



GUIDELINES

FOR MONITORING & EVALUATION

OF GENDER-BASED TRAINING THROUGH
COOPERATION ENHANCEMENT STRATEGIES

Strengthening Accountability, Collaboration,
and Gender-Responsive Training at JCLEC



JCLEC Capacity Development Team and JCLEC Kartini Adviser Board



Editorial Team Citation

“Effective collaboration is not merely about sharing tasks, but about sharing responsibility for meaningful outcomes.”

— JCLEC Capacity Development Team
and JCLEC Kartini Adviser Board

FOREWORD

JCLEC Executive Director



*Assalamu'alaikum Wr. Wb.,
Shalom, Salam sejahtera bagi kita semua,
Om Swastiasstu, Namu Buddhaya, Salam Kebajikan.*

All praise be to the Almighty God, for His grace and blessings that have enabled the publication of this *Guidelines for Monitoring and Evaluation of Gender-Based Training through Cooperation Enhancement Strategies*.

This guideline represents the tangible commitment of the *Jakarta Center for Law Enforcement Cooperation (JCLEC)* to uphold the principles of accountability, transparency, and internationally recognized standards of quality in the implementation of law enforcement training programs.

Within JCLEC, *Monitoring and Evaluation (M&E)* is not perceived as a mere administrative procedure, but as a strategic instrument for ensuring continuous improvement and the achievement of tangible, measurable impacts in the field.

This document highlights two crucial aspects that reflect JCLEC's core values:

1. Gender-Based Training, aimed at ensuring equality and inclusivity across all JCLEC programs and guaranteeing that the benefits of training are equitably distributed among participants regardless of gender; and
2. Cooperation Strengthening Strategy, which underscores the importance of collaboration among stakeholders — including the Indonesian National Police (INP), the Australian Federal Police (AFP), international sponsor partners, academic institutions, alumni, their supervisors, colleagues, and or their subordinates — in assessing impact and formulating follow-up actions.

It is my hope that this guideline will serve as a solid and practical operational reference for all JCLEC Units and our partners, enabling the M&E process to be implemented in a systematic, credible, and constructive manner.

Let us regard M&E not merely as an obligation, but as a foundation to strengthen JCLEC's reputation as a Centre of Excellence — professional, accountable, and results-oriented.

Thank you.

Wassalamu'alaikum Wr. Wb.,

Shalom, Om Shanti Shanti Shanti Om

Semarang, November 2025
EXECUTIVE DIRECTOR OF JCLEC

AUDIE S. LATUHERU, S.I.K., M.HAN.
POLICE BRIGADIER GENERAL

FOREWORD

JCLEC Executive Director Programs



Good day to all,

Greetings of Peace and Prosperity,

With great appreciation, I welcome the publication of the *Guidelines for Monitoring and Evaluation of Gender-Based Training through Cooperation Enhancement Strategies*.

This important document is the result of solid collaboration between the JCLEC Capacity Development Team and the JCLEC Kartini Adviser Board (KAB), reflecting our joint commitment — between the INP and the Australian Federal Police (AFP) — to professional and accountable program governance.

As Executive Director Programs, my primary focus is to ensure that each training program supported by the AFP and other international sponsor partners is implemented effectively, relevantly, and with measurable impact.

This guideline is therefore a vital instrument within our Results-Based Management (RBM) framework, enabling us to:

1. Measure Tangible Impact — not only at the learning level but also in behavioral and performance changes observed in the alumni's professional environments;
2. Ensure Inclusivity — by emphasizing gender-based evaluation to promote equality and guarantee that JCLEC's training benefits are equitably distributed among all law enforcement practitioners; and
3. Strengthen Collaboration — as M&E serves as a platform to reinforce synergy with national partners (INP/ministries/agencies), sponsors, and academia, ensuring that evaluation results lead to comprehensive program improvements.

I strongly encourage Capacity Development team, the Evaluation and Quality Unit, and M&E implementation teams at JCLEC to regard this guideline as a mandatory operational reference.

Through systematic and transparent implementation of M&E, we will maintain the confidence of all stakeholders and reaffirm JCLEC's standing as a leading law enforcement training institution in the region.

Thank you.

Semarang, November 2025

EXECUTIVE DIRECTOR PROGRAMS OF JCLEC

DANNY CARUANA
AFP COMMANDER

GLOSARIUM

Term	Definition
JCLEC (Jakarta Center for Law Enforcement Cooperation)	An international law enforcement training and cooperation center jointly established by the Indonesian National Police (INP) and the Australian Federal Police (AFP) under the 2004 Bilateral Protocol.
Executive Director	The senior JCLEC leader responsible for overall management, institutional governance, and strategic policy direction.
Executive Director Programs	The senior JCLEC leader responsible for the planning, implementation, and evaluation of training programs in line with JCLEC's strategic objectives and sponsor standards.
Head of Capacity Development	The division head responsible for directing institutional capacity development, supervising M&E activities, and ensuring that M&E results are integrated into JCLEC's training design, curriculum, and policy framework.
Capacity Development Manager	The manager responsible for coordinating and facilitating training implementation, staff development, and capacity-building activities, including supporting JCLEC staff and partners in M&E methodologies, models, and reporting standards.
Evaluation and Quality Unit	The technical unit responsible for designing, implementing, and managing JCLEC's M&E system, including data collection, analysis, reporting, and continuous quality improvement initiatives.
Program Manager	Personnel responsible for managing specific training programs, coordinating with partners, and supporting the M&E process at the program level.
Event Management Team (EMT)	The operational unit responsible for managing participant coordination, logistics, and communication for JCLEC training activities, as well as supporting M&E through data collection from alumni and training coordination groups.




JCLEC Kartini Adviser Board (KAB)	The JCLEC Kartini Adviser Board (KAB) serves as an advisory and technical support team providing expertise, guidance, and advice on gender mainstreaming to ensure inclusivity and gender responsiveness in JCLEC programs and M&E processes.
Monitoring and Evaluation (M&E / Monev)	A systematic process for collecting, analyzing, and utilizing data to assess the effectiveness, efficiency, relevance, and impact of training programs. M&E aims to ensure accountability, transparency, and continuous quality improvement.
INP Training and Education Division (Lemdiklat Polri)	The division within the Indonesian National Police (INP) responsible for managing, supervising, and developing police education and training nationwide. Lemdiklat represents JCLEC's institutional oversight under INP.
AFP International Operations	The International Operations Division of the Australian Federal Police (AFP) responsible for managing international police cooperation and liaison networks. This division oversees JCLEC on behalf of the AFP.
Sponsoring Countries or Organizations	Key contributors providing financial support, international trainers, and subject-matter experts to enable JCLEC to deliver high-quality programs in law enforcement and transnational crime prevention, including Australia, Canada, the United Kingdom, New Zealand, Denmark, the RSO–Bali Process, INTERPOL, and others.
Gender Mainstreaming	A strategy to integrate gender perspectives and considerations into all policies, programs, and institutional processes to ensure fair participation, benefits, and representation of all genders.
Gender Awareness	The understanding and recognition of differences in the needs, roles, and contributions of different genders in society and institutions, promoting sensitivity and equality in decision-making and program implementation.



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CHAPTER I

INTRODUCTION

A. Background

Continuous quality improvement within educational and training institutions must be carried out comprehensively and systematically to develop training programs grounded in program evaluation.


Program evaluation serves as an important foundation for understanding the quality of current training programs and for determining the necessary improvements to achieve the desired level of excellence in the future. Within management practice, evaluation represents a critical phase in program development, ensuring that the planning process is based on sound evidence and directed toward sustainable quality enhancement.

