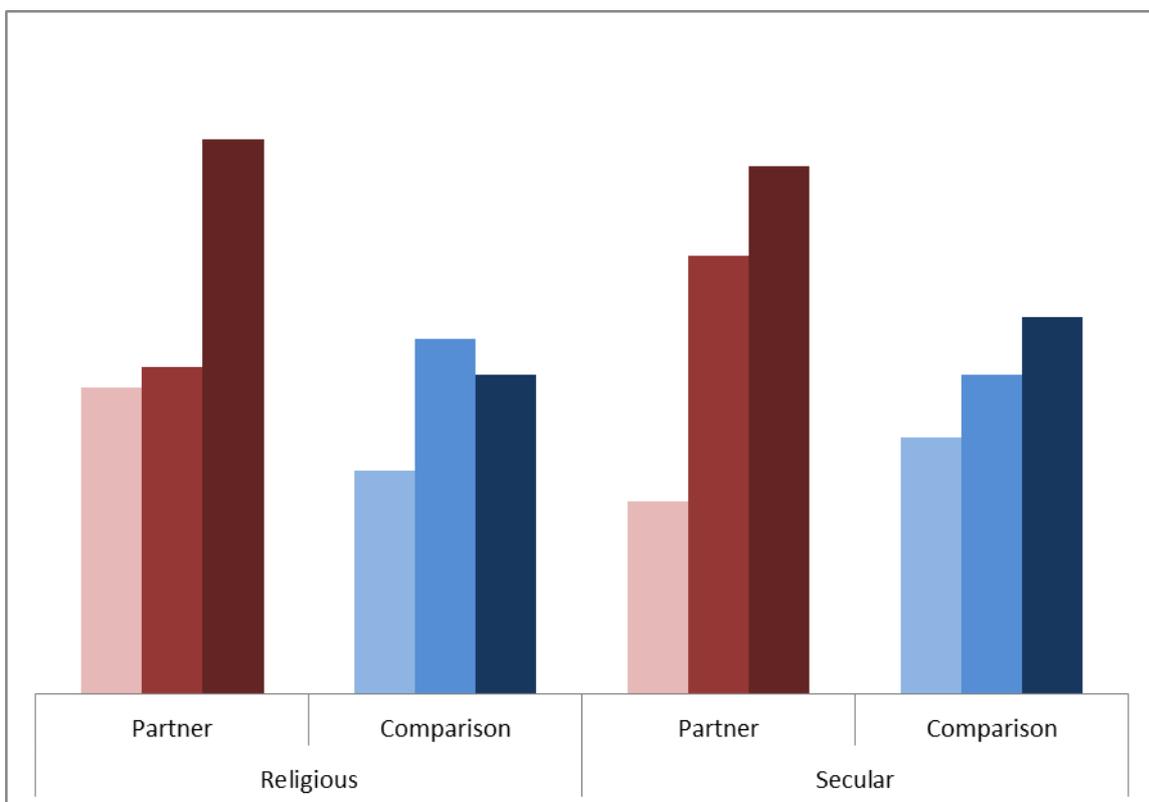




USAID Prioritizing Reform, Innovation, and Opportunities for Reaching Indonesia’s Teachers, Administrators, and Students (USAID PRIORITAS)



MIDLINE MONITORING REPORT, VOLUME I: Assessing the Impact of the USAID PRIORITAS Program on School in Cohort I Partner Districts

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Prioritizing Reform, Innovation, and Opportunities for Reaching Indonesia's Teachers, Administrators, and Students (USAID PRIORITAS)

Midline Monitoring Report, Volume I: Assessing the Impact of the USAID PRIORITAS Program on Schools in Cohort I Partner Districts

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Table of Contents

| | Page |
|---|-----------|
| ACRONYMS, ABBREVIATIONS, TERMS | IV |
| EXECUTIVE SUMMARY | I |
| 1 OVERVIEW OF THE PROJECT | 6 |
| 2 PROJECT MONITORING AND EVALUATION | 8 |
| 2.1 PROJECT MONITORING FRAMEWORK | 8 |
| 2.2 BASELINE, SECOND, AND THIRD ROUND OF MONITORING | 8 |
| 3 MONITORING OF SCHOOLS | 9 |
| 3.1 GEOGRAPHIC SCOPE OF THE PROJECT | 9 |
| 3.2 MONITORING INDICATORS | 9 |
| 3.3 MONITORING INSTRUMENTS | 10 |
| 3.4 DATA COLLECTORS | 11 |
| 3.5 SAMPLING DESIGN | 12 |
| 3.6 DATA COLLECTION | 15 |
| 3.7 DATA CLEANING, ANALYSIS, AND PRESENTATION | 15 |
| 3.8 DATA QUALITY | 16 |
| 4 RESULTS OF THE MONITORING | 19 |
| 4.1 TEACHING AND LEARNING | 19 |
| 4.1.1 <i>Teachers Demonstrate Good Practice in Teaching and Learning</i> | 20 |
| 4.1.2 <i>Early Grades Teachers Demonstrate Good Practice in Teaching</i> | 24 |
| 4.1.3 <i>Teachers support the development of students' reading skills</i> | 30 |
| 4.1.4 <i>Students demonstrate positive learning behaviors</i> | 34 |
| 4.1.5 <i>Early Grades Reading Materials are Regularly Used</i> | 38 |
| 4.2 SCHOOL LEADERSHIP, MANAGEMENT, AND GOVERNANCE | 40 |
| 4.2.1 <i>Instructional Leadership in Schools is Improving</i> | 41 |
| 4.2.2 <i>Schools Produce Annual Budgeted Plans in a Transparent Manner</i> | 45 |
| 4.2.3 <i>Increased Parent and Community Participation in Teaching and Learning</i> | 49 |
| 4.2.4 <i>School Managers Initiate Activities to Create a School Reading Culture</i> | 53 |
| 4.2.5 <i>Teacher Working Groups are More Effective</i> | 58 |
| 5 CONCLUSION AND RECOMMENDATION | 61 |
| ANNEX 1. LIST OF COHORT 1 SAMPLE PARTNER AND COMPARISON SCHOOLS | 63 |
| ANNEX 2: MONITORING AND EVALUATION FRAMEWORK | 72 |

List of Tables

| | |
|--|----|
| Table 1: USAID PRIORITAS Partner Provinces and Cohort I Districts | 9 |
| Table 2: List of Project Monitoring Indicators Relating to Schools | 10 |
| Table 3: The Occupation of Data Collectors in Three Rounds of Monitoring..... | 11 |
| Table 4: Number of Partner Primary Schools and the Sample Schools | 13 |
| Table 5: Number of Junior Secondary Schools and the Sample Schools | 13 |
| Table 6: Number and Type of Respondents from Primary Schools | 14 |
| Table 7: Number and Type of Respondents from Junior Secondary Schools | 14 |
| Table 8: The Sample of Primary Teacher Working Group (KKG) and Subject Matter Teacher Working Group (MGMP) | 15 |
| Table 9: Data Collection Schedule in Cohort I Districts | 15 |
| Table 10: Percentages of Primary School Teachers Achieving Each Criterion of Good Practices in Teaching, by Treatment Group..... | 22 |
| Table 11: Percentages of JSS Teachers Achieving Each Criterion of Good Practices in Teaching, by Treatment Group..... | 23 |
| Table 12: Teacher Provides Specific Instruction to Help Learners to Build Word Knowledge | 26 |
| Table 13: Teacher Provides Opportunities for Students To Engage in Sustained Reading Activities..... | 27 |
| Table 14: School Environment Has Properties that Could Strengthen Student’s Skills to Read | 27 |
| Table 15: Teacher Checks Students’ Understanding about Something (Book, Story, Picture) | 28 |
| Table 16: Teacher Enhances Children’s Print and Phonological Awareness | 28 |
| Table 17: Conduct Regular and Purposeful Monitoring of Children Progress In Reading..... | 29 |
| Table 22: Early Grade Classes which Have Regular Reading Period and Allow Students to Take Reading Books Home to Read | 40 |
| Table 23: Percentage of Schools with Principals as Instructional Leaders, by Criteria and Treatment Group | 44 |
| Table 24: The Percentages of Schools Meeting Each of the Four Criteria of ‘Producing School Budget in Transparent Manner’ | 48 |
| Table 25: Percentage of Primary Schools where Parents are Involved in Specific School-Related Activities*... .. | 52 |
| Table 26: Percentage of Schools Implementing Activities to Promote Reading Culture, by Treatment Group..... | 56 |
| Table 27: Percentage Of Teachers’ Working Groups Meeting Each Criteria by Treatment Group..... | 60 |

List of Charts

| | |
|--|----|
| Chart 1: Teachers Demonstrating at least Four of Good Practices in Teaching and Assessment..... | 20 |
| Chart 2: Percentage of Teachers Demonstrating Good Practices in Teaching, by School Type..... | 21 |
| Chart 3: Percentage of Teachers Demonstrating at Least Four Good Practices in Teaching, by Province..... | 22 |
| Chart 4: Percentage of Early Grade Teachers Demonstrating Good Practice in Teaching and Assessing Reading..... | 25 |
| Chart 5: Percentage of Early Grade Teachers Demonstrating Good Teaching, by School Type | 25 |
| Chart 6: The Percentage of Early Grade Teachers Demonstrating Good Teaching, by Province | 26 |
| Chart 7: Percentage of Teachers Supporting the Development of Students' Reading Skills..... | 31 |
| Chart 8: Percentage of Teachers Supporting the Development of Students' Reading Skills, by School Type . | 31 |
| Chart 9: Percentage of Teachers Supporting the Development of Students' Reading Skills, by Province | 32 |
| Chart 10: Percentage of Classrooms where Students Demonstrated Positive Learning Behaviors by School Type..... | 34 |
| Chart 11: Percentage of Classrooms where Students Demonstrated Positive Learning Behaviors, by School Type..... | 35 |
| Chart 12: Percentage of Classrooms where Students Demonstrated Positive Learning Behaviors, by Province | 36 |
| Chart 13: Percentage of Early Grade Reading Materials are Regularly Used | 38 |
| Chart 14: Percentage of Early Grade Materials are Regularly Used, by School Type | 39 |
| Chart 15: Percentage of Early Grade Materials are Regularly Used, by Province..... | 39 |
| Chart 16: Percentage of Principals Meeting the Criteria for Instructional Leadership | 42 |
| Chart 17: Percentage of Principals Meeting the Criteria for Instructional Leaders, by School Type..... | 42 |
| Chart 18: Percentage of Principals Meeting the Criteria for Instructional Leaders, by Province | 43 |
| Chart 19: Percentage of Schools Producing an Annual Budgeted Plan in a Transparent Manner..... | 46 |
| Chart 20: Percentage of Schools Producing Annual Budgeted Plan in a Transparent Manner, by School Type | 47 |
| Chart 21: The Percentage of Schools Produced Annual Budgeted Plan in a Transparent Manner, by Province | 47 |
| Chart 22: Percentage of Primary Schools Where Parents are Involved in School Activities (Primary School Only)..... | 50 |
| Chart 23: Percentage of Schools where Parents were Involved in School Activities, by School Type | 50 |
| Chart 24: Percentage of Schools where Parents are Involved in School Activities, by Province | 51 |
| Chart 25: Percentage of Schools where Managers Initiated Activities to Create Reading Culture | 54 |
| Chart 26: Percentage of Schools Initiate Activities to Create Reading Culture, by School Type..... | 54 |
| Chart 27: Percentage of Schools Initiate Activities to Create Reading Culture, by Province..... | 55 |
| Chart 28: Percentage of Effective Teachers' Working Groups..... | 59 |
| Chart 29: Percentage of Effective Teacher Working Groups, by Province* | 59 |

ACRONYMS, ABBREVIATIONS, TERMS

| | |
|-----------|--|
| APBD | District/Province Budget |
| BERMUTU | Better Education Through Reform Management & Universal Teacher Upgrading Project |
| BOS | Government allocated School Operational Assistance Funds |
| DBE | Decentralized Basic Education Project |
| EGR | Early Grade Reading |
| EGRA | Early Grade Reading Assessment |
| GOI | Government of Indonesia |
| IR | Intermediate Result |
| JSS | Junior Secondary School |
| KKG | Kelompok Kerja Guru (Teacher Working Group-secular primary schools) |
| Kota | City or Municipality |
| LPMP | Lembaga Penjaminan Mutu Pendidikan (Provincial Quality Assurance Institute) |
| M&E | Monitoring and Evaluation |
| MGMP | Local Association of Secondary Teachers (grouped by subject matter) |
| MI | Madrasah Ibtidaiyah (Primary Islamic School) |
| MOEC | Ministry of Education and Culture |
| MTs | Madrasah Tsanawiyah (Junior Secondary Islamic School) |
| PRIORITAS | USAID Prioritizing Reform, Innovation, and Opportunities for Reaching Indonesia's Teachers, Administrators, and Students Project |
| PS | Primary School |
| SD | Sekolah Dasar (Primary School) |
| SMP | Sekolah Menengah Pertama (Junior Secondary School) |
| TTI | Teacher Training Institute |
| USAID | United States Agency for International Development |
| USG | United States Government |

EXECUTIVE SUMMARY

The USAID PRIORITAS project has undertaken a third round of monitoring in a sample of partner schools in the 23 Cohort 1 districts. The first round, the baseline data collection took place in November 2012 and January 2013. The second round, progress monitoring to measure changes in schools took place in November – December 2013. The third round, which took place in October-November 2014 is intended to support the mid-line evaluation of the project.

The objectives of the baseline monitoring activities were to (1) assess needs at the start of the project (2) support the design of specific project interventions and (3) to collect partner and baseline data for each of the indicators against which the impact of project interventions will be measured.

The second and third round of monitoring collected the same information from the same schools as those surveyed during the baseline collection to assess the changes that had taken place over a one-year and two-year period.

School baseline monitoring data were collected against 14 of the 34 project custom indicators. While the baseline data collection included student assessments in Bahasa Indonesia, Mathematics and Science as well as an Early Grade Reading Assessment (EGRA), the second round did not include these activities and was collected only on 11 of the indicators.

The third round repeated the design of the baseline and included student assessments in the Bahasa Indonesia, Mathematics and Science and the EGRA. While again assessing the changes that had been taking place in each of the 14 project indicators during two years of project implementation, the mid-line evaluation is also intended to assess the extent of relationship between the teachers' teaching practices, school management and student performance as measured through tests of reading (including early grade reading), writing, science, and mathematics.

This volume presents and compares the results of the three rounds of monitoring at the school level. Putting the data side by side allows us to assess the changes that have taken place in the two years of project implementation and the extent to which the changes could be attributed to the project.

Project and local government staff jointly conducted the monitoring. Data on teacher, lecturer and student behavior was collected through classroom observation, while information on school principal leadership and the functioning of the teachers' subject working groups was collected by interviews and group discussions.

Where possible, the monitoring processes included checks in order to ensure accurate information was obtained. Although every care has been taken in collecting and analyzing data, it is inevitable that some errors may have been made and that there will have been differences in interpretation of instructions by different monitors and at different times.

A summary of the Baseline (2012), the Second (2013), and the Third Round (2014) of Monitoring of Cohort I Project Custom Indicators

| Indicator | | Partner Schools | | | Comparison Schools | | |
|-----------|--|-----------------|-------|-------|--------------------|-------|-------|
| | | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 |
| 1.R1 | Teachers demonstrate good practices in teaching and assessment | | | | | | |
| | Total: | 21.5% | 55.2% | 59.6% | 27.5% | 19.0% | 29.1% |
| | Primary: | 23.9% | 58.5% | 60.7% | 26.8% | 21.6% | 28.9% |
| | JSS: | 18.4% | 50.7% | 58.0% | 28.5% | 15.5% | 29.3% |
| 1.R2 | Early grades teachers demonstrate good practice in teaching and assessing reading | 13.0% | 47.3% | 66.5% | 16.0% | 20.1% | 37.1% |
| 1.R3 | Teachers of all subjects support the development and reinforcement of students reading skills | | | | | | |
| | Total: | 8.7% | 40.1% | 48.4% | 12.4% | 22.7% | 31.1% |
| | Primary: | 8.7% | 41.9% | 53.1% | 10.9% | 23.7% | 32.9% |
| | JSS: | 8.7% | 37.7% | 42.0% | 14.5% | 21.3% | 28.7% |
| 1.R5 | Students demonstrate positive learning behaviors | | | | | | |
| | Total: | 16.8% | 73.1% | 81.3% | 22.8% | 33.2% | 52.9% |
| | Primary: | 16.7% | 71.8% | 80.7% | 19.9% | 34.1% | 51.4% |
| | JSS: | 16.9% | 74.9% | 82.0% | 26.6% | 31.9% | 54.8% |
| 1.R6 | Early grades reading materials are regularly used | 21.7% | 43.5% | 50.0% | 24.3% | 39.7% | 39.4% |
| 1.R8a | Early grade students demonstrate that they can read and understand the meaning of grade-level text | 50.0% | | 71.1% | 43.8% | | 67.9% |
| 1.R8b | Performance of grade 4 students in reading, writing, and mathematics, and grade 5 students in science improves: | | | | | | |
| | Reading: | 43.0% | | 47.1% | 41.1% | | 43.7% |
| | Writing: | 41.8% | | 44.6% | 39.5% | | 40.3% |
| | Mathematics: | 40.7% | | 46.0% | 40.0% | | 44.3% |
| | Science: | 35.8% | | 43.2% | 33.4% | | 40.1% |
| 1.R9 | Performance of students in grade 8 in reading, writing, mathematics, and science improves: | | | | | | |
| | Reading: | 64.0% | | 71.2% | 65.8% | | 69.3% |
| | Writing: | 50.1% | | 52.0% | 46.9% | | 47.7% |
| | Mathematics: | 33.9% | | 36.6% | 32.6% | | 34.3% |
| | Science: | 38.4% | | 43.4% | 38.4% | | 41.7% |
| 1.R16 | Instructional leadership in schools is improving | | | | | | |
| | Total | 7.5% | 14.3% | 19.8% | 13.0% | 12.4% | 15.8% |
| | Primary: | 10.9% | 19.6% | 24.4% | 10.9% | 15.2% | 15.9% |
| | JSS: | 2.9% | 7.2% | 13.4% | 15.9% | 8.7% | 15.6% |
| 2.R1 | Schools produce annual budgeted plans in a transparent and participative manner | | | | | | |
| | Total | 14.9% | 28.0% | 26.1% | 19.9% | 19.9% | 25.0% |
| | Primary: | 17.4% | 26.1% | 22.2% | 14.1% | 19.6% | 23.9% |
| | JSS: | 11.6% | 30.4% | 31.3% | 27.5% | 20.3% | 26.6% |
| 2.R2 | Increased parent and community participation in activities which focus on teaching and learning and/or improving the school environment (Primary school only) | 27.2% | 50.0% | 65.6% | 30.4% | 40.2% | 44.3% |
| 2.R3 | Schools managers initiate activities to create a school reading culture | | | | | | |
| | Total : | 24.8% | 64.6% | 78.3% | 29.2% | 52.2% | 50.7% |
| | Primary: | 30.4% | 75.0% | 82.2% | 33.7% | 58.7% | 61.4% |
| | JSS: | 17.4% | 50.7% | 73.1% | 23.2% | 43.5% | 35.9% |

| Indicator | | Partner Schools | | | Comparison Schools | | | |
|-------------|--|-----------------|-------|-------|--------------------|-------|-------|-------|
| IR17 | Teachers working groups are more effective | | | | | | | |
| | | Total: | 31.1% | 48.6% | 52.2% | 36.4% | 46.6% | 53.0% |
| | | KKG: | 31.3% | 64.7% | 70.7% | 48.2% | 58.8% | 66.0% |
| | | MGMP: | 30.9% | 39.1% | 32.7% | 27.6% | 36.9% | 41.5% |

In general, the standing on the indicators and their criteria (printed in italics below) of the sample of **partner** schools during the three rounds of monitoring are as follows:

- In 2012, about one-fifth of the teachers in partner schools were demonstrating good practice in teaching and assessment. After one year, the percentage more than doubled to 55.2% and further increased to 59.6% in the third monitoring

There were increases in percentages of teachers in four criteria of the indicators (*organize physical classroom, use different groupings when work with students, ask non recall questions, and move around and help students*). The percentages of these four criteria continued to slightly increase in the third monitoring.

The percentages, however, declined in two criteria (*'use varied learning approaches'* and *'use tools to gather data about student achievements'*) during the second monitoring. There had been slight improvement in the third monitoring but relatively low in comparison of the other criteria of the indicator.

- There had been a more than triple increase of early grade teachers who demonstrate good practice in teaching and assessing reading (from 13% to 47% in the second monitoring, and 66.5% in the third monitoring). Increases in percentages also occurred in comparison schools, but were significantly lower than in partner schools.

Twenty-two specific activities related to teaching early grades were observed during the data collection. The percentages of teachers who practiced them increased in all 22 activities during the second and third monitoring, including the ones which were implemented by relatively few teachers during the baseline such as *'give opportunities to students to perform silent reading'*, *'ask students to make stories based on pictures presented to them'*, *'ask the students to gauge the continuation of a story'*, *'teacher makes notes when student read'*, and *'keep necessary progress records of student reading'*.

- Less than 10% of teachers both in primary and junior secondary schools supported the development of student reading skills during the baseline. A more than four-fold increase to 40.1% was observed during the second round of monitoring, rising to 48.4% on the third round of monitoring. The increase of percentages were found in all four criteria of the indicator, including two criteria (*'provide different types of materials for students to read other than textbook'* and *'discuss new words and concepts in texts'*), which were implemented by less than 10% of teachers during the baseline monitoring.
- The percentages of classrooms with students showing positive learning behavior increased significantly from 16.8% during the baseline to 73% during the second monitoring and 81.3% on the third round of monitoring. Mostly likely, the improvements were influenced by the changes in teachers' teaching practices.
- The percentage of regular use of early grade reading materials also increased from 21.7% in the baseline to 43.5% in the second monitoring and 50.0% on the third round of monitoring. The increases were found in both criteria of the indicator: *'have regular reading period'* increased from 43% to 90% and *'allow students to take reading books home to read'* increased modestly from 41% to 47%.

- Only 7.5% of the principals were effective instructional leaders during the baseline. The percentage increased to 14.3% in the second round and 19.8% in the third round of monitoring. The majority of principals were good in *organizing professional development for teachers* and in *providing for learning to take place* but relatively few *held monthly meetings with teachers to discuss curricular matters* and *make regular visits to classes*.
- The schools that produced annual budgeted plans in a transparent manner were only a few: 15% during the baseline, 28% during the second monitoring, and 26% in the third monitoring.

Two criteria (*'developed with community participation'* and *'publicly displayed/available'*) had been widely introduced in early 2000 to schools in order to strengthen good governance in school management. The increased percentages of these two criteria evident during the second and third monitoring is quite significant. On the other hand, the first criterion (*'focuses on improving teaching and learning'*) was quite recent, and in the monitoring, *'focuses'* is defined as at least 40% of the annual school budget being allocated for teaching and learning. In addition to that, a school could only be regarded to fulfill the requirement of the indicator if it meets all four criteria of the indicator. The definition and the rule for meeting the criteria could partly explain the reason for slow improvement of the indicator in the two rounds of monitoring.

- About a quarter of schools (27.2%) involved parents in school related activities in the baseline monitoring. The percentage doubled in the second monitoring (50.0%) and to 65.6% in the third monitoring.

The parents are mostly involved in *extra-curricular and environment related activities*, but very few in *helping teachers in the class-rooms* such as working as substitute teachers, helping with student practicums, or acting as resource persons. The parents were also involved in specific initiatives such as health related activities; very few were involved in gender and almost none in inclusive education.

- Almost twenty five percent (24.8%) of school managers initiated activities to create a reading culture during the baseline. This increased to 64.6% during the second monitoring and 78.3% in the third round of monitoring. The majority of schools initiated activities which were mainly implemented in schools such as *up-grade the library*, *use funds to purchase age appropriate reading materials*, *establish reading corners*, *set aside specific reading times during class-hours*. The percentages were relatively lower in activities which need to be implemented outside the schools where parents and community could be involved such as *establish reading clubs*, *involve parents in reading activities*, and *set up system for home based reading*.
- In seven out of 12 school related indicators, the baseline data shows that the percentages of comparison schools were higher than partner schools. During the second and third round of monitoring, the following trends were found:
 - The comparison schools also had percentage increase in the indicators, but not as high as partner schools. This could be because there is no way to completely limit the distribution of the project training materials to partner schools only; other teachers and principals, including of the comparison schools, could have access to the materials and learn from them. Indeed many districts have been holding up the training by USAID PRIORITAS as an example for all schools to follow. In addition, about 30% of the principals and teachers of comparison schools had received training on active learning (PAKEM) and school-based management offered by the

Government and/or other funding agencies. Some of the supervisors, principals, and teachers in comparison schools are project's provincial/district training facilitators (better known locally as 'fasda').

- The percentages in comparison schools during the second monitoring dropped on some indicators. This could be because principals and teachers were replaced by new, untrained staff.
- During the baseline, the performance of religious schools (MI and MTs) was mostly lower than secular schools. In the indicator of instructional leadership, none of the principals in religious schools met the criteria. During the second and third monitoring, however, there had been significant increases of percentages in all school related indicators among religious schools, both at primary (MI) and junior secondary level (MTs) and the increases are the more or less the same as in secular schools.
- The project is measuring the impact of activities on student performance in reading in the early grade classes, Mathematics and Bahasa Indonesia in grades 4 and 8 and Science in grades 5 and 8. The results of the assessment in the third round of monitoring show improvements in all subjects in the project partner schools and in almost all subjects in the comparison schools.

In most of the tests for grades 4, 5 and 8 the improvements in the partner schools were greater than those in the comparison schools. The exceptions were in mathematics and science for primary schools. The early grade reading assessment (EGRA), which was administered with Grade 3, shows significant improvements in both the partner and comparison schools. Indeed the improvement in comparison schools was greater than that in the partner schools.

Girls performed better than boys on almost all the tests and religious schools (madrasah) generally showed a greater improvement than secular schools. The results of the EGRA and the other student assessments are reported in detail and discussed in two separate companion documents to this report:

- *Assessing the Impact of the USAID PRIORITAS Program on Student Performance in Bahasa Indonesia, Mathematics, and Science*
- *An Assessment of Early Grade Reading - How Well Children are Reading in Cohort I Districts*

As the primary purpose of project monitoring and evaluation is to promote performance based decision making, the data presented in the report provides some clear directions for the USAID PRIORITAS project to direct and fine-tune interventions to make worthwhile investments and to bring real impact.

I OVERVIEW OF THE PROJECT

The USAID PRIORITAS project started in May 2012 with the aim of supporting the overall USAID goal of expanded access to quality basic education and improved quality and relevance of higher (teacher) education (IR1). The Intermediate Results (IRs) of the project are as follows:

IR 1.1 Strengthened instruction in schools (Component 1)

- 1.1.1 More Effective Pre-Service (Teacher Education) Programs
- 1.1.2 More Effective In-Service (Teacher Education) Programs

IR 1.2 Improved education management and governance (Component 2)

- 1.2.1 Strengthened Capacity at School Level
- 1.2.2 More Effective District-Based Management

IR 1.3 Strengthened co-ordination between all levels of GOI and key education institutions (Component 3)

- 1.3.1 Greater Capacity to Inform National Policy
- 1.3.2 Greater Capacity to Build Linkages
- 1.3.3 Greater Capacity for Staff Development
- 1.3.4 Greater Capacity to Advocate for Education (Funding)

The development hypothesis is that: Expanded access to quality basic education will be achieved by (1) strengthening pre- and in-service teacher training programs so that more and better trained teachers are working in more classrooms, resulting in more schools offering a higher quality of instruction; (2) improving education management and governance of schools and districts will mean teachers are receiving more and improved support to assist them to teach better; and (3) strengthening coordination at all levels of GOI agencies and education institutions will improve communication, information-based planning and policy making, feed-back, and better use of financial and human resources within a decentralized system.

The project is working closely with a wide range of local partners and is implementing an extensive program of interventions and activities to achieve the Intermediate Results and Sub-Results: The project is doing the following:

- Building the capacity of teacher training institutions (TTIs) to provide better quality training programs for both teachers in training and serving practicing teachers by developing the knowledge and skills of teacher educators to use student-centered and innovative training methodologies and by increasing their access to, and use of, quality training curricula, resources, and facilities.
- Working with the TTIs to design and implement an in-service training program to improve school management and leadership, as well as teaching and learning, especially in early grade reading (EGR), and in Mathematics, and Science in order to expose them to models of good practice that can be adopted and used in their pre- and in-service programs.
- Working with local governments, TTIs, school principals, teachers and school communities to improve reading and literacy in all grades, but especially in the early grade classes (grades 1-3).

- Increasing opportunities for new and serving teachers and school managers to see and learn from good practice by creating a network of good practice schools linked to the TTIs.
- Supporting a more systemized approach for the provision of in-service teacher training opportunities through improving human resource planning and budgetary allocations at the district and provincial level.
- Improving school leaders' ability to better support quality teaching and learning in schools in a decentralized system by improving school principals' and supervisors' capacity as instructional leaders and school managers.
- Developing the capacity of schools and districts to use good data and information for better planning, budgeting and policy development, focusing on improved teaching and learning and increasing the role of civil society in governing education.
- Supporting the Provincial Education Office capacity to coordinate policy implementation and to synchronize implementation of education programs.
- Strengthening the coordination and horizontal and vertical linkages between all education stakeholders by involving them all in project planning, implementation, and evaluation activities.

Throughout all interventions, USAID PRIORITAS is working closely with local service providers and especially the TTIs to build their capacity to continue to use and disseminate good practice. All project interventions ultimately aim to expand access to improved quality education, resulting in better learning outcomes for more children.

2 PROJECT MONITORING AND EVALUATION

Under USAID PRIORITAS, performance management is implemented through timely and continuous Monitoring and Evaluation (M&E) under a Performance Management Plan (PMP). Monitoring activities involve on-going collection and analysis of data in relation to planned activities and established targets over the life of the project. This analysis will inform management if work is on track and will help facilitate informed management decision-making to improve project efficiency and effectiveness. Periodic evaluations will also be conducted to assess progress and the actual impact of the project against results set forth in the USAID PRIORITAS scope of work and the project's work plan.

