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

Annual Report: October 2014-September 2015

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

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LIST OF ACRONYMS, ABBREVIATIONS, AND TERMS

ALPEKA	Aplikasi Laporan Pertanggungjawaban Keuangan BOS Tingkat Sekolah (School Level Finance [BOS] Reporting Application)
APBD	Anggaran Pendapatan Pembelanjaran Daerah (District Budget)
APP	Analisis Pendanaan Pendidikan (District Education Finance Analysis)
AusAID	Australian Agency for International Development, now DFAT
BAPPEDA	Badan Perencanaan Pembangunan Daerah (Regional Development Planning Board)
BAPPENAS	Badan Perencanaan Pembangunan Nasional (National Development Planning Board)
BKD	Badan Kepegawaian Daerah (Regional Personnel Body)
BNSP	Board of Education
BOS	Bantuan Operasional Sekolah (Government-allocated School Operational Assistance Fund)
BOSP	Biaya Operasional Satuan Pendidikan (School Operational Funding)
BPKP	Buku Pembelajaran Kontekstual Papua (Papua-contextualized textbook)
BSNP	National Education Standards Body
CI	Cohort I
CAR	Classroom Action Research
COP	Chief of Party (project position)
COR	Contracting Officer's Representative
CS	Comparison School
CTL	Contextual Teaching and Learning
DAPODIK	Data Pokok Pendidikan (MOEC's national web-based EMIS)
DBE	Decentralized Basic Education Project
DCOP	Deputy Chief of Party (project position)
Dewan Pendidikan	District Education Council
DFAT	Department of Foreign Affairs and Trade [Australia]
DVD	Digital video disk/Digital versatile disk
EDC	Education Development Center
EGR	Early Grade Reading
EGRA	Early Grade Reading Assessment
EMIS	Education Management Information System
EPRA	Education Policy Research in Aceh [DFAT-funded]
EU	European Union
FGD	Focus group discussion
FSU	Florida State University
FY	Fiscal Year
GB	gigabyte
GOI	Government of Indonesia
IAID	Institut Agama Islam Darussalam (Islamic Religious College)
IAIN	Institut Agama Islam Negara (State Islamic Institute)
ICT	Information and communication technology
ICT4E	ICT for Education
IDR	Indonesian rupiah
IE	Inclusive Education
IKIP	Institut Keguruan dan Ilmu Pendidikan (Teachers' Training College)
IR	Intermediate Result
IT	Information Technology
JSS	Junior-secondary school
Kabupaten (Kab.)	District or regency

KAK	Kerangka Acuan Kerja (Working Agreement)
KKG	Kelompok Kerja Guru (Teacher Working Group—regular primary schools)
Kota	City or municipality
LPMP	Lembaga Penjaminan Mutu Pendidikan (Provincial Quality Assurance Institute)
LPTK	Lembaga Pendidikan Tenaga Kependidikan (Teacher Training Institute)
M&E	Monitoring and Evaluation
MA	Massachusetts
Madrasah	Islamic School
MBS	Manajemen Berbasis Sekolah (School-Based Management)
MENKO KESRA	Coordinating Ministry for People’s Welfare
MGMP	Local Association of Secondary Teachers (grouped by subject matter)
MI	Madrasah Ibtidaiyah (Islamic Primary School)
MOEC	Ministry of Education and Culture
MOHA	Ministry of Home Affairs
MORA	Ministry of Religious Affairs
MORHE	Ministry of Research and Higher Education
MOU	Memorandum of Understanding
MSS	Minimum Service Standards
MTs	Madrasah Tsanawiyah (Islamic Junior-Secondary School)
NA	Not applicable
NC	North Carolina
NGO	Nongovernmental organization
OVC	Orphans and vulnerable children
P4TK	Pusat Pengembangan dan Pemberdayaan Pendidik dan Tenaga Kependidikan (Teacher and Education Staff Development and Empowerment Center)
PAKEM	Pembelajaran yang Aktif, Kreatif, Efektif dan Menyenangkan (Active, Effective and Enjoyable Learning)
PE	Physical education
PGRI	Persatuan Guru Republik Indonesia (National Teacher Union)
PKB	Continuing Professional Development
PKG	In-school performance appraisal
PPG	Penataan dan Pemerataan Guru (Teacher Deployment)
PPL	One-semester practice teaching program
PPMP	Center of Education Quality Assurance
PPP	Public-private partnership
PPSDM	Development and Empowerment of Human Resources Agency
PRIORITAS	Prioritizing Reform, Innovation, and Opportunities for Reaching Indonesia’s Teachers, Administrators, and Students Project
PS	Partner School
PTA	Parent Teacher Association
Pusbangprodik	Pusat Pengembangan Profesi Pendidik (Teacher Professional Development Center)
REDI	Regional Economic Development Institute
Renstra	Rencana Strategis (Five-Year Educational Development Plan)
RFP	Request for Proposal
RPJMN	National Development Plan
RTI	RTI International (trade name for Research Triangle Institute)
SBM	School-Based Management
SD	Sekolah Dasar (Primary School)
SEN	Special education needs
SIMDIKDAS	Sistem Informasi Manajemen Pendidikan Dasar (Basic Education Information Management System)