Monitoring and Evaluation (M&E) is one of the primary mechanisms through which an organization gathers and processes data and facts into reliable and valid information. The ability to conduct systematic evaluation is a key determinant of training quality. Evaluation is not limited to measuring participant satisfaction or organizational impact but also functions as a strategic effort to identify improvement areas and guide the formulation of quality enhancement strategies.

M&E activities should therefore be conducted regularly and continuously across educational and training institutions — including the Jakarta Center for Law Enforcement Cooperation (JCLEC), an international training cooperation center focusing on transnational crime.

For JCLEC, M&E provides a valuable opportunity to assess training implementation and to refine and develop curricula in line with operational realities in the field. Ideally, M&E should be carried out on a scheduled and consistent basis to ensure that JCLEC's training curricula remain relevant, updated, and readily applicable by training participants in their respective institutions.

In the JCLEC context, M&E constitutes an integral component of the training cycle, serving to ensure sustainability, effectiveness, and relevance of training outcomes. Furthermore, M&E confirms that training results are applicable and impactful in



participants' professional environments and that such benefits are experienced equitably by all participants regardless of gender.

The implementation of gender-based post-training M&E through cooperation with multiple stakeholders — including the Indonesian National Police (INP), relevant Ministries and Agencies of the Republic of Indonesia, sponsors, academia, and JCLEC alumni — is key to achieving the following objectives:

1. Strengthening program accountability and transparency;
2. Integrating best practices and international standards through sponsor-supported gender equality policies and national frameworks on training evaluation;
3. Promoting shared learning and collaboration among stakeholders to improve programs that directly benefit participants and their respective institutions.


The results of M&E represent an academic record of completed training programs at JCLEC and serve as data for follow-up actions aimed at continuous improvement and strengthening JCLEC's institutional culture of quality.

M&E results also form the basis for developing teaching methods, curricula, and the learning environment. These are compiled in a report submitted to JCLEC's management — comprising the JCLEC Executive Director and JCLEC Executive Director Programs — and shared with partner agencies and sponsors. The outcomes are subsequently discussed and acted upon through capacity development meetings, board sessions, or stakeholder coordination forums within JCLEC.

B. Legal Basis

The implementation of Monitoring and Evaluation (M&E) within JCLEC is grounded in the following legal instruments, international cooperation agreements, and sponsor policy standards:

1. Law No. 20 of 2003 on the National Education System.
2. Regulation of the Chief of the Indonesian National Police (Perkap No. 14 of 2015) on the Police Education System.
3. Regulation of the Chief of the Indonesian National Police (Perkap No. 6 of 2017) on the Organizational Structure and Working Procedures within the Indonesian National Police Headquarters.

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4. Regulation of the Head of the Police Education and Training Institute (Kalemdiklat Polri No. 2 of 2018) on Standards for Police Education and Training Implementation.
 5. Protocol between the Indonesian National Police (Polri) and the Australian Federal Police (AFP) dated 21 April 2004 concerning the Establishment of the *Jakarta Center for Law Enforcement Cooperation (JCLEC)*.
 6. Amendment to the Protocol between Polri and AFP, dated 1 March 2016, reaffirming the establishment of JCLEC.
 7. JCLEC Statement of Intent, dated 21 April 2021.
 8. JCLEC Internal Policy on Program Management, Reporting Accountability, and Evaluation Methodology based on the *Kirkpatrick Evaluation Model*.

C. Purpose of the Monitoring and Evaluation Guidelines

The objectives of the Guidelines for Monitoring and Evaluation of Gender-Based Training through Cooperation Enhancement Strategies are as follows:

1. To serve as a reference for the implementation of training programs to ensure alignment with established learning objectives and to produce alumni with relevant competencies who contribute positively to their organizations.
2. To provide a framework for conducting M&E of completed gender-based training programs.
3. To serve as an operational reference for M&E teams in designing and implementing M&E activities through cooperative and collaborative mechanisms.
4. To ensure uniformity of procedures among all parties involved in M&E implementation.
5. To facilitate collaboration between JCLEC, sponsors, and international and national partner agencies by conducting post-training gender-based impact evaluations.



D. Scope of Monitoring and Evaluation

The Guidelines for Monitoring and Evaluation of Gender-Based Training through Cooperation Enhancement Strategies encompass all components of training activities related to effectiveness, relevance, and sustainability of learning outcomes.

The scope of M&E includes:

1. Legal frameworks and policies governing M&E implementation within JCLEC;
2. Definitions, objectives, benefits, and principles of monitoring and evaluation;
3. Roles of stakeholders, coordination mechanisms, and institutional working relations;
4. Post-training M&E mechanisms through collaboration with external partners (INP, AFP, sponsors, partner agencies, universities, and alumni);
5. Reporting mechanisms and structures for M&E results in JCLEC training programs.





CHAPTER II

DEFINITION, PURPOSE, AND BENEFITS OF MONITORING AND EVALUATION

A. Definition of Monitoring and Evaluation

1. Monitoring

Monitoring is the process of observing, reviewing, and supervising the implementation of activities, programs, or systems to ensure that all aspects are proceeding according to plan. It is conducted regularly based on predefined indicators to gather accurate and timely information.

In principle, monitoring is carried out during the implementation phase of an activity to verify whether processes and outputs are aligned with planned objectives. If discrepancies or deviations are identified, immediate corrective actions are taken to ensure that activities continue towards the intended track and achieve expected results.

Monitoring indicators encompass the essential components of activities and targets established during the planning stage. Effective monitoring provides reliable information that helps program managers maintain program implementation in accordance with the established guidelines and objectives. It also serves as a source of data for evaluation and as input for managerial decision-making and follow-up actions.

2. Evaluation

Evaluation is a systematic process of assessing the value or merit of an object, process, performance, activity, outcome, or goal against specific criteria through structured analysis. It measures the effectiveness, quality, and impact of a program, project, or activity designed to achieve objectives.

In the training context, evaluation involves determining the extent to which learning objectives have been achieved based on measurable indicators. It is generally conducted at the conclusion of a program or activity to identify outcomes and inform future improvements or replication in other contexts.

Monitoring and evaluation together enable an organization to understand



what has been implemented, what results have been achieved, and what requires improvement. Through ongoing observation and assessment, the institution can make evidence-based adjustments to ensure that performance outcomes align with expectations.

The relationship between monitoring and evaluation can be illustrated as part of a management cycle, as shown below:

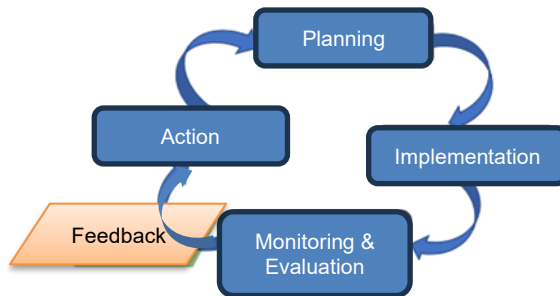


Figure 1. Monitoring and Evaluation Management Cycle

*is a cyclical diagram illustrating the continuous process of **Planning, Implementation, Monitoring and Evaluation, give Feedback, and Action.***

According to the Results-Based Management (RBM) theory developed by the World Bank (2002) and further elaborated by Kusek & Rist (2004), monitoring and evaluation are two core components within the results management cycle, which consists of inputs, outputs, outcomes, and impacts.