2.1 Project Monitoring Framework

USAID PRIORITAS monitors overall project implementation, progress and results against each of the three project components (IRs) listed above in section 1, Overview of Project. Therefore, monitoring indicators are categorized into a monitoring framework according to each of the IR's. This framework includes 34 project indicators and 23 USAID custom and standard indicators.

Within the monitoring framework, indicators are divided into activity (process) and results (outcomes) indicators. Activity indicators monitor the implementation of activities such as training and publication of materials, which are intended to achieve the results in each intermediate area. The results indicators monitor the impact or outcomes of these activities. The activity indicators are denoted by the letter "A" and the results indicators by the letter "R".

Several of the results indicators consist of a number of sub-indicators (called "criteria" in the framework), a certain number of which have to be fulfilled for the indicator to be considered "achieved". Some of these criteria are explained in this framework (Annex 2 footnotes provides additional explanation). All criteria are further defined and explained in the relevant monitoring instruments developed by the project.

Many indicators are also disaggregated by other variables such as cohort, location (province), education level, target organization/institution, or other dimensions, as necessary, to illustrate how different groups participate in and benefit from the project.

2.2 Baseline, Second, and Third Round of Monitoring

Between November 2012 and January 2013 the project undertook the baseline data collection to (1) assess needs at the start of the project, (2) support the design of specific project interventions, and (3) collect partner and baseline data for each of the indicators against which the impact of project interventions will be measured.

The second and third round of monitoring collects the same information from the same sample schools of the first round of monitoring to find out the changes that had been taking place in period of almost one year and the extent the changes can be attributed to the project intervention.

This volume presents the results of the first (baseline), second, and third (progress) monitoring of partner schools in Cohort I districts.

3 MONITORING OF SCHOOLS

3.1 Geographic Scope of the Project

The USAID PRIORITAS project is currently working with two cohorts of districts/municipalities. The first cohort 1 comprises 23 districts, and cohort 2 has 20 districts. This report is dealing with Cohort 1 districts, which are listed in Table 1.

Table 1: USAID PRIORITAS Partner Provinces and Cohort 1 Districts

| Province | Districts | Number of Schools |
|-----------------------|---------------|-------------------|
| Aceh | Bener Meriah | 23 |
| | Aceh Jaya | 25 |
| Banten | Pandegelang | 24 |
| | Serang | 24 |
| Central Java | Batang | 24 |
| | Semarang | 24 |
| | Purbalingga | 24 |
| | Banjarnegara | 24 |
| | Sragen | 25 |
| East Java | Mojokerto | 23 |
| | Madiun | 24 |
| | Situbondo | 24 |
| | Pamekasan | 24 |
| | Blitar | 27 |
| North Sumatra | Labuan Batu | 24 |
| | Medan, Kota | 24 |
| | Nias Selatan | 24 |
| South Sulawesi | Maros | 24 |
| | Bantaeng | 24 |
| | Wajo | 24 |
| West Java | Bandung Barat | 24 |
| | Cimahi, Kota | 24 |
| | Ciamis | 24 |
| Total | 23 | 555 |

The baseline survey and the two following rounds of monitoring were conducted in all these provinces and districts with a sample of schools from each district. These samples are discussed further in section 3.5.

3.2 Monitoring Indicators

The first (2012) and third rounds (2014) of data collection in schools were against the relevant 14 of the 34 project custom indicators. The second round of monitoring (2013), however, excluded primary and junior secondary school student assessments and EGRA. The project team was of the opinion that assessment of students' performance during the second round of monitoring was too early to record much change because the the first sessions of teacher training took place between August and October 2013 and it was very unlikely that the training could have a significant impact on students' performance.

Table 2: List of Project Monitoring Indicators Relating to Schools

| Strengthened Instruction in Schools | |
|---|---|
| I.R1 | Teachers demonstrate good practices in teaching and assessment |
| I.R2 | Early grade teachers demonstrate good practice in teaching and assessing reading |
| I.R3 | Teachers of all subjects support the development and reinforcement of student reading skills |
| I.R5 | Students demonstrate positive learning behaviors |
| I.R6 | Early grades reading materials are regularly used |
| I.R7 | Student performance in district and/or national examinations improves |
| I.R8A* | Early grade students demonstrate that they can read and understand the meaning of grade-level text |
| I.R8B* | Performance of grade 4 students in reading, writing, and mathematics, and grade 5 students in science improves |
| I.R9* | Performance of grade 8 students in reading, writing, mathematics, and science improves |
| I.R16 | Instructional leadership in schools is improving |
| I.R17 | Teacher working groups are more effective and good quality training is being provided |
| Improved Education Management and Governance | |
| 2.R1: | Schools produce annual budget plans in a transparent and participative manner |
| 2.R2: | Increased parent and community participation in activities which focus on teaching and learning and/or improving the school environment |
| 2.R3: | School managers initiate activities to create a school reading culture |

**Data on these three indicators was not collected in the second round of monitoring*

3.3 Monitoring Instruments

The same basic monitoring instruments that were developed to collect the data during the baseline monitoring were used again during the second and third rounds of monitoring to allow the comparison of results from the three data collection exercises. The instruments, however, have been modified following the changes, revisions, addition, and deletion of some of the project indicators. The baseline data has been reanalyzed so that the three data sets and the methods for calculating the value of the indicators are exactly the same.

Five data collection instruments were used to collect data at school level:

- Instrument 1 is used for observing grade 4, 5, and 8 teachers practicing active learning in the class and observing students' activities during the lessons. Instrument 1 is used to collect data related to Indicator IR1, IR3, IR5. (See Table 2 for the complete list of indicators and their reference number).
- Instrument 2 is used for observing early grade teachers practicing teaching and assessing reading. The observation is followed by interview with teachers regarding the allocation of student's time in school for reading and the availability of reading materials in schools. Instrument 2 is used to collect data related to Indicator IR2 and IR6.
- Instrument 3 is a questionnaire for interviewing school principals who are accompanied by vice principals or senior teachers, members of the school committee and parents. Instrument 3 is used for collecting data related to Indicator IR16, 2R1, 2R2, and 2R3.
- Instrument 4 is a questionnaire for interviewing coordinators of primary school teachers working groups (KKG) and junior secondary school subject teachers working groups (MGMP). Instrument 4 is used for collecting data related to Indicator IR17.
- Instrument 5 is a collection of tests of Mathematics and Indonesian Language (Grade 4 and 8) and Science (Grade 5 and 8). These tests were used in the baseline and third round of monitoring but not in this second round.

The instruments were pre-tested twice during the baseline surveys in 2012 in non-sample schools prior to the actual data collection. As a consequence of the revisions in the project indicators, revisions had also been made to the instruments. A two-day workshop was organized in all seven provinces on the content of the instruments and how to use them in the field for data collection. Each instrument has the written guideline explaining the meaning of some items in the instruments and how to administer them in schools.

3.4 Data Collectors

A slightly different number and composition of data collectors were employed during the monitoring. During the first round of monitoring, a total of 124 people were recruited to conduct project baseline activities (2012) including 7 principals, 27 teachers, 19 lecturers and 40 student teachers. The majority of people trained (63%) were male.

The student teachers were no longer employed as data collectors in the second and third round of monitoring. The data collectors in 2013 and 2014 were mostly principals, school supervisors, and teachers who had previous experience in data collection and had been trained as project district training facilitators. They were selected as the data collectors because they have sufficient knowledge regarding the project objectives and activities and were considered to have a good understanding regarding the kind of data the monitoring was seeking.

Table 3: The Occupation of Data Collectors in Three Rounds of Monitoring

| | 2012 | 2013 | 2014 |
|-------------------|------------|------------|------------|
| Supervisor | 14 | 77 | 77 |
| Principal | 14 | 51 | 64 |
| Teacher | 33 | 113 | 114 |
| Lecturer | 24 | 7 | - |
| Student | 40 | - | - |
| Other | 6 | 5 | 7 |
| Total | 124 | 253 | 262 |

To minimize the bias and the subjectivity in the assessment and observation, the data collectors were assigned to collect data in sub-districts or districts that were different from their work place. In Banten, for example, the data collectors collected data in districts that were different from the district where they were working.

Despite the fact that the total number of school samples in each of the partner districts is the same (eight primary schools and six junior secondary schools), the number of data collectors varied among provinces mainly because different strategies were used. For example, East Java had 69 data collectors because the teachers, principals, and supervisors could only take a few days leave; most of them could only collect data in one district. On the other hand, South Sulawesi and North Sumatra employed only 19 and 18 data collectors respectively, because the same team covered all districts in the provinces. The length of time a data collector team spent in a district also varied. In East Java, each team spent about two working days while in North Sumatra, Aceh, and South Sulawesi, the teams mostly spent about four days.

The training of data collectors

In 2012

The training of **baseline** data collectors was conducted twice. The first was conducted from 22 to 25 October 2012 in Solo, with 58 people trained to be trainers (these were mostly technical specialists from the USAID PRIORITAS provincial office). Following the training in Solo, these trainers then conducted a similar training in each of their provinces.

In 2013

The training of data collectors for the second round of monitoring was carried out in each province, starting in South Sulawesi on 3-5 October 2013 and continued in five other provinces (East Java, Central Java, West Java, Banten, and North Sumatra) in the second half of October 2013. Aceh conducted the training from November 6 to 8.

In three provinces (Central Java, East Java, and South Sulawesi), where the majority of the data collectors had been working as data collectors in the first round of monitoring in 2012, no try out of data collection in schools on the last day of the training was felt necessary. In the provinces (West Java, Banten, North Sumatra and Aceh), which employed many new data collectors, the teams of data collectors spent the last day of the training practicing data collection in non-sample schools.

In 2014

Since most of the data collectors in 2013 were reemployed in 2014, the training was mainly in the form of a refresher course regarding the content of the instruments, the guidelines for each of them, and procedures regarding the data collection. Instead of visiting schools for pre-testing the instruments, the project prepared a 15 minute video showing a teacher teaching in a classroom and the data collectors individually assessed the extent to which the teacher was using approaches appropriate to support student centered active learning. After the individual observation, the data collectors compared their assessments and discussed the points, where they had different opinions on aspects of the observation.

The Jakarta M&E team was able to participate in the training in all seven provinces to make sure that the training was conducted as intended. As explained earlier, the instruments used during the monitoring in 2013 and 2014 are revised versions of the original 2012 versions. The Jakarta M&E team made sure that the changes were fully understood by the facilitators of the training before they trained the data collectors.

3.5 Sampling Design

The three rounds of monitoring used the same sampling design. In addition to using the same instruments, the three rounds of data collections were carried out in the same partner and comparison schools.

USAID PRIORITAS is working directly with on average 24 schools in each of the 23 partner districts¹. This includes 16 primary schools and 8 junior secondary schools. Data were collected from 4 partner primary schools and 3 partner junior secondary schools in each district making a total of 161 schools or 29% of the total. Schools were not randomly selected to be part of the baseline survey but were chosen to represent the different types of schools involved in the project including public, private, and religious and secular schools.

¹ The exceptions are Blitar (27 schools), Bener Meriah, Mojokerto (23 schools) and Aceh Jaya, Labuhan Batu and Sragen (25 schools)

Monitoring also took place in a similar number of non-partner primary and junior secondary schools in the same districts. These schools are not scheduled to receive assistance from the project but are a comparison group to provide a contrast between schools that have or have not received project interventions. This comparison will help to assess whether and to what extent the project interventions bring changes to the partner schools. These comparison schools were selected to be similar to the partner schools, in distance from the main district town (but in a different direction from the project school) and on student performance, as measured by the results of national final exams. As with partner schools, seven comparison schools (four primary and three junior secondary schools) were selected with the four primary schools being chosen from two different clusters.

The provincial project staff worked closely with staff at the District Office of Education in each partner district in selecting both the sample from partner and non-partner junior secondary schools. The final school sample is shown in Tables 4 and 5, and a list of sample schools is included in Annex 1.

Table 4: Number of Partner Primary Schools and the Sample Schools

| Province | N of District | Partner Schools | Sample of Partner Schools | Sample of Non Partner Schools | Total Sample |
|-----------------------|---------------|-----------------|---------------------------|-------------------------------|--------------|
| Aceh | 2 | 32 | 8 | 8 | 16 |
| North Sumatra | 3 | 49 | 12 | 12 | 24 |
| Banten | 2 | 32 | 8 | 8 | 16 |
| West Java | 3 | 48 | 12 | 12 | 24 |
| Central Java | 5 | 81 | 20 | 20 | 40 |
| East Java | 5 | 82 | 20 | 20 | 40 |
| South Sulawesi | 3 | 48 | 12 | 12 | 24 |
| Sub- Total | 23 | 372 | 92 | 92 | 184 |

Table 5: Number of Junior Secondary Schools and the Sample Schools

| Province | N of District | Partner Schools | Sample of Partner Schools | Sample of Non Partner Schools | Total Sample |
|-----------------------|---------------|-----------------|---------------------------|-------------------------------|--------------|
| Aceh | 2 | 16 | 6 | 6 | 12 |
| North Sumatra | 3 | 24 | 9 | 9 | 18 |
| Banten | 2 | 16 | 6 | 6 | 12 |
| West Java | 3 | 24 | 9 | 9 | 18 |
| Central Java | 5 | 40 | 15 | 15 | 30 |
| East Java | 5 | 40 | 15 | 15 | 30 |
| South Sulawesi | 3 | 24 | 9 | 9 | 18 |
| Sub-Total | 23 | 184 | 69 | 69 | 138 |

The monitoring at the **primary school** level had four groups of respondents (see Table 6) that included the following:

- Two teachers per school, one each from grades 1 and 2, were observed as they were teaching reading. They were also interviewed about the school approach to reading.
- Three teachers in grades 4, 5 and 6 were observed as they were teaching Indonesian Language, mathematics and science.

- The school principal in each school was interviewed regarding their instructional leadership strategies, their school management practices, and how they involved parents and the community in school activities.
- In many interviews, principals were joined by at least one teacher and two school committee members and in some cases by parents.
- The vice principals oftentimes joined the interviews in case the principals were not available or both of them were present in the interviews.

As shown in Table 6 and 7, the number of principals interviewed was not the same with the number of sample schools because on some occasions the principals could not join the group discussion and they were represented by a vice principal or senior teachers.

Table 6: Number and Type of Respondents from Primary Schools

| | Partner | | | Comparison | | |
|------------------------|------------|------------|------------|------------|------------|------------|
| | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 |
| School Principals | 81 | 85 | 84 | 85 | 89 | 83 |
| Vice Principals | 9 | 6 | 10 | 7 | 1 | 6 |
| Teachers (Grade 1,2) | 184 | 184 | 182 | 182 | 184 | 175 |
| Teachers (Grade 4,5,6) | 384 | 449 | 373 | 380 | 429 | 402 |
| School Committee | 112 | 115 | 128 | 103 | 109 | 117 |
| Parents | 9 | 8 | 5 | 12 | 5 | 3 |
| Administrators | 0 | 0 | 0 | 1 | 0 | 1 |
| Total | 779 | 847 | 782 | 770 | 817 | 787 |

There were three groups of respondents in Junior Secondary School:

- Three teachers in grade 8 teaching Indonesian language, mathematics or science were observed while teaching.
- The school principal was interviewed on the same issues as those in primary schools.
- In most of the interviews, the principal was joined by one teacher and two school committee members and in some cases by two parents.

Table 7: Number and Type of Respondents from Junior Secondary Schools

| | Partner | | | Comparison | | |
|--------------------|------------|------------|------------|------------|------------|------------|
| | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 |
| School Principals | 64 | 64 | 53 | 61 | 58 | 56 |
| Vice Principals | 31 | 29 | 24 | 29 | 29 | 22 |
| Teachers (Grade 8) | 278 | 310 | 273 | 288 | 309 | 282 |
| School Committee | 83 | 84 | 89 | 75 | 79 | 86 |
| Parents | 5 | 3 | 0 | 2 | 1 | 1 |
| Administrators | 1 | 0 | 0 | 0 | 0 | 0 |
| Total | 462 | 490 | 439 | 455 | 476 | 447 |

Data was also collected from the primary school teacher working group (KKG) and subject matter teacher working group (MGMP) in Junior Secondary Schools. Table 8 presents the sample of KKG and MGMP during the three rounds of monitoring.

Table 8: The Sample of Primary Teacher Working Group (KKG) and Subject Matter Teacher Working Group (MGMP)

| | KKG | MGMP |
|-------------------|-----|------|
| Partner | | |
| 2012 | 71 | 89 |
| 2013 | 67 | 90 |
| 2014 | 55 | 55 |
| Comparison | | |
| 2012 | 52 | 86 |
| 2013 | 56 | 85 |
| 2014 | 44 | 53 |

3.6 Data Collection

The time span between baseline, second, and third round of monitoring was approximately one year in each case. Baseline data were collected in schools between November - December 2012. The second round of monitoring was conducted between October – November 2013. The third round was conducted between October - December 2014 (Table 9).

Table 9: Data Collection Schedule in Cohort 1 Districts

| Province | Baseline Monitoring (2012) | Second Round of Monitoring (2013) | Third Round of Monitoring (2014) |
|-----------------------|----------------------------|-----------------------------------|----------------------------------|
| Aceh | 26 Nov – 1 Dec | 10-23 Nov | 10-23 Nov |
| North Sumatra | 22 Nov – 1 Dec | 28 Oct-1 Nov | 28 Oct-1 Nov |
| Banten | 22 Nov – 1 Dec | 18-22; 25-29 Nov | 18-22; 25-29 Nov |
| West Java | 30 Nov – 6 Dec | 6-14 Nov | 6-14 Nov |
| Central Java | 21 – 30 Nov | 28 Oct-1 Nov | 28 Oct-1 Nov |
| East Java | 18 – 29 Nov | 28 Oct-1 Nov | 28 Oct-1 Nov |
| South Sulawesi | 12 -26 Nov | 7-12; 21-26 Oc | 7-12; 21-26 Oct |

3.7 Data Cleaning, Analysis, and Presentation

A review of the accuracy and completeness of the data was carried out by the Jakarta M&E team immediately after receiving it from the provinces. If data was incomplete or unclear, the team followed up with data collectors to verify and validate the information.

Microsoft EXCEL pivot table features were used to prepare, summarize, analyze, explore, and present the data. Almost all of the data is presented in simple bivariate tables or charts, which are further disaggregated by the characteristics of the institutions (such as school level, school type) and location/province.

The main strategy for analysis is to ‘compare and contrast’ among categories or groups. No statistical analysis is applied. The term ‘significant’ is frequently used not as results of statistical analysis but to highlight relatively big differences (as measured by the percentage differences) among categories. All of the data presented is descriptive as it describes the ‘picture’ of the relevant conditions before and after USAID PRIORITAS interventions. No analysis of association, correlation or the causes of the phenomena being observed is included.

Data is presented for both project and non-project groups of respondents, but analysis and comments focuses on patterns or trends seen in project groups.

3.8 Data Quality

The project pays special attention to data quality during the preparation of the instruments, the data collection and data processing.

During the preparation of the instruments

The work related to data quality started with the review of several projects (e.g. DBE1, DBE2, DBE3, MBE, MGP-BE) and their monitoring instruments that were dealing with teaching, governance and management, and the battery of tests for measuring student performance. The review helped the M&E team in finding out similar instruments that could be re-used. This not only avoided the extra work of preparing instruments similar to those that had already been prepared by others, but also allows comparison of the results of different studies.

The draft of each item in the instruments (questions or observation protocols) refers to each of the indicators and detailed indicators of the project, which had been approved by USAID prior to the implementation of the baseline monitoring. Since the indicators were formulated based on the objectives of the project, the instruments developed are also closely tied to the objectives of the project. The importance of stressing the connection between the instruments and the indicators prevents the tendency to keep adding new items to the questionnaires during the review of the instruments and the training of the data collectors.

The appropriateness of the instruments had been tested three times. The Jakarta M&E Team tried out the first draft of the instruments in Demak and Semarang, Central Java. The second try-out was during the training of data collectors in Solo, Central Java where the participants went to schools to pretest the instruments. The third try-out was during the training of provincial data collectors. In each of the try-outs, unclear items were identified and revisions were made. On other occasions, where data collectors did not quite understand the meaning and purpose of certain items, the relevant items were revised and/or additional information was added to the guidelines for the instruments.

During data collection

Since the data collection was carried out by seven different teams in seven provinces, the Jakarta M&E team made sure that all parties were using the same instrument by distributing the same PDF files. On a number of occasions, where errors were found, the Jakarta M&E team called the M&E Specialists in all of the provinces so that they could inform all the data collectors about the revisions that should be made immediately.

To prevent data collectors from falsifying interviews, they were requested to take the phone numbers of the respondents (that is, the source of data). Fortunately, almost all respondents complied. During the data cleaning period, random calls to 30 respondents were made from the Jakarta Office. All 30 respondents confirmed that the PRIORITAS data collectors had interviewed them.

While collecting the data in schools regarding the instructional leadership, governance and management, school committee and parental involvement, the main respondents were principals. But one or two teachers and members of the school committee joined in the interviews. This certainly gave more credibility to the answers because both the data collectors and the principals from time to time asked the teachers and committee members

for confirmation or further clarification. In a number of places, the data collectors met with the teachers before or after the interviews with the principals.

The presence of other parties during the interviews also helped to restrain principals from overstating their work. One example is dealing with the frequency of principals visiting classes and evaluating teachers' performance. It is widely believed that the principals tend to inflate the frequency of such visits; therefore, the data collectors met the teachers in person after the group interview to confirm the answers given by the principal.

Another approach for validating the answers of the respondents was to ask them to produce evidence. For example, the respondents were asked whether the schools had the Plan of Activities and Budget. If they said 'yes', the data collectors asked them to show the documents. The same with the reports of meetings: the data collectors always asked to see the minutes of the meetings. If the principals said the school had a Plan of Activities but could not show supporting documents, the data collector would record in the questionnaire that the school did not have a Plan of Activities.

During the data collection, the data collectors were split into small teams of three to five members. For each team, one data collector was assigned as the coordinator who should check the accuracy of data, the clarity of recording, the consistency among the answers and the extent to which the questionnaires or observation schedules were fully completed.

During data processing

After the field coordinator checked the accuracy of the data in the completed instruments, the data collectors entered the data into the computer on the same day. This is to make sure that the data collectors still remembered specific information in case they had forgotten to write it down, or in case the handwriting was illegible. While this method worked well in most locations, not all members of the team had computers and therefore the data entry process was carried out at later stage by the provincial M&E specialists or by a small group of selected data collectors.

During the data cleaning in Jakarta, these data were re-checked and questions were sent to provinces regarding the accuracy of some of the data. Only after that, the Jakarta team began the data analysis process.

Data Constraints and Limitations

Despite all this effort, it is impossible to completely eliminate errors and the project recognizes there may be data quality issues and limitations with the data. All of the baseline data deal with the indicators of the project and they provide an illustration of the conditions the project is aiming to improve through project interventions. The baseline data indicate variations in these conditions between level of schools, institutions, gender, departments and locations. The data, however, do not provide information regarding the factors that affect these conditions, which oftentimes are needed to design appropriate program interventions.

It was not possible to collect data from every institution and individual involved in the project due to resource and practical constraints and therefore, data was collected from samples.

The sample of the schools is 29% and the schools were not selected randomly. The project employed multistage sampling to select schools that would represent the overall school type and student population in the project. This reduced the overall randomness of the study.

Important instruments used in this monitoring were observation protocols used to assess the pedagogical practice of teachers at primary and junior secondary schools. As generally acknowledged, the behavior of those being observed could be influenced by the fact that they are being observed (Hawthorne effect). No other data was used to triangulate or validate the observation results. Moreover, for these key observation instruments no moderation or inter-rater-reliability tests were conducted during the training and it is likely that project monitors were not consistent in the application of the instrument in different locations.

4 RESULTS OF THE MONITORING

As presented in Section 3.2, Table 2, 15 indicators have been used to capture the conditions in schools before the project began its activities. These were used again to capture the changes found after the project interventions. This second round of monitoring only presents data for 11 of these indicators, as data on student assessment and EGRA was collected in third round of monitoring. Presentation of the results begins with the name of the indicator and the list of criteria that should be met to achieve the indicator. For each of the indicators, graphs and tables present the percentages of schools, classrooms, principals and teachers that met the criteria.

The results of each of the indicators are first disaggregated by the main grouping: partner and comparison groups during the baseline monitoring (2012), second, and third round of monitoring (2013 and 2014). These results are further disaggregated by school level (primary and junior secondary), school type (religious and secular), and province (seven provinces). The disaggregations helped to reveal the similarities or differences in achievements between the groups.

The second part of the analysis deals with each of the criteria of the indicators. Looking into each of the criteria of the indicators provide clues as to what activities are relatively easy or difficult to implement. This can help in identifying the weak and strong aspects of project interventions and in determining the focus of project interventions. Project interventions at the school level aimed to improve (1) teaching and learning in the classroom and (2) school leadership, management and governance. Results are presented in these two categories.

4.1 Teaching and Learning

Teaching and learning at the school level was monitored through observation in the classroom, interviews with teachers and managers of teacher's working groups for Primary (KKG) and Junior Secondary (MGMP) teachers. Results are presented by indicator.

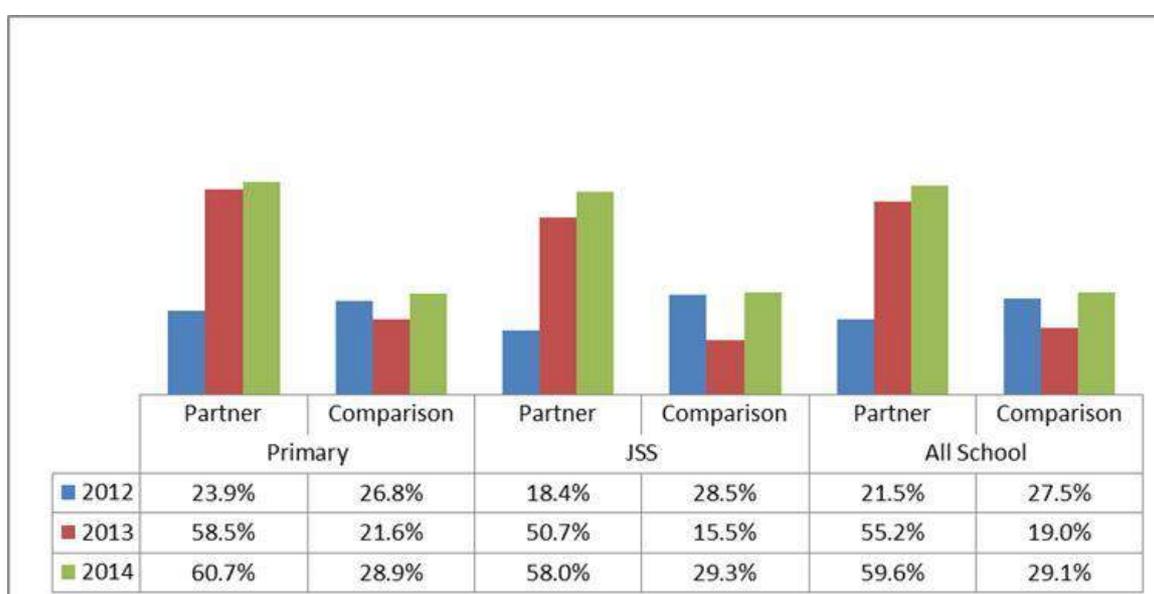
Five indicators deal with teaching and learning:

- 1) Teachers demonstrate good practice in teaching and assessment
- 2) Early grade teachers demonstrate good practice in teaching and assessing reading
- 3) Teachers of all subjects support the development and reinforcement of student reading skills
- 4) Students demonstrate positive learning behaviors
- 5) Early grades reading materials are regularly used

4.1.1 Teachers Demonstrate Good Practice in Teaching and Learning

| | |
|---|---|
| I.RI Teachers demonstrate good practices in teaching and assessment | <p>% of teachers demonstrating <u>at least four</u> of the following good practices:</p> <ol style="list-style-type: none"> Organize the physical classroom to facilitate interactive learning (furniture, teaching aids, displays) Use a mix of whole class/group/ partner and individual work with students Ask non recall questions and allow students time to answer Use varied learning approaches (other than lecturing and text book) such as giving open ended tasks, using the environment and using learning aids Use tools² to gather data about student achievement Move around the room, observing and assisting students to complete their tasks |
|---|---|

Chart I: Teachers Demonstrating at least Four of Good Practices in Teaching and Assessment



USAID PRIORITAS is training teachers in improved teaching and learning. To achieve this, the project is introducing a number of internationally recognised good practices in teaching and learning, including the six set out below:

- Organize the physical classroom to facilitate interactive learning (furniture, teaching aids, displays)
- Use a mix of whole class/group/ partner and individual work with students
- Ask non recall questions and allow students time to answer
- Use varied learning approaches (other than lecturing and text book) such as giving open ended tasks, using the environment and using learning aids
- Use tools³ to gather data about student achievement
- Move around the room, observing and assisting students to complete their tasks.

Data for this indicator was gathered through classroom observation using a protocol developed by the M&E team. A total of 966 teachers were observed in the baseline and during the second round of monitoring. In primary schools, the teachers observed were

² Tools such as running records, portfolios, checklists, observation reports

³ Tools such as running records, portfolios, checklists, observation reports

teaching Indonesian language and mathematics in grade 4 or 6 and science in grade 5. In junior secondary schools, the observed teachers were teaching students Indonesian language, mathematics and science in grade 8.

Of all the teachers observed during the baseline, a total of 21.5% in partner schools demonstrated at least four of the six good practices and therefore, can be said to be exhibiting good practices in teaching and learning as defined by the project. This is slightly less than the total number of teachers in comparison schools (27.5%).

Second round monitoring data shows that among partner schools, there had been more than 100% increase of teachers who demonstrate good practice of teaching (from 21.5% to 55.1% in 2013; and in the third monitoring continued to increase to 59.6%). The percentages among comparison group, however, declined from 27.8% to 18.8% in 2013 and climbed back to 29.1% in 2014 (Chart 1).

Chart 2 shows that among partner schools, the percentages of both religious and secular schools in primary and junior secondary level increased. Among all of the comparison groups, the percentages declined.