SIMPK	Sistem Informasi Pendidikan Kabupaten/Kota (District Education Information Management System)
SMA	Senior-secondary school
SMHB	Sultan Maulana Hasanuddin
SMK	Vocational and pre-professional secondary school
SMP	Sekolah Menengah Pertama (Junior Secondary School)
STAI	Sekolah Tinggi Agama Islam (Islamic Tertiary Education Institute)
STAIN	Sekolah Tinggi Agama Islam Negeri (State Islamic Tertiary Education Institute)
STKIP	Sekolah Tinggi Keguruan Ilmu Pendidikan (Tertiary Teacher Education)
STR	student-to-teacher ratio
STTA	Short-term technical assistance
TBD	To be determined
TK	Taman Kanak-kanak (Kindergarten)
TKPPA	Education Development Coordination Team
TOT	Training of trainers
TraiNET	Training for Information and Results reporting system [USAID]
TTI	Teacher Training Institute
TTO	Teacher Training Officer
UHN	Universitas HKBP Nommensen
UIN	Universitas Islam Negeri (State Islamic University)
UKG	Ujian Kompetensi Guru (Teacher competency test)
UKSW	Universitas Kristen Satya Wacana (UKSW) Salatiga
UM	Universitas Negeri Malang
UMN	Universitas Muslim Nusantara
UMN-AW	Universitas Muslim Nusantara Al Washliyah
UMPAR	Universitas Muhammadiyah Pare-pare
UMS	Universitas Muhammadiyah Surakarta
UMSU	Universitas Muhammadiyah Sumatra Utara
UMT	Universitas Muhammadiyah Kota Tangerang
UN	National Student Examinations
UNBJA	Universitas Banten Jaya Kota Serang
UNCOK	Universitas Cokroaminoto Palopo
UNESA	Universitas Negeri Surabaya
UNIMED	Universitas Negeri Medan (Medan State University)
UNINUS	Universitas Islam Nusantara Bandung
UNISMUH	Universitas Muhammadiyah Makassar
UNITA	Universitas Sisingamangaraja Tapanuli
UNM	Universitas Negeri Makassar
UNMA	Universitas Mathla'ul Anwar Pandeglang
UNNES	Universitas Negeri Semarang (State University of Semarang)
UNPAS	Universitas Pasundan
UNS	Universitas Negeri Sebelas Maret
UNSYIAH	Universitas Syiah Kuala
UNTIRTA	Universitas Sultan Agung Tirtayasa
UNY	Universitas Negeri Yogyakarta
UPI	Universitas Pendidikan Indonesia
US	United States
USA	United States of America
USAID	United States Agency for International Development
USD	United States dollars