- Monitoring focuses on the *process* and *output* — continuous observation of implementation to ensure consistency with work plans and performance indicators.
- Evaluation assesses *outcomes* and *impacts* — the effectiveness and sustainability of program results in the medium and long term.

The RBM framework emphasizes that M&E is not merely a performance measurement tool but an organizational learning instrument aimed at improving quality and accountability. Hence, M&E serves as a feedback cycle for the continuous improvement of future training programs.



B. Objectives of Monitoring and Evaluation Activities

Monitoring and Evaluation (M&E) are integrated activities designed to assess both the process and the learning environment within training programs. The objectives of M&E are as follows:

1. To improve and enhance the quality of future training programs through evidence-based insights and data obtained from M&E activities;
2. To provide relevant information to JCLEC management and sponsors for planning and improving subsequent training programs;
3. To evaluate the practical benefits and applicability of training content for the alumni's respective organizations; and
4. To collect feedback from JCLEC alumni and their professional environments (supervisors, colleagues, and subordinates) regarding:
 - a. the relevance and effectiveness of training materials;
 - b. the appropriateness of training methods;
 - c. the applicability of training curricula in the workplace; and
 - d. the integration of gender equality perspectives within JCLEC's curriculum.

C. Benefits of Monitoring and Evaluation Activities

For JCLEC:

1. To serve as an institutional reference for implementing training monitoring and evaluation activities;
2. To provide a foundation for developing gender-responsive capacity-building policies at the institutional level;
3. To enhance accountability and strengthen JCLEC's reputation as a Centre of Excellence in law enforcement training and education

For sponsors and partners agencies:

1. As a guide for conducting or assisting monitoring and evaluation activities;
2. As a source of input and recommendations to enhance training quality.





D. Principles of Monitoring and Evaluation

The principles of implementing Monitoring and Evaluation (Monev) in the context of training and education can refer to the theory of evaluation utilization proposed by Patton (2008), which states that evaluation results should be characterized by:


1. Utility; the Monev results must be directly used for decision-making and program improvement;
2. Feasibility; the Monev process must be realistic, efficient, and adjusted to the resources available;
3. Propriety; the implementation of Monev must uphold integrity, fairness, and the confidentiality of respondents;
4. Accuracy; Monev data must be valid, reliable, and accountable; and
5. Accountability; the reporting of Monev results must be transparent and open for review by stakeholders.


The application of these principles ensures that Monev at JCLEC serves not merely as a control tool, but also as a sustainable and collaborative learning mechanism.

Referring to the evaluation utilization theory, the implementation of Gender-Based Monitoring and Evaluation of Training through Cooperation Enhancement Strategies within JCLEC is guided by the following principles:

1. Clarity of Objectives; M&E must be directed by clearly defined objectives and relevant standards that are directly linked to training activities and expected outcomes.
2. Timeliness; M&E activities should be conducted regularly and based on up-to-date data, ensuring that monitoring information remains accurate, relevant, and actionable.
3. Participatory and Transparent Approach; The M&E system must involve all relevant stakeholders throughout the design and implementation processes and ensure that results are accessible and transparent to all parties concerned.
4. Flexibility; M&E activities should be adaptable and aligned with established Standard Operating Procedures (SOPs), allowing adjustments to be made according to situational needs.



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5. Action-Oriented System; The results of M&E must serve as a basis for decision-making and policy formulation, especially in capacity development and training improvement. Therefore, sound analysis and reliable data are crucial to ensure that M&E findings are effectively utilized for follow-up actions.
 6. Cost-Effectiveness; M&E should aim to produce maximum benefits while utilizing available resources efficiently and ensuring accountability in budget use.
 7. Analytical and Recommendation-Driven; The M&E team is not merely tasked with data collection but also with analyzing issues and providing practical recommendations for program enhancement.
 8. Collaborative Implementation; M&E activities must be conducted collaboratively, involving INP, AFP, sponsors, partner institutions, universities, alumni, and gender focal points from relevant agencies.
 9. Results-Oriented and Inclusive; M&E must focus on measurable learning outcomes, behavioral changes, and performance improvements, disaggregated by gender to identify potential disparities or gaps.
 10. Sustainability and Adaptability; M&E should be implemented not as a one-time activity but as a continuous organizational learning cycle, regularly reviewed and adjusted in line with national policies, partner needs, and evolving evaluation methodologies.



CHAPTER III


ROLES OF STAKEHOLDERS AND COORDINATION MECHANISM


A. Roles of Stakeholders


The implementation structure of Monitoring and Evaluation (M&E) for Gender-Based Training through Cooperation Enhancement Strategies within JCLEC involves multiple institutional roles that are interconnected and complementary. These stakeholders are categorized into internal and external groups as follows:

1. Internal Stakeholders (JCLEC):
 - a. JCLEC Executive Director and JCLEC Executive Director Programs
 - 1) Establish the strategic direction and approve the implementation of M&E activities, including reviewing evaluation results for program development;
 - 2) Ensure that M&E policies are implemented in accordance with good governance principles;
 - 3) Report and communicate M&E findings to the Indonesian National Police (INP), the Australian Federal Police (AFP), and relevant international partners, in line with existing cooperation mechanisms; and
 - 4) Serve as policy holders responsible for the overall M&E framework within JCLEC.
 - b. Head of JCLEC Capacity Development
 - 1) Act as an advisor to JCLEC Executive Directors and sponsors to ensure that M&E processes integrate collaboration with relevant partner institutions;
 - 2) Coordinate the planning, implementation, and follow-up of M&E activities;
 - 3) Ensure the integration of M&E results into curriculum design, teaching methodologies, and participant assessment systems;
 - 4) Provide operational support to implementing units and validate data collected from training programs.



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- c. JCLEC Evaluation and Quality Unit
 - 1) Serve as the primary technical executor of M&E activities within JCLEC;
 - 2) Develop instruments, indicators, and methodologies consistent with international standards and JCLEC's internal policy;
 - 3) Utilize participant coordination groups managed by the Event Management Team as the main channel for distributing online survey instruments;
 - 4) Manage the M&E database system, perform data analysis, and prepare M&E reports;
 - 5) Facilitate capacity-building activities for JCLEC staff and partner institutions related to M&E;
 - 6) Ensure confidentiality, methodological validity, and transparency of M&E results in line with public accountability standards.
 - d. JCLEC Program Managers
 - 1) Support the Evaluation and Quality Unit in executing M&E activities;
 - 2) Participate in the development of M&E instruments, indicators, and methodologies;
 - 3) Contribute to data analysis and M&E report preparation;
 - 4) Facilitate staff and partner capacity-building activities related to M&E;
 - 5) Uphold data integrity and transparency consistent with JCLEC's accountability principles..
 - e. JCLEC Event Management Team
 - 1) Provide updated alumni data to the Evaluation and Quality Unit for survey distribution;
 - 2) Disseminate online survey links to alumni via training coordination groups (e.g., WhatsApp groups);
 - 3) Maintain regular communication with alumni to encourage timely completion of surveys; and
 - 4) Report progress and response rates to the Evaluation and Quality Unit.