Chart 2: Percentage of Teachers Demonstrating Good Practices in Teaching, by School Type

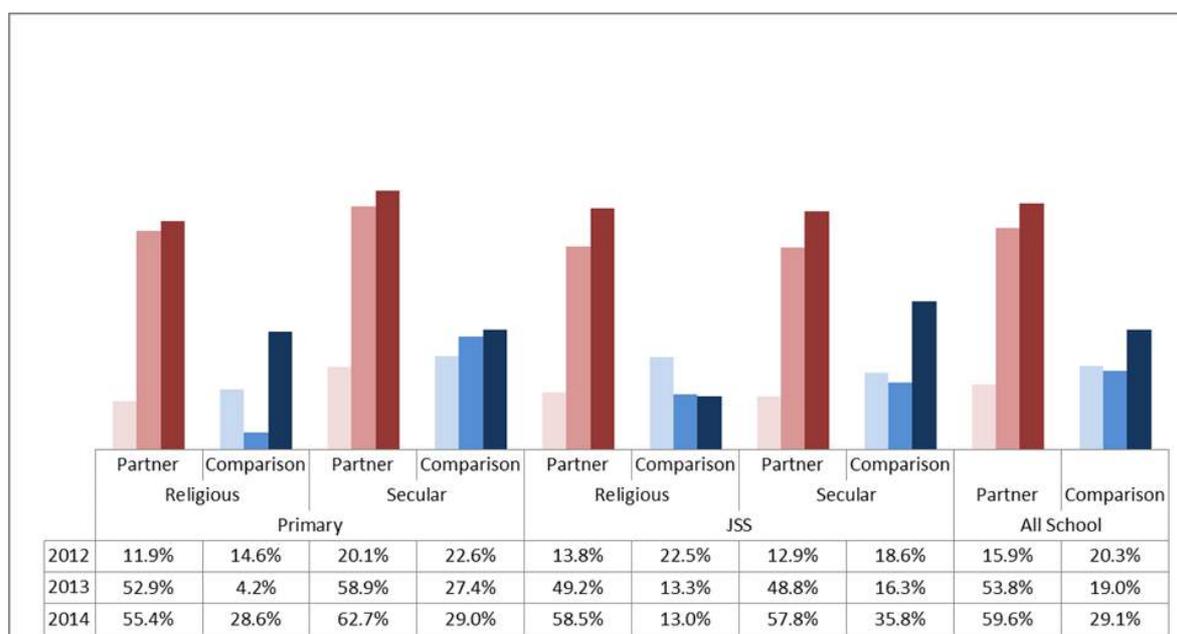


Chart 3 shows that partner schools in six provinces (except Banten) having gradual increases in percentage of teachers demonstrating good practice. The sizes of increases are mostly bigger from baseline to second monitoring. The increases continued to the third monitoring, but not as big as from baseline to the second monitoring. This is one of the patterns that will be repeatedly observed when comparing the progress of the indicators during the three monitoring in the remaining of the report.

Chart 3: Percentage of Teachers Demonstrating at Least Four Good Practices in Teaching, by Province

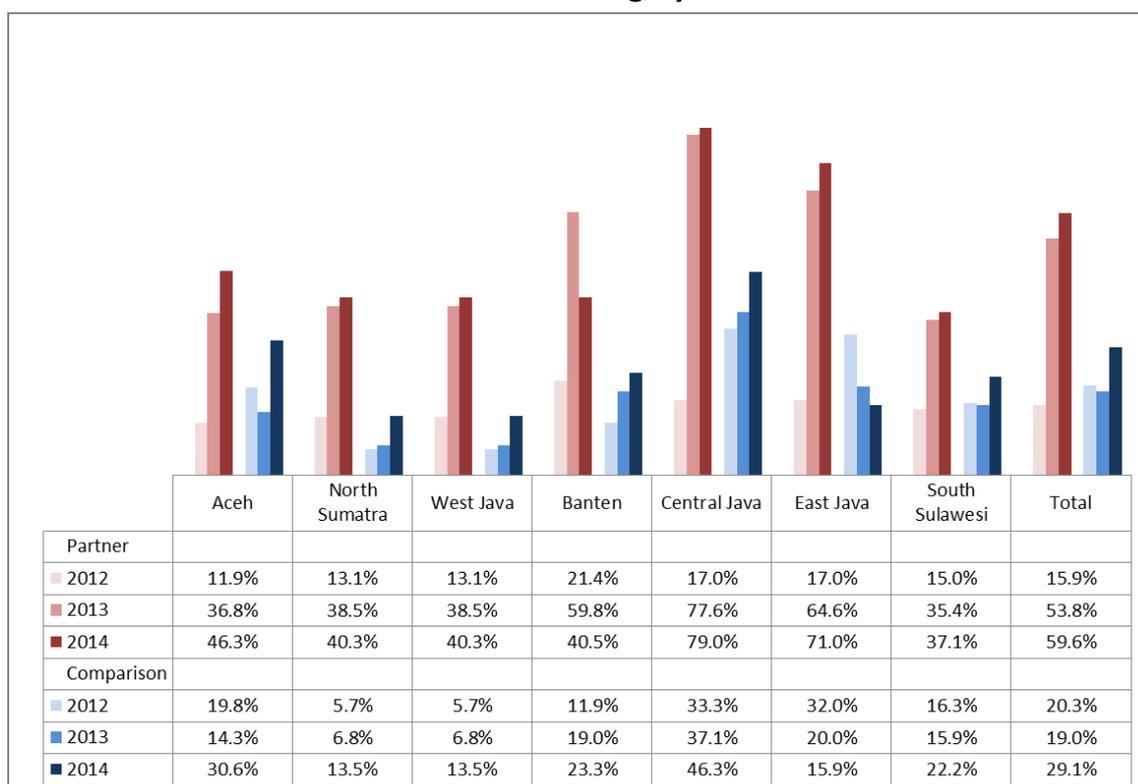


Table 10 presents the changes within six criteria of the indicator in primary schools. Four criteria (a, b, c, and f) had improved significantly to over 65% during the second and third monitoring. Two criteria (d. 'use varied learning approaches' and e. 'use tools to gather data about student achievement'), however, have no improvement: only about one-third of the teachers that practiced the two teaching techniques.

Table 10: Percentages of Primary School Teachers Achieving Each Criterion of Good Practices in Teaching, by Treatment Group

| Criteria | Primary Schools | | | | | |
|---|-----------------|-------|-------|------------|-------|-------|
| | Partner | | | Comparison | | |
| | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 |
| a. Organize the physical classroom to facilitate interactive learning (furniture, teaching aids, displays) | 27.2% | 93.5% | 95.3% | 32.6% | 50.7% | 76.3% |
| b. Use a mix of whole class/group/ partner and individual work with students | 52.9% | 62.3% | 64.7% | 56.2% | 33.3% | 39.0% |
| c. Ask non recall questions and allow students time to answer | 49.6% | 69.2% | 68.4% | 51.4% | 49.3% | 47.0% |
| d. Use varied learning approaches (other than lecturing and text book) such as giving open ended tasks, using the environment and using learning aids | 43.1% | 32.6% | 35.3% | 54.7% | 15.2% | 19.7% |
| e. Use tools to gather data about student achievement | 28.6% | 21.0% | 30.9% | 25.0% | 8.7% | 14.1% |
| f. Move around the room, observing and assisting students to complete their tasks | 56.2% | 87.0% | 82.2% | 63.4% | 51.1% | 66.7% |

The condition in junior secondary schools (Table II) is not much different from the primary schools.

Table II: Percentages of JSS Teachers Achieving Each Criterion of Good Practices in Teaching, by Treatment Group

| Criteria | Junior Secondary Schools | | | | | |
|---|--------------------------|-------|-------|------------|-------|-------|
| | Partner | | | Comparison | | |
| | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 |
| a. Organize the physical classroom to facilitate interactive learning (furniture, teaching aids, displays) | 31.9% | 95.2% | 96.0% | 43.0% | 51.7% | 73.9% |
| b. Use a mix of whole class/group/ partner and individual work with students | 53.6% | 56.0% | 57.0% | 65.7% | 19.3% | 37.2% |
| c. Ask non recall questions and allow students time to answer | 38.2% | 62.8% | 66.5% | 55.6% | 45.4% | 51.6% |
| d. Use varied learning approaches (other than lecturing and text book) such as giving open ended tasks, using the environment and using learning aids | 43.1% | 70.8% | 72.0% | 54.7% | 39.4% | 53.0% |
| e. Use tools to gather data about student achievement | 28.6% | 59.2% | 64.7% | 25.0% | 26.8% | 36.9% |
| f. Move around the room, observing and assisting students to complete their tasks | 57.0% | 86.0% | 88.0% | 66.7% | 54.1% | 74.5% |

4.1.2 Early Grades Teachers Demonstrate Good Practice in Teaching

| | |
|--|---|
| <p>I.R2 Early Grades teachers demonstrate good practice in teaching and assessing reading</p> | <p>% of early grades teachers demonstrating <u>at least five</u> of the following:</p> <ul style="list-style-type: none"> a. Provide specific grade-appropriate instruction to the learner to build word knowledge and teach word analysis⁴ b. Provide opportunities for students to engage in sustained reading activities⁵ to practice their reading skills c. Create a literacy rich⁶ classroom environment d. Check students comprehension on what they are reading⁷ e. Read aloud to students/asks students to read aloud using a range of materials⁸ to enhance children’s print and phonological awareness f. Conduct regular and purposeful monitoring ``of children’s progress in reading⁹ |
|--|---|

To support the achievement of Goal One of the USAID Education Strategy (2011) for “**Improved reading skills** for 100 million children in primary grades by 2015”, the project has a specific focus on improving the reading achievement of children in the early grade classes of education in Indonesian schools. The project is working to improve the way that teachers teach reading in the early grades and is introducing new approaches that are based on international research on good practices in teaching reading including the following.

- a. Provide specific instruction appropriate to the learner to build word knowledge and teach word analysis
- b. Provide opportunities for students to engage in sustained reading activities to practice their reading skills
- c. Create a literacy-rich classroom environment
- d. Check students comprehension on what they are reading
- e. Read aloud to students/asks students to read aloud using a range of materials to enhance children’s print and phonological awareness
- f. Conduct regular and purposeful monitoring of children’s progress in reading.

To measure teachers’ current practice in teaching and assessing reading, an observation protocol was developed and used. The protocol consisted of the six criteria for good practice in teaching reading. To be considered to be demonstrating good practice in teaching and assessing reading, a teacher would have to fulfil at least five criteria. Project data collectors observed 365 Indonesian language lessons in 2012 (baseline), 368 in 2013 (second round), and 357 in 2014 (third round) for grade 1 and 2 students. Each observation lasted for about 70 minutes.

⁴ Phonemic awareness, phonics, word recognition, structural analysis, context clues and vocabulary

⁵ This can be silent or oral reading, individual or small group reading

⁶ Literacy rich environment includes displaying words and print in and possibly outside the classroom, provide opportunities, materials and tools that engage students in reading activities, including, for example, creating book corners to ensure students have access to a range of interesting material, in different media appropriate to thereading/ instructional levels

⁷ Talks to students about what they are reading, asks them to re-tell events and details, asking them to predict next events,

⁸ Including repetitive texts, rhymes, poems, and songs

⁹ This includes listening to individual children read aloud, keeping progress records and observation of students reading

Chart 4: Percentage of Early Grade Teachers Demonstrating Good Practice in Teaching and Assessing Reading

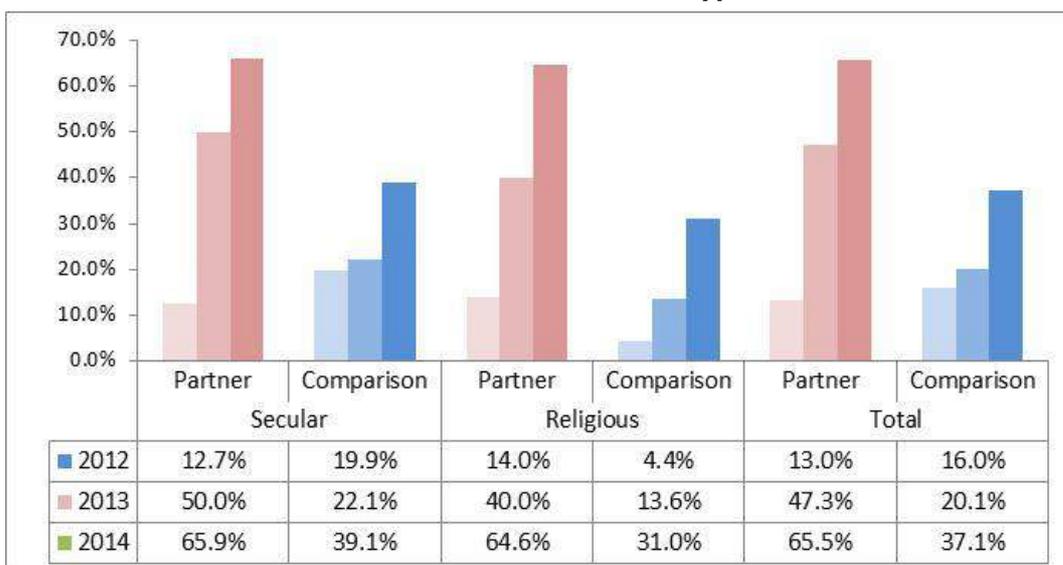


As Chart 4 indicates, there has been a five-fold increase in the percentage of early grade teachers in partner schools who demonstrate good practice in teaching in two years (from 13.0% to 66.5%). During the same period, the percentage in comparison schools also increased but to a lesser degree (from 16% to 37.7%).

Chart 5 disaggregates the data by school type. Baseline results show that secular schools have higher percentages of teachers demonstrating good teaching and assessing reading than religious schools both in partner and comparison schools.

During the third round of monitoring, the percentages of early grade teachers fulfilling this indicator increased five fold in both secular and religious partner schools, but increased only slightly in comparison schools.

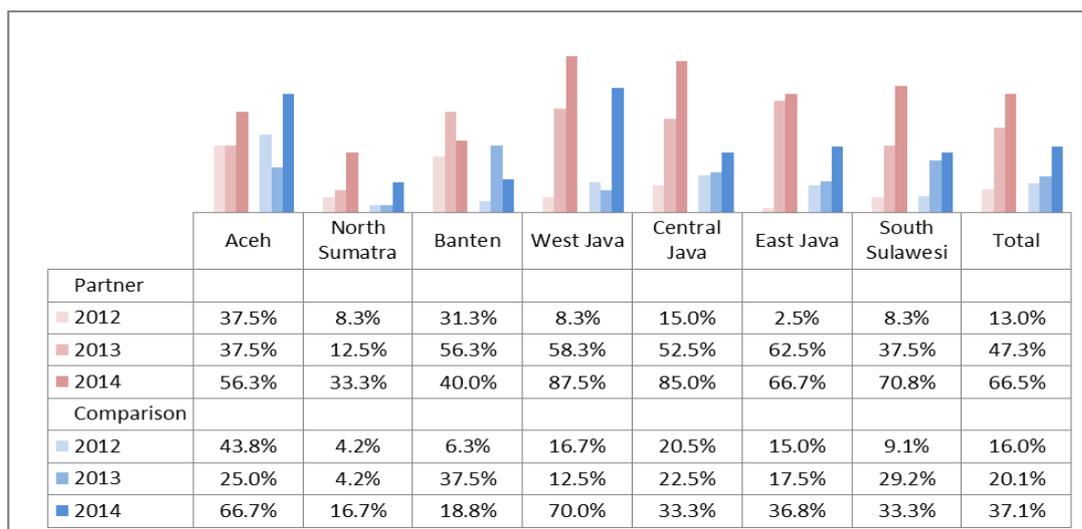
Chart 5: Percentage of Early Grade Teachers Demonstrating Good Teaching, by School Type



The improvement during the three monitoring (2012 to 2014) varies across provinces. Chart 6 shows that six provinces experienced steady increased of percentages of early grade teachers demonstrating good teaching in partner schools. Only in Banten, the percentage in the third monitoring declined (40%) from in the second monitoring (56%).

The trend of improvement was similar in comparison schools which also experienced steady improvements in the same six provinces during the three monitoring although with lower percentages compared to partner schools.

Chart 6: The Percentage of Early Grade Teachers Demonstrating Good Teaching, by Province



The following is further analysis of each of the six criteria of the early grade teachers teaching competencies.

Criterion 'a': (teacher provide specific instruction to build word knowledge)

The criterion is measured through four specific activities: show the smallest unit of a word, read the first phoneme of a word, split the word into syllables, and introduce new words.

During the baseline, all four activities were implemented by about one-third of the teachers of partner schools. A significant increase was observed during the second round of monitoring; about 50% of the partner school teachers implemented three activities. During the third monitoring, there was slight increase of percentages in two activities, and slight decreases in two other activities (Table 12).

Table 12: Teacher Provides Specific Instruction to Help Learners to Build Word Knowledge

| | Partner | | | Comparison | | |
|---|---------|-------|-------|------------|-------|-------|
| | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 |
| i. Show the smallest unit (phoneme) of a word (Example word 'malam' has phonemes 'm-a-l-a-m') | 39.7% | 47.3% | 39.0% | 38.1% | 37.0% | 32.0% |
| ii. Read the first phoneme of a word. Example. Example: The word 'malam' starts with 'm' | 33.2% | 35.9% | 32.4% | 32.0% | 29.9% | 25.7% |
| iii. Split the word into syllables (ma- lam) | 37.0% | 51.6% | 52.2% | 44.8% | 39.1% | 38.9% |
| iv. Introduce new words; explain their meaning to increase the students' vocabulary. | 35.3% | 57.6% | 61.0% | 44.2% | 52.2% | 50.3% |

Criteria 'b': Teacher provides opportunities for students to engage in sustained reading activities

Two activities were observed to measure the criteria: (i) give opportunities to perform silent reading, and (ii) read aloud individually or in small groups. The baseline data show that the majority of teachers provide opportunities for reading aloud and very few for silent reading. During the third monitoring, there was a slight increase in 'opportunities to read aloud' activities, and decrease in 'silent reading' (Table 13).

Table 13: Teacher Provides Opportunities for Students To Engage in Sustained Reading Activities

| | Partner | | | Comparison | | |
|---|---------|-------|-------|------------|-------|-------|
| | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 |
| i. Give opportunities to students to perform silent reading | 18.5% | 32.6% | 25.8% | 21.5% | 23.9% | 19.4% |
| ii. Give opportunities to students to read aloud individually or in small group (it could be texts or just words in a sentence) | 72.3% | 88.0% | 89.0% | 81.2% | 76.1% | 81.7% |

Criteria 'c': School environment has properties to strengthen reading skills

Two conditions were observed to measure the criteria: (i) display words, pictures and print inside and outside the classrooms, and (ii) the school had reading corners in the classrooms. As shown in Table 14, there had been significant increases of percentage in both conditions. The increases in partner schools are higher than in comparison schools.

During the second round of monitoring, new items were added: whether there are displays outside the classroom and whether the materials in the reading corner are appropriate for the reading/instructional level. Table 14 shows that relatively few schools had displays outside the classrooms. The table also indicates that although the percentages of schools having reading corner/library increased dramatically (from 41.3% to 76.4%), only about one-third of the library/reading corners have materials that are appropriate for the reading/instructional level during the third monitoring.

Table 14: School Environment Has Properties that Could Strengthen Student's Skills to Read

| | Partner | | | Comparison | | |
|--|---------|-------|-------|------------|-------|-------|
| | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 |
| i. Display words, pictures and print inside the classroom | 54.9% | 82.6% | 87.4% | 49.7% | 57.1% | 61.1% |
| ii. Display words, pictures and print outside the classroom | | 26.6% | 36.3% | | 10.3% | 19.4% |
| iii. School has reading corner/library displaying reading or other materials | 41.3% | 56.0% | 76.4% | 45.9% | 22.3% | 30.9% |
| iv. The materials are appropriate for the reading/instructional level | | 25.0% | 27.5% | | 10.9% | 20.0% |

Criteria 'd': Teacher checks students understanding

Four activities were observed to measure student understanding. During the baseline monitoring, relatively few teachers asked students to tell the story they were reading or asked students to make stories based on pictures presented to them. The second and third

rounds of monitoring showed that there has been a significant increase in percentages of teachers of partner schools who asked their students to do this (see Table 15).

Table 15: Teacher Checks Students’ Understanding about Something (Book, Story, Picture)

| | Partner | | | Comparison | | |
|---|---------|-------|-------|------------|-------|-------|
| | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 |
| i. Ask the students to tell the story they are reading | 25.0% | 45.1% | 60.4% | 23.8% | 27.7% | 45.7% |
| ii. Raise questions about the content of their reading | 47.8% | 66.3% | 83.0% | 49.7% | 52.2% | 69.1% |
| iii. Ask the students to make a story based on pictures presented to them | 13.0% | 44.6% | 49.5% | 14.4% | 17.9% | 30.3% |
| iv. Ask the students to gauge the continuation of a story | | 25.0% | 27.5% | | 10.9% | 20.0% |

Criteria ‘e’: Teacher enhances children’s print and phonological awareness

Baseline data shows that more than 40% of teachers implementing three activities for enhancing student print and phonological awareness. These are among the ‘traditional’ teaching activities of early grade teachers in Indonesia. The second and third round of monitoring found that the percentages increased significantly in partner schools.

The fourth activity (teachers/students read poems, song lyrics) was added into the second and third monitoring. It appeared that more than 50% of teachers used poems and songs to enhance children print and phonological awareness during the second monitoring. The percentages however decreased both in partner and comparison schools during the third monitoring (Table 16).

Table 16: Teacher Enhances Children’s Print and Phonological Awareness

| | Partner | | | Comparison | | |
|--|---------|-------|-------|------------|-------|-------|
| | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 |
| i. While reading, teachers/students identify punctuation marks | 51.6% | 62.0% | 74.7% | 63.5% | 53.8% | 64.0% |
| ii. Teacher shows picture to help student understand what they are reading | 44.0% | 62.5% | 68.7% | 51.9% | 56.5% | 56.0% |
| iii. Teacher asks questions when they/students read | 46.2% | 69.6% | 77.5% | 58.6% | 53.8% | 67.4% |
| iv. Teachers/students read poems, song lyrics | | 53.3% | 38.5% | | 41.3% | 34.9% |

Criteria ‘f’: Monitor children’s progress in reading

Two of the three activities related to monitoring the children progress in reading are also ‘traditional’ teaching techniques of early grade teachers in Indonesia: listen to the way student read and help students who have difficulties in reading. It is not surprising that more than half of the teachers implemented these activities. The third and fourth activities (‘teacher takes notes when the student read’ and ‘keep necessary progress records’), however, were conducted by only about ten percent of the teachers during baseline and increased slightly during the second and third monitoring.

During the baseline, the percentages in comparison group are higher than the partner group. The second round of monitoring shows the opposite: more partner schools conduct the regular monitoring of children progress in reading than comparison schools (Table 17).

Table 17: Conduct Regular and Purposeful Monitoring of Children Progress In Reading

| | Partner | | | Comparison | | |
|---|---------|-------|-------|------------|-------|-------|
| | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 |
| i. Teacher listens to the way students read and whether they follow the punctuation mark. | 55.4% | 61.4% | 72.0% | 63.0% | 53.3% | 65.1% |
| ii. Teacher helps students who have difficulties in reading specific words. | 57.1% | 70.7% | 82.4% | 72.4% | 56.0% | 66.3% |
| iii. Teacher takes note when the students read | 12.0% | 19.0% | 26.4% | 12.7% | 5.4% | 16.0% |
| iv. Teacher keeps necessary progress records and observation of student reading | 0.0% | 21.7% | 28.0% | 0.0% | 7.6% | 16.0% |

4.1.3 Teachers support the development of students' reading skills

| | |
|--|---|
| <p>IR3: Teachers of all subjects support the development and reinforcement of students' reading skills</p> | <p>% of teachers in grades 4, 5 & 8 reinforcing students reading skills through using <u>at least two</u> of the following strategies:</p> <ol style="list-style-type: none"> Allow time for students to read in the lessons (independently, in pairs, groups or chorally) Provide different types of materials for students to read other than the textbook¹⁰ Check students comprehension as they are reading¹¹ Discuss new words and concepts in texts to build comprehension, word recognition and vocabulary |
|--|---|

USAID PRIORITAS has a particular focus on improving students' ability to read and understand grade level text. It is not only teachers of Indonesian who can develop students reading skills but teachers of all subjects can promote reading growth by applying strategies in their lessons such as:

- Allowing time for students to read in the lessons (independently, in pairs, groups or chorally)
- Providing different types of materials for students to read other than the textbook
- Checking students comprehension as they are reading
- Discussing new words and concepts found in texts to build word recognition and vocabulary

The project is working with teachers of all subjects to help them understand and apply the reading strategies listed above in their lessons. Therefore, for the baseline study, teachers of other subjects were observed to see if they currently support the development and reinforcement of reading.

The observations during the baseline survey found that very few teachers outside of those that teach in the early grades or teach Indonesian language, support students to develop their reading skills during their lessons (8.7% in partner and 12.4% in comparison schools).

The condition changed significantly during the second round of monitoring and kept improved during the third monitoring (Chart 7). Most likely, one of the teacher's strategies to make students active in the class was to allow time for student to read, checking their comprehension, provide different materials for them to read, and discuss new words and concepts.

¹⁰ Such as newspapers, magazines, websites, text, story books

¹¹ For example, asking students to talk about what they have read

Chart 7: Percentage of Teachers Supporting the Development of Students' Reading Skills

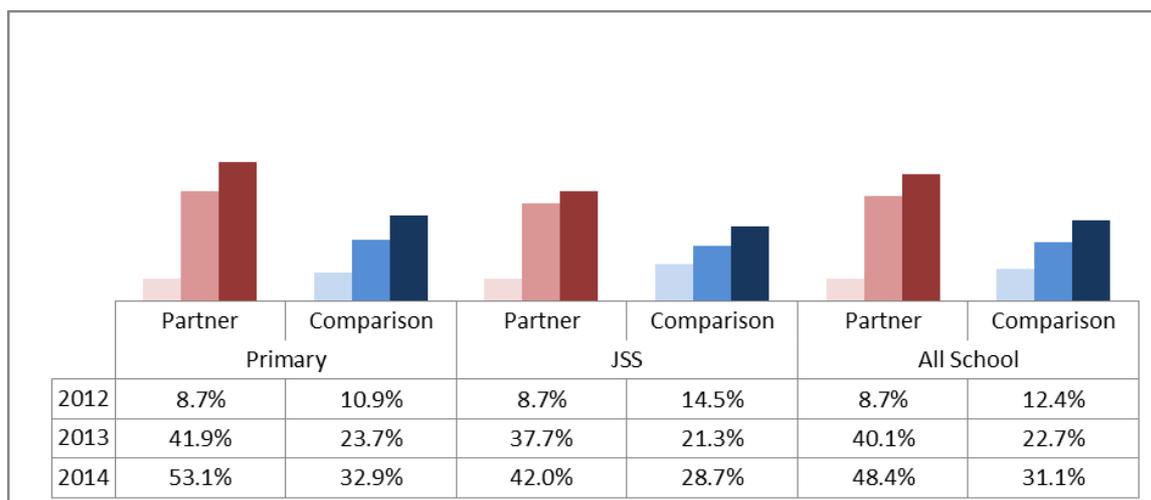


Chart 8 shows that during the second round monitoring, all categories of school type experienced increase of percentages of teachers supporting the development of students' reading skills. The primary religious schools had the highest increase (4% to 48%). In the third round monitoring, the increases of percentages (although relatively smaller) still happened in almost all categories.

Chart 8: Percentage of Teachers Supporting the Development of Students' Reading Skills, by School Type

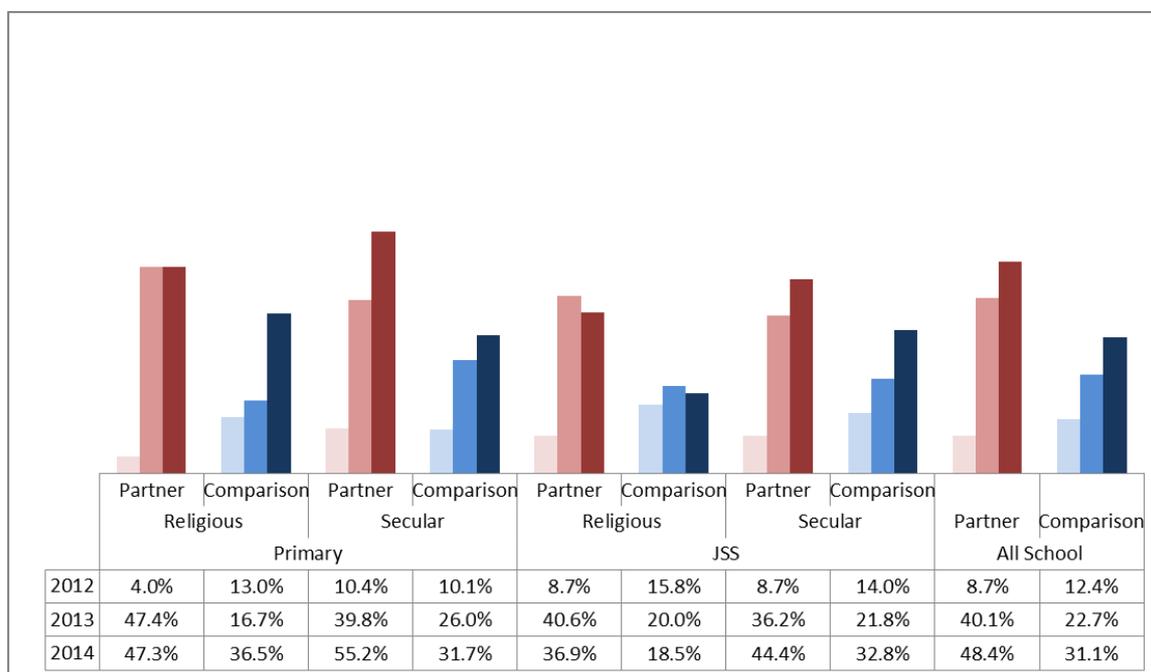
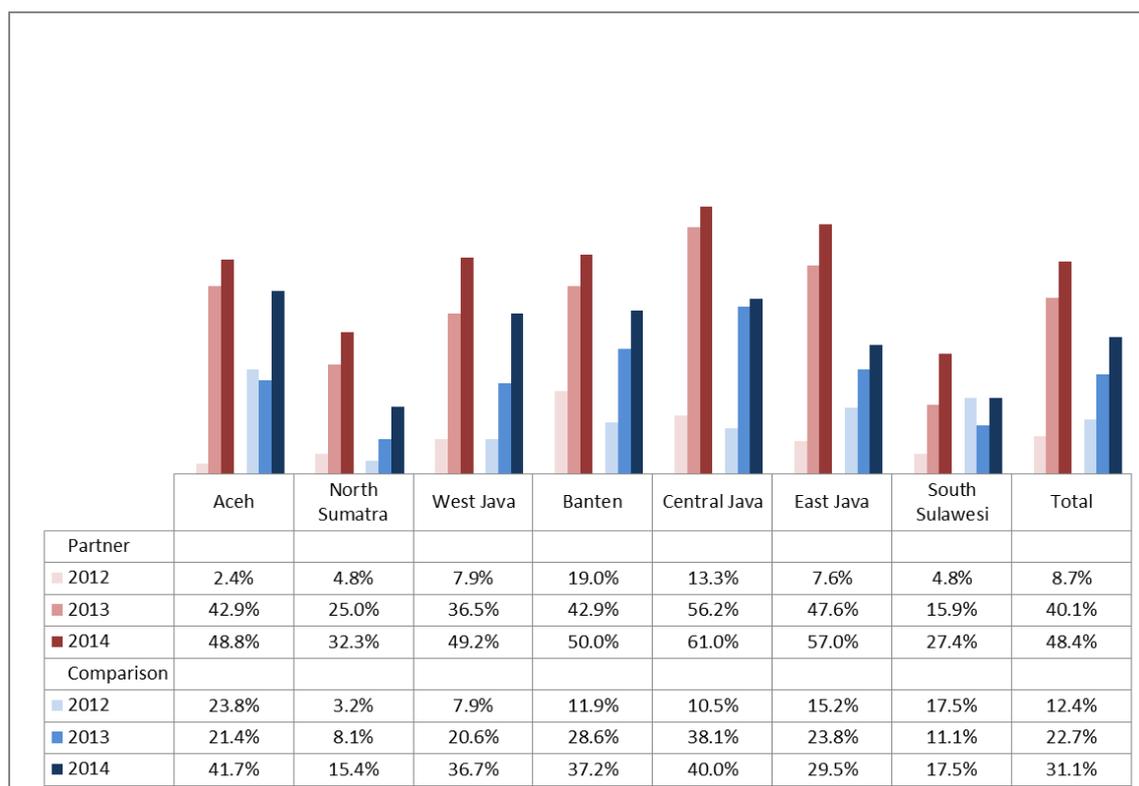


Chart 9 shows that during baseline, the percentages of teachers who supported the development of student reading skills in all partner schools in five provinces (Aceh, North Sumatra, West Java, East Java, and South Sulawesi) were less than ten percent. The percentage increased dramatically in five provinces (Aceh, Banten, West Java, Central Java, East Java) during the second monitoring (2013) and kept increasing (although relatively smaller) in the third round of monitoring. Comparison across provinces shows that in five provinces, the percentages were around 50%. The percentages in two provinces (North Sumatra and South Sulawesi), however, were still around 30%.