USG	United States Government
WSD	Whole-School Development
YASUMAT	Yayasan Sosial Untuk Masyarakat Terpencil (Social Foundation for Isolated Communities)
YKW	Yayasan Kristen Wamena (Wamena Christian Foundation)
YLAI	

EXECUTIVE SUMMARY

The United States Agency for International Development–Prioritizing Reform, Innovation, and Opportunities for Reaching Indonesia’s Teachers, Administrators, and Students (USAID PRIORITAS) project began in May 2012 with the aim of achieving expanded access to improved quality basic education (IRI). The intermediate results (IRs) that the project aims to achieve are as follows:

- strengthened instruction in schools in targeted districts (IRI-1)
- improved education management and governance in targeted schools (IRI-2)
- strengthened coordination between all levels of the Government of Indonesia (GOI) and education institutions (IRI-3).

This report covers the Fiscal Year (FY) 2014–2015, from October 2014 to September 2015. Key accomplishments are described below.

Key Accomplishments in FY 2014–2015

Partners

- USAID PRIORITAS is currently working with 90 districts in the seven original partner provinces, including 50 USAID PRIORITAS districts and 40 former Decentralized Basic Education (DBE) project districts, to improve access to good quality education.
- The project has also supported a program implemented by two nongovernmental organizations (NGOs) in two districts in Papua Province over the past year. The program has reached a total of 176 teachers from 88 schools and has distributed over 45,000 Papua-contextualized Textbooks (BPKP) to these schools.
- USAID is working directly with 17 partner Teacher Training Institutes (TTIs) to raise the quality of pre- and in-service teacher education, as well as with 31 non-partner TTIs, who are interested in gaining benefits from the project.
- The project recently started working in one district and one TTI in West Papua.

School Teacher and TTI Lecturer Training

- A total of 2,817 training facilitators from Cohort 1, 2, and 3 partner districts and partner TTIs have been trained over the past year to support training in teaching-and-learning and school-based management.
- Since the start of the project, over 1,450 lecturers from TTIs have been trained in good practices in teaching and learning and in school-based management.
- Over the past year, over 6,000 school supervisors, principals, committee and community members, and teachers from over 1,440 district and TTI partner schools have been trained in participative and accountable school management and community participation. Of the participants trained, approximately 3,400 were trained in developing a reading culture in their schools.
- Similarly, during the past year, over 9,500 primary and junior-secondary school teachers and other educationists from these partner schools and district offices were trained in active and contextual teaching-and-learning, benefitting over 473,000 students at those schools. Among these, over 3,000 early grades primary school teachers were trained to improve the teaching of reading.

- Over the past year, an estimated 1,500,000 students from primary schools trained with project funding (both partner and dissemination schools) have benefitted from improvements in the teaching of reading. Over the period of the project to date, the number of students benefitting is estimated at over 2.4 million.

Support for Improved Reading

- The Whole-School Development (WSD) training program has an increased focus on improving reading and has distributed over 70,000 books to Cohort 2 partner primary and junior-secondary schools to encourage reading programs.
- A third WSD training module has been developed with an emphasis on improving student reading and developing a reading culture in schools. It also supports the management and use of leveled reading books in the early grade classes. The module is currently being rolled out to all Cohort I districts.
- A partnership between the project and Yayasan Literasi Anak Indonesia (YLAI), an Indonesian NGO, has been implemented to produce leveled reading books for use in early grade classrooms across Indonesia. The books are currently being printed for distribution both to partner and non-partner schools in project partner districts.
- The project is supporting a partnership between Florida State University (FSU) and the State University of Semarang (UNNES) to develop reading courses for student teachers.