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- f. JCLEC Capacity Development Manager
 - 1) Act as an advisor to JCLEC Head of Capacity Development and Program Managers to ensure that M&E processes integrate collaboration with partner institutions;
 - 2) Lead the internal training and familiarization process for JCLEC staff and partners on the M&E model, tools, and reporting standards;
 - 3) Provide recommendations based on M&E findings to support training quality enhancement and institutional strengthening; and
 - 4) Participate in the review of M&E results and final reports as a representative of JCLEC's commitment to performance impact analysis.
 - g. JCLEC Kartini Adviser Board (KAB)
 - 1) Function as a technical support team for M&E implementation within JCLEC;
 - 2) Assist in designing M&E instruments, indicators, and methodologies aligned with international standards and JCLEC policies; and
 - 3) Provide advisory input to ensure gender inclusivity in M&E processes.
2. External Stakeholders
- a. The INP Training and Education Division (Lemdiklat), AFP International Operations, and relevant national and International partners.
 - 1) Provide policy direction and institutional oversight for JCLEC's M&E implementation in their capacity as members of the JCLEC Supervisory and Executive Boards;
 - 2) Support the use of evaluation results to enhance the quality and gender responsiveness of JCLEC's training programs.
 - b. Sponsors
 - 1) Provide technical, methodological, and financial support for M&E implementation;
 - 2) Provide relevant personnel and/or expert(s) to support M&E activities;
 - 3) Ensure that M&E results are utilized to strengthen program quality and promote internationally recognized best practices;

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- 4) Participate in joint assessments of training programs funded or facilitated by sponsors;
 - 5) Promote sustainability of cooperation through constructive feedback mechanisms.
- c. Partner Universities and Academic Institutions
- 1) Serve as independent evaluators, providing objective analysis of training program effectiveness and its impact on participants and their institutions;
 - 2) Assist in developing context-appropriate evaluation methodologies, particularly those addressing gender-based training dimensions;
 - 3) Contribute to the preparation of research reports, policy recommendations, and academic publications based on M&E findings to foster knowledge exchange and institutional learning.
- d. JCLEC Alumni
- 1) Act as the primary source of empirical data in assessing training effectiveness and impact;
 - 2) Function as agents of change, applying learned knowledge and skills in their home institutions;
 - 3) Provide feedback on training relevance, methods, and benefits through survey-based M&E mechanisms.
- e. Supervisors, Colleagues, and Subordinates of Alumni
- 1) Serve as secondary sources of empirical data for evaluating training impact and behavioral changes;
 - 2) Act as supportive agents who encourage the application of training outcomes in institutional contexts;
 - 3) Provide feedback on post-training performance through M&E surveys and interviews.



B. Coordination Mechanism and Working Relations

1. Coordination Mechanism

a. Horizontal Coordination:

Conducted among the Evaluation and Quality Unit, Program Managers, and JCLEC Kartini Adviser Board within the M&E Team, in collaboration with the Event Management Team, Capacity Development Manager, sponsors, experts, and/or academic partners. This ensures synchronization of activities, scheduling, and data exchange.

Implementation Approach:

Horizontal coordination will be strengthened through regular coordination meetings, technical workshops, and joint training sessions focused on data collection standards, reporting formats, and evaluation frameworks. Periodic briefings and shared digital workspaces (e.g., JCLEC intranet or shared drive) will facilitate continuous information flow and collaborative problem-solving.


b. Vertical Coordination:

Conducted between JCLEC Management (Executive Director, Executive Director Programs, and Head of Capacity Development) and all implementing units as well as national and international law enforcement partners. This coordination ensures that M&E policies are aligned with JCLEC's strategic institutional direction.

Implementation Approach:

Vertical coordination will be operationalized through strategic consultations, policy review meetings, and periodic reporting sessions involving key stakeholders such as the Australian Federal Police (AFP), Indonesian National Police (INP), Royal Canadian Mounted Police (RCMP), United Kingdom, New Zealand Police (NZP), and relevant sponsors or institutional partners. These engagements will ensure policy alignment, provide feedback channels, and strengthen institutional accountability.





2. Working Relations

a. JCLEC Stakeholders Coordination Forum (SCF)

Serves as a collaborative platform for reviewing M&E results, formulating follow-up actions, and reinforcing commitment and synergy among stakeholders. The forum also facilitates constructive feedback for the continuous improvement of JCLEC's programs.

b. Reporting and Dissemination System

M&E reports compiled by the M&E Team (Evaluation and Quality Unit, Program Managers, and JCLEC Kartini Adviser Board) must be submitted regularly to JCLEC Management, donor partners, and relevant institutions. These reports should serve as inputs for JCLEC's annual institutional performance reports and strategic reviews.

CHAPTER IV

IMPLEMENTATION OF MONITORING AND EVALUATION

The implementation of Monitoring and Evaluation (M&E) for Gender-Based Training through Cooperation Enhancement Strategies involves a clearly defined division of responsibilities and several structured stages. The following are the main stages and implementing entities involved in the process:

No.	Phase	Implementing Parties	Description of Activities
1	Preparation Phase	M&E Team, Sponsor Partner	<ol style="list-style-type: none"> 1) Internal coordination among M&E Team members, consisting of the Evaluation and Quality Unit, Program Managers, and JCLEC Kartini Adviser Board (KAB). 2) Coordination meetings with the Capacity Development Manager and Head of Capacity Development to determine team composition, schedule, instruments, and M&E mechanisms (e.g., online surveys for alumni, or direct engagement through focus group discussions and on-site visits). 3) Coordination with sponsor partners regarding the planned M&E activities, including financial and logistical support. 4) Reporting of M&E implementation plans to JCLEC Management. 5) Development of the Terms of Reference (ToR) detailing activity schedules, team composition, survey instruments, budget allocation, and final reporting system. 6) Preparation and distribution of formal invitations or notification letters to participating institutions targeted as M&E respondents.
2	Implementation Phase	M&E Team, Sponsor Partner	<ol style="list-style-type: none"> 1) Preparation of activity logistics (attendance lists, banners, learning materials, reports, and other administrative requirements). 2) Verification of online survey responses submitted by alumni and processed by the Evaluation and Quality Unit. 3) Coordination of the M&E opening ceremony, officiated by JCLEC Executive Directors or donor representatives. 4) Presentation of objectives and methodology of the M&E activity. 5) Implementation of discussions, interviews, and clarification sessions with respondents at JCLEC or in the field. 6) Presentation of preliminary M&E results from online surveys and collection of feedback through interviews and group discussions.




			<p>7) Documentation and consolidation of participant input in line with M&E instruments.</p> <p>8) Closing of the M&E session by JCLEC Management and/or sponsor representatives.</p>
3	Evaluation Phase	M&E Team, Sponsor Partner, Auditor	<p>1) Compilation and consolidation of M&E data.</p> <p>2) Analysis of M&E results and preparation of final report</p> <p>3) Receipt and validation of findings by the M&E Auditor.</p> <p>4) Submission of the M&E results and report to the Head of Capacity Development.</p> <p>5) Reporting of M&E results by the Head of Capacity Development to JCLEC Management and sponsor partners.</p> <p>6) Publication of M&E results and dissemination of key findings to participating institutions.</p>

A. Procedures for Preparation and Implementation of M&E

The following outlines the step-by-step procedures for preparing and conducting M&E activities:

1. The M&E Team prepares guidelines and instruments for implementation.
2. The Team drafts a Terms of Reference (ToR) containing objectives, timelines, personnel assignments, budget requirements, participant selection criteria, and methodologies, to be submitted to sponsor partners for approval.
3. Upon approval, the Capacity Development Manager submits the ToR to JCLEC Management for formal authorization (including approval of M&E locations and/or methods).
4. The Head of Capacity Development issues an official task assignment letter for the M&E Team as the legal basis for implementation and will submit it to the JCLEC Executive Directors for approval.
5. Sponsor or partner institutions may assign support personnel to accompany the M&E Team if necessary.
6. The opening session of M&E activities is led by JCLEC Management, sponsor representatives, and/or officials from institutions being evaluated.
7. The M&E Team conducts the activity according to the approved schedule and methodology.