Chart 9: Percentage of Teachers Supporting the Development of Students' Reading Skills, by Province



a. Percentage of teachers meeting each of the criteria

Tables 18 and 19 present the development of each of the four criteria of teacher supporting the development of student reading skills in primary schools. During the three rounds of monitoring, the highest percentages of teachers of both partner and comparison schools implemented the Criterion 'a' (allow time for students to read in the lessons). Criteria 'b' and 'd' ('Provide different types of materials for students to read other than textbook' and 'discuss new words and concepts in texts') had the lowest percentages during baseline. During the second and third round of monitoring, the percentage of Criteria 'b' increased significantly, while Criteria 'd' remain the lowest. The condition in junior secondary schools was about the same.

Table 18: Percentage of Teachers Who Met Each Criterion of Supporting the Development of Student Reading Skills (Primary)

| Criteria | Primary Schools | | | | | |
|--|-----------------|-------|-------|------------|-------|-------|
| | Partner | | | Comparison | | |
| | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 |
| a. Allow time for students to read in the lessons | 32.2% | 81.5% | 82.5% | 32.2% | 70.7% | 73.9% |
| b. Provide different types of materials for students to read other than textbook | 6.9% | 53.3% | 70.9% | 6.9% | 37.7% | 53.0% |
| c. Check students' comprehension as they are reading | 18.8% | 46.7% | 53.5% | 24.3% | 31.9% | 36.9% |
| d. Discuss new words and concepts in texts | 9.1% | 28.3% | 36.0% | 15.2% | 18.5% | 21.7% |

Table 19: Percentage of Teachers Who Met Each Criterion of Supporting the Development of Student Reading Skills (JSS)

| Criteria | Junior Secondary Schools | | | | | |
|--|--------------------------|-------|-------|------------|-------|-------|
| | Partner | | | Comparison | | |
| | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 |
| a. Allow time for students to read in the lessons | 28.0% | 80.2% | 81.0% | 39.6% | 64.7% | 67.6% |
| b. Provide different types of materials for students to read other than textbook | 7.2% | 41.5% | 58.0% | 13.0% | 26.1% | 44.7% |
| c. Check students' comprehension as they are reading | 14.0% | 45.4% | 42.5% | 24.2% | 26.6% | 32.4% |
| d. Discuss new words and concepts in texts | 12.6% | 32.9% | 28.5% | 19.3% | 22.2% | 22.9% |

4.1.4 Students demonstrate positive learning behaviors

| | |
|--|--|
| I.1R5: Students demonstrate positive learning behaviors | <p>% of classrooms where students demonstrate <u>at least four</u> of the following:</p> <ol style="list-style-type: none"> 80% of the students are engaged in their task (not easily distracted) Students undertake activities which involve problem solving Students' work is the result of their own thinking (e.g. written in their own words) They express their feelings and opinions during lessons or ask questions (verbally) They participate in cooperative activities such as experiments or discussion |
|--|--|

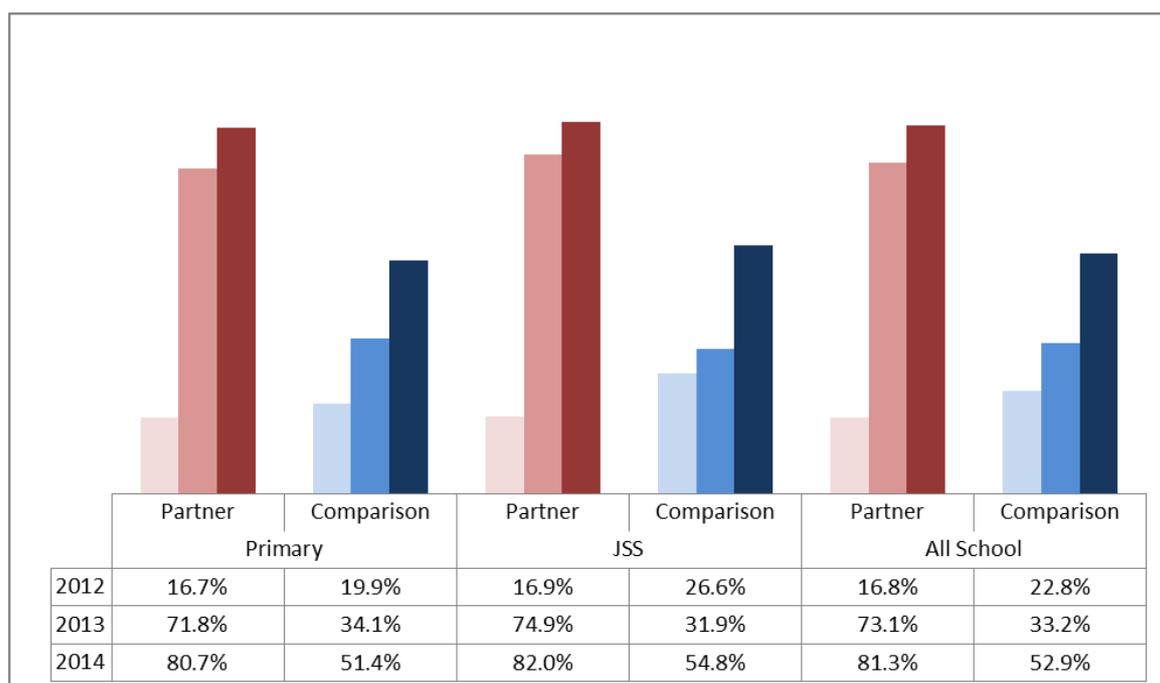
There are many teachers who still apply conventional teaching methods in the classroom. Traditional teaching styles limits the scope of student activity in the classroom and students often remain passive for long periods listening to lectures from their teachers. Other than that, much time is spent completing exercises from textbooks. -USAID PRIORITAS has been training teachers in a variety of teaching methods, which are focused on stimulating varied student activity. The project monitored teachers' ability to use these methods (under indicator I.R1) and also monitored the improvements in students' learning behaviors which result from these changes in teaching.

This indicator monitors a number of learning activities that are being promoted by the project as follows:

- Students are engaged in their task (not easily distracted)
- Students undertake activities which involve problem solving
- Students' work is the result of their own thinking (e.g. written in their own words)
- They express their feelings and opinions during lessons or ask questions (verbally)
- They participate in cooperative activities such as experiments or discussion

The data for this indicator were collected through observation in the classroom as described in section 3.4. Data collectors observed students' activities during the lesson and find students' work displayed in the classroom and its surrounding.

Chart 10: Percentage of Classrooms where Students Demonstrated Positive Learning Behaviors by School Type



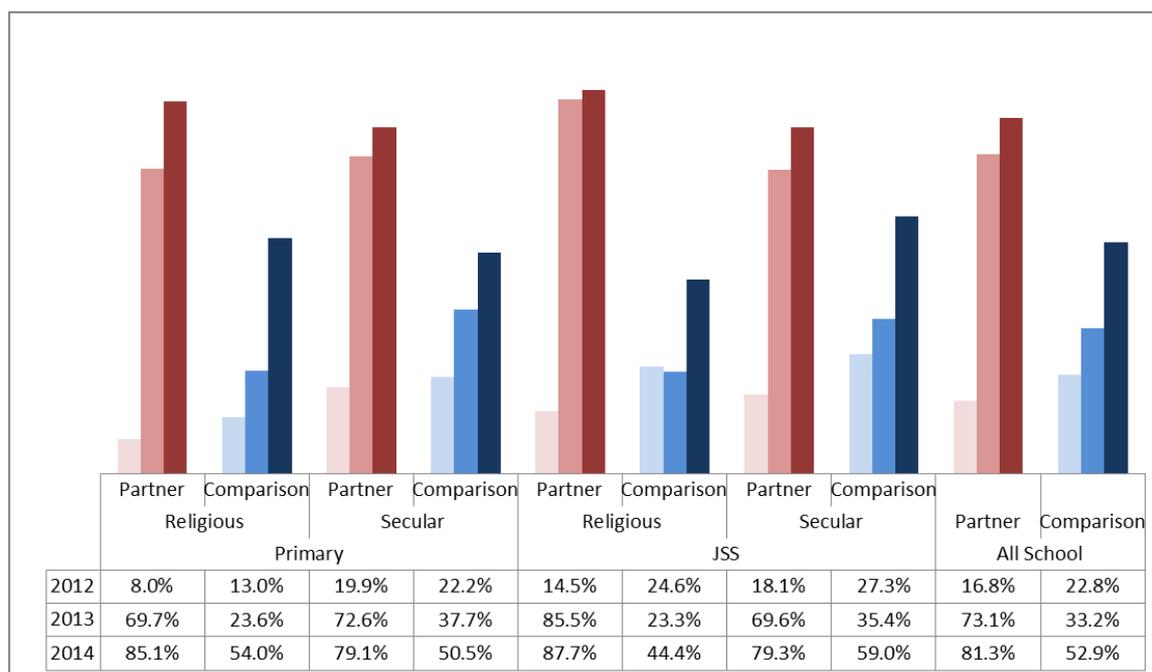
Across all classrooms observed during baseline, a total of 16.8% of classrooms having students demonstrated at least four of the positive learning behaviors in the project criteria (Chart 10). There was no significant difference between classrooms in primary and junior secondary partner schools. However, in comparison schools, more classrooms in junior secondary schools performed positive learning behaviors than those in primary ones.

According to the data from the second round of monitoring, the percentages increased approximately four times in classrooms of partner schools from 16.8% to 73.1%. The increase also happened in comparison schools but far less than in partner schools (from 22.8% to 33.5%). During the third round of monitoring, the percentages still increased, although relatively small.

Chart 11 disaggregates the student behavior indicator by school type. Baseline data (2012) shows that among partner schools, the percentages are higher among classrooms in secular than in religious schools. During the second round of monitoring, the percentages increased significantly, and the highest was found among the religious junior secondary schools (85.5%). The religious secondary schools still had the highest percentage (87.7%) during the third round of monitoring.

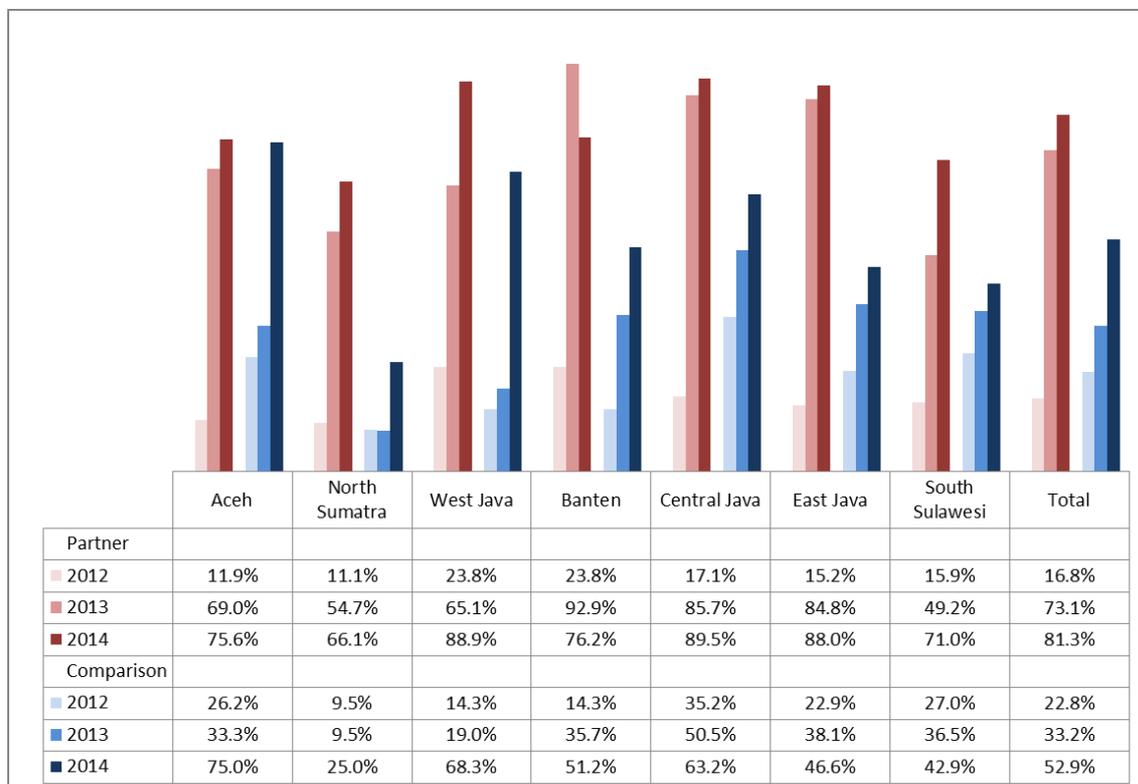
The second and third rounds of monitoring also found modest percentage increases in classrooms of the comparison schools.

Chart 11: Percentage of Classrooms where Students Demonstrated Positive Learning Behaviors, by School Type



The disaggregation of the indicator by province in Chart 12 shows that during baseline in partner schools, the percentages of classrooms with students having positive learning behavior was less than 17% in five provinces; only Banten and West Java had about 23.8%. The second round of monitoring data shows huge increases in all provinces. In three provinces (Banten, Central Java, and East Java), the percentages are more than 80%.

Chart 12: Percentage of Classrooms where Students Demonstrated Positive Learning Behaviors, by Province



In analyzing the data by criteria, Tables 20 and 21 show that during baseline, more than 60% of the classrooms observed in partner primary schools demonstrated that most students were engaged in their learning and not easily distracted. However, less than 15% of those students were undertaking activities that involve problem solving. Fewer than 30% of the classrooms used cooperative learning; most likely because teachers had few skills in stimulating students to perform positive learning behaviors.

The condition improved significantly during the second round of monitoring where students in over 60% of partner primary school classrooms demonstrate all four positive learning behaviors. In the third round, the percentages increased to over 68%.

Students in comparison schools also demonstrated the positive learning behavior. During the second round monitoring, over 36% of the students demonstrated all four positive learning behaviors. In the third round, the percentages increased to over 47%.

Table 20: Percentage of Classrooms in Primary Schools Meeting Each of Five Criteria of Student’s Positive Learning Behaviors, Treatment Group

| | Primary Schools | | | | | |
|---|-----------------|-------|-------|------------|-------|-------|
| | Partner | | | Comparison | | |
| | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 |
| a. Students are engaged in their task (not easily distracted) | 63.4% | 91.7% | 92.4% | 69.2% | 72.5% | 76.7% |
| b. Students demonstrate problem-solving skills | 15.9% | 75.7% | 81.5% | 19.6% | 48.4% | 63.9% |
| c. Students’ work is the result of their own thinking | 38.8% | 81.5% | 85.8% | 49.3% | 49.8% | 69.5% |
| d. Students are expressing their feelings and opinions | 19.6% | 60.9% | 68.0% | 23.9% | 36.2% | 47.0% |
| e. Students are participating in cooperative activities | 27.9% | 90.2% | 87.3% | 30.4% | 49.8% | 56.6% |

Table 21: Percentage of Classrooms in Junior Secondary Schools Meeting Each of Five Criteria of Student’s Positive Learning Behaviors, by Treatment Group

| | Junior Secondary Schools | | | | | |
|---|--------------------------|-------|-------|------------|-------|-------|
| | Partner | | | Comparison | | |
| | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 |
| a. Students are engaged in their task (not easily distracted) | 54.6% | 88.9% | 89.0% | 71.5% | 64.3% | 72.9% |
| b. Students demonstrate problem-solving skills | 11.6% | 76.3% | 87.0% | 23.7% | 49.3% | 69.1% |
| c. Students’ work is the result of their own thinking | 37.2% | 85.0% | 88.0% | 44.0% | 49.3% | 61.7% |
| d. Students are expressing their feelings and opinions | 19.8% | 70.5% | 68.0% | 25.6% | 34.8% | 52.7% |
| e. Students are participating in cooperative activities | 28.5% | 88.9% | 92.0% | 35.7% | 45.9% | 67.6% |

4.1.5 Early Grades Reading Materials are Regularly Used

| | |
|---|---|
| I.R6 Early grades reading materials are regularly used | % of early grades classes where there are both a. Regular reading periods b. Students take books home to read |
|---|---|

The assessment of early grades reading in project areas conducted by USAID PIORITAS found that there is a positive correlation between children who have access to books and reading ability. However, it also found that reading materials are not easily available in schools in project areas and that teachers mostly had access to textbooks only. Interesting literature appropriate for children in the early grades is in short supply in Indonesia. It is also relatively expensive. Most teachers said that the reading books to which they have access lack color and pictures, and the stories are mostly fables or morality stories which children are not motivated to read. The project therefore is currently encouraging the schools to ensure that children in early grades in project schools have appropriate instructional level books, that they have regular time to read them during school, and that they are allowed to take them home to read.

During the baseline data collection (2012), a sample of 366 teachers of early grades classes were interviewed were asked whether they conducted regular reading periods with their classes and, if they did, how frequently this occurred and, on average, how long each reading period lasted. The same questions were asked in the second round of monitoring (2013) to 368 early grade teachers in the same partner and comparison schools.

Chart 13 shows that during the second round of monitoring, there had been significant increases in the percentage of early grade classes where early grade reading materials are regularly used. The increases are higher in partner schools (21.7% to 43.5%) than in comparison schools (24.3% to 39.7%). During the third round of monitoring, the percentage in partner schools increased to 50.0%, while in comparison schools, the percentage slightly decreased.

Chart 13: Percentage of Early Grade Reading Materials are Regularly Used

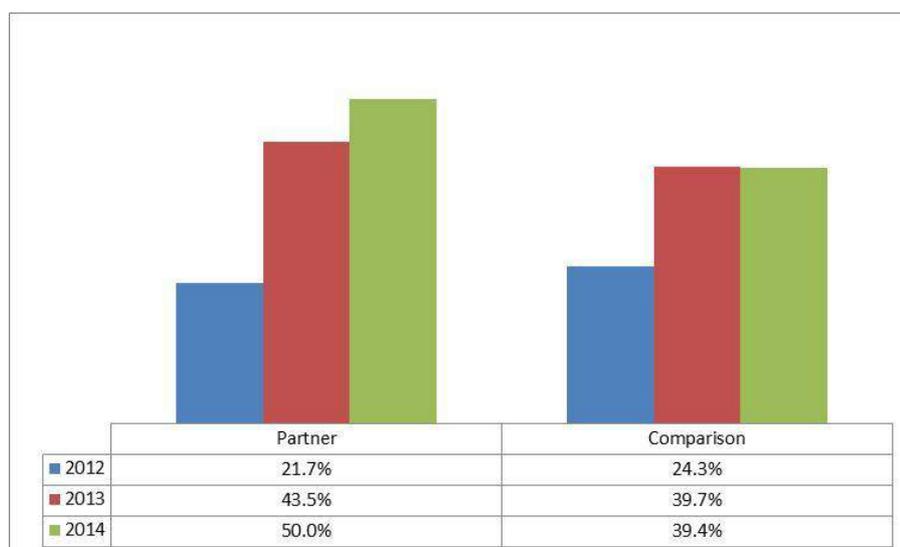


Chart 14 shows that in the second and third rounds of monitoring, both secular and religious schools in partner and comparison schools had percentage increases in early grade classes where early grade materials are regularly used; the increase is higher in secular schools.

Chart 14: Percentage of Early Grade Materials are Regularly Used, by School Type

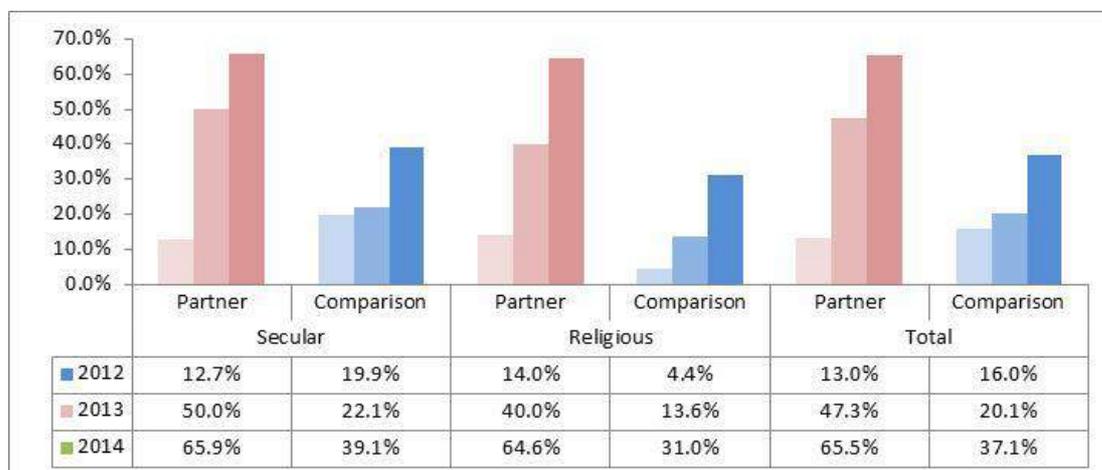
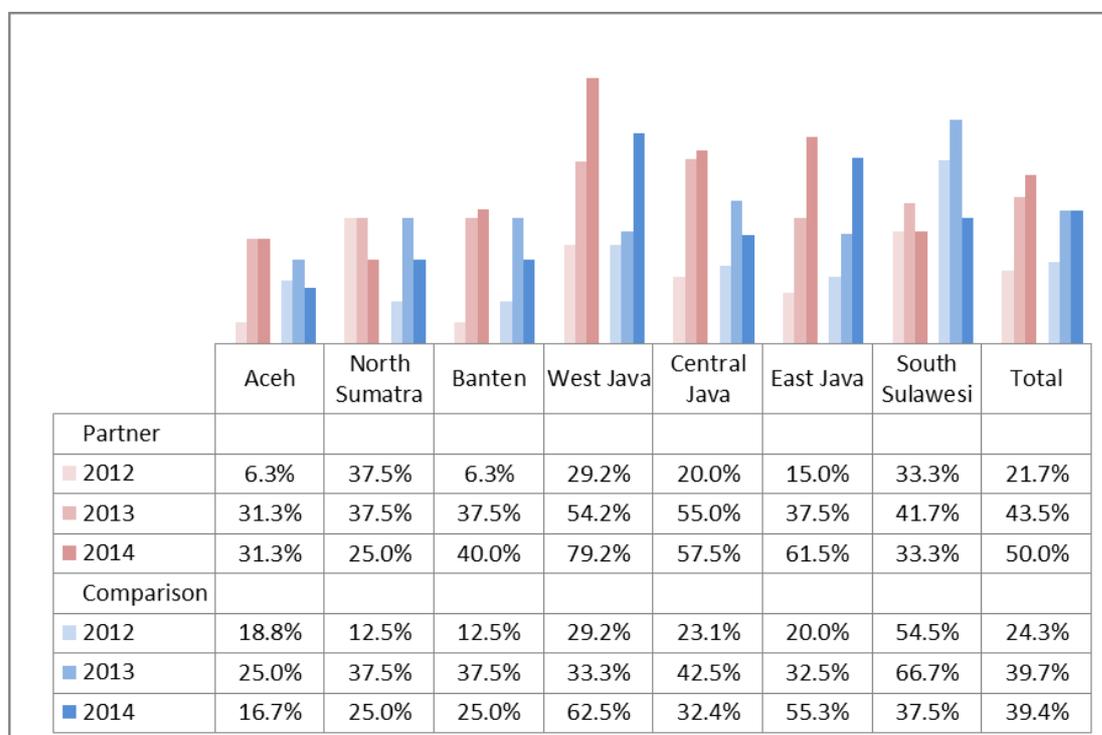


Chart 15 indicates that there had been increases of percentages of early grades materials are regularly used in partner schools in five provinces with West Java has the highest percentage (79.2%) in the third round of monitoring. The percentage in North Sumatra during the third round was lower than the baseline, while in South Sulawesi, the percentage in the third round went down to its baseline level.

Chart 15: Percentage of Early Grade Materials are Regularly Used, by Province



The following describes each of the two criteria of early grade reading in detail. As shown in Table 22 the second round of monitoring found that there had been a very significant increase in the percentages of early grade classes that have regular reading periods both in partner and comparison schools. In partner schools, the increase is more than 100% (42.9% to 90.1%).

The frequency of these reading periods varied from once a week to six times a week (daily). During the baseline, about 50% of the teachers said that no specified length of time is allocated for students to read; it varied each time. During the second round of monitoring, about 50% of teachers stated that they have given time for their students to read between five to 30 minutes: half of them only give the students less than 15 minutes. That length of time might not be sufficient for students to develop a good understanding of what they read, but the teachers seem to have started to plan for reading time for students.

Table 22: Early Grade Classes which Have Regular Reading Period and Allow Students to Take Reading Books Home to Read

| | Partner | | | Comparison | | |
|-----------------------------------|---------|-------|-------|------------|-------|-------|
| | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 |
| Have regular reading time | 44.6% | 90.2% | 91.2% | 40.3% | 84.2% | 86.9% |
| Allow students to take books home | 40.8% | 46.7% | 53.3% | 42.0% | 44.0% | 42.3% |

Table 22 shows that, during the baseline, about 40% of teachers allowed their students to take reading books home to read. After one year, the percentages increased about 6% in both partner and comparison schools. During the third monitoring, the percentage increased by about 7%, while in comparison schools, the percentage slightly decreased. When asked why the students were not allowed to take books home to read, most teachers said that they were afraid that the books would either get lost or damaged.

In looking at the overall average results by project district in Table 23, it is apparent that the 2013 results of national examination for all three subjects (Indonesian, science, and mathematics) in all 23 Cohort 1 districts are lower than the 2012 results.

The project has received reports that changes may have taken place in the implementation of the examination, which make the 2013 results not comparable with the 2012. The project is pursuing enquiries with Ministry of Education and Culture (MOEC) into this matter.

4.2 School Leadership, Management, and Governance

Project interventions related to school leadership, management and governance focus on three main areas: 1) improving the instructional leadership skills of principals 2) the improved management processes used to develop annual school budgets and development plans and 3) increased community and parental involvement in school activities. The data was collected through interviews with principals in primary and junior secondary schools. During the interviews, the principals were accompanied by senior teachers and, on some occasions, school committee members and parents.

4.2.1 Instructional Leadership in Schools is Improving

| | |
|--|--|
| I.R16: Instructional leadership in schools is improving | % of schools where the school principal or delegated senior staff member does <u>at least four</u> of the following: <ol style="list-style-type: none">Holds meetings with teachers to discuss curricular matters at least once a monthMakes regular¹² monitoring and mentoring visits to class to observe teaching and learningRegularly¹³ evaluates teachersOrganizes or allows teachers to participate in professional development activities for teachers¹⁴Provides the resources for learning to take place¹⁵ |
|--|--|

USAID PRIORITAS is working to develop school principals' instructional leadership skills so that they become more effective in supporting the core activities of schooling, teaching and learning, and in promoting growth in student learning. To be an instructional leader, the school principal (or another delegated senior staff member) should:

- Have up to date knowledge about curriculum, assessment, and instruction and should hold meetings with their teachers at least once a month to discuss these areas
- Monitor instructional effectiveness and provide teacher evaluation and should, therefore, make regular visits to the classroom
- Set clear goals for improvements in teaching and learning and organize continuing professional development activities for their teachers so that the goals can be achieved
- Understand how to allocate resources to improve instruction and ensure that resources are provided for learning to take place.