Improvements in Classroom Practice and Student Performance

- Project monitoring shows considerable improvements in performance in project partner schools. The mid-term monitoring of partner schools in Cohort I districts in late 2014 shows that the percentage of teachers in partner schools demonstrating good teaching practice improved from 21.5%, during baseline monitoring in late 2012, to 59.6% in 2014. The percentage of classrooms with children demonstrating positive learning behaviors has increased from 16.8% to 81.3% over the same period. The percentage of school managers initiating activities to create a school reading culture has risen from 24.8% to 78.3%.
- A mid-term Early Grade Reading Assessment (EGRA) in Cohort I districts in late 2014 shows that the proportion of grade 3 students able to read and understand the meaning of grade-level text rose from 50%, during baseline monitoring in late 2012, to 71% in 2014. Scores in comparison schools also rose sharply, as district governments also disseminated project programs to those schools.
- Student performance in reading, writing, and mathematics in grades 4 and 8, and in science in grades 5 and 8, showed considerable increases based on tests given by the project during the mid-term monitoring in late 2014, compared with the baseline monitoring in late 2012.

Supporting Improved Management

- The project has worked with 2,030 officials and other education stakeholders from seven provincial governments and 50 districts (Cohort 1, 2, and 3) to analyze the deployment of teachers and make plans and policies to align this deployment more closely with needs. The program has also supported the teacher deployment analysis in a further five dissemination districts.
- As a result of this work, 307 schools have been merged to create 153 integrated schools, 84 small schools are implementing multigrade teaching, 4,286 teachers have been transferred from overstaffed to understaffed schools, 623 teachers have been redeployed (e.g., from junior-secondary to primary level), 611 teachers have been assigned as mobile teachers (to teach in

more than one school), and 3,281 temporary teachers have been made permanent and appointed to understaffed schools. Some 20 district regulations have been passed to support teacher deployment policy implementation.

- The project has completed national-level analysis of the results of teacher deployment and policy outcomes (including a cost-benefit analysis) and participated in high-level consultations to raise teacher deployment policy issues ahead of a second National Policy Dialogue to be held in November 2015. Based on this analysis, the estimated shortage of civil servant, primary school teachers is 53,600 in the 50 partner districts. So far, 13,500, or 25% of this shortage has been met by implementing the policy mix drawn up by the districts. Compared with the cost of meeting this shortage solely through appointing new civil servant teachers (the standard solution), the cost saving is estimated to be IDR 7.6 trillion over ten years, or a total of IDR 760 billion (approximately USD 56 million) per year.
- A Cohort 3 Collaborative Capacity Assessment was completed and submitted to USAID in April 2015.
- The project continued to provide low-level support for the *Aplikasi Laporan Pertanggungjawaban Keuangan BOS Tingkat Sekolah (ALPEKA)* software used for online school finance reporting. According to the Ministry of Education and Culture (MOEC), the software, which improves transparency and accountability, is in use in approximately 120,000 schools (65% of all primary schools [SD] and junior-secondary schools [SMP] in the country). USAID PRIORITAS' support in developing the software is acknowledged on the software and the MOEC Website, where it can be downloaded.
- A program for teacher continuing professional development analysis and planning is being implemented in all partner districts (Cohort 1, 2, 3, and DBE districts). This program helps districts to plan and budget for continuing professional development of teachers, using a five-year strategic planning approach. A total of 461 government officials from seven provinces (excluding Papua) and the 90 partner districts in these provinces have participated in the first Continuing Professional Development Program workshop to share good practices. Most districts have now participated in a second workshop to analyze training needs, unit costs, and funding for teacher professional development.
- The project has trained service providers from TTIs and Provincial Quality Assurance Institutes (LPMP) in using the Teacher Deployment and Continuing Professional Development programs to support dissemination and sustainability. The project has also involved MOEC, the Ministry of Religious Affairs (MORA), and TTI officials in the development and implementation of the Continuing Professional Development program to ensure that the program supports policy linkages between districts, provinces, TTIs, and national government and to develop the capacity of TTIs to provide teacher in-service training aligned with the needs and demand from districts.

Advocacy, Coordination, and Dissemination

- The project held showcase meetings for project partner schools and local government in 20 Cohort 2 districts to demonstrate their achievements to district and provincial officials; other stakeholders, including many district heads; and several senior provincial government officials. These meetings have acted as a trigger for program dissemination.
- The project has received a large amount of exposure through its project Website and newsletters, which serve as a record of good practices in schools, as well as serving as a clearinghouse for 3,797 reports that have appeared in the local and national press over the past year.