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8. M&E activities are carried out both virtually and in person:
 - a. At JCLEC: respondents participate online using SurveyMonkey links distributed via the Training Coordination Group (e.g., WhatsApp). Results are compiled and presented to in-person participants who are coming to JCLEC for further discussion to gain constructive feedback and recommendation.
 - b. At Partner Institutions: respondents complete online surveys (e.g. within approximately five minutes), followed by interviews or discussions. The team ensures equal opportunity for participant feedback.
 9. M&E activities must be transparent, participatory, and open to all relevant stakeholders.
 10. M&E Teams are not permitted to create or use instruments outside of those authorized in the official M&E guidelines.
 11. Implementation must strictly follow the agreed M&E agenda and adhere to JCLEC's established policies and procedures.

B. Code of Ethics for M&E Personnel

Every member of the M&E Team must uphold ethical standards during all phases of implementation to ensure results that are transparent, accountable, and credible.

The following are key ethical principles for M&E personnel:

1. **Integrity**
 - a. Conduct M&E with honesty and accountability.
 - b. Adhere to the established guidelines, the Employee Code of Ethics, and JCLEC's Standard Operating Procedures (SOPs).
 - c. Avoid actions that could undermine the credibility of the team or institution.
 - d. Respect and support the intended objectives of M&E.
2. **Objectivity**
 - a. Maintain professional objectivity in collecting, evaluating, and reporting information.
 - b. Avoid influences that could bias assessments or conclusions.
 - c. Refrain from accepting any form of compensation or benefit that could compromise impartiality.



d. Report all factual findings accurately and completely.

3. Competence

- a. Apply relevant knowledge, skills, and experience in conducting M&E.
- b. Commit to continuous professional development to enhance effectiveness and service quality.

4. Independence

- a. Remain free from external influence or interference.
- b. Avoid conflicts of interest and maintain neutrality toward respondents and stakeholders

C. Required Skills for M&E Personnel

Each M&E Team member is expected to possess and continually develop the following competencies:

1. Interviewing and Questioning Skills;

The ability to conduct structured interviews is essential. This includes the use of appropriate body language, contextual awareness, and interpretation of responses. Open-ended questions should be used to elicit diverse insights, while closed questions are suitable for verifying facts or specific data.

2. Observation Skills;

Team members must be able to observe and interpret environmental cues, participant interactions, and contextual behaviors during data collection.


3. Sampling Techniques;

The ability to apply proper sampling methods when selecting respondents (alumni, supervisors, colleagues, and subordinates) ensures representativeness and validity of results.

4. Documentation and Note-Taking;

Findings — whether conformity, non-conformity, or observations — must be recorded clearly, accurately, and in detail. Notes should reflect the root causes of issues to enable precise follow-up actions. Detailed documentation also supports verification and future reference

5. Confidentiality;



M&E personnel must protect the privacy and anonymity of respondents and the confidentiality of all collected data. Information gathered should only be used for official M&E purposes and must not be disclosed to unauthorized parties.

6. Impartiality;

Team members must remain objective and unbiased throughout the M&E process. Personal opinions, relationships, or external influences should not affect data collection, analysis, or reporting. All findings must be based solely on verifiable evidence.

D. Responsibilities and Authorities of the M&E Team

1. Responsibilities

- a. Conduct M&E activities in accordance with approved instruments and procedures;
- b. Coordinate M&E implementation with participating respondents and relevant stakeholders;
- c. Submit reports and findings to the Head of Capacity Development for review and onward submission to JCLEC Management and donor partners.

2. Authorities

- a. Conduct monitoring and evaluation of the training and learning process within JCLEC and partner institutions;
- b. Communicate directly with respondents during M&E activities;
- c. Develop and submit notes, analyses, and recommendations based on M&E findings to relevant management units.



CHAPTER V

REPORTING OF MONITORING AND EVALUATION RESULTS

The output of Monitoring and Evaluation (M&E) activities is a comprehensive M&E report containing key findings, recommendations, and proposed follow-up actions. The purpose of this report is to support continuous improvement and quality enhancement in JCLEC's training programs on an annual and ongoing basis.

The following provides the recommended structure and content of the M&E report:

A. Structure of the Training M&E Report

1. Title Page / Cover

- a. Title of the Report
- b. Name of Training Program
- c. Date and Venue of Training Implementation
- d. Reporting Entity / Team
- e. Date of Report Submission

2. Foreword / Preface

3. Table of Contents


4. Introduction

- a. Background: Explains the importance of the training program and the rationale for conducting post-training M&E.
- b. Objectives of M&E: Identifies the specific goals of the M&E activity (e.g., measuring behavioral change, knowledge enhancement, or impact on organizational performance).
- c. Scope: Defines the boundaries of the M&E, including time frame, coverage, and target participants.

5. M&E Methodology

- a. Subjects of M&E: Specifies who is evaluated (e.g., training participants, supervisors, colleagues, subordinates, or related units).



- 
- b. Data Collection Instruments: Details methods and tools used (e.g., questionnaires, online survey, offline or online interviews, workplace observations, document reviews).
 - c. Timing and Schedule: Outlines the implementation timeline and data collection periods.

6. Findings and Discussion

- a. Description of Training Activities: Summarizes key details of the completed training (title, duration, participants, main subjects or topics).
- b. Data Analysis: Presents and analyzes data based on the M&E objectives, which may include:
 - 1) Participant satisfaction (*Kirkpatrick Level 1: Reaction*);
 - 2) Learning outcomes and skills acquisition (*Level 2: Learning*);
 - 3) Behavioral change and application of learning in the workplace (*Level 3: Behaviour*);
 - 4) Organizational impact or outcomes (*Level 4: Results*).
- c. Challenges and Issues: Identifies obstacles encountered in applying training outcomes within the workplace and suggests potential solutions.

7. Conclusions

- a. Summarizes the main findings and key takeaways from the M&E;
- b. Highlights the degree of achievement of targets and performance indicators;
- c. Identifies lessons learned and implications for future programming.

8. Recommendations and Follow-Up Actions

- a. Provides specific, actionable suggestions for program improvement or for strengthening the application of training results;
- b. Outlines a follow-up plan based on M&E findings, including responsibilities, timelines, and mechanisms for monitoring progress.

9. Annexes / Appendices

- a. Documentation (e.g., photos of M&E activities);
- b. M&E instruments (questionnaires, interview forms);
- c. Attendance lists of respondents or participants;
- d. Supporting evidence or data tables.



B. Notes on Flexibility

The reporting structure above serves as a recommended standard format, yet it remains flexible and may be adapted to the specific needs of JCLEC, donor partners, or collaborating institutions.

Adaptations may include:

1. Integration of M&E results into broader institutional reports;
2. Use of digital dashboards or infographics to communicate outcomes;
3. Adjustment of report components to align with donor or stakeholder requirements.


C. Dissemination of Results

M&E reports must be disseminated to all relevant stakeholders — including JCLEC Management, donor partners, training participants' institutions, and collaborating agencies — through formal channels.

Dissemination aims to:

1. Promote transparency and shared ownership of findings;
2. Encourage evidence-based decision-making;
3. Strengthen accountability and institutional learning; and
4. Facilitate continuous dialogue for program improvement.