Using these good practices, the project developed 5 criteria to assess a principal's instructional leadership as follows:

- a. Holds meetings with teachers to discuss curricular matters at least once a month
- b. Makes regular monitoring visits to class to observe teaching and learning
- c. Regularly evaluates teachers
- d. Organizes or allows teachers to participate in professional development activities for teachers
- e. Provides the resources for learning to take place.

For monitoring purposes, a principal is considered an effective instructional leader if he/she implements at least four of the activities. The baseline survey found that overall 7.5% of the partner schools had a principal who can be considered an effective instructional leader according to the project definition. The percentages continue to increase during the second round of monitoring (14.3%) and third round (19.8%).

The partner primary schools had higher percentages of effective instructional leaders than junior secondary schools and the trend stayed the same in the three rounds of monitoring (Charts 16).

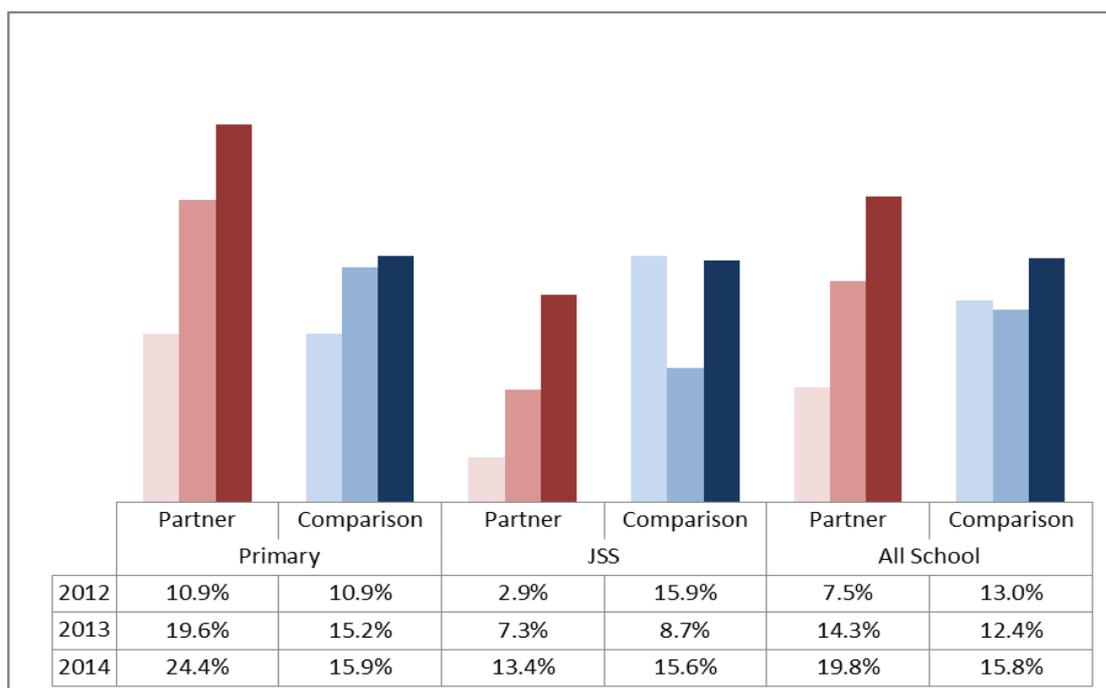
¹² Regular is defined as at least 2 per semester (4 times per year) per teacher

¹³ At least twice per year

¹⁴ At least 2 from (1) Teacher working group meetings (2) study visits (3) participation in external training activities or (4) seminars dealing with education or other issues related to education

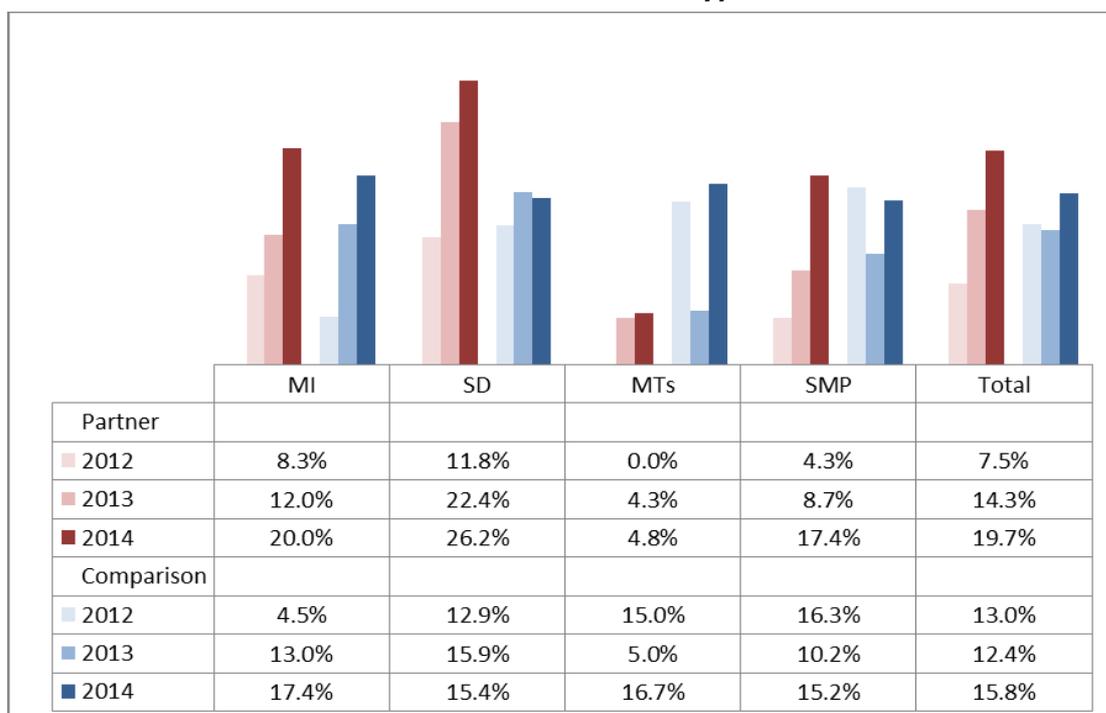
¹⁵ All of the following (1) other than mandatory materials (4) learning aids/learning kits and (5) funds for photocopying

Chart 16: Percentage of Principals Meeting the Criteria for Instructional Leadership



The disaggregation of the baseline data by school type in Chart 17 shows that among partner schools, the secular schools consistently had higher percentages of effective instructional leaders than religious schools during the three rounds of monitoring. The increases of percentages from 2012 to 2014 were also higher in secular schools than in religious schools.

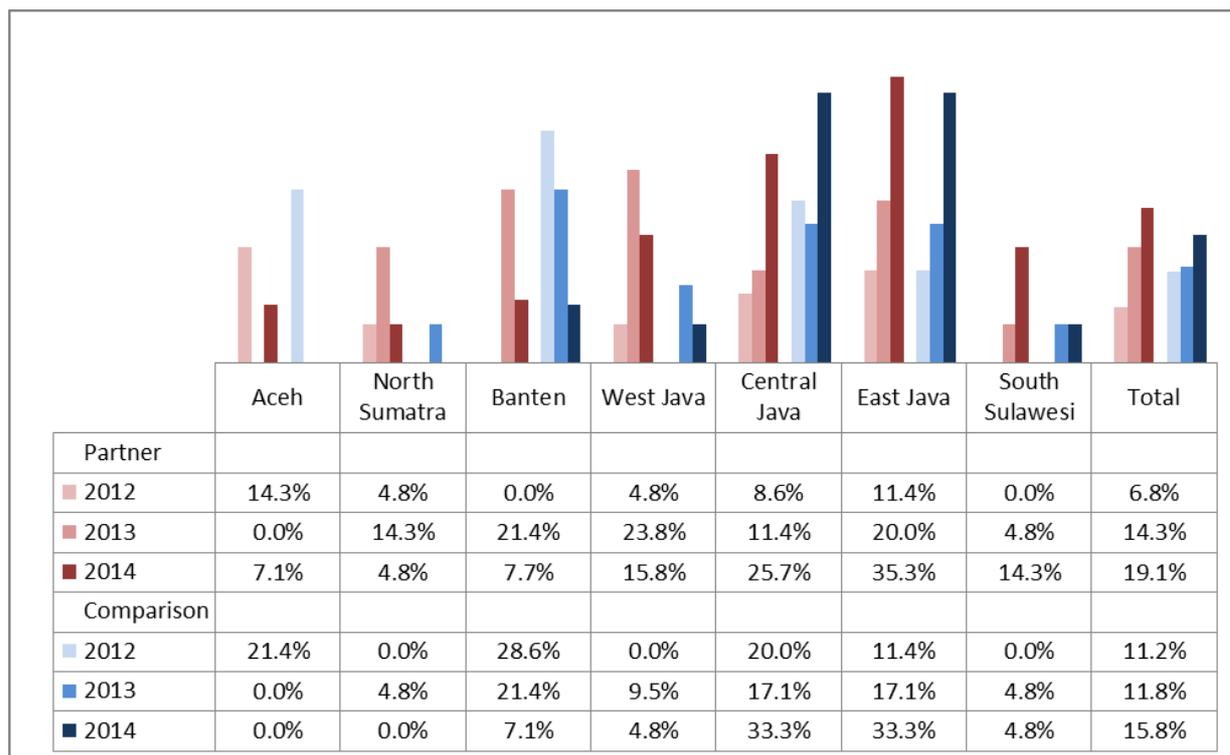
Chart 17: Percentage of Principals Meeting the Criteria for Instructional Leaders, by School Type



The trends are similar in comparison primary schools. In comparison junior secondary schools, however, the trend was different because the percentages in the second monitoring were lower than the first (baseline) only to increase again in the third.

The dynamic of changes in seven provinces varies a great deal. As shown in Chart 18, no consistent and clear pattern could be identified. Only three provinces (Central Java, East Java, and South Sulawesi) demonstrate constant (although small) increases in partner schools from baseline in 2012 to the third monitoring in 2014.

Chart 18: Percentage of Principals Meeting the Criteria for Instructional Leaders, by Province



One plausible explanation is: the indicator of instructional leader measured a lot of specific activities of a principal during the previous year. To be considered as instructional leader, the principal should conduct routine meeting that includes discussions related to teaching and learning at least once a month, supervise teachers at least twice a year, and conduct evaluation for each teacher twice a year. The principal should organize activities to strengthen the professional capacities of the the teacher. It was very likely that in a specific year, they could meet the criteria of the indicator, while in another year they could not.

The following presents further analysis of each the five criteria of instructional leadership. In examining the baseline data by criteria achieved (Table 23), very few schools have principals who organize or facilitate meetings to discuss curricular matters at least once per month. Only 16% of partner schools have principals who meet the standards of monthly meetings on curricular matters.

During the second round of monitoring, there is a small increase of two percent (from 16% to 18%) and another six percent in 2014 (from 18% to 24%) at partner schools, but about a one percent decrease at junior secondary level. Overall, it could be said that small changes have taken place.

During the baseline, the condition is similar with the second criteria: only 9.3% of partner schools were found to have principals, who observe each of their teachers while they are teaching in the classroom on at least 4 occasions a year (twice per semester). The percentage decreased during the second monitoring (6%) and increase again in the third monitoring (14%).

Table 23: Percentage of Schools with Principals as Instructional Leaders, by Criteria and Treatment Group

| | Partner | | | Comparison | | |
|---|---------|-------|-------|------------|-------|-------|
| | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 |
| a. Holds meetings with teachers to discuss curricular matters | 16.1% | 18.0% | 24.2% | 15.5% | 14.9% | 18.4% |
| b. Makes regular monitoring visits to class | 9.3% | 6.2% | 14.0% | 14.9% | 10.6% | 13.8% |
| c. Regularly evaluates teachers | 29.2% | 36.6% | 47.1% | 34.2% | 36.0% | 46.1% |
| d. Organizes appropriate professional development activities | 76.4% | 88.8% | 90.4% | 72.7% | 80.1% | 80.3% |
| e. Provides resources for learning to take place | 59.6% | 90.7% | 87.9% | 64.0% | 80.7% | 84.2% |

By law, school principals are obliged to conduct regular teacher evaluations and MOEC has issued an official form for the evaluation. However, there is no definition of “regular” provided by the MOEC. For the project purposes, regular is at least once per semester (twice a year). The baseline survey found that 29% conducted these evaluations at least twice per year.

There had been 8% increases of principals (29% to 37%) conducted evaluation of teachers found in partner schools during the second round of monitoring and another 10% (37% to 47%) in the third monitoring.

The comparison schools had a higher percentage during the baseline (34%) but had almost the same during the second and third monitoring.

Among many activities which can contribute to a teacher’s professional development, the project identified four that generally take place for teachers in schools: 1) teacher’s local working groups (MGMP or KKG), 2) study visits to other schools, 3) participation in external training activities, or 4) seminars that address education or other issues related to education. With the exception of teacher’s working groups, most of these activities seem to be initiated by government or other agencies. The principals’ roles are mainly to allow teachers to take the opportunities offered. That is apparently the underlying reason why the fourth criteria (organize appropriate professional development activities) has the highest percentages (76% during the baseline and increased to 89% to 90% during the second and third round of monitoring).

Among the various types of resources and tools to support teaching and learning, the project identified three items as basic resources (other than mandatory materials such textbook and teacher handbook) that a school principal should provide: 1) learning aids, 2) learning kits, and 3) funds for photocopying. During the baseline, about 60% of schools provided the resources that teachers need to conduct teaching and learning activities. The second round and third round of monitoring data shows that the percentages reached to about 90%.

4.2.2 Schools Produce Annual Budgeted Plans in a Transparent Manner

| | |
|--|--|
| <p>2RI: Schools produce annual budgeted plans in a transparent and participative manner</p> | <p>% of schools which produce a budgeted plan which meets <u>all</u> of the following criteria:</p> <ol style="list-style-type: none"> Focuses on improving teaching and learning outcomes¹⁶ Developed with community participation (school committee) Are publicly displayed/available Addresses at least one of the following that are relevant to the particular school such as inclusion, retention, transition, gender and health. |
|--|--|

Government policy on school-based management has transferred authority for school operations (developing school plans, developing school-based curricula, allocating resources and conducting procurement) to the school community (school principals, teachers, committee and parents). Improved processes for planning and budgeting can create the conditions for improved quality and more relevant learning and teaching. Therefore, USAID PRIORITAS is working to strengthen management and governance of schools with a particular focus on encouraging a more open, transparent, accountable, and participatory approach to the school planning process. The project is working to ensure that schools produce plans and budgets that meet the following criteria:

- Focus on improving teaching and learning outcomes
- Are developed with community participation (school committees)
- Are publicly displayed and are available
- Address key education issues (inclusion, retention and transition, gender, and health), which are relevant to the particular school.

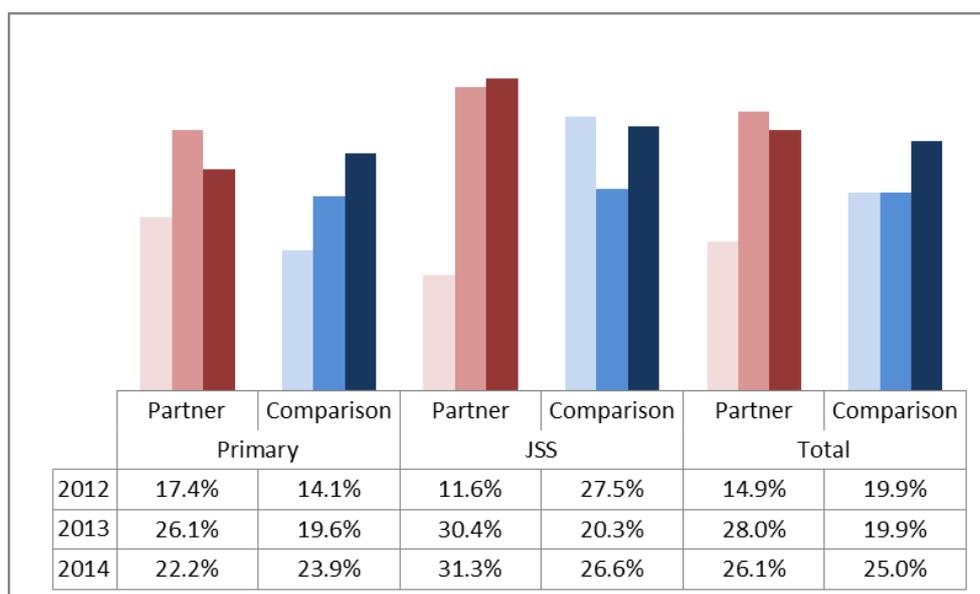
It should be noted that the monitoring took place between one and three months after school training. While changes in teaching and learning are often quickly applied by teachers after training, changes in planning usually take longer to apply as planning activities normally take place at times of the year determined by external factors, e.g. the school and financial years

Chart 19 shows that there has been a slight increase in the percentages of partner schools that produce an annual plan in a transparent and participative manner during the second round of monitoring in comparison to the baseline result. The increase is relatively higher in junior secondary schools than in primary schools. Among the comparison schools, however, there had been a decline in percentages, both in junior secondary and primary levels.

Chart 20 shows that among partner group, religious schools made some progress, while secular schools stayed at the same level or had a slight decline. Among comparison groups, both secular and religious schools, the primary level made some progress, while junior secondary level declined significantly. There seemed to be no clear pattern of correlation between the school type and the process of school budget planning.

¹⁶ At least 60% of the budget is allocated towards improving teaching and learning

Chart 19: Percentage of Schools Producing an Annual Budgeted Plan in a Transparent Manner



Charts 20 and 21 presents the dynamics of changes in the management of budgets in seven provinces. No systematic and consistent trends could be identified both in partner and comparison schools. The following are some illustrations on how difficult to see pattern in the chart.

- The level of transparent budget planning varies across seven provinces. In three provinces outside Java (Aceh, North Sumatra, and South Sulawesi) it was under 10%. The other four provinces of Java had higher than 14%, with Banten and West Java had the highest (28.6).
- The improvement during the second round of monitoring varies across provinces. Among three out-of-Java provinces, South Sulawesi did not have improvement, North Sumatra gained some improvement (from 4.8% to 9.5%), and Aceh improved significantly (from 7.1% to 21.4%). Among the other four provinces, East Java and Central Java gained some improvement, only to decrease again in the third monitoring. The percentages declined slightly in West Java and Banten during the second monitoring, only to rise again in the third round.
- The fluctuation of the percentages during the three rounds of monitoring could be an indication that the condition that was observed in the monitoring could not easily be influenced by project intervention. One of the four criteria of the indicator is 'allocating at least 40% of the annual budget for teaching and learning'. With the changing of yearly priorities in schools and the Government rules regarding the fixed percentages allocation for major budget items, the 40% target seems to be difficult to achieve.

Chart 20: Percentage of Schools Producing Annual Budgeted Plan in a Transparent Manner, by School Type

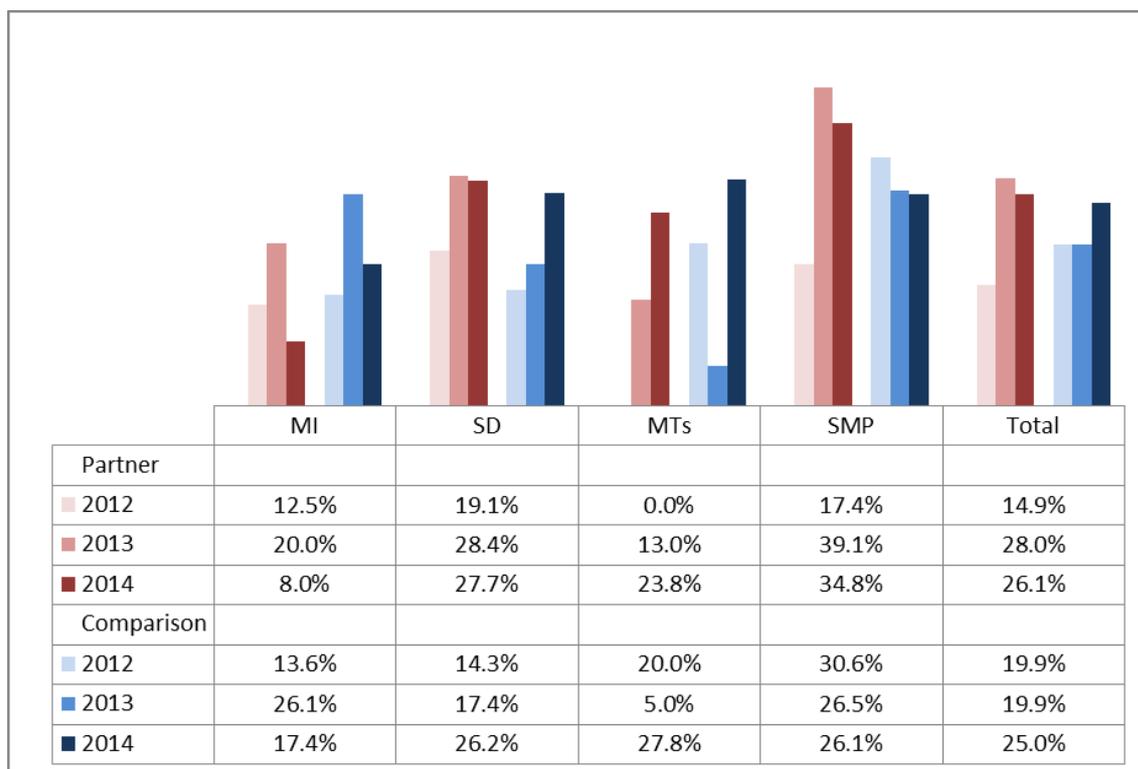


Chart 21: The Percentage of Schools Produced Annual Budgeted Plan in a Transparent Manner, by Province

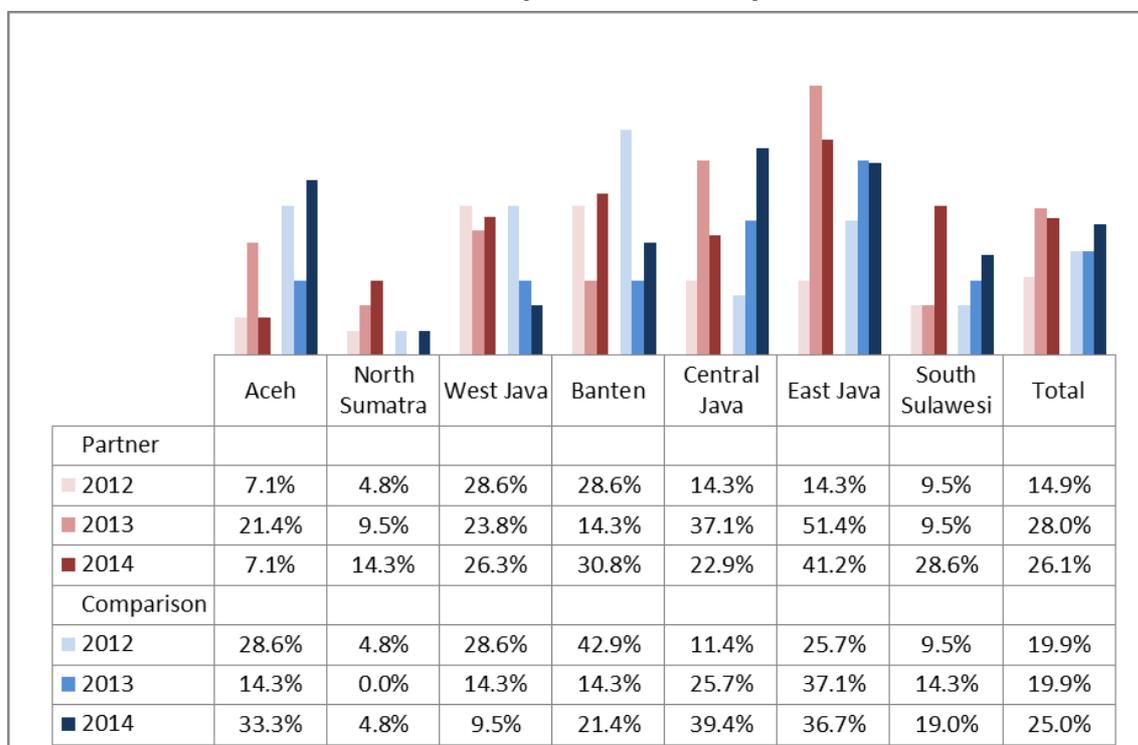


Table 24 presents the status of each of the fourth criteria of the indicator during three rounds of monitoring. The first criterion is the budget ‘focuses on improving teaching and learning outcome’. The criterion ‘focuses’ is defined as ‘allocates at least 40% of the school yearly budget’. Compared with the baseline, the percentage slightly decreased during the second round only to increase again in the third round of monitoring. Actually, there are limited opportunities to significantly increase the allocation of budget for certain activities such as teaching and learning because detailed regulations determine the percentages of Government funds that can be allocated for each majoractivity in schools.

The second and third criteria (‘developed with community participation’ and ‘are publicly displayed’) had a significant increase during the second and third rounds of monitoring. These two criteria are actually part of good governance and their development is very much dependent on the leadership of the principals and their teams in schools.

The fourth criterion (‘addresses at least one of the issues relevant to school’) also had significant improvement in the second and third round of monitoring. The percentage of ‘schools addressing relevant issues ...’ was 42% during the baseline and 72% during the second and third rounds of monitoring.

Table 24: The Percentages of Schools Meeting Each of the Four Criteria of ‘Producing School Budget in Transparent Manner’

| | Partner | | | Comparison | | |
|---|---------|-------|-------|------------|-------|-------|
| | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 |
| Focuses on improving teaching and learning outcomes | 38.5% | 36.6% | 42.0% | 40.4% | 32.9% | 40.8% |
| Developed with community participation (school committee) | 54.0% | 82.0% | 88.5% | 65.2% | 77.0% | 75.0% |
| Are publicly displayed/available | 59.0% | 85.7% | 82.2% | 63.4% | 82.6% | 71.7% |
| Addresses at least one of the following that are relevant to the particular school such as inclusion, retention, transition, gender and health. | 42.2% | 72.0% | 72.0% | 39.8% | 67.1% | 67.1% |

4.2.3 Increased Parent and Community Participation in Teaching and Learning

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|--|---|
| <p>2R2: Increased parent and community participation in activities which focus on teaching and learning and/or improving the school environment</p> <p>Note: a and b apply to primary schools only.</p> | <p>% of schools which involve parents and community in <u>at least one</u> of the in-school activities (a and b) and in at least one of the out of school activities (c,d,e)*:</p> <ol style="list-style-type: none"> Assisting teachers in teaching and learning activities in the classroom Assisting teachers in non-teaching activities (making displays, materials, portfolios) Supporting extra-curricular areas such as sports or local curriculum activities (language, dancing) Improving the school environment (e.g. cleaning, maintenance, construction) Assisting with specific initiatives to address relevant issues e.g. health, hygiene, inclusive education, participation, transition |
|--|---|

Decades of research have shown that support from parents and the community is an important way to improve schools. In addition to working towards increasing parental support for home learning activities, especially in reading, USAID PRIORITAS has been working with schools to improve parental and community involvement in school life and activities. In particular, schools will be supported to involve parents in the following activities:

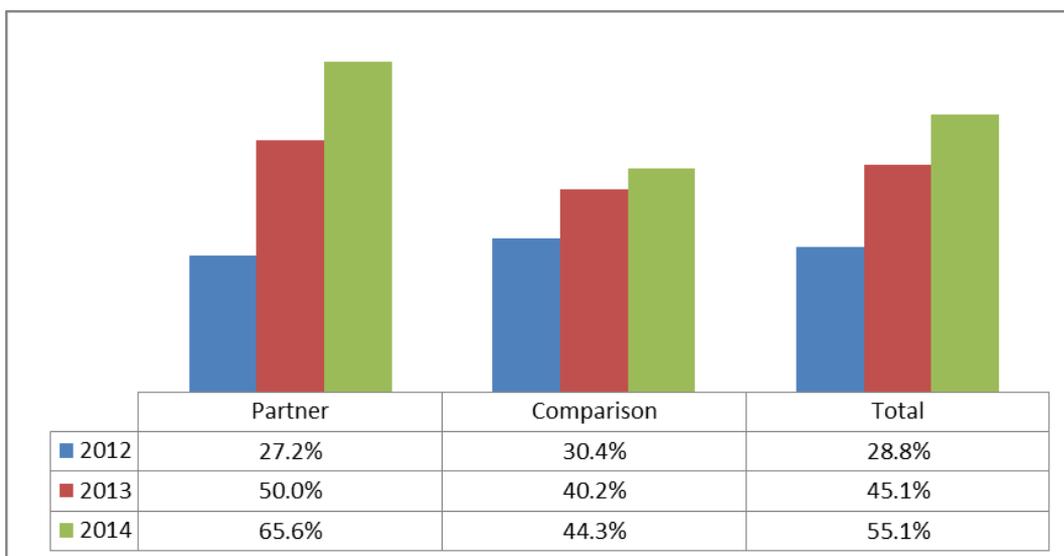
- Assisting teachers in teaching and learning activities in the classroom
- Assisting teachers in non-teaching activities (e.g. making displays, materials, and portfolios)
- Supporting extra-curricular areas such as sports or local curriculum activities (e.g. language, dancing)
- Improving the school environment (e.g. cleaning, maintenance, or construction)
- Assisting with specific initiatives to address relevant issues (e.g. health, hygiene, inclusive education, participation, and transition).

The first two activities are related to teaching activities in the classroom. The last three activities are dealing with school environment. To meet the criteria of the indicator, the parent or community member should involve in at least one of teaching activities in the class-room (criteria a and b) and in at least one school environment activities (criteria c,d,e).

To collect baseline data for this indicator, the project conducts group interview with school principals, parents, and members of the school community. The interview also covers data related to instructional leadership, producing budgeted plans in a transparent and participative manner, and creating a reading culture in school. The results of the interviews are presented in this report.

The baseline data showed that overall 27.2% of partner primary schools and 30.4% of comparison primary schools met the criteria required for this indicator. In the second and third round of monitoring, there was a significant increase (50% in 2013 and 65.6% in the third round. In comparison schools, there had been increases of percentages but not as high as in partner schools (Chart 22).

Chart 22: Percentage of Primary Schools Where Parents are Involved in School Activities (Primary School Only)



(*Since the calculation of parent participation should also include the results of in- school activities which was only monitored at primary level, the percentage of the indicator is only dealing with primary and not junior secondary level.)