- Local government, MOEC, and MORA have received the project positively and have been replicating its programs using their own funds by training over 40,557 additional educators from 10,430 non-project schools over the past year and providing training to over 75,000 additional educators from 17,231 non-partner schools since the start of the project. The training is estimated to have benefitted over 2,700,000 additional primary and junior-secondary school students over the past year and over 5,000,000 additional students over the period of the project to date.
- The dissemination during the past year has been implemented using USD 1,354,803 of local funding from local government and schools, supported by USD 343,904 of project funding, a leverage ratio of almost 4 to 1. Over the project period to date, local government and schools have contributed more than USD 2.63 million to dissemination activities supported by USD 579,386 of project funding.

I INTRODUCTION

This document is the Annual Report for the USAID PRIORITAS project. The project started in May 2012. This report covers the 12-month period from October 2014 through September 2015.

The report is divided into five main sections as follows.

Section 1 provides a brief road map of this report.

Section 2 provides an overview of the project, including aims and objectives, inputs, scope, and beneficiaries.

Section 3 presents the main project activities and achievements during FY 2014–2015.

Section 4 discusses the project's challenges and constraints during the period under review.

Section 5 describes the plans for the next 12 months of project implementation and is followed by 15 annexes, which provide more detailed information on project activities, such as about the participants in these activities.

2 PROJECT OVERVIEW

2.1 Aims and Objectives

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 (IRI). On July 12, 2013, USAID issued a revised scope of work for the project, to which RTI International (RTI) responded. This revised scope of work resulted in a contract amendment, which was finalized in November 2013. The revised scope has a greater focus on the development of reading and literacy. USAID issued a further revision to the scope of work in May 2015, which increased project funding to an additional reading program for early grade classes.

This report covers the period from October 2014 through September 2015. 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 the School Level

1.2.2 More Effective District-Based Management

IR 1.3 Strengthened Coordination 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, which is implicit in the project design, correlates directly with this results framework. Expanded access to quality basic education will be achieved with three activities. First, pre- and in-service teacher training programs are being strengthened so that more and better-trained teachers are working in more classrooms and so more schools are offering a higher quality of instruction. Second, education management and governance of schools and districts are being improved, which mean that teachers are receiving more and better support to assist them in providing better instruction. Third, coordination is being strengthened at all levels of GOI agencies and education institutions to improve communication, information-based planning and policy making, feedback, and better use of financial and human resources within a decentralized system.

2.2 Project Inputs

The project is working with a range of local partners and implementing an extensive program of interventions and activities to achieve the IRs and subresults. The project is currently working to achieve the following:

- Building the capacity of TTIs to provide improved quality training programs both for teachers in training and for serving 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 staff of TTIs to design and implement an in-service training program to improve school management, leadership, teaching, and learning, especially in early grade reading (EGR) and in mathematics and science to expose these staff to models of good practices, which can be adopted and used in their in- and pre-service programs.
- Increasing opportunities for new and serving teachers and school managers, so they can learn from good practices by creating a network of good practice schools linked to the TTIs.
- Supporting a more systematized approach for the provision of in-service teacher training opportunities by improving human resource planning and budgetary allocations at the district and provincial level, with the province-level Quality Assurance Institutes (Lembaga Penjaminan Mutu Pendidikan [LPMPs]).
- Improving the ability of school leaders to better support quality teaching and learning in schools in a decentralized system by improving the capacity of school principals and supervisors as instructional leaders and school managers. These activities have a special emphasis on improving the teaching of reading and creating a reading culture in schools.
- Developing the capacities of schools and districts to use good data and information for better planning, budgeting, and policy development, focusing on better distribution of teachers to achieve better teaching and learning outcomes.
- Supporting the capacity of provincial-level Education Offices to coordinate policy implementation and synchronize the implementation of education programs.
- Strengthening the coordination and horizontal and vertical linkages between all education stakeholders by involving them in project planning, implementation, and evaluation activities.