CHAPTER VI

CLOSING SECTION

The implementation of Monitoring and Evaluation (M&E) for gender-based training through cooperation enhancement strategies plays a critical and strategic role in ensuring the quality standards set by both JCLEC and its sponsors are effectively met.

M&E serves as a key mechanism to identify and document the extent to which training programs meet institutional expectations, achieve their intended learning outcomes, and contribute to the continuous improvement of organizational performance.

As part of JCLEC's commitment to quality assurance, the M&E process is intended not only as an assessment tool but also as a mechanism for organizational learning, accountability, and sustainable capacity development. Through M&E, JCLEC can capture the actual impact of training on participants and their institutions, while also identifying gaps and areas for improvement that inform policy and curriculum development.

A. Institutional Significance


Regular and periodic implementation of M&E is essential for JCLEC to:

1. Monitor and record all training activities systematically;
2. Maintain and improve quality standards established by JCLEC and sponsors; and
3. Foster a culture of evidence-based learning and continuous improvement within the institution.

This guideline is therefore intended to serve as a reference document for all M&E activities conducted in the context of JCLEC's training programs. It provides a unified framework for implementing evaluations that are transparent, participatory, and results-oriented.

B. Continuous Improvement

The Guidelines for Monitoring and Evaluation of Gender-Based Training through Cooperation Enhancement Strategies are expected to be used consistently and reviewed periodically to ensure relevance and alignment with evolving institutional and international standards.



Any elements not yet covered in this guideline shall be addressed in future revisions, based on evaluation results and lessons learned from ongoing implementation. The process of refinement reflects JCLEC's principle of continuous improvement as part of its institutional quality assurance system.

C. Institutional Impact and Commitment

Through systematic, collaborative, and results-based implementation of M&E, JCLEC will:

1. Strengthen its role as a regional learning hub and strategic partner in international law enforcement capacity building;
2. Reinforce its reputation as a Centre of Excellence characterized by professionalism, transparency, and accountability; and
3. Sustain long-term cooperation with national and international partners in promoting effective, inclusive, and gender-responsive training programs.

This guideline takes effect as of the date of its issuance and shall remain valid while subject to updates and refinements based on future institutional and sponsor evaluations.

Matters not explicitly regulated in this document will be addressed through supplementary provisions or internal directives as determined by JCLEC Management.



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APPENDICES

Appendix 1. Template – Terms of Reference (ToR) for Monitoring and Evaluation

1. Title of Activity

Monitoring and Evaluation of Training Program [Insert Program Name]

2. Background

Provide context, objectives, and rationale for conducting M&E (e.g., to assess the effectiveness and real-world application of training outcomes).

3. Objectives of M&E

- To measure the effectiveness of training implementation and its impact on participant competencies;
- To assess the extent of post-training application of acquired knowledge and skills;
- To evaluate the contribution of inter-agency cooperation to training success;
- To identify improvement areas for future training cycles.

4. Scope of M&E

- M&E timeframe;
- Target institutions or operational units;
- Types of data to be collected (quantitative and qualitative);
- Key performance indicators.

5. Methodology

- Online/offline alumni surveys; or
- Structured interviews; or
- Focus Group Discussions with unit leaders or colleagues and sponsor representatives; or
- Review of post-training documentation; or
- Comparative analysis between successive training cycles.





6. Expected Outputs

- Comprehensive M&E Report;
- Recommendations for program improvement;
- *Lesson Learned* document.

7. Implementation Schedule

- **Duration:** e.g., three months post-training.
- **Example Timeline:**

Week	Main Activity	Responsible Party
Week 1–2	Kick-off meeting and team formation	JCLEC & Partners (INP/Ministry/Institution) & Sponsor
Week 3–4	Instrument compilation & trial	Monev Team
Week 5–6	Field data collection	Monev Team assisted by University as advisor and evaluator
Week 7–8	Data analysis & draft report compilation	Monev Team
Week 9–10	Report review with partners	JCLEC & Partners & Sponsor
Week 11–12	Report finalization & result dissemination	JCLEC

8. Implementation Team

List of team members from JCLEC and collaborating institutions (INP, Ministries/Agencies, Sponsor, or Universities) serving as advisors or evaluators.

9. Budget and Logistical Support

To be agreed upon through full donor funding or cost-sharing arrangements between JCLEC and sponsor partners.

10. Reporting Mechanism

Final report to be submitted to JCLEC Management and sponsor partners within the designated timeframe.





Appendix 2. Example – ALUMNI SELF-ASSESSMENT SURVEY

Gender-Based Training Program (JCLEC Alumni)

(Participant / Alumni Perception Survey – Level III)

Section A: Alumni Information

1. Name (optional): _____
2. Rank/Position: _____
3. Unit/Department: _____
4. Region/Province: _____
5. Year of JCLEC Training: _____
6. Training attended (select all that apply):
 - Gender Mainstreaming
 - Gender Awareness
 - GBV Handling
 - Other: _____

Section B: Self-Perceived Behavioral Change

Likert Scale: 1 = Strongly Disagree, 5 = Strongly Agree

B1. Communication & Interaction

Statement	1	2	3	4	5
I use respectful and gender-inclusive language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I actively listen to women, men, and vulnerable groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I avoid interrupting or dominating conversations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I explain procedures clearly to victims and the public.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B2. Fairness & Impartiality

Statement	1	2	3	4	5
I treat men and women equally during policing tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I avoid blaming victims, especially GBV victims.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I make fair decisions regardless of gender.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I challenge gender-biased jokes or remarks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B3. Handling of GBV Cases

Statement	1	2	3	4	5
I follow proper GBV protocols.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I demonstrate empathy and patience with GBV victims.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I ensure privacy and safety for victims.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I coordinate effectively with services (health, legal, shelters).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>





B4. Professional Behavior & Decision Making

Statement	1	2	3	4	5
I apply gender-sensitive approaches when solving problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I handle conflict situations calmly and respectfully.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I apply what I learned from JCLEC training in my daily duties.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel more confident handling gender-sensitive cases.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section C: Frequency of Behavior

How often do you demonstrate these behaviors?

Behavior	Never	Rarely	Sometimes	Often	Always
Use respectful & inclusive language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Apply training principles in real situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seeking advice on GBV cases	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintain professionalism in sensitive cases	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section D: Workplace Impact (Self-Perception)

Statement	1	2	3	4	5
I influence others to behave respectfully.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My behavior helps create a gender-sensitive environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have improved the quality of service to the public.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Colleagues see me as a role model for gender sensitivity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section E: Confidence & Skills

Statement	1	2	3	4	5
I feel confident handling GBV cases.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know the correct procedures and SOPs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can identify gender bias and respond appropriately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can train others on gender-sensitive practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section F: Barriers to Applying Training

What challenges prevent you from applying gender-sensitive practices?

(Check all that apply)

- Heavy workload
- Lack of leadership support
- Lack of SOP or policy
- Cultural resistance (stereotypes)
- Peer pressure
- Lack of resources (private room, female staff, etc.)
- Community resistance
- Limited cooperation with services
- Other: _____





Section G: Open-Ended Questions

1. What positive changes have you noticed in yourself after the training?

2. What behaviors still need improvement?

3. Describe a situation where you applied gender-sensitive practice effectively.

4. Describe a situation where you struggled to apply gender-sensitive practices.

5. What support do you need to improve your gender-sensitive policing?

Section H: Overall Self-Rating

How would you rate your overall behavioral improvement after JCLEC training?

