

End of Program Outcomes (2023)
The policy and practice changes identified are reflected in Indonesian government (district, provincial, national) policies, regulations, budgets and plans
Decision makers can access and use evidence to facilitate and implement more effective education reforms
A credible body of evidence on what policy and practice changes work to improve learning outcomes

Intermediate Outcomes
National and sub-national stakeholders have access to emerging evidence of what does and does not work to improve learning outcomes
District governments adopt policy to directly and indirectly support learning outcomes
Districts scale out successful practices and approaches

District Level
Communicate evidence of successful practices and approaches to national and sub-national stakeholders
Support policy development to directly and indirectly improve learning outcomes
Support scale-out and system-based pilots to directly and indirectly improve learning outcomes

Pilot Level
Identify national and local policy issues
Diagnose and understand local challenges and problems
Identify policy-informed solutions (activities)
Context relevant pilots designed (output)
Implement context relevant pilots (activities)
Participants' knowledge, skills and attitudes improved (output)
Participants' change practices (intermediate outcome)
Student learning improves in partner schools (end-of-pilot outcome)

Core Program Principles
- Thinking and Working Politically
- Inclusive engagement (gender, disability, ethnicity)
- Tight feedback loops for learning
- Targeted capacity building of stakeholders at all stages of the program
- Continuous sharing
Innovation process
Innovation process

Co-developed with The Australian Centre for Social Innovation
## Scale stage

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<tr>
<th>Type of scaling</th>
<th>Description</th>
<th>Main strategies</th>
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<tr>
<td><strong>Scaling out</strong></td>
<td>Expanding the innovation so that reaches more people.</td>
<td>Expanding programs geographically such as to other schools or districts not involved in the original pilot.</td>
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<td><strong>Scaling up</strong></td>
<td>Changing policies and practices so that the innovation becomes codified within institutional structures, and as result, changes the ‘rules of the game’.</td>
<td>Engaging in policy change efforts, such as advocacy or partnering with government partners in policy reform.</td>
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<td><strong>Scaling deep</strong></td>
<td>Changing values and beliefs in organisations or communities so that the idea is embedded and broadened</td>
<td>Undertaking a comprehensive behavior change program</td>
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<td><strong>Ripples</strong></td>
<td>Adapting an innovation or an idea to a different area.</td>
<td>Intentionally partnering with other actors to adapt the principles found to be effective within an education pilot into the health sector.</td>
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Basic principles for piloting and scaling
Planning to Scale

- Plan for scaling during the design of the pilot. Plan should include:
  - Who will fund and manage scaling process (and how to engage them from the start)
  - Type and extent of scaling
  - Timeframe, sequencing for scaling
  - Key enablers and barriers to scaling, and strategies to overcome barriers
  - Legislative/regulatory changes needed?

- Models must be designed for volume and efficiency – per unit costs minimised to facilitate scaling by partner.
Clear Program Logic and Hypothesis

- **Prototype**: Program logic developed and tested to check plausibility and if there are any “program killer” risks
- Prototypes which have plausible theories of change, do not have significant risks and that continue to address the decision-making criteria have the potential to be piloted

“And prototyping builds confidence about a proposed direction of travel. It finds the vectors of the problem and the solution”
Andrea Siodmok, Policy Lab UK
Evidence Based

• Framework is underpinned by good quality M&E

• This is essential to know when things are working well (keep), when things need improvement (change) or when things are failing (drop).

• **Fail Fast, Fail Cheap** – risk appetite and responding to lessons

• **Milestones and targets** are important to set in the beginning to inform the M&E (progress markers)

• Pilots have more emphasis on impact evaluation to assess the degree of change as a result of the program.
Considerations when Scaling

• **Scaling to other contexts** which may not have the conditions necessary for success or which may not be appropriate

• **Opposition to the innovation being scaled** (i.e. interest groups losing access to resources, working with the grain) – use political economy analysis,

• Piloting is driven by the program team, while scaling is led by other actors. Need **clear partnerships, leadership, champions, capacity (resources and time) and capability (skills)**.
Patience and Policy Dialogue

- Successful scaling up of programs to national scale can take ten to fifteen years, or longer (and even highly successful pilots may never sustainably scale – it’s complex).

- Securing and maintaining commitment and resources from policy makers and donors is essential – need policy dialogue based on robust evidence.
Principles in Summary

- **Plan for Scale** – design for scale
- **Partnerships** – engage early, understand political economy
- **Program Logic** – clear hypothesis
- **Performance Framework** – evidence based M&E
- **Patience** – stay engaged through scaling
- **Policy Engagement** – connect pilots to policy reform
Thank you for your time

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