Throughout all interventions, USAID PRIORITAS is working closely with local service providers, especially TTIs, to build their capacities to continue to use and disseminate good practices.

All project interventions ultimately aim to expand access to better quality basic education, which will result in better learning outcomes for more children.

2.3 Geographic Scope

USAID PRIORITAS is working in the same seven provinces that previously partnered with DBE: Aceh, North Sumatra, Banten, West Java, Central Java, East Java, and South Sulawesi. Since April 2014, USAID PRIORITAS has been working in Papua Province and has supported the work of two NGOs in the highland areas of the province, one of which is still continuing. In June 2015, the project started to work with one district in West Papua. Throughout the life of the project, USAID PRIORITAS is expected to work in these nine provinces, with approximately 99 districts: 46 of these are former DBE districts, and the remaining 54 are new USAID PRIORITAS districts.

These districts are being phased into the project in cohorts over the first three years, as shown in Figure 1.

Figure 1: Five-Year Implementation Plan

Year 1		Year 2		Year 3		Year 4		Year 5	
2012	2013	2014		2015		2016		2017	
Former DBE Districts (46)				40 Districts					
Cohort 1 USAID PRIORITAS Districts (23)									
Cohort 2 USAID PRIORITAS Districts (20)									
				Papua Province (2 Districts)			1 District		
				Cohort 3 USAID PRIORITAS Districts (7)					
				West Papua Province (1 District)					

In FY 2011–2012, an initial cohort of 23 new districts was selected in the seven former DBE provinces, and activities started in these districts in FY 2012–2013. In FY 2013–2014, work started in a second cohort of 20 new districts in these provinces. During FY 2014–2015 work started in a third cohort of seven districts in North Sumatra and East Java, resulting in a total of 50 USAID PRIORITAS districts in these seven provinces. USAID PRIORITAS has also provided support to 46 former DBE districts, to encourage dissemination of good practices and to leverage the capacity built within these districts to support implementation in the project’s newly added districts. It was originally planned that this support would finish at the end of 2014. However, the support has been extended for approximately 40 districts, which had expressed an interest in and commitment to support extended activities. In April 2014, USAID PRIORITAS started to support the implementation of a program in primary schools implemented by two NGOs in Jayawijaya and Yahukimo districts in Papua Province. The grant to one of these NGOs has been extended for a second year, while a second grant for the other NGO is currently under review. In June 2015, a program started in one district in West Papua Province.

The distribution of all of the partner districts is summarized in Table 1, below, and detailed in Annexes 1 and 2.

Table 1: Number of Partner Districts (incl. Papua)

Provinces	Former DBE Districts	USAID PRIORITAS Cohort 1	USAID PRIORITAS Cohort 2	USAID PRIORITAS Cohort 3	TOTAL
Aceh	5 (3)	2	4	–	11
North Sumatra	7 (7)	3	2	3	15
Banten	3 (3)	2	2	–	7
West Java	6 (5)	3	4	–	13
Central Java	8 (8)	5	2	–	15
East Java	8 (8)	5	2	4	19
South Sulawesi	9 (6)	3	4	–	16
Papua	–	–	2 (1**)	–	2
West Papua	–	–	–	1	1
TOTAL	46 (40*)	23	22	8	99 (93*)

*Number of districts continuing to receive support in 2015–2016. ** Currently active.

2.4 Direct Beneficiaries

The project is working with 50 USAID PRIORITAS partner districts as noted in Table 2. The total number of partner schools in those districts is included in Table 2, as are the direct number of beneficiaries (teachers and learners) in those institutions. USAID PRIORITAS is working directly with 17 partner TTIs (two or three per province), including one recently added TTI in West Papua Province. The project is also working with an additional 31 TTIs through consortia. The numbers of direct beneficiaries, lecturers, and students in the partner TTIs are also included in the table, as well as the estimated numbers of beneficiaries in schools to which the program has been disseminated, with or without USAID funding. The number of unique beneficiaries of the primary school reading program is also shown. These are the students in schools, where teachers have been trained in improved teaching related to reading. The 2,457,027 direct beneficiaries are those in schools where training was conducted with full or partial USAID funding, while the 266,881 indirect beneficiaries are those in schools where training was conducted without USAID funding assistance.