- Very Poor
- Poor
- Fair
- Good
- Very Good
- Excellent

Section I: Motivation & Sustainability

How committed are you to continuing gender-sensitive practices?

- Not committed
- Slightly committed
- Moderately committed
- Strongly committed
- Fully committed





Appendix 3. Template – Lesson Learned Document

Title:

Lessons Learned from Post-Training M&E of [Insert Program Name]

Background:

(Describe the training context and purpose of the M&E activity.)

Key Findings:

- 1.
- 2.

Success Factors:

- Inter-agency cooperation and support;
- Active participation of alumni.

Challenges and Solutions:

Challenges	Impact	Solution / Recommendation


General Recommendations for Improvement:

(Summarize recommendations derived from M&E findings and feedback from partners, donors, and participants.)





Appendix 4. Standard Operating Procedure (SOP) The Implementation of Monitoring and Evaluation (Money)

	STANDARD OPERATING PROCEDURE	Document Number	PR-JCLEC/EMT-EP/11
	Pelaksanaan Monitoring dan Evaluasi Level 3 (Perubahan Perilaku Alumni Latihan) – Program Pelatihan Berbasis Gender Implementation of Monitoring and Evaluation Level 3 (Behavioral Changes of Training Participants) – Gender-Based Training Program	Effective Date	December 2025
		Revision	0 – New Release

I. OBJECTIVE AND SCOPE/ TUJUAN DAN RUANG LINGKUP

- WHAT/APA** This SOP is developed as guidance for actions related to activity evaluation process of programs held in JCLEC. *Prosedur ini digunakan sebagai acuan terkait proses evaluasi kegiatan yang dilaksanakan di JCLEC.*
- WHEN/ KAPAN** This SOP is applicable to the evaluation process which is prepared and submitted after the commencement of any JCLEC program. *Prosedur ini berlaku untuk proses penyampaian yang disiapkan dan diajukan setelah dimulainya program di JCLEC.*
- WHERE/DI MANA** This SOP is applicable for JCLEC staff working in both the Semarang Training Centre and the Jakarta Secretariat. *Prosedur ini berlaku untuk karyawan JCLEC yang bekerja di Pusat pelatihan Semarang dan Sekretariat Jakarta.*
- WHO/SIAPA** Program Manager and Quality Evaluation Officer are responsible for the overall coordination of processing activity evaluation and in doing so works with several departments including: Executive Directors, Head of Capacity Development, Sponsors, Kartini Adviser Board, Event Management Team, and alumni organizations. *Manajer Program dan Petugas Evaluasi Kualitas bertanggung jawab untuk keseluruhan koordinasi dari proses evaluasi kegiatan dan bekerja sama dengan beberapa pihak termasuk: Kedua Direktur Eksekutif, Kepala Pengembangan Kapasitas, Kartini Adviser Board, Sponsor, Tim Management Acara, dan Organisasi asal alumni.*

BACKGROUND/LATAR BELAKANG

JCLEC previously conducted Level 1 (Reaction) and Level 2 (Learning) evaluations for gender-based training programs. These evaluations provided essential information on participant satisfaction and the extent to which learning objectives were achieved. However, to obtain a more comprehensive understanding of training effectiveness, JCLEC identified the need to extend the evaluation to Level 3 (Behavioral Change). *JCLEC sebelumnya telah melaksanakan Evaluasi Level 1 (Reaksi) dan Level 2 (Pembelajaran) untuk program pelatihan berbasis gender. Kedua evaluasi tersebut memberikan informasi penting mengenai kepuasan peserta serta tingkat pencapaian tujuan pembelajaran. Namun, untuk memperoleh gambaran yang lebih tuntas mengenai efektivitas pelatihan, JCLEC memandang perlu untuk melanjutkan evaluasi hingga Level 3 (Perubahan Perilaku).*



Level 3 evaluation is essential to determine whether the knowledge and skills gained during the training are genuinely applied in the workplace and to what extent these changes support gender-responsive policing practices. The findings will serve as a foundation for improving future curricula, ensuring accountability to partners, and strengthening long-term program impact. *Evaluasi Level 3 menjadi krusial untuk mengetahui apakah pengetahuan dan keterampilan yang diperoleh peserta benar-benar diterapkan dalam lingkungan kerja, serta sejauh mana perubahan tersebut mendukung praktik kepolisian yang inklusif dan responsif gender. Temuan Level 3 ini juga akan menjadi dasar penguatan kurikulum berikutnya, meningkatkan akuntabilitas kepada mitra, dan memastikan dampak jangka panjang dari program pelatihan.*

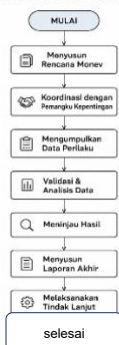
Untuk memastikan pelaksanaan monitoring dan evaluasi secara sistematis terhadap perubahan perilaku alumni setelah menyelesaikan program pelatihan berbasis gender di JCLEC, guna mendukung terwujudnya praktik penegakan hukum yang berkelanjutan dan responsif gender. *To ensure the systematic implementation of monitoring and evaluation of alumni behavioral changes after completing the gender-based training program at JCLEC, in order to support the realization of sustainable and gender-responsive law enforcement practices.*

II. DEFINITION/ISTILAH

SOP	Standard Operating Procedure. Prosedur Operasional Standar
ED's	Executive Directors. Direktur Eksekutif dan Direktur Eksekutif Program
HCD	Head of Capacity Development. Kepala Bagian Pengembangan Kapasitas
PM	Program Manager Manajer Program
CDM	Capacity Development Manager. Manager Pengembangan Kapasitas
EMT	Event Management Team. Tim Manajemen Acara
QEO	Quality Evaluation Officer. Petugas Evaluasi Kualitas