An examination of the data by school type (Chart 23) shows a consistent increase of percentage of parents involved inschool related activities during the three round of monitoring. The same steady increase also occurred in comparison secular schools, but a slight drop in 2014 occurred in comparison religious group.

Chart 23: Percentage of Schools where Parents were Involved in School Activities, by School Type

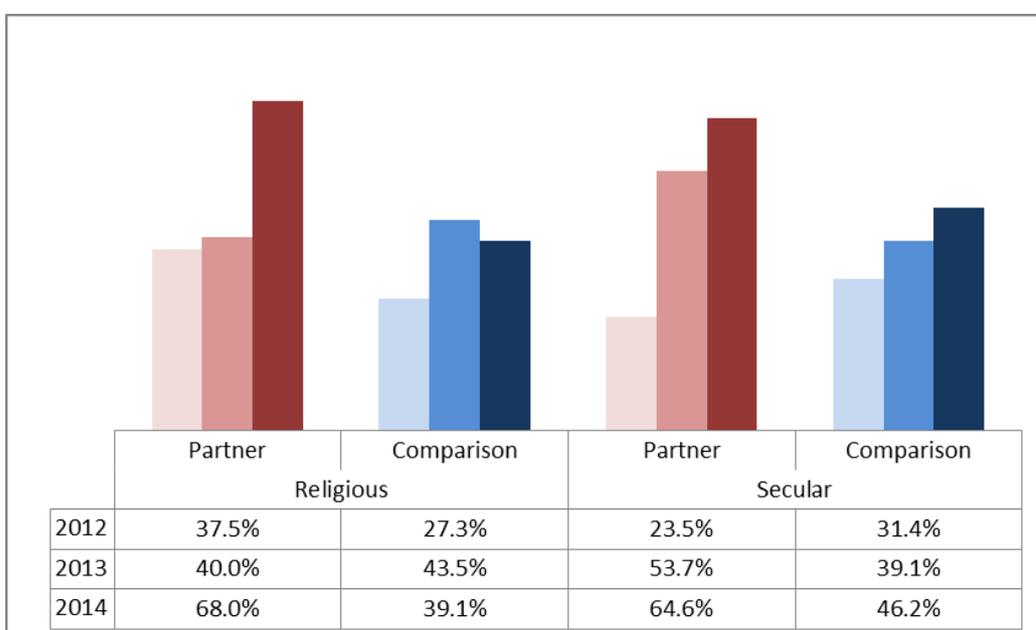


Chart 24 shows that the percentages of partner schools in seven provinces fulfilling this indicator had all increased: in four provinces (Aceh, Central Java, South Sulawesi, and West Java), the percentages of parents involved in school activities reached more than 70% in the third round of monitoring. In Banten and East Java, the percentages declined in the third round from their previous level in second monitoring.

Among the comparison group, the total percentages demonstrate a steady increases during three round of monitoring (30.4% during the first round of monitoring, 40.2% during the second, and 44.3% during the third round). In the individual provinces, however, only West Java and North Sumatra demonstrated steady increases, while the other provinces, the percentages fluctuated.

Chart 24: Percentage of Schools where Parents are Involved in School Activities, by Province

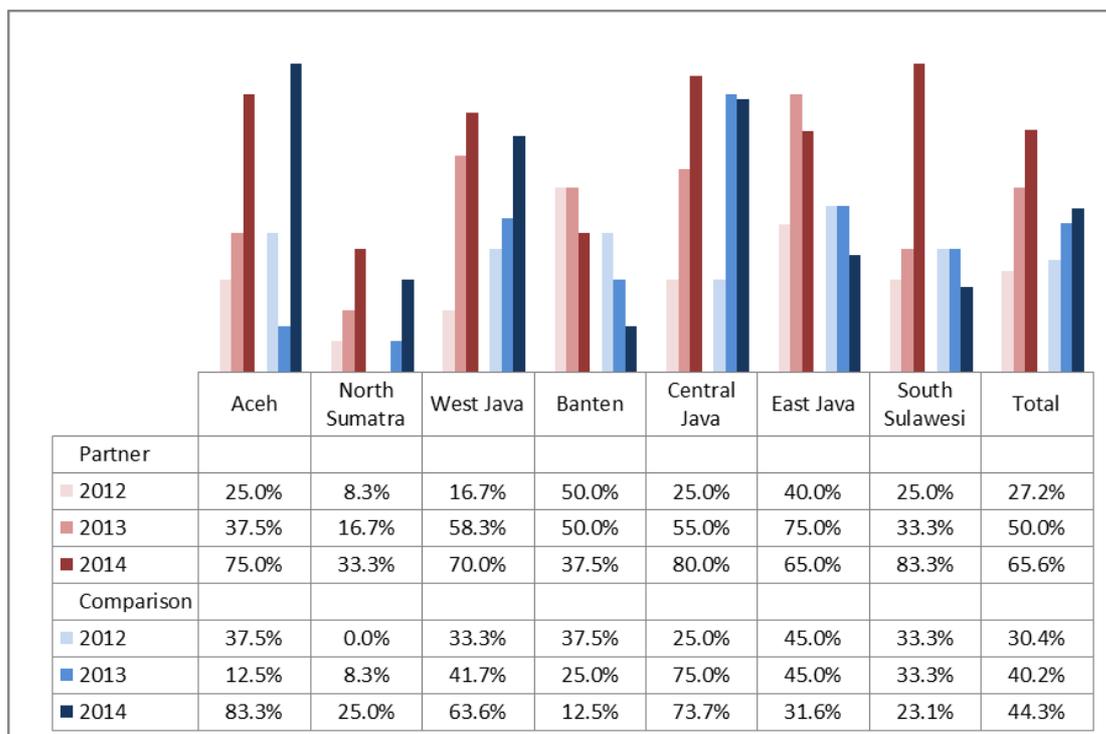


Table 25 shows the degree of parents' participation in a variety of primary school activities.

Assisting teachers in teaching and non-teaching

- Parents assisting teachers in teaching and learning could only be found in very few schools and the progress from baseline to second and third rounds of monitoring was relatively small.
- The percentages of partner schools that involved parents as substitute teachers decreased from 7.6% to 3.3% in the third round of monitoring. Increased use of parents as resource persons and practicum guide was found in the third round of monitoring.
- The percentages of partner schools where parents were assisting teachers in non-teaching activities was also quite small but increases occurred gradually during the second and third rounds of monitoring. Among comparison schools, the percentage of schools that involved parents in making display of students' work increased gradually, but the percentages in two other activities fluctuated.

Supporting extracurricular areas

- The baseline data shows that more comparison schools involved parents in supporting extracurricular activities than partner schools during the baseline. The second and third rounds of monitoring data, however, showed that percentages of partner and comparison schools showed similar tendencies to increase or fluctuate.

Table 25: Percentage of Primary Schools where Parents are Involved in Specific School-Related Activities*

| | Partner | | | Comparison | | |
|--|---------|-------|-------|------------|-------|-------|
| | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 |
| Assisting teachers in teaching and learning | | | | | | |
| – Substitute Teacher | 6.5% | 2.2% | 3.3% | 3.3% | 4.3% | 4.5% |
| – Resource Person | 7.6% | 17.4% | 24.4% | 9.8% | 13.0% | 14.8% |
| – Practicum Guide | 5.4% | 5.4% | 21.1% | 5.4% | 5.4% | 12.5% |
| Assisting teachers in non-teaching activities | | | | | | |
| – Making Displays of Students' Work | 9.8% | 20.7% | 34.4% | 12.0% | 13.0% | 19.3% |
| – Making Learning Kits | 5.4% | 12.0% | 21.1% | 9.8% | 4.3% | 9.1% |
| – Preparing Portfolios | 0.0% | 8.7% | 16.7% | 4.3% | 0.0% | 4.5% |
| Supporting extra-curricular areas | | | | | | |
| – Sport | 27.2% | 37.0% | 35.6% | 26.1% | 27.2% | 35.2% |
| – Arts | 26.1% | 53.3% | 44.4% | 31.5% | 34.8% | 44.3% |
| – School Health Unit | 7.6% | 13.0% | 21.1% | 10.9% | 9.8% | 9.1% |
| – Scout | 18.5% | 34.8% | 40.0% | 20.7% | 27.2% | 42.0% |
| Improving the school environment | | | | | | |
| – Build the School Fence | 25.0% | 34.8% | 37.8% | 21.7% | 18.5% | 28.4% |
| – Maintain the School Building | 34.8% | 34.8% | 46.7% | 23.9% | 30.4% | 36.4% |
| – Keep the School Clean | 27.2% | 41.3% | 54.4% | 23.9% | 39.1% | 35.2% |
| Assisting with specific initiatives | | | | | | |
| – Health | 23.9% | 20.7% | 34.4% | 21.7% | 18.5% | 28.4% |
| – Hygiene | 20.7% | 37.0% | 57.8% | 26.1% | 34.8% | 42.0% |
| – Gender | 5.4% | 4.3% | 22.2% | 2.2% | 9.8% | 19.3% |
| – Inclusive education | 2.2% | 2.2% | 4.4% | 1.1% | 1.1% | 6.8% |

*In a school, a parent could participate in more than one activity.

Improving school environment

Among four categories of parents' involvement in school activities in partner schools, improving school environment and supporting curricular activities had the highest percentages. The gradual increases during the second and third rounds of monitoring occurred in most of the activities. It was not surprising, since the parental roles in the school activities had been developed in these two areas previously.

Assisting with specific activities

The parental involvement in health and hygiene was relatively high. The involvement in gender related activities were quite low during the baseline, but increased quite significantly in the third monitoring both in partner (from 5% to 22%) and in comparison schools (from 2.2% to 19.9%). Their involvement in inclusive education was quite low and increased slightly during the third round of monitoring.

4.2.4 School Managers Initiate Activities to Create a School Reading Culture

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|---|---|
| <p>2.R3: Schools managers initiate activities to create a school reading culture</p> | <p>% of schools which plan for and implement initiatives to support reading in at least three of the following:</p> <ol style="list-style-type: none"> Include school reading policies in their improvement plans Use funds to purchase age appropriate reading materials (non-text book) Upgrade school libraries Establish reading corners Set aside specific reading times during school hours Establish reading clubs Involve parents in reading activities Set up systems for home based reading Others |
|---|---|

There is a vital connection between the development of skills for reading and the development of personal attitudes to reading, the motivation to and love of reading, and becoming an avid lifelong reader. The school community as a whole can play a role in developing positive attitudes towards reading. USAID PRIORITAS is working with leaders in partner schools to develop a whole school approach to reading that will focus on how reading can be at the heart of school policy, and how schools can do the following:

- Include school reading policies in their improvement plans
- Use funds to purchase age appropriate reading materials (non-text book)
- Upgrade school libraries
- Establish reading corners
- Set aside specific reading times during school hours
- Establish reading clubs
- Involve parents in reading activities
- Set up systems for home based reading.

Baseline data about the current reading culture in partner schools was collected during group interviews with school principals, senior teachers, school committee members, and parents of the students. Baseline data indicates that, overall, 25% of partner schools meet the criteria of 'school managers initiate activities to create reading culture'. The percentages are higher in primary schools than in junior secondary schools.

The second round of monitoring shows big increases: 64.6% of partner schools met the criteria of the indicator. As indicated in Charts 25 and 26, the highest increase happened in partner primary schools (30.4% to 75%) and partner junior secondary schools (17.4% to 50.7%). The percentages of comparison schools also increased, but not as high as of partner schools.

The increases continued to the third round of monitoring for all categories of partner schools, although they were not as big as during the second round of monitoring. The same increase of percentage also occurred in comparison primary schools, but not in JSS.

Chart 25: Percentage of Schools where Managers Initiated Activities to Create Reading Culture

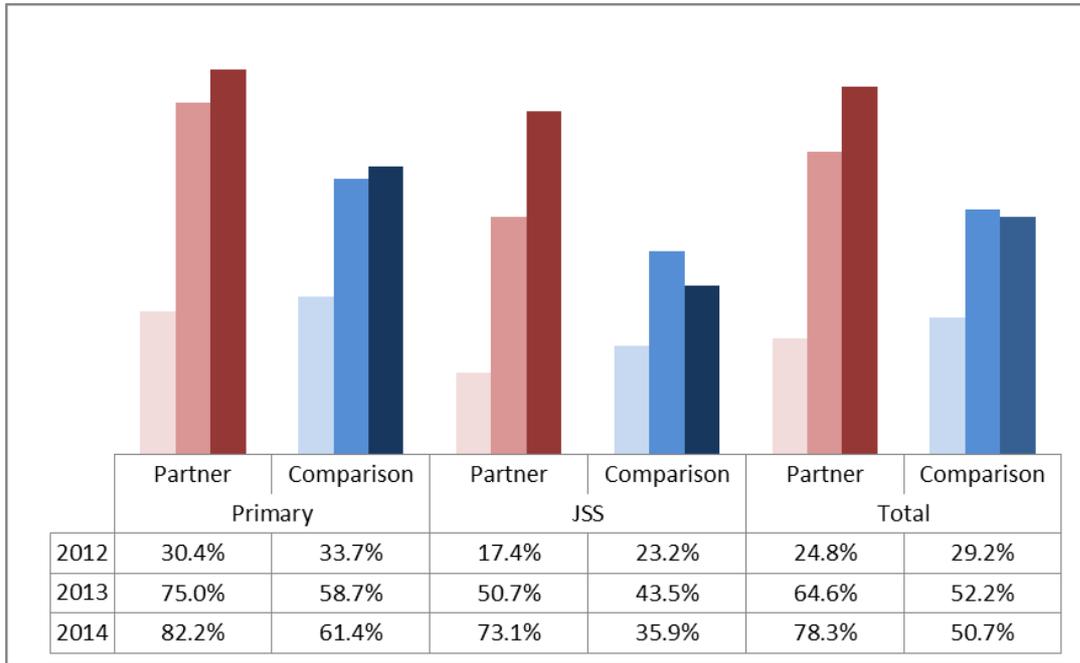


Chart 26: Percentage of Schools Initiate Activities to Create Reading Culture, by School Type

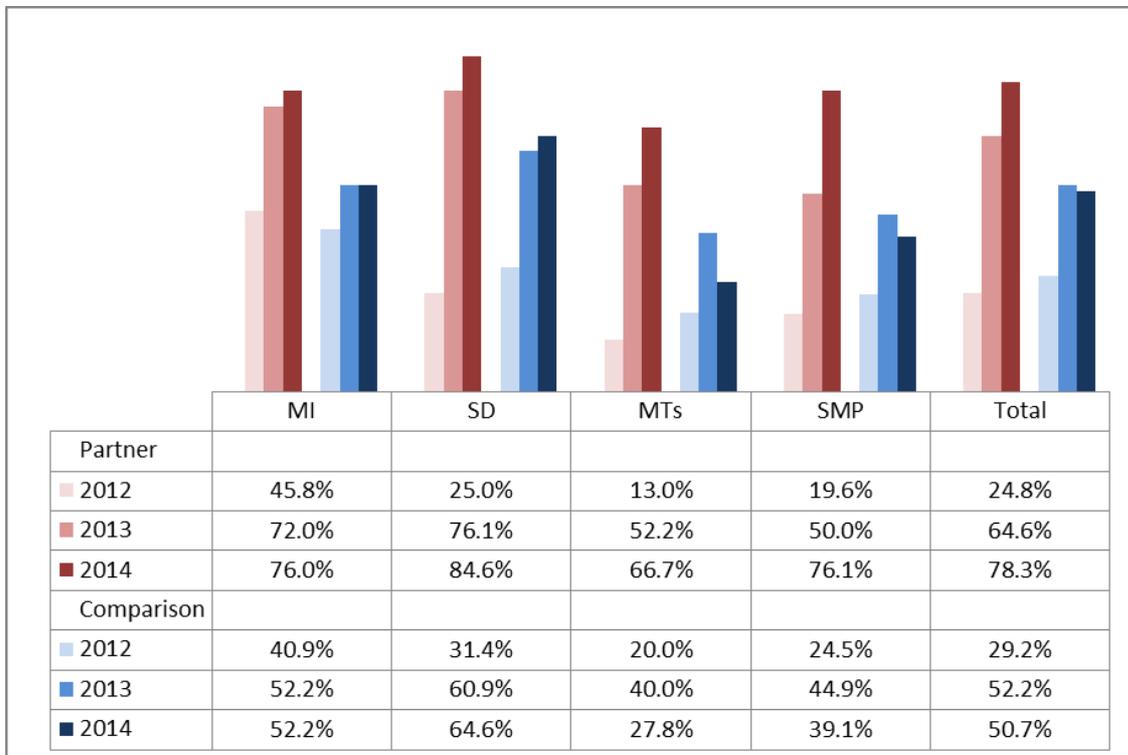


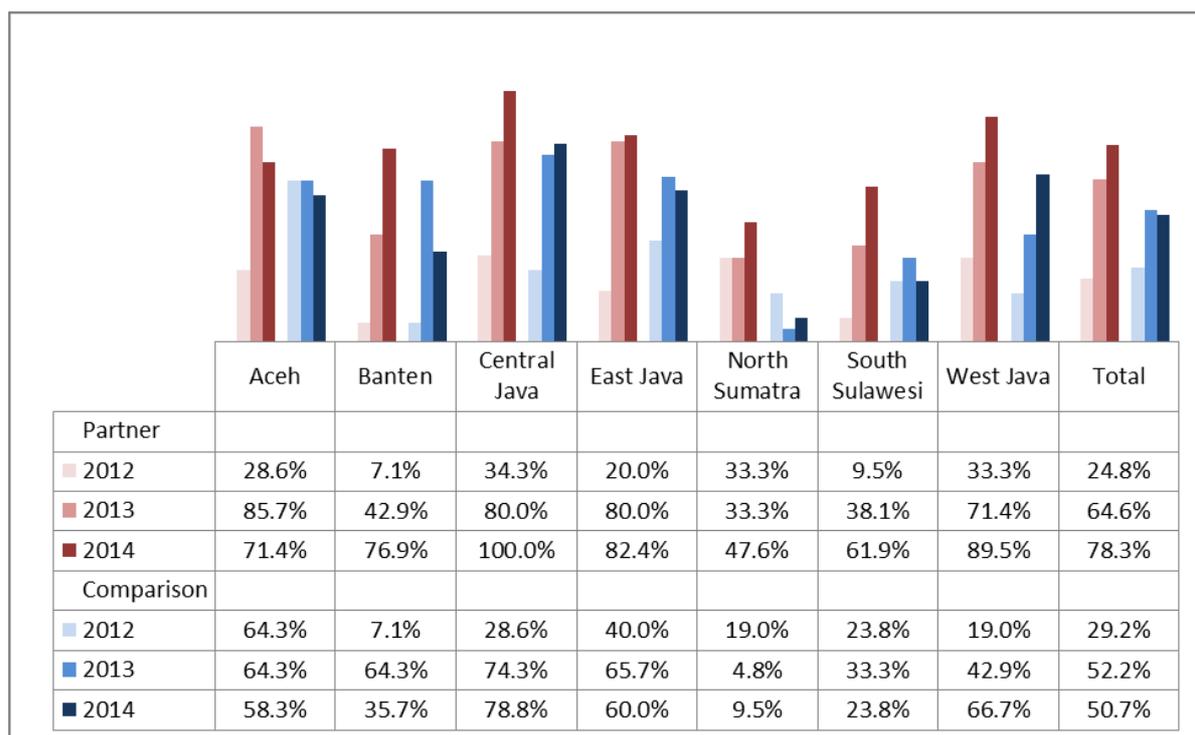
Chart 27 disaggregates the reading culture indicator by school type. The chart shows that there have been significant increases of percentages of schools that met the criteria of the indicator in both religious and secular schools between the baseline and second round of monitoring. The increases continued in partner schools during the third round of monitoring, although not as big as between baseline and second monitoring. This is quite natural in improvement process in any group: the higher the percentage, the more difficult to increase. The comparison schools did not show improvement in the third monitoring: the percentages in both MTs and SMP slightly decline.

Chart 27 shows that in all provinces (except North Sumatra), the percentages of partner schools that met the criteria of creating reading culture increased significantly between 2012 and 2013. In Banten, the increase is five times higher (7.1% to 42.9%); in East Java and South Sulawesi, four times higher; while in West Java and Central Java, twice as high.

The percentages of comparison schools that met the criteria increased in four provinces (Central Java, East Java, South Sulawesi, and West Java), stayed the same in Aceh, and declined North Sumatra.

During the third round of monitoring, the percentages kept increasing with Central Java reached 100% while North Sumatra has the lowest percentage.

Chart 27: Percentage of Schools Initiate Activities to Create Reading Culture, by Province



Among the comparison schools, in Central Java and West Java, the percentage kept increasing in the third monitoring

Table 26 presents the changes that have taken place in each of the eight criteria of the indicator. The criteria are actually dealing with two groups of activities: the first is dealing with the activities in schools, where the managers have more control (criteria 1-5), and the second is dealing with activities that could take place outside of the schools (criteria 6-8) where the community and parents are expected to be more active. Baseline data (2012) in

Table 26 clearly indicate that a much higher percentage of schools were implementing the first group of activities rather than the second group. But the second round of monitoring data (2013) shows that there have been increases in percentages of schools fulfilling the criteria in both groups of activities.

Baseline data indicate that relatively small percentages of schools include reading policy in school planning (about one fifth of the schools). The second round of monitoring shows significant increases in all four categories of schools (primary and junior secondary of both partner and comparison schools), which included reading policies in their school plan. During the third round, the percentage remained the same.

‘Using funds to purchase age appropriate reading materials’ and ‘Upgrade school library’ had the highest percentages in three rounds of monitoring; most likely because the government provided support for schools to build libraries and purchase books. The data collectors found that, except in early grade classes, most of the reading books are not classified by age, but by level of schools (books for primary and junior secondary).

‘Establishing reading corner’ also had high percentages in the partner schools in all three monitoring rounds. Reading corners have been promoted in schools by many international organizations for quite some time. They have been adopted in many primary schools, especially in early grade classes. Reading corners, however, are not often found in junior secondary schools.

The percentages of schools that implemented the last three activities (establish reading clubs, involve parents in reading activities, and set up system for home based reading) were found to be relatively low in baseline data. The second and third rounds of monitoring data showed some increases in both partner and comparison schools.

Table 26: Percentage of Schools Implementing Activities to Promote Reading Culture, by Treatment Group

| | Primary Schools | | | | | |
|--|-----------------|-------|-------|------------|-------|-------|
| | Partner | | | Comparison | | |
| | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 |
| a. Include reading policies in school plan | 19.6% | 55.4% | 55.6% | 21.7% | 40.2% | 45.5% |
| b. Use funds to purchase age appropriate reading materials (non- textbook) | 27.2% | 65.2% | 63.3% | 32.6% | 65.2% | 58.0% |
| c. Upgrade school libraries | 42.4% | 65.2% | 76.2% | 42.4% | 63.0% | 70.5% |
| d. Establish reading corner | 42.4% | 68.5% | 84.4% | 45.7% | 27.2% | 35.2% |
| e. Set aside specific reading times during school hours | 26.1% | 46.7% | 64.4% | 25.0% | 42.4% | 47.7% |
| f. Establish reading clubs | 10.9% | 30.4% | 44.4% | 9.8% | 20.7% | 28.4% |
| g. Involve parents in reading activities | 13.0% | 33.7% | 48.9% | 13.0% | 25.0% | 48.9% |
| h. Set up system for home base reading | 9.8% | 38.0% | 42.2% | 15.2% | 27.2% | 20.5% |

| Junior Secondary Schools | | | | | | |
|--|---------|-------|-------|------------|-------|-------|
| | Partner | | | Comparison | | |
| | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 |
| a. Include reading policies in school plan | 11.6% | 30.3% | 64.2% | 17.6% | 31.9% | 26.6% |
| b. Use funds to purchase age appropriate reading materials (non- textbook) | 33.3% | 59.4% | 73.1% | 30.9% | 62.3% | 50.0% |
| c. Upgrade school libraries | 40.6% | 66.7% | 77.6 | 47.1% | 72.5% | 60.9% |
| d. Establish reading corner | 1.4% | 18.8% | 58.2% | 4.4% | 8.7% | 7.8% |
| e. Set aside specific reading times during school hours | 14.5% | 30.4% | 50.7% | 13.2% | 26.1% | 20.3% |
| f. Establish reading clubs | 5.8% | 14.5% | 20.9% | 14.7% | 21.7% | 14.1% |
| g. Involve parents in reading activities | 2.9% | 13.0% | 22.4% | 5.9% | 8.7% | 6.3% |
| h. Set up system for home base reading | 8.7% | 17.4% | 23.9% | 11.8% | 17.4% | 9.4% |

4.2.5 Teacher Working Groups are More Effective

| | |
|--|--|
| <p>I.R17 Teacher Working Groups are more effective and quality training is being provided</p> | <p>% Assisted KKG and MGMP in early grades, mathematics, science and Indonesian Language where effective teacher training is taking place as defined by:</p> <ol style="list-style-type: none"> The KKG or MGMP has regular meetings (at least once a month). At least 50% of teachers in the cluster/district regularly attend meetings Activities conducted in the meetings directly relate to improving teaching and learning. |
|--|--|

For many teachers, the teachers’ working group (KKG) and subject teachers’ working group (MGMP) meetings are the only in-service training opportunity available. Unfortunately, these meetings are often ineffective in leading to improvements in the quality of education offered to students. Reasons for this include:

- Meetings are held infrequently and some groups do not meet at all
- Only a few teachers from each school are present at each meeting
- Activities in meetings are not always relevant or useful for teachers
- The people facilitating meetings lack the management and/or subject technical expertise to do so effectively
- There is generally a lack of funding allocated to run the meetings.

USAID PRIORITAS is addressing these issues through its training program and is monitoring the frequency of meetings, the proportion of teachers attending the meetings, and the activities held in the meetings of assisted teacher working groups to see if there is any improvement as a result of the project interventions. A teachers’ working group is considered effective if it meets three criteria: (a) the teacher working group (KKG/MGMP) has meetings at least once a month; at least 50% of teachers in cluster/district regularly attend meetings; and (c) activities conducted in the meeting relate to improving teaching and learning.

During the baseline survey and the second round of monitoring, the information about the primary school teachers working groups (KKG) and the junior secondary school subject teachers working groups (MGMP) was collected through interviews with the coordinators of teachers’ working groups. Teachers and school supervisors might join the interviews in some occasions. Data was only collected for the KKG or MGMP subjects and areas that the project will assist – namely MGMP for Indonesian language, Mathematics and Science and KKG for early and upper grades.

Chart 28 shows that during the second monitoring, there had been significant increase of percentages of effective teacher working group of both partner and comparison schools in primary and junior secondary levels. The increases in partner schools are higher than in comparison schools.

During the third monitoring, the percentages in partner KKG and MGMP slightly dropped, while in comparison MGMP, the percentages slightly increase.

Chart 29 presents the condition in the provinces. Four provinces (Central Java, East Java, South Sulawesi, and Banten) had relatively high percentages of effective teachers working groups during the baseline. That could partly be explained by the fact that BERMUTU (World Bank project for strengthening the teachers working groups) had been working in some of these provinces. The percentages declined in Aceh, while in North Sumatra no effective teachers working group were found during baseline and little improvement was evident during the second and third round of monitoring.

Chart 28: Percentage of Effective Teachers' Working Groups

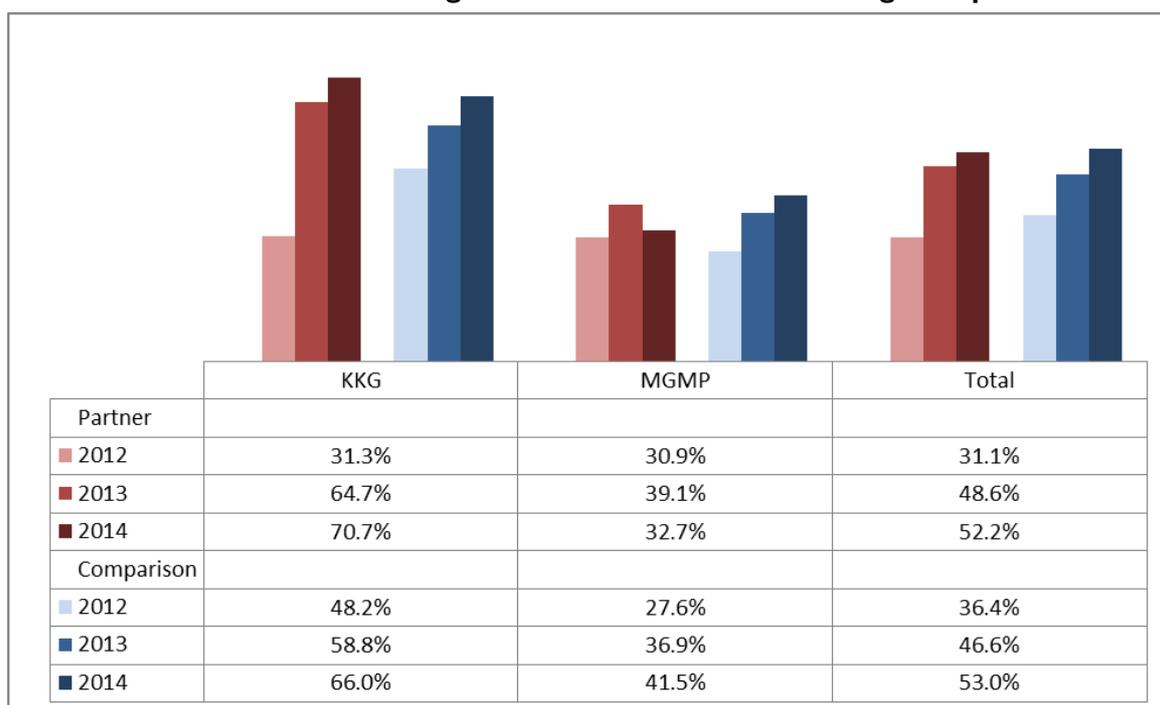
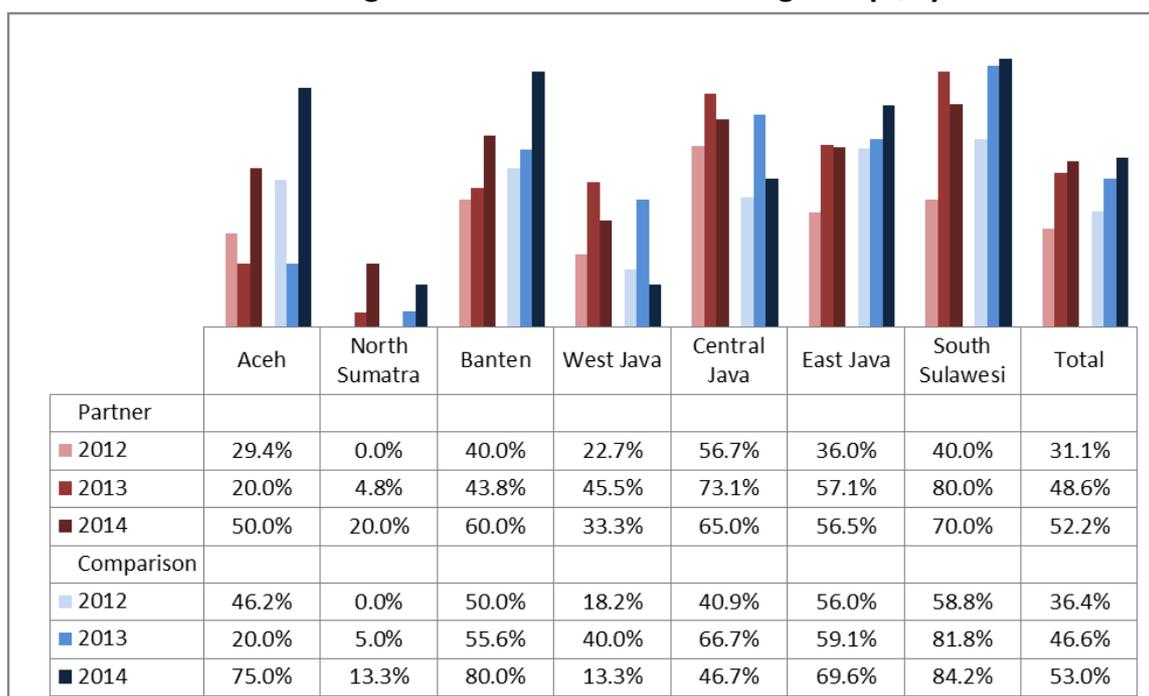


Chart 29: Percentage of Effective Teacher Working Groups, by Province*



*Each red bar has a sample of <5

Table 27 shows that there had been increase of percentages of all three criteria of the indicator in partner school working groups. The increase also happened in comparison school working groups, but not as high as in partner groups. Comparing the percentages across groups, the increases from baseline to second round of monitoring among primary school KKG groups are higher (about 30%) than in junior secondary school MGMP groups (about 10%).