A partner districts and TTIs list is included in Annex 2 and lists of partner schools in Annexes 3–6.

Table 2: Project Partners and Beneficiaries

Partner Beneficiaries	Cohort 1	Cohort 2	Cohort 3	Papua West Papua	TTI and Lab and Partner Schools	Total
Districts	23	20	7	3		53
Primary schools	371	320	111	92	97	991
Junior-secondary schools	184	160	57	0	50	451
Teachers in partner schools	11,416	9,987	3,499	184	4,035	29,121
Learners in partner schools	172,946	161,113	61,917	4,140	73,771	473,887
Teacher Training Institutes					17	17
Consortia TTIs					31	31
Higher education lecturers					8,092	8,092
Student teachers					41,605	41,605

Partner Beneficiaries	Cohort 1	Cohort 2	Cohort 3	Papua West Papua	TTI and Lab and Partner Schools	Total
Dissemination Beneficiaries at Primary and Junior-Secondary School Levels						
	2012–2013	2013–2014	2014–2015			Total
Schools	1,616	5,185	10,430			17,231
Educators trained	11,350	24,643	40,557			76,550
Estimated student beneficiaries	923,522	1,383,830	2,702,406			5,009,758
Unique Beneficiaries of Reading Program in Primary Schools						
	2012–2013	2013–2014	2014–2015			Total
Unique beneficiaries of reading program	242,461	706,129	1,508,437	<i>Direct</i>		2,457,027
	14,909	64,049	187,923	<i>Indirect</i>		266,881

3 SUMMARY OF PROJECT ACTIVITIES

3.1 Project Management

3.1.1 Project Midterm Evaluation



REDI staff interviewing the Head of the Education Office in Bekasi Regency during the project midterm evaluation.

During quarter 12, a midterm evaluation of the project was conducted. The evaluation started on January 12 and was implemented by a team of six persons from JBS International. The team met with a variety of education stakeholders and project staff in Jakarta, then visited a total of 10 districts in five provinces, where they met with local education staff and stakeholders and observed activities in TTIs and project partner schools.

The evaluation team visits were supplemented by visits from a data collection firm, the Regional Economic Development Institute (REDI), to all 43 Cohort 1 and Cohort 2 districts, to conduct focus group discussions with government and MORA staff and other education stakeholders.

The midterm evaluation's preliminary results were generally positive and were communicated to USAID PRIORITAS at a meeting on March 31, 2015. The evaluation team then presented their results at a meeting at the Sultan Hotel in Jakarta on April 2, which was attended by USAID and project staff, as well as representatives from the GOI and education donors.

A list of the report's main recommendations and RTI's response to these recommendations is included in Annex 15.

3.1.2 Project Offices and Staffing

Project offices are operating in all seven former DBE provinces and in West Papua. Two project staff are also posted in Papua Province to oversee and support activities there. Staffing organization charts for each of the project offices are included in Annex 13.

To support project activities, a number of short-term technical assistance (STTA) consultants have been involved during the year. A list of their names and roles is included in Annex 14.

3.1.3 Project Reports

Contractually required reports and a number of other reports were completed and submitted to USAID during FY 2014–2015. These included the first Annual Report, all quarterly reports, and a number of special reports and studies, as noted below:

- Collaborative District Capacity and Needs Assessment (Cohort 3) (April 2015)
- Draft Report on Teacher Distribution (October 2014—currently being updated and finalized)
- Midline Monitoring Report Volume 1: Assessing the Impact of the USAID PRIORITAS Program on Schools in Cohort 1 Partner Districts (April 2015)

- Midline Monitoring Report Volume 2: Assessing the Impact of the USAID PRIORITAS Program on Student Performance in Bahasa Indonesia, Mathematics, and Science in Cohort 1 Partner Districts (April 2015)
- Midline Monitoring Report Volume 3: An Assessment of Early Grade Reading (EGRA)—How Well Children are Reading in Cohort 1 Districts (March 2015)
- Baseline Monitoring Report: An Assessment of Early Grade Reading (EGRA)—How Well Children are Reading in Cohort 3 Districts (May 2015)
- Results of School Monitoring in Cohort 2, Cohort 3, and in TTI Schools (July 2015).