III. FLOW CHART/BAGAN ALUR

DIAGRAM SEDERHANA
ALUR PROSES BISNIS





IV. PROCESS DESCRIPTION/PENJELASAN PROSES

No	Tahapan/Step	Kegiatan Utama/Main Activity	Penanggung Jawab/Person in Charge	Keluaran/Output
1	Tahap Persiapan/ Preparation stage	<p>a. Menyusun rencana Monev pasca pelatihan (sasaran, jadwal, alat ukur)/ Develop a post-training M&E plan (objectives, schedule, measurement tools)</p> <p>b. Menetapkan indikator perilaku utama (berdasarkan hasil pembelajaran)/ Define key behavioral indicators (based on learning outcomes).</p> <p>c. Menyiapkan instrumen survei/wawancara./ Prepare survey/ interview instruments.</p>	HCD Program Manager QEO	Rencana Monev dan Matriks Indikator/ Monitoring and Evaluation Plan and Indicator Matrix
2	Koordinasi dengan Pemangku Kepentingan/ Coordination with Stakeholders	<p>a. Memberitahukan institusi asal alumni mengenai proses Monev/ Inform the alumni home institutions about the M&E process.</p> <p>b. Meminta persetujuan institusi untuk melakukan pemantauan perubahan perilaku/ Request institutional approval to monitor behavioral changes.</p> <p>c. Menyusun jadwal pengumpulan data/ Develop a data collection schedule.</p>	Program Manager QEO	Surat Konfirmasi dan Jadwal Monev/ Confirmation Letter and Monitoring and Evaluation Schedule
3	Tahap Pengumpulan Data/ Data Collection Stage	<p>a. Menyebarkan kuesioner pasca pelatihan (3–6 bulan setelah pelatihan)/ Distribute post-training questionnaires (3–6 months after the training).</p> <p>b. Melaksanakan wawancara terstruktur atau diskusi kelompok terarah (FGD)/ Conduct structured interviews or focus group discussions (FGDs).</p> <p>c. Mengumpulkan umpan balik dari alumni/ atasan alumni / rekan kerja / bawahan alumni di tempat kerja/ Collect feedback from participants/ alumni supervisors / colleagues / subordinates in the workplace</p>	Program Manager QEO	Kumpulan Data Perubahan Perilaku/ Behavior Change Dataset
4	Validasi dan Analisis Data/ Data Validation and Analysis	<p>a. Memastikan akurasi dan kelengkapan data/ Ensure data accuracy and completeness.</p> <p>b. Menganalisis indikator perubahan perilaku (kesadaran gender, inklusivitas, perilaku pengambilan keputusan)/ Analyze behavioral change indicators (gender awareness, inclusivity, decision-making behavior).</p> <p>c. Membandingkan hasil sebelum dan sesudah pelatihan/ Compare results before and after the training.</p>	Program Manager QEO	Laporan Analisis Monev/ Monitoring and Evaluation Analysis Report
5	Tinjauan dan Evaluasi/ Review and Evaluation	<p>a. Membahas hasil temuan bersama fasilitator pelatihan dan pakar gender/ Discuss the findings with training facilitators and gender experts.</p> <p>b. Mengidentifikasi praktik terbaik dan area yang perlu ditingkatkan/ Identify best practices and areas for</p>	Program Manager QEO	Ringkasan Tinjauan dan Matriks Rekomendasi/ Review Summary and Recommendation Matrix





		improvement. c. Menyusun rekomendasi untuk pelatihan berikutnya/ Develop recommendations for future training programs.		
6	Pelaporan/ Reporting	a. Menyusun laporan akhir Monev Tahap 3 (hasil perubahan perilaku)/ Prepare the Stage 3 M&E final report (behavioral change results). b. Menyampaikan laporan kepada Manajemen JCLEC serta mitra/donor/ Submit the report to JCLEC Management and partners/donors. c. Mengarsipkan laporan dalam basis data kelembagaan/ Archive the report in the institutional database.	QEO	Laporan Akhir Monev/ Final Monitoring and Evaluation Report
7	Tindak Lanjut / Follow-Up	a. Mengintegrasikan temuan Monev ke dalam desain kurikulum berikutnya/ Integrate M&E findings into the design of future curricula. b. Mengembangkan program pendampingan atau pelatihan penyegaran bagi alumni/ Develop mentoring or refresher training programs for alumni. c. Mempublikasikan kisah sukses alumni/alumni (gender champions). Publish success stories of participants/alumni (gender champions).	HCD Program Manager	Rencana Implementasi Peningkatan Pelatihan/ Training Enhancement Implementation Plan

V. Indikator Kinerja Utama/Key Performance Indicators

Indikator/Indicator	Deskripsi/Description	Target (optional)
Penerapan Perubahan Perilaku/ Implementation of Behavior Change	Persentase alumni yang menerapkan pendekatan responsif gender di tempat kerja./ Percentage of participants who apply gender-responsive approaches in the workplace.	≥ 50%
Dukungan Institusi/ Institutional support	Persentase institusi asal alumni yang mendukung kegiatan Monev lanjutan./ Percentage of alumni home institutions that support follow-up M&E activities.	≥ 50%
Kualitas Umpan Balik/ Feedback quality	Persentase kuesioner yang dikembalikan secara lengkap dan tervalidasi./ Percentage of questionnaires returned completely and validated.	≥ 50%

VI. Dokumen Pendukung/Supporting Documents

1. Instrumen Monev (Kuesioner/Panduan FGD)/ [M&E Instruments \(Questionnaire/FGD Guide\)](#)
2. Data Dasar (Perbandingan Pra dan Pasca pelatihan)/ [Baseline Data \(Pre- and Post-Training Comparison\)](#)
3. Template Komunikasi dengan Pemangku Kepentingan/ [Stakeholder Communication Template](#)
4. Template Laporan Monev/ [M&E Report Template](#)
5. Rubrik Penilaian Perubahan Perilaku Berbasis Gender/ [Gender-Based Behavioral Change Assessment Rubric](#)





VII. Linimasa/Timeline

Tahap/Step	Durasi Setelah Pelatihan Selesai (optional)/ Duration After Training Completed (optional)
Persiapan/Preparation	Bulan ke-1/First Month
Pengumpulan Data/Data Collection	Bulan ke-3 hingga ke-5/ 3 rd to 5 th Month
Validasi dan Analisis Data/ Data Analysis and Validation	Bulan ke-6/ 6 th Month
Pelaporan dan Tindak Lanjut/ Reporting and Follow-up	Bulan ke-7 hingga ke-8/ 7 th to 8 th Month

VIII. Fokus Perubahan Perilaku (Perspektif Gender)/ Focus of Behavioral Change (Gender Perspective)

1. Meningkatnya kesadaran alumni terhadap prinsip kesetaraan gender dalam praktik kepolisian sehari-hari/ Increased alumni awareness of gender equality principles in daily policing practices.
2. Meningkatnya penerapan gaya komunikasi dan kepemimpinan yang inklusif/ Enhanced application of inclusive communication and leadership styles.
3. Pengintegrasian pendekatan responsif gender dalam pengambilan keputusan dan penanganan kasus/ Integration of gender-responsive approaches in decision-making and case handling.
4. Tumbuhnya peran alumni sebagai agen perubahan dalam mendorong pengarusutamaan gender di institusinya masing-masing/ Emergence of participants as change agents in promoting gender mainstreaming within their respective institutions.

IX. REFERENCES/REFERENSI

Surveymonkey Homepage, Surveymonkey template page, Excel data, Format Report in Word, brief summary in PowerPoint. Halaman muka Surveymonkey, halaman template Surveymonkey, data Excel, Format Laporan dalam Word, kesimpulan singkat dalam PowerPoint.

X. ATTACHMENTS/ LAMPIRAN

1. Surveymonkey Homepage / Halaman muka Surveymonkey
2. Surveymonkey template page / Halaman template Surveymonkey
3. Excel Data / Data Excel
4. Format Report in Word / Format Laporan dalam Word
5. Brief Summary in PowerPoint / Kesimpulan singkat dalam PowerPoint

XI. APPROVAL/PENGESAHAN

Position Jabatan	Name Nama	Signature Tanda Tangan		Date Tanggal
1. Executive Director Direktur Eksekutif	BG Pol. Audie S. Latuheru, S.I.K, M.Han. Brigadir Jenderal Polisi Audie S. Latuheru, S.I.K, M.Han.	1		
2. Executive Director Programs Direktur Eksekutif Program	Commander Danny Caruana Commander Danny Caruana		2	
3. Head of Capacity Development Kepala Pengembangan Kapasitas	Pol Sr. Supt. FX. Arendra Wahyudi Komisaris Besar Polisi FX. Arendra Wahyudi	3		



4. Capacity Development Manager Manajer Pengembangan Kapasitas	Kumala Intan Prawesti		4	
5. Quality and Evaluation Team Leader Tim Leader Evaluasi dan Mutu	Ass. Superintendent Suwarno Komisaris Polisi Suwarno	5		

IX. AMENDMENTS/CATATAN PERUBAHAN

Revision Revisi	Amandments Perubahan	Date Tanggal	By Oleh
0	New Release		EMT