Table 27: Percentage Of Teachers' Working Groups Meeting Each Criteria by Treatment Group

| | KKG | | | | | |
|--|---------|-------|-------|------------|-------|-------|
| | Partner | | | Comparison | | |
| | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 |
| a. Has regular meetings (at least once a month) | 43.3% | 76.5% | 82.8% | 62.5% | 62.7% | 80.9% |
| b. At least 50% of teachers in cluster/district regularly attend meeting | 41.8% | 76.5% | 81.0% | 62.5% | 68.6% | 72.3% |
| c. Activities conducted in the meetings directly relate to improving teaching and learning | 65.7% | 92.2% | 94.8% | 78.6% | 72.5% | 87.2% |

| | MGMP | | | | | |
|--|---------|-------|-------|------------|-------|-------|
| | Partner | | | Comparison | | |
| | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 |
| a. Has regular meetings (at least once a month) | 55.6% | 57.5% | 47.3% | 43.4% | 56.9% | 62.3% |
| b. At least 50% of teachers in cluster/district regularly attend meeting | 50.6% | 55.2% | 56.4% | 51.3% | 49.2% | 52.8% |
| c. Activities conducted in the meetings directly relate to improving teaching and learning | 74.1% | 75.9% | 80.0% | 65.8% | 72.3% | 81.1% |

5 CONCLUSION AND RECOMMENDATION

- The results of the second round of monitoring showed significant improvement in all 12 school related project indicators. This clearly indicated that the project was starting to bring intended changes in partner schools. More teachers were practicing active learning and more students showed positive learning behavior. The improvement continued in the third round of monitoring. In a project like this, the improvement is usually faster in the beginning from low to mid-high percentages (around 50 to 60%). Further improvement is usually slower and not as high as from low to mid-high percentage.

Recommendation:

Efforts to keep trying to bring improvements for the remaining schools which had not meet the indicators could be continued but the work could be extremely hard because the schools might belong to the 'hard-core' which are not easy to adopt changes and innovation. The project work could be directed to maintain the current achievements.

- The overall national trend of improvement of school related indicators mostly occurred in a steady increase from low to high (in the second monitoring) to slightly higher in the third monitoring. This is not always the case when disaggregated data by province is considered; it is difficult to find a common pattern. This indicates a difference among provinces, and most likely among districts within a province.

Recommendation:

The plan of the technical staff to monitor the progress of the project in all partner schools (rather than only in sample schools) This is ongoing and is very timely because specific, individual needs of the school can be identified and solutions implemented.

- The comparison schools also had percentage increase in the indicators, but not as high as partner schools. This could be because there is no way to completely limit the distribution of the project training materials to partner schools only; other teachers and principals including of the comparison schools could have access to the materials and learn from them. Indeed many districts appear to have been holding up the training by USAID PRIORITAS as an example for all schools to follow. In addition, from the interviews in the sample of partner and comparison schools, about 30% of the principals and teachers of comparison schools had received training on active learning (PAKEM) and school-based management offered by the Government or other funding agencies. Some of the supervisors, principals, and teachers in comparison schools are project's provincial/district fasilitators (better known locally as 'fasda' – fasilitator daerah).

Recommendation:

The improvement in comparison schools should be appreciated because the improvement is actually a dissemination of the project, an unexpected good consequence of the project.

It is recommended that the comparison schools should be included at some stage in the project interventions, although in limited way for example through the free distribution of training materials. The Government (i.e. the district office of education) should be encouraged to give priority for comparison schools to participate in dissemination of the project in USAID PRIORITAS districts.

- It is widely believed that the quality of education in religious schools is not as good as in secular schools. This belief is supported by findings during the baseline: the performance of religious schools was mostly lower than religious schools. In the indicator of

instructional leadership, none of the principals in religious schools met the criteria. During the second round of monitoring, however, there had been significant increases of percentages in all school related indicators among religious schools, both at primary (MI) and secondary level (MTs) and the percentages of the increases are the more or less the same as in secular schools (See Chart 11 as one of the examples). This finding should open the eyes of the education stakeholders that, with proper support, religious schools can operate at the same level as secular schools.

- The baseline and second round of monitoring found that many improvements had been taking place in the methods of teaching. Very few teachers, however, conducted assessment of student performance during lessons (See Tables 10 and 17 as examples).

Recommendation

The training of teachers should, therefore, give more attention to the improvement of assessment skills for teachers.

- Parents have been involved mostly in extracurricular activities such as sports, maintenance of school building at school environment. Their involvement in supporting teaching-learning activities is minimal.

Recommendation

Strategies should be found for involving parents in teaching and learning activities.

- Activities related to creating a reading culture are mostly focusing on activities such as upgrading libraries, purchasing of books, creating reading corner and allocating sufficient time for reading. Very few schools, however, give attention to activities that should involve parents and community such as creating reading clubs and set up system for home base reading.

Recommendation

The project should find out from schools that had successfully involve parents and communities in creating reading clubs and set up system for home base reading on how they manage to do that and disseminate the experience to other schools.

ANNEX I. LIST OF COHORT 1 SAMPLE PARTNER AND COMPARISON SCHOOLS

Partner Primary Schools

| PROVINCE | DISTRICT | SCHOOL | TYPE | STATUSus |
|--------------|---------------|--------------------------|------|----------|
| Aceh | Aceh Jaya | MIN DAYAH BARO | MI | Public |
| Aceh | Aceh Jaya | SD PUBLIC 1 Calang | SD | Public |
| Aceh | Aceh Jaya | SD PUBLIC 2 Calang | SD | Public |
| Aceh | Aceh Jaya | SD PUBLIC 1 KRUENG SABEE | SD | Public |
| Aceh | Bener Meriah | MIN LEWAJADI | MI | Public |
| Aceh | Bener Meriah | SDN PONDOK GAJAH | SD | Public |
| Aceh | Bener Meriah | MIN SUKADAMAI | MI | Public |
| Aceh | Bener Meriah | SDN 2 Lampahan | SD | Public |
| Banten | Pandeglang | MI MA Dahu Mekarsari | MI | Private |
| Banten | Pandeglang | SDN Bojong 4 | SD | Public |
| Banten | Pandeglang | SDN Gunungsari 1 | SD | Public |
| Banten | Pandeglang | SDN Gunungsari 2 | SD | Public |
| Banten | Serang | SDN Ciruas 2 | SD | Public |
| Banten | Serang | SDN Kadikaran | SD | Public |
| Banten | Serang | MI Nurul Falah Kubang | MI | Private |
| Banten | Serang | SDN Cilengsir | SD | Public |
| West Java | Bandung Barat | SDN Mekarasih | SD | Public |
| West Java | Bandung Barat | SDN Maroko | SD | Public |
| West Java | Bandung Barat | MI Syamsudin Cipatat | MI | Private |
| West Java | Bandung Barat | SDN 2 Rajamandala | SD | Public |
| West Java | Ciamis | SDN 1 SINDANGSARI | SD | Public |
| West Java | Ciamis | SDN 2 SUKASARI | SD | Public |
| West Java | Ciamis | MIS Gunungcupu | MI | Private |
| West Java | Ciamis | SDN 1 Sukamanah | SD | Public |
| West Java | Cimahi, Kota | MIS SADARMANAH | MI | Private |
| West Java | Cimahi, Kota | SDN Utama Mandiri 1 | SD | Public |
| West Java | Cimahi, Kota | SDN Sosial 1 | SD | Public |
| West Java | Cimahi, Kota | SDN Cibabat Mandiri 5 | SD | Public |
| Central Java | Banjarnegara | SD Public 1 Kutabajar | SD | Public |
| Central Java | Banjarnegara | SD Public 3 Kutabajar | SD | Public |
| Central Java | Banjarnegara | MI Al Ma'arif Blimbing | MI | Private |
| Central Java | Banjarnegara | SD Public 1 Kertayasa | SD | Public |
| Central Java | Batang | SD Public Karangasem 07 | SD | Public |
| Central Java | Batang | SD Public Karangasem 12 | SD | Public |
| Central Java | Batang | MI Islamiyah Sojomerto | MI | Private |

| | | | | |
|----------------|-----------------|----------------------------------|----|---------|
| Central Java | Batang | SD Public Sojomerto 01 | SD | Public |
| Central Java | Purbalingga | SD Public 2 Kemangkong | SD | Public |
| Central Java | Purbalingga | SD Public 1 Cipaku | SD | Public |
| Central Java | Purbalingga | SD Public 1 Mangkunegara | SD | Public |
| Central Java | Purbalingga | SD Public 1 Mrebet | SD | Public |
| Central Java | Semarang, Kab. | SD Public Sumowono 2 | SD | Public |
| Central Java | Semarang, Kab. | SD Public Jubelan 1 | SD | Public |
| Central Java | Semarang, Kab. | MI Klero | MI | Private |
| Central Java | Semarang, Kab. | SD Public 1 Tengeran | SD | Public |
| Central Java | Sragen | MI Muhammadiyah Karanganyar | MI | Private |
| Central Java | Sragen | SD Public Gringging 3 | SD | Public |
| Central Java | Sragen | SD Public Karangtengah 3 | SD | Public |
| Central Java | Sragen | SD Public Tangkil 3 | SD | Public |
| East Java | Blitar, Kab. | SDN Kebonduren 01 | SD | Public |
| East Java | Blitar, Kab. | SDN Kebonduren 03 | SD | Public |
| East Java | Blitar, Kab. | MI Mitahul Huda Kd.Bunder | MI | Private |
| East Java | Blitar, Kab. | SDN Kalipang 03 | SD | Public |
| East Java | Madiun, Kab. | MI Sailul Ulum, Pagotan | MI | Private |
| East Java | Madiun, Kab. | SDN Purworejo 03 | SD | Public |
| East Java | Madiun, Kab. | SDN Krajan 02 | SD | Public |
| East Java | Madiun, Kab. | SDN Ngampel 01 | SD | Public |
| East Java | Mojokerto, Kab. | MI Miftahul Ulum Mojokarang | MI | Private |
| East Java | Mojokerto, Kab. | SDN Segunung I | SD | Public |
| East Java | Mojokerto, Kab. | SDN Mojowono | SD | Public |
| East Java | Mojokerto, Kab. | SDN Mojodowo | SD | Public |
| East Java | Pamekasan | MIN Konang | MI | Public |
| East Java | Pamekasan | SDN Konang II | SD | Public |
| East Java | Pamekasan | SDN Pademawu Timur II | SD | Public |
| East Java | Pamekasan | SDN Pademawu Barat II | SD | Public |
| East Java | Situbondo | MI Al Hikmatul Islamiyah | MI | Private |
| East Java | Situbondo | SDN 7 Besuki | SD | Public |
| East Java | Situbondo | SDN 3 Kilensari | SD | Public |
| East Java | Situbondo | SDN 8 Kilensari | SD | Public |
| South Sulawesi | Bantaeng | SD Public 7 Letta (Sekolah Inti) | SD | Public |
| South Sulawesi | Bantaeng | SD Public 9 Lembang | SD | Public |
| South Sulawesi | Bantaeng | MIS Nurul Asma | MI | Private |
| South Sulawesi | Bantaeng | SD Inpres Pullauweng | SD | Public |
| South Sulawesi | Maros | SDN 1 Pakalu I | SD | Public |
| South Sulawesi | Maros | SDN 12 Pakalli I | SD | Public |
| South Sulawesi | Maros | MIN Maros Baru | MI | Public |
| South Sulawesi | Maros | SDN 39 Kassi | SD | Public |
| South Sulawesi | Wajo | SDN 190 Ballere | SD | Public |

| | | | | |
|----------------|--------------|-----------------------------|----|---------|
| South Sulawesi | Wajo | SDN 234 Inrello | SD | Public |
| South Sulawesi | Wajo | MIS As'adiyah 3 Sengkang | MI | Private |
| South Sulawesi | Wajo | SD 213 Lapongkoda | SD | Public |
| North Sumatra | Labuhan Batu | SD Public 114377 | SD | Public |
| North Sumatra | Labuhan Batu | SD Public 118252 | SD | Public |
| North Sumatra | Labuhan Batu | MI Public Padang Bulan | MI | Public |
| North Sumatra | Labuhan Batu | SD Public 112134 | SD | Public |
| North Sumatra | Medan, Kota | SDN 060843 | SD | Public |
| North Sumatra | Medan, Kota | SDN 060849 | SD | Public |
| North Sumatra | Medan, Kota | MIN Medan | MI | Public |
| North Sumatra | Medan, Kota | SDN 067240 | SD | Public |
| North Sumatra | Nias Selatan | SDN No. 071212 Sifaoroasi | SD | Public |
| North Sumatra | Nias Selatan | SDN No. 071223 Orahili Gomo | SD | Public |
| North Sumatra | Nias Selatan | MIN | MI | Public |
| North Sumatra | Nias Selatan | SD Hillitobara | SD | Private |

Partner Junior Secondary Schools

| PROVINCE | DISTRICT | SCHOOL | TYPE | STATUS |
|--------------|---------------|-----------------------------|------|---------|
| Aceh | Aceh Jaya | MTs Public Lamno | MTs | Public |
| Aceh | Aceh Jaya | SMP PUBLIC 1 JAYA | SMP | Public |
| Aceh | Aceh Jaya | SMP PUBLIC 1 KRUENG SABEE | SMP | Public |
| Aceh | Bener Meriah | SMPN 2 BANDAR | SMP | Public |
| Aceh | Bener Meriah | MTsN Lampahan | MTs | Public |
| Aceh | Bener Meriah | SMPN 2 TIMANG GAJAH | SMP | Public |
| Banten | Pandeglang | MTs Mathlaul AnwarBojong | MTs | Private |
| Banten | Pandeglang | SMP N 1 Bojong | SMP | Public |
| Banten | Pandeglang | SMPN 1 Mandalawangi | SMP | Public |
| Banten | Serang | MTs Al Khaeriyah Kejaban | MTs | Private |
| Banten | Serang | SMPN Ciruas 2 | SMP | Public |
| Banten | Serang | SMPN 2 Petir | SMP | Public |
| West Java | Bandung Barat | MTs 1 Cihampelas | MTs | Private |
| West Java | Bandung Barat | SMP N 1 Cihampelas | SMP | Public |
| West Java | Bandung Barat | SMP N 1 Cipatat | SMP | Public |
| West Java | Ciamis | SMP 2 BANJARSARI | SMP | Public |
| West Java | Ciamis | MTsN Sindangkasih | MTs | Public |
| West Java | Ciamis | SMP 1 Sindangkasih | SMP | Public |
| West Java | Cimahi, Kota | MTs.N. SUKASARI | MTs | Public |
| West Java | Cimahi, Kota | SMP PUBLIC 3 CIMAHI | SMP | Public |
| West Java | Cimahi, Kota | SMP PUBLIC 5 CIMAHI | SMP | Public |
| Central Java | Banjarnegara | MTs Public 2 Banjarnegara | MTs | Public |
| Central Java | Banjarnegara | SMP Tamansiswa Banjarnegara | SMP | Private |

| PROVINCE | DISTRICT | SCHOOL | TYPE | STATUS |
|----------------|-----------------|---------------------------|------|---------|
| Central Java | Banjarnegara | SMP Public 1 Mandiraja | SMP | Public |
| Central Java | Batang | SMP Public 9 Batang | SMP | Public |
| Central Java | Batang | MTs Public Subah | MTs | Public |
| Central Java | Batang | SMP Public 2 Subah | SMP | Public |
| Central Java | Purbalingga | MTs Ma'arif NU 08 Panican | MTs | Private |
| Central Java | Purbalingga | SMP Public 2 Kemangkon | SMP | Public |
| Central Java | Purbalingga | SMP Public 1 Mrebet | SMP | Public |
| Central Java | Semarang, Kab. | MTs Nuril Huda Sumowono | MTs | Private |
| Central Java | Semarang, Kab. | SMP Public 2 Sumowono | SMP | Public |
| Central Java | Semarang, Kab. | SMP Public 3 Tengaran | SMP | Public |
| Central Java | Sragen | MTs Public Tanon | MTs | Private |
| Central Java | Sragen | SMP Public 3 Sragen | SMP | Public |
| Central Java | Sragen | SMP Public 2 Sambungmacan | SMP | Public |
| East Java | Blitar, Kab. | SMPN Kanigoro | SMP | Public |
| East Java | Blitar, Kab. | SMPN 2 Ponggok | SMP | Public |
| East Java | Blitar, Kab. | MTsN Langkapan Srengat | MTs | Public |
| East Java | Madiun, Kab. | SMPN 2 Dagangan | SMP | Public |
| East Java | Madiun, Kab. | SMPN 2 Geger | SMP | Public |
| East Java | Madiun, Kab. | MTs Al Basmalah | MTs | Private |
| East Java | Mojokerto, Kab. | MTs. Bustanul Ulum | MTs | Private |
| East Java | Mojokerto, Kab. | SMPN 2 Dlanggu | SMP | Public |
| East Java | Mojokerto, Kab. | SMPN 1 Kemplagi | SMP | Public |
| East Java | Pamekasan | SMPN 1 Larangan | SMP | Public |
| East Java | Pamekasan | MTsN Pademawu | MTs | Public |
| East Java | Pamekasan | SMPN 1 Pademawu | SMP | Public |
| East Java | Situbondo | MTs Nurul Wafa | MTs | Private |
| East Java | Situbondo | SMPN 2 Panarukan | SMP | Public |
| East Java | Situbondo | SMPN 3 Panarukan | SMP | Public |
| South Sulawesi | Bantaeng | SMP Public 3 Bissapu | SMP | Public |
| South Sulawesi | Bantaeng | MTs Ma'arif Panaikang | MTs | Private |
| South Sulawesi | Bantaeng | SMP Public 1 Tompo Bulu | SMP | Public |
| South Sulawesi | Maros | SMPN 4 Bantimurung | SMP | Public |
| South Sulawesi | Maros | MTS Public Turikale | MTs | Private |
| South Sulawesi | Maros | SMP Public 1 Turikale | SMP | Public |
| South Sulawesi | Wajo | SMPN 1 Keera | SMP | Public |
| South Sulawesi | Wajo | SMPN 3 Sengkang | SMP | Public |
| South Sulawesi | Wajo | SMPN 4 Sengkang | SMP | Public |
| North Sumatra | Labuhan Batu | MTs Private Al-Ittihad | MTs | Private |
| North Sumatra | Labuhan Batu | SMP Public 1 | SMP | Public |
| North Sumatra | Labuhan Batu | SMP Private Muhammadiyah | SMP | Private |
| North Sumatra | Medan, Kota | SMPN 16 | SMP | Public |

| PROVINCE | DISTRICT | SCHOOL | TYPE | STATUS |
|---------------|--------------|----------------------|------|---------|
| North Sumatra | Medan, Kota | MTsN 2 | MTs | Public |
| North Sumatra | Medan, Kota | SMPN 17 | SMP | Public |
| North Sumatra | Nias Selatan | SMPN 1 Gomo | SMP | Public |
| North Sumatra | Nias Selatan | MTS | MTs | Private |
| North Sumatra | Nias Selatan | SMPN 5 Dharma Caraka | SMP | Public |

Comparison Primary Schools

| PROVINCE | DISTRICT | SCHOOL | TYPE | STATUS |
|--------------|---------------|---------------------------------|------|---------|
| Aceh | Aceh Jaya | SD PUBLIC 3 Jaya | SD | Public |
| Aceh | Aceh Jaya | SD PUBLIC 3 Calang | SD | Public |
| Aceh | Aceh Jaya | MIN KAMPUNG BARO | MI | Public |
| Aceh | Aceh Jaya | SD PUBLIC 4 Teunom | SD | Public |
| Aceh | Bener Meriah | MIN JANARATA | MI | Public |
| Aceh | Bener Meriah | SDN BAHGIE BERTONA | SD | Public |
| Aceh | Bener Meriah | SDN Blok C | SD | Public |
| Aceh | Bener Meriah | SDN KARANG JADI | SD | Public |
| Banten | Pandeglang | SDN Kuranji 1 | SD | Public |
| Banten | Pandeglang | SDN Kaduhejo | SD | Public |
| Banten | Pandeglang | MI MA Langensari | MI | Private |
| Banten | Pandeglang | SDN Talagasari 1 | SD | Public |
| Banten | Serang | MI Jamiyatul Husbu'iyah | MI | Private |
| Banten | Serang | SDN Sukacai 2 | SD | Public |
| Banten | Serang | SDN Pontang 1 | SD | Public |
| Banten | Serang | SDN Singaraja | SD | Public |
| West Java | Bandung Barat | MIS Cicasawi | MI | Private |
| West Java | Bandung Barat | SD Kartika X-3 | SD | Private |
| West Java | Bandung Barat | SDN Cicanggang Girang | SD | Public |
| West Java | Bandung Barat | SDN Sukamanah | SD | Public |
| West Java | Ciamis | MIS Sumber Jaya | MI | Private |
| West Java | Ciamis | SDN 02 Pamokolan | SD | Public |
| West Java | Ciamis | SDN 05 Kertahayu | SD | Public |
| West Java | Ciamis | SDN 01 Pamarican | SD | Public |
| West Java | Cimahi, Kota | MI Cimindi 1 | MI | Private |
| West Java | Cimahi, Kota | SDN Harapan 2 | SD | Public |
| West Java | Cimahi, Kota | SDN Karang Mekar Mandiri 2 | SD | Public |
| West Java | Cimahi, Kota | SDN Setiamanah Mandiri 1 | SD | Public |
| Central Java | Banjarnegara | MI Public Madukara | MI | Public |
| Central Java | Banjarnegara | SD Public 1 Sigaluh | SD | Public |
| Central Java | Banjarnegara | SD Public 1 Kendaga Banjarmangu | SD | Public |
| Central Java | Banjarnegara | SD Public 1 Kutayasa Madukara | SD | Public |
| Central Java | Batang | MI Rafaiyah Limpung | MI | Private |

| PROVINCE | DISTRICT | SCHOOL | TYPE | STATUS |
|----------------|-----------------|----------------------------|------|---------|
| Central Java | Batang | SD Public Limpung 1 | SD | Public |
| Central Java | Batang | SD Public Kaliboyo | SD | Public |
| Central Java | Batang | SD Public Tulis 2 | SD | Public |
| Central Java | Purbalingga | SD Public 1 Padamara | SD | Public |
| Central Java | Purbalingga | SD Public Prigi | SD | Public |
| Central Java | Purbalingga | MI Muhumadiyah Gumiwang | MI | Private |
| Central Java | Purbalingga | SD Public 1 Kejobong | SD | Public |
| Central Java | Semarang, Kab. | SD Public Kenteng 1 | SD | Public |
| Central Java | Semarang, Kab. | SD Public Bandungan 3 | SD | Public |
| Central Java | Semarang, Kab. | MI Darul Hikmah Cukilan 1 | MI | Private |
| Central Java | Semarang, Kab. | SD Public 3 Tuntang | SD | Public |
| Central Java | Sragen | MIM Pilang | MI | Private |
| Central Java | Sragen | SD Public Patihan 2 | SD | Public |
| Central Java | Sragen | SD Public Purwosuman 1 | SD | Public |
| Central Java | Sragen | SD Public Pilang 1 | SD | Public |
| East Java | Blitar, Kab. | MI JoudotutTholibin | MI | Private |
| East Java | Blitar, Kab. | SDN Tuliskriyo 02 | SD | Public |
| East Java | Blitar, Kab. | SDN Bagelenan 02 | SD | Public |
| East Java | Blitar, Kab. | SDN Bagelenan 03 | SD | Public |
| East Java | Madiun, Kab. | MI Salafiah Berek | MI | Private |
| East Java | Madiun, Kab. | SDN Balerejo 1 | SD | Public |
| East Java | Madiun, Kab. | SDn Sugihwaras 1 | SD | Public |
| East Java | Madiun, Kab. | SDN Sugihwaras 6 | SD | Public |
| East Java | Mojokerto, Kab. | MI Nailul Ulum, Bangun | MI | Private |
| East Java | Mojokerto, Kab. | SDN Kembangringgit II | SD | Public |
| East Java | Mojokerto, Kab. | SDN Lebaksono | SD | Public |
| East Java | Mojokerto, Kab. | SDN Trowulan I | SD | Public |
| East Java | Pamekasan | MI Nurul Ulum 2 | MI | Private |
| East Java | Pamekasan | SDN Jalmak 1 | SD | Public |
| East Java | Pamekasan | SDN Kanginan 1 | SD | Public |
| East Java | Pamekasan | SDN Kanginan 2 | SD | Public |
| East Java | Situbondo | SDN 2 Pasir Putih | SD | Public |
| East Java | Situbondo | MI Miftahul Huda | MI | Private |
| East Java | Situbondo | SDN 4 Sumberkolak | SD | Public |
| East Java | Situbondo | SDN 4 Mimbaan | SD | Public |
| South Sulawesi | Bantaeng | MIS Maarif Cedo | MI | Private |
| South Sulawesi | Bantaeng | SD Inpres 22 Belaparang | SD | Public |
| South Sulawesi | Bantaeng | SDN 1 Kaili | SD | Public |
| South Sulawesi | Bantaeng | SDN 26 Timo Toa | SD | Public |
| South Sulawesi | Maros | MIS DDI Campalagi | MI | Private |
| South Sulawesi | Maros | SD Public 48 Bonto Kapetta | SD | Public |

| PROVINCE | DISTRICT | SCHOOL | TYPE | STATUS |
|----------------|--------------|--------------------------|------|---------|
| South Sulawesi | Maros | SD Public 233 Bontomaero | SD | Public |
| South Sulawesi | Maros | SDN 103 Hasanuddin | SD | Public |
| South Sulawesi | Wajo | SDN 168 Rumpia | SD | Public |
| South Sulawesi | Wajo | SDN Pakkanna | SD | Public |
| South Sulawesi | Wajo | MIN Lauwa | MI | Public |
| South Sulawesi | Wajo | SDN 156 Paria | SD | Public |
| North Sumatra | Labuhan Batu | SDN 114381 | SD | Public |
| North Sumatra | Labuhan Batu | SDN 112145 | SD | Public |
| North Sumatra | Labuhan Batu | MIS Perdamaian | MI | Private |
| North Sumatra | Labuhan Batu | SDN 112147 | SD | Public |
| North Sumatra | Medan, Kota | SDN 064983 | SD | Public |
| North Sumatra | Medan, Kota | SDN 066045 | SD | Public |
| North Sumatra | Medan, Kota | MIS Al Hasanah | MI | Private |
| North Sumatra | Medan, Kota | SDN 064999 | SD | Public |
| North Sumatra | Nias Selatan | SDN 071202 | SD | Public |
| North Sumatra | Nias Selatan | SDN 071211 | SD | Public |
| North Sumatra | Nias Selatan | SDN 071105 | SD | Public |
| North Sumatra | Nias Selatan | SDN 071099 | SD | Public |