3.1.4 Internal Coordination Meetings

Several internal coordination meetings were held over the year, including regular quarterly Provincial Coordinator meetings, national whole-team planning meetings in January and August 2015, and regular planning and coordination meetings at the province level.

3.2 Improved Teacher Training—Working with the TTIs

USAID PRIORITAS develops training modules and materials both for in-service and for pre-service teacher training delivery. Modules designed for in-service whole-school development are delivered in project partner schools and TTI lab and partner schools. These modules are also adapted for use in TTI pre-service programs and made available as resources for in-service training requests.

3.2.1 Improved In-service Teacher Training

During this fiscal year, reference materials for Module 2, Good Practices in Teaching-and-Learning and School-Based Management for TTIs, were introduced in 23 workshops across seven provinces. The materials were adapted from project in-service materials and introduced to pedagogy lecturers from relevant departments in partner TTIs. These materials have also been used in dissemination training for TTI consortia partners throughout the year.

Module 3 materials will be adapted for TTIs during the next fiscal year. A list of all modules and their contents is included in Annex 8.

3.2.2 Improved Pre-service Teacher Training

Resource materials developed to support improved course content and student-centered teaching and learning approaches have been very well received. The materials are being used in a wide variety of applications, including in lecture programs, practicum programs, and dissemination training. The value of these materials lies in their relevance to TTI lecturers. All materials were developed in full collaboration with partner TTI representatives, who identified gaps in content and application in their current courses.

The second round of development for TTI pre-service curriculum support materials provided an additional four packages of curriculum support materials, taking the total number of resource materials developed under this activity to seven.

The following support materials were developed and introduced during this fiscal year:

- Resource Book for TTI Lecturers: Teaching and Learning of Literacy in the Early Grades
- Resource Book for TTI Lecturers: Teaching and Learning of Junior-Secondary Literacy

- Resource Book for TTI Lecturers: Teaching and Learning of Primary Science
- Resource Book for TTI Lecturers: Teaching and Learning of Primary Mathematics.

Provincial teams met for a total of 17 workshops, involving 350 persons, to draft materials and were assisted by selected training facilitators, consultants, and project staff. Subject materials were allocated as follows:

- Primary Literacy and Junior-Secondary Literacy: Banten, Central Java, and West Java
- Primary Mathematics: South Sulawesi and East Java
- Primary Science: Aceh and North Sumatra.

A National Review of Teacher Training Curricula and Materials Workshop was held in December 2014 to present the results of the curriculum materials packages to 128 participants. Materials were socialized to TTI facilitators and engaged participants through simulations of suggested approaches and activities.

During February 2015, provincial workshops in all seven provinces introduced the materials to TTI pedagogy lecturers.

3.2.3 TTI Lab and Partner Schools

All pre-service teacher education degrees in Indonesia require student teachers to undertake teaching practice in authentic contexts to be able to make connections between theory and practice. USAID PRIORITAS is working with a small subset of schools used by partner TTIs for teaching practice for targeted improvement and as a laboratory for piloting new teaching approaches. When possible, the schools are in close proximity to the partner TTI to encourage ongoing collaboration.

The selection and development of a group of TTI Lab and Partner schools has been a particularly successful inclusion to the project program design, providing real contexts for lecturers and teachers to develop and try out materials and approaches.

This fiscal year, 30 training workshops were held for the schools using USAID PRIORITAS in-service Whole-School Development Training Module 2. Schools received training using the Primary, Junior-Secondary, and School-Based Management modules. These workshops, facilitated by project-trained university lecturers, were carried out to accommodate TTI