Comparison Junior Secondary Schools

| PROVINCE | DISTRICT | SCHOOL | TYPE | STATUS |
|-----------|---------------|----------------------------|------|---------|
| Aceh | Aceh Jaya | SMP PUBLIC 2 JAYA | SMP | Public |
| Aceh | Aceh Jaya | MTs Public Panga | MTs | Public |
| Aceh | Aceh Jaya | SMP PUBLIC 1 Panga | SMP | Public |
| Aceh | Bener Meriah | SMPs Janarata | SMP | Private |
| Aceh | Bener Meriah | MTsN Simpang Tiga | MTs | Public |
| Aceh | Bener Meriah | SMPN 1 Bukit | SMP | Public |
| Banten | Pandeglang | SMPN 1 Pulosari | SMP | Public |
| Banten | Pandeglang | MTs MA Cikaliung | MTs | Private |
| Banten | Pandeglang | SMPN 1 Saketi | SMP | Public |
| Banten | Serang | SMPN 2 Baros | SMP | Public |
| Banten | Serang | MTs Al Khaeriyah Pontang | MTs | Private |
| Banten | Serang | SMPN Pontang 1 | SMP | Public |
| West Java | Bandung Barat | SMP N 1 Parongpong | SMP | Public |
| West Java | Bandung Barat | MTs Celak Gunung Halu | MTs | Private |
| West Java | Bandung Barat | SMP N 1 Sindangkerta | SMP | Public |
| West Java | Ciamis | MTs Banjarsana Panumbangan | MTs | Private |
| West Java | Ciamis | SMPN 01 Cihaurbeuti | SMP | Public |
| West Java | Ciamis | SMPN 1 Pamarican | SMP | Public |
| West Java | Cimahi, Kota | SMP N 9 Cimahi | SMP | Public |
| West Java | Cimahi, Kota | MTs Nurul Iman | MTs | Private |

| PROVINCE | DISTRICT | SCHOOL | TYPE | STATUS |
|----------------|-----------------|---------------------------------|------|---------|
| West Java | Cimahi, Kota | SMP N 10 Cimahi | SMP | Public |
| Central Java | Banjarnegara | MTs Riadlus Solikhin Klampok | MTs | Private |
| Central Java | Banjarnegara | SMP Darunnajah Banjarmangu | SMP | Private |
| Central Java | Banjarnegara | SMP Public 1 Bawang | SMP | Public |
| Central Java | Batang | SMP Public 2 Limpung | SMP | Public |
| Central Java | Batang | SMP Public 1 Tulis | SMP | Public |
| Central Java | Batang | MTs Tholabuddin | MTs | Private |
| Central Java | Purbalingga | MTs Muhammadiyah Kejobong | MTs | Private |
| Central Java | Purbalingga | SMP Public 1 Padamara | SMP | Public |
| Central Java | Purbalingga | SMP Public 2 Kejobong | SMP | Public |
| Central Java | Semarang, Kab. | SMP Public 3 Beringin | SMP | Public |
| Central Java | Semarang, Kab. | MTs Tarqiyatul Himmah | MTs | Private |
| Central Java | Semarang, Kab. | SMP Public 2 Ungaran | SMP | Public |
| Central Java | Sragen | MTs Public Gondang | MTs | Public |
| Central Java | Sragen | SMP Public 2 Sidoharjo | SMP | Public |
| Central Java | Sragen | SMP Public 1 Gesi | SMP | Public |
| East Java | Blitar, Kab. | SMPN 3 Nglegok | SMP | Public |
| East Java | Blitar, Kab. | MTsN Sumberejo | MTs | Public |
| East Java | Blitar, Kab. | SMPN 1 Talun | SMP | Public |
| East Java | Madiun, Kab. | SMPN 2 Jiwan | SMP | Public |
| East Java | Madiun, Kab. | MTs Thoriqul Huda Dimong | MTs | Private |
| East Java | Madiun, Kab. | SMPN 2 Sawahan | SMP | Public |
| East Java | Mojokerto, Kab. | MTs Sabilul Muttaqin | MTs | Private |
| East Java | Mojokerto, Kab. | SMPN 1 Pungging | SMP | Public |
| East Java | Mojokerto, Kab. | SMP N 1 Trowulan | SMP | Public |
| East Java | Pamekasan | MTsN Parteker | MTs | Public |
| East Java | Pamekasan | SMPN 5 Pamekasan | SMP | Public |
| East Java | Pamekasan | SMPN 7 Pamekasan | SMP | Public |
| East Java | Situbondo | MTs Miftahul Ulum | MTs | Private |
| East Java | Situbondo | SMPN 1 Kapongan | SMP | Public |
| East Java | Situbondo | SMPN 5 Situbondo | SMP | Public |
| South Sulawesi | Bantaeng | MTs Maarif Tumbel Gani Bantaeng | MTs | Private |
| South Sulawesi | Bantaeng | SMP 2 Bantaeng | SMP | Public |
| South Sulawesi | Bantaeng | SMP 2 Bisapu | SMP | Public |
| South Sulawesi | Maros | SMP Public 13 Bontoa | SMP | Public |
| South Sulawesi | Maros | SMP Public 18 Lau | SMP | Public |
| South Sulawesi | Maros | SMP Public 5 Mandai | SMP | Public |
| South Sulawesi | Wajo | SMP Public 1 Majauleng | SMP | Public |
| South Sulawesi | Wajo | SMP Public 3 Majauleng | SMP | Public |
| South Sulawesi | Wajo | SMP Public 2 Tanasitolo | SMP | Public |
| North Sumatra | Labuhan Batu | MTsS Al-Azis | MTs | Private |

| PROVINCE | DISTRICT | SCHOOL | TYPE | STATUS |
|---------------|--------------|------------------------|------|---------|
| North Sumatra | Labuhan Batu | SMPN 1 | SMP | Public |
| North Sumatra | Labuhan Batu | SMPN 2 | SMP | Public |
| North Sumatra | Medan, Kota | SMPN 18 | SMP | Public |
| North Sumatra | Medan, Kota | MTs Private Budi Agung | MTs | Private |
| North Sumatra | Medan, Kota | SMPN 20 | SMP | Public |
| North Sumatra | Nias Selatan | SMPN 2 | SMP | Public |
| North Sumatra | Nias Selatan | SMPN 1 | SMP | Public |
| North Sumatra | Nias Selatan | SMPN 3 | SMP | Public |

ANNEX 2: MONITORING AND EVALUATION FRAMEWORK

Key

- * Indicator relating to Cross Cutting issue
- Indicator relating to early grades reading
- A Denotes activity (or input) indicator
- R Denotes results (or outcomes) indicator

| IR 1.1 STRENGTHENED INSTRUCTION IN SCHOOLS | | | | | | |
|--|--|---|-------------------------|--|---|--|
| INDICATOR | DETAILED INDICATOR | BASELINE | ESTIMATED YEAR 2 TARGET | MONITORING 2 | Monitoring 3 | |
| | | Cohort (C) 1: 2012 Cohort (C) 2 : 2013 Cohort (C) 3: 2014 | Oct 2013 | Cohort (C) 1: 2013 Cohort (C) 2 : 2014 | Cohort (C) 1:2014 | |
| | 1.1.1 More effective pre-service training | | | | | |
| | 1.1.2 More effective in service training | | | | | |
| 1.R1 | Teachers demonstrate good practices in teaching and assessment ¹⁷ | <p>% of teachers demonstrating <u>at least four</u> of the following good practices:</p> <p>a. Organized the physical classroom to facilitate interactive learning (furniture, teaching aids, displays)</p> <p>b. Used a mix of whole class/group/ partner and individual work with students</p> <p>c. Asking non recall questions and allow students time to answer</p> <p>d. Using varied learning approaches (other than lecturing and text book) such as giving open ended tasks, using the environment and using learning aids</p> <p>e. Used tools¹⁸ to gather data about student achievement</p> <p>f. Moving around the room, observing and assisting students to complete their tasks</p> | 50% of teachers trained | <p>C 1 : All teachers: 55.2% PS Teachers: 58.3% JSS Teachers: 50.7%</p> <p>C 2: All teachers: 68.6% PS Teachers: 71.6% JSS Teachers: 64.3%</p> | <p>C 1: All teachers: 59.6% PS Teachers: 60.7% JSS Teachers: 58.0%</p> | |
| | | <p>C1: All teachers: 21.5% PS Teachers: 23.9% JSS Teachers: 18.4%</p> <p>C2: All teachers: 10.2% PS Teachers: 10.8% JSS Teachers: 7.2%</p> <p>C3: All teachers: 19.0% PS Teachers: 20.2% JSS Teachers: 17.5%</p> | | | | |

¹⁷ For numbers of teachers trained through the project, see USAID Custom Indicator 4

¹⁸ Tools such as running books, portfolios, checklists, observation reports

| INDICATOR | DETAILED INDICATOR | BASELINE | ESTIMATED YEAR 2 TARGET Oct 2013 | MONITORING 2 | Monitoring 3 |
|---------------|---|--|----------------------------------|--|--|
| 1.R2 * | Early Grades teachers demonstrate good practice in teaching and assessing reading | <p>C1 : All teachers: 13.0%</p> <p>C 2: All teachers: 15.0%</p> <p>C 3 All teachers: 5.3%</p> | 50% of teachers trained | <p>C 1: All teachers 47.3%</p> <p>C2: All teachers 69.8%</p> | C1: All Teachers 66.5% |
| 1.R3 * | Teachers of all subjects support the development and | <p>C1 : All teachers: 8.7% PS teachers: 8.7% JSS teachers: 8.7%</p> | 40% of teachers trained | <p>C 1: All teachers: 40.1% PS Teachers : 41.9% JSS Teachers: 37.7%</p> | C1: All teachers: 48.4% PS Teachers: 53.1% JSS Teachers: 42.0% |

¹⁹ Phonemic awareness, phonics, word recognition, structural analysis, context clues and vocabulary

²⁰ This can be silent or oral reading, individual or small group reading

²¹ Literacy rich environment includes displaying words and print in and possibly outside the classroom, provide opportunities, materials and tools that engage students in reading activities, including, for example, creating book corners to ensure students have access to a range of interesting material, in different media appropriate to the instructional levels

²² Talks to students about what they are reading, asks them to re-tell events and details, asking them to predict next events,

²³ Including repetitive texts, rhymes, poems, and songs

²⁴ This includes listening to individual children read aloud, keeping progress records and observation of students reading

| INDICATOR | DETAILED INDICATOR | BASELINE | ESTIMATED YEAR 2 TARGET Oct 2013 | MONITORING 2 | Monitoring 3 |
|---|--|---|----------------------------------|---|---|
| reinforcement of students reading skills | b. Provide different types of materials for students to read other than the textbook ²⁵ c. Check students comprehension as they are reading ²⁶ d. Discuss new words and concepts in texts to build word recognition and vocabulary | C2: All teachers: 39.5% PS teachers: 42.1% JSS Teachers: 36.1% C3: All teachers: 8.2% PS teachers: 9.5% JSS Teachers: 6.3% | | C2: All teachers: 38.1% PS teachers: 41.1% JSS Teachers: 33.9% | |
| 1 R5 Students demonstrate positive learning behaviors ²⁷ | % of classrooms where students demonstrate <u>at least four</u> of the following: a. 80% of the students are engaged in their task (not easily distracted) b. Demonstrating problem solving skills c. Their work is the result of their own thinking (e.g. written in their own words) d. They are expressing their feelings and opinions during lessons or asking questions (verbally) e. They are participating in cooperative activities such as experiments or discussion | C 1: All classrooms: 16.8% PS Classrooms: 16.7% JSS Classrooms: 16.9% C 2: All Classrooms: 22.6% PS Classrooms: 21.7% JSS Classrooms: 23.9% C 3: All Classrooms: 22.6% PS Classrooms: 21.7% JSS Classrooms: 23.9% | 50% of classrooms observed | C 1: All classrooms: 73.1% PS Classrooms: 71.7% JSS Classrooms: 74.9% C 2: All Classroom: 74.2% PS Classroom: 74.2 JSS Classroom: 74.2 | C1 All classrooms: 80.1% PS Classrooms: 80.7% JSS Classrooms: 82.0% |

²⁵ Such as newspapers, magazines, websites, text, story books)

²⁶ For example, asking students to talk about what they have read)

²⁷ For numbers of students involved in the project see USAID Custom Indicator 6

| INDICATOR | DETAILED INDICATOR | BASELINE | ESTIMATED YEAR 2 TARGET | MONITORING 2 | Monitoring 3 |
|---|--|--|--|---|--------------------|
| 1 R6* Early grades reading materials are regularly used | % of early grades classes where there are a. Regular reading periods b. Students take books home to read | Cohort (C) 1: 2012 Cohort (C) 2 : 2013 Cohort (C) 3: 2014 C 1: 21.7% C2: 30% C 3: 31.6% | 50% of classes Oct 2013 | Cohort (C) 1: 2013 Cohort (C) 2 : 2014 C1: 43.5% C2: 61.6% | C1 : 50% |
| 1 R7 Students performance in district/or national examinations improves | % Average improved performance as measured by results in GOI tests by subject PS: Mathematics, Science and Indonesian JSS: Mathematics, Science and Indonesian | C 1: JSS Grade 9 Mathematics: 7.41 Science: 7.42 Indonesian: 8.02 C 2: JSS Grade 9 Mathematics: 5.51 Science: 5.69 Indonesian: 6.59 C 3: Data not available | 3% improvement of scores on each subjects compared to baseline | C 1 JSS Grade 9 Mathematics: 6.71 Science : 6.83 Indonesian : 7.45 C 2: Data not available | Data not available |
| 1 R8A Reading performance in early grades improves | % of early grade students demonstrate that they can read and understand the meaning of grade-level text (as measured by EGRA tests) | C 1: 50.0% C 2: C3 | 60% (in Year 3) | C1: | C1: 71.1% |

| | INDICATOR | DETAILED INDICATOR | BASELINE | ESTIMATED YEAR 2 TARGET Oct 2013 | MONITORING 2 | Monitoring 3 |
|--------------|---|--|---|---|---|--|
| 1 R8B | Performance of students in grades 4 and 5 in reading, writing, mathematics and science improves | % average improved student performance by subject as measured by specially designed tests in reading, writing, mathematics and science | Baseline Cohort (C) 1: 2012 Cohort (C) 2 : 2013 Cohort (C) 3: 2014 | 5% improvement of scores in each subject compared to baseline | Cohort (C) 1: 2013 Cohort (C) 2 : 2014 | Monitoring 3 Cohort (C) 1:2014 |
| | | | C 1: Grade 4: Reading: 43.0% Writing: 41.8% Mathematics: 40.7% Grade 5: Science: 35.8% | | C 1: Grade 4 Reading: 47.1% Writing: 44.6% Mathematics: 46.0% Grade 5 Science: 43.2% | |
| | | | C 2 Grade 4: Reading: 37.1% Writing: 38.7% Mathematics: 39.2% Grade 5: Science: 33.8% | | C 2: Will be available in 2015 | |
| 1 R9 | Performance of students in grade 8 in reading, writing, mathematics and science improves | % average improved student performance by subject as measured by specifically designed tests in reading, writing, mathematics and science. | C 3 Grade 4: Reading: 37.1% Writing: 38.7% Mathematics: 39.2% Grade 5: Science: 33.8% | 5% improvement of scores in each subject | | C 3: Will be available in 2016 |
| | | | C1: Grade 8 Reading: 64.0% Writing: 50.1% Mathematics: 33.9% Science: 38.4% | | C 1: Grade 8 Reading: 71.2% Writing: 52.0% Mathematics: 36.6% Science: 43.4% | |

| INDICATOR | DETAILED INDICATOR | BASELINE | ESTIMATED YEAR 2 TARGET Oct 2013 | MONITORING 2 Cohort (C) 1: 2013 Cohort (C) 2 : 2014 | Monitoring 3 Cohort (C) 1:2014 |
|--------------|---|---|----------------------------------|---|--|
| | | Cohort (C) 1: 2012 Cohort (C)2 : 2013 Cohort (C) 3: 2014 | | | C 2: Will be available in 2015 C 3: Will be available in 2016 |
| 1 R10 | Lecturers in TTI's model active learning behaviors ²⁸ | 41% | 50% of lecturers trained | | 79% |
| | % of lecturers in partner TTI's who demonstrate <u>at least five</u> of the following: <ol style="list-style-type: none"> Use a mix of whole class/group/ partner and individual work with students Ask non recall questions and expecting and allowing student teachers time to answer Use varied learning approaches (other than lecturing and text book) such as giving open ended tasks, using the environment and using learning aids Move around the room, observing and assisting student teachers to complete their tasks Allow student teachers to ask questions Allow students to provide feedback Use authentic problems and experiences that link the theory of teaching to the practice of teaching | C 2: Reading: 65.6% Writing: 49.1% Mathematics: 34.0% Science: 39.1% C 3 : Reading: 70.4% Writing: 47.2% Mathematics: 35.8% Science: 46.2% | | | |

²⁸ For numbers of lecturers from TTI and LMP trained through the project, see USAID Customs Indicator 3

| | INDICATOR | DETAILED INDICATOR | BASELINE Cohort (C) 1: 2012 Cohort (C) 2 : 2013 Cohort (C) 3: 2014 | ESTIMATED YEAR 2 TARGET Oct 2013 | MONITORING 2 Cohort (C) 1: 2013 Cohort (C) 2 : 2014 | Monitoring 3 Cohort (C) 1:2014 |
|---------------------|---|---|---|---|---|-----------------------------------|
| 1.1 R11 * | TTI's integrate project training materials and programs into pre-service teacher education curricular | # Of TTI which integrate new training programs/materials into pre-service and in service teacher education curricula ²⁹ | NA | NA | | |
| 1. R12 | TTI's offer a more practice-oriented practicum | % of TTI's which did <u>all</u> of the following: a. Have a teacher practicum program which includes: • A program or guide provided to students prior to practice teaching • Clearly stated competencies to be achieved by the students • A sequence of tasks for the students to perform including observation, teaching and assessment b. Teaching practice makes use of at least 60% of the TTI lab and partner schools by trained USAID PRIORITAS c. 50% of students sampled were observed by their in school mentor (teacher) or lecturer whilst implementing a lessons at least twice a month | NA (The criteria of the indicator were revised) | NA | | |
| 1 R13 | Student teachers demonstrate good practices in teaching and learning | % of student teachers in partner TTI demonstrating <u>at least four</u> of the following good practices: a. Organized the physical classroom to facilitate interactive learning (furniture, teaching aids, displays) b. Used a mix of whole class/group/ partner and individual work with students c. Asking non recall questions and allow students time to | 63% | 75% | | |

²⁹ These programs will be disaggregated into themes such as inclusive education, child protection, early grades reading and so on to identify which parts of USAID PRIORITAS have been determined to be most relevant

| INDICATOR | DETAILED INDICATOR | BASELINE | ESTIMATED YEAR 2 TARGET | MONITORING 2 | Monitoring 3 |
|---|--|--|-------------------------|--|--------------------------|
| | <p>answer</p> <p>d. Using varied learning approaches (other than lecturing and text book) such as giving open ended tasks, using the environment and using learning aids</p> <p>e. Used tools³⁰ to gather data about student achievement</p> <p>f. Moving around the room, observing and assisting students to complete their tasks</p> | <p>COHORT (C) 1: 2012</p> <p>Cohort (C) 2 : 2013</p> <p>Cohort (C) 3: 2014</p> | <p>Oct 2013</p> | <p>Cohort (C) 1: 2013</p> <p>Cohort (C) 2 : 2014</p> | <p>Cohort (C) 1:2014</p> |
| <p>1 R14</p> <p>TTI function effectively as hubs for continuing professional development</p> | <p>% of assisted TTI, the staff of which have been involved in <u>at least four</u> of the following Project activities:</p> <p>a. Facilitating training for teachers, school principals or school supervisors</p> <p>b. Mentoring teachers or school principals in the field</p> <p>c. Implementing monitoring and evaluation activities</p> <p>d. Implementing classroom action research</p> <p>e. Preparing training materials or resources</p> <p>Providing consulting services to districts or provinces using PRIORITAS approaches</p> | <p>Data collection is ongoing</p> | <p>NA</p> | | |
| <p>1 R15</p> <p>Good Practice Schools are functioning in each District³¹</p> | <p>% of Good Practice Schools which:</p> <p>a. Have been used by the local TTI for teaching practicum during the last 12 months, or</p> <p>b. Have received study visits by schools principals and/or teachers from other schools at least three times for the last 12 months</p> | <p>NA</p> | <p>NA</p> | | |

³⁰ Tools such as running books, portfolios, checklists, observation reports

³¹ This criteria may be modified as the study and characteristics of good practice schools are defined at the end of 2012

| INDICATOR | DETAILED INDICATOR | BASELINE | ESTIMATED YEAR 2 TARGET Oct 2013 | MONITORING 2 | Monitoring 3 | |
|--|--|--|----------------------------------|---|--|---|
| 1 R16 Instructional Leadership in Schools is Improving ³² | % of schools where the school principal or delegated senior staff member ³³ does <u>at least four</u> of the following: a. Holds meetings with teachers to discuss curricular matters at least once a month b. Makes regular ³⁴ monitoring and mentoring visits to class to observe teaching and learning c. Regularly ³⁵ evaluates teachers d. Organizes or allows teachers to participate in professional development activities for teachers ³⁶ e. Provides the resources for learning to take place ³⁷ | C 1: All schools: 7.4% PS Schools: 10.9% JSS Schools: 2.9% | 50% of schools trained | C 1: All schools: 14.3% PS Schools: 19.6% JSS Schools: 7.2% | C 1: All schools: 19.8% PS Schools: 24.4% JSS Schools: 13.4% | |
| | | C 2: All schools: 16.4 % PS Schools: 20.0% JSS Schools: 11.7% | | | | C 2 All schools: 13.8 % PS Schools: 17.5% JSS Schools: 8.7% |
| | | C 3: All schools: 8.2 % PS Schools: 10.7% JSS Schools: 4.8% | | | | |
| 1 R17 Teacher Working Groups are more effective and quality training is being provided | % Assisted KKG and MGMP in early grades, mathematics, science and Indonesia where effective teacher training is taking place as defined by: (TTO and WSD will be asked to observe the KKG and MGMP meetings- do random checks) a. The KKG or MGMP has regular meetings (at least once a month), b. At least 50% of teachers in the cluster/district | C 1: All assisted teacher working groups: 31.1% Assisted KKG: 31.3% Assisted MGMP: 30.9% | 50% of KKGs and MGMPs | C1: All Assisted: 47.1% KKG : 64.7% MGMP : 36.8% | C 1 : All assisted: 49.7% KKG: 60.9% MGMP: 30.9% | |

³² For numbers of persons trained on instructional leadership see IR 1.2.1 A1

³³ In some large schools, the principal may delegate instructional leadership responsibilities to other senior staff such as the vice principal for curriculum

³⁴ Regular is defined as at least 2 per semester (4 times per year) per teacher

³⁵ At least twice per year

³⁶ At least 2 from (1) Teacher working group meetings (2) study visits (3) participation in external training activities or 4) seminars dealing with education or other issues related to education

³⁷ (1) non textbook materials (2) learning aids/learning kits and (3) funds for photocopying

| INDICATOR | DETAILED INDICATOR | BASELINE | ESTIMATED YEAR 2 TARGET Oct 2013 | MONITORING 2 Cohort (C) 1: 2013 Cohort (C) 2 : 2014 | Monitoring 3 Cohort (C) 1:2014 |
|--------------|---|---|---|---|--|
| | <p>c. Activities conducted in the meetings directly relate to improving teaching and learning.</p> <p>regularly attend meetings</p> | <p>C 2: All assisted teacher working groups: 43.4% Assisted KKG: 45.5% Assisted MGMP: 42.3%</p> | | | |
| 1 R19 | <p>Project Programs are disseminated in line with quality assurance standards³⁸</p> | <p># of schools/other educational institutions where project programs have been disseminated which meet all of the following standards: a. Complete project training packages are used b. The Training Package is used in its intended timeframe c. Training is implemented by project trained personnel d. Involves a sufficient³⁹ # of participants from a single school/institution</p> | <p>36 institutions (1.3% of all institutions benefiting from dissemination)</p> | <p>1000 schools /institutions</p> | <p>7502 schools/ institutions</p> |
| 1 R20 | <p>Non US Government funds are used to support /disseminate project programs⁴⁰</p> | <p>Total amount of non US Government funds (in USD) used to disseminate the project programs. Source of non USG sources include: a. District Budgets (APBD) b. Ministry of Education (BOS or other special funds) c. Ministry of Religious Affairs d. Other private funds (Schools, foundations, individuals, agencies)</p> | <p>216,723 US\$ (99.5% of total dissemination spending)</p> | <p>400,000 US\$</p> | <p>627,241 US\$</p> |

³⁸ PRIORITAS will conduct an impact evaluation in year 3 and 5 to assess improvements in instruction and/or management in dissemination schools.

³⁹ Sufficient is defined as: 3 persons from a primary school, 5 from a junior secondary school and 5 from a teacher training institute or LPMP for teaching and learning training (PAKEM, CTL), and 2 persons per school (PS and JSS) for School Based Management training

⁴⁰ For number of institutions contributing funds for dissemination of project programs see USAID Customs Indicator⁹

Component 2: IMPROVED EDUCATION MANAGEMENT AND GOVERNANCE

2.1 Strengthened Capacity at School Level
2.2 More Effective District Based Management

| INDICATOR | DETAILED INDICATOR | BASELINE | ESTIMATED YEAR 2 TARGET (Oct 2013) | MONITORING 2 | MONITORING 3 |
|---|--|--|------------------------------------|---|--|
| 2R1* Schools produce annual budgeted plans in a transparent and participative manner | % of schools which produce a budgeted plan which meets all of the following criteria: a. Focuses on improving teaching and learning outcomes b. Developed with community participation (school committee) c. Are publicly displayed/available d. Addresses issues such as inclusion, retention and transition, gender, and health which are relevant to the particular school | C 1: All schools: 14.9% Primary: 17.4% JSS: 11.6% C2: All schools: 8.6% Primary: 7.5% JSS: 10.0% C3: All schools: 12.2% Primary: 10.7% JSS: 114.3% | 40% | C 1: All schools: 28.0% Primary: 26.1% JSS: 30.4% C 2 All schools: 30.4% Primary: 33.8% JSS: 25.9% | C1: All schools: 26.1% Primary: 22.2% JSS: 31.3% |
| 2 R2 * Increased parent and community participation in activities which focus on teaching and learning and/or improving the school environment <i>Note: a and b apply to primary school only</i> | % of schools which involve parents and community in at least one of the in-school activities (a, b) AND in at least one of out of school activities (c, d, e): a. Assisting teachers in teaching and learning activities in the classroom b. Assisting teachers in non- teaching activities (making displays, materials, portfolios) c. Supporting extra-curricular areas such as sports or local curriculum activities (language, dancing) d. Improving the school environment (e.g. cleaning, maintenance, construction) e. Assisting with specific initiatives to address relevant | C1: PS : 27.2% C2: PS : 27.5% C3: PS : 42.9% | 70% of project schools | C1: PS : 50.0% C 2: PS 66.3% | C1: Primary: 65% |

| INDICATOR | DETAILED INDICATOR | BASELINE | ESTIMATED YEAR 2 TARGET (Oct 2013) | MONITORING 2 | MONITORING 3 |
|-------------|---|--|---|---|---|
| | issues e.g. health, hygiene, inclusive education, participation, transition | Cohort 1: 2012 Cohort 2: 2013 Cohort 3: 2014 | | Cohort 1: 2013 Cohort 2: 2014 | Cohort 1: 2014 |
| 2R3 | Schools managers initiate activities to create a school reading culture | % of schools which plan for and implement initiatives to support reading at least three of the following: a. Include school reading policies in their improvement plans b. Use funds to purchase age appropriate reading materials (non-text book) c. Upgrade school libraries d. Establish reading corners e. Set aside specific reading times during school hours f. Establish reading clubs g. Involve parents in reading activities h. Set up systems for home based reading | C 1: All schools: 24.8% PS : 30.4% JSS: 17.4% C2: All Schools: 42.1% PS : 46.3% JSS: 36.7% C3: All Schools: 14.3% PS : 10.7% JSS: 19.0% | C 1: All schools: 64.0% PS : 75% JSS: 50.7% C2: All Schools: 65.2% PS : 76.3% JSS: 50.0% | C1: Total: 78.3% Primary: 82.2% JSS : 73.1% |
| 2 R4 | Districts use the teacher deployment tool for improving the efficiency of the education system | % of districts using the teacher deployment tool where: a. The number of over and under sized classes is reduced as measured by a decrease in the student to teacher ratio (STR) outliers b. The number of over- and under staffed schools is reduced | NA (The indicator and its criteria was completely revised) | | |
| 2 R5 | Districts develop needs based in-service training plans and collaborate with provincial training providers to implement | % of the districts which fulfill all the following criteria: a. a targeted strategic needs based in-service training plan ⁴¹ have been made b. An adequate budget has been allocated ⁴² c. The in-service training utilize the service providers (TTI, | NA (The indicator and its criteria was completely revised) | | |

⁴¹ For examples: the training is based on UKG results and for targeted teachers

⁴² The budget provided is sufficient to cater designated teachers and the # of training days

| | INDICATOR | DETAILED INDICATOR | BASELINE | ESTIMATED YEAR 2 TARGET (Oct 2013) | MONITORING 2 | MONITORING 3 |
|-------------|--|---|---|------------------------------------|----------------------------------|----------------|
| | these plans | LPM, others) | Cohort 1: 2012 Cohort 2: 2013 Cohort 3: 2014 | | Cohort 1: 2013 Cohort 2: 2014 | Cohort 1: 2014 |
| 2 R6 | Districts use financial analysis to allocate more resources to quality improvement | # of districts or provinces allocating increased funds for at least two of the following: a. Disseminating project programs b. School operations (BOS Daerah) c. Teacher cluster groups (KKG or MGMP) d. Targetted teacher training e. Programs to improve reading | NA (The indicator and its criteria was completely revised) | | | |
| 2 R7 | District have better reading program | # of districts and provinces have implemented a program to support reading development, including one of the following: a. publicity campaign, b. creating facilities, c. supplying books, d. providing training for teachers | NA (The indicator and its criteria was completely revised) | | | |

Component 3 STRENGTHENED CO-ORDINATION BETWEEN ALL LEVELS OF GOI AND KEY EDUCATION INSTITUTIONS

- 3.1 Greater capacity for staff development
- 3.2 Greater capacity to inform national policy
- 3.3 Greater capacity to build linkages
- 3.4 Greater capacity to advocate for education

| INDICATOR | DETAILED INDICATOR | BASELINE | ESTIMATED YEAR 2 TARGET | MONITORING 1 |
|-------------|---|---|-------------------------|--------------|
| 3R1 | Provincial Government coordinates the management and provision of education staff development | NA (The indicator and its criteria was completely revised) | | |
| 3 R2 | Provincial Government channels funds for education staff development | NA (The indicator and its criteria was completely revised) | | |
| 3 R3 | Provincial Government holds Public Policy Forums to consult on policies and plans for improvements in education | NA (The indicator and its criteria was completely revised) | | |
| 3 R4 | National, Provincial and district Government have better policies and plans to improve education | NA (The indicator and its criteria was completely revised) | | |

⁴³ Based on the district plans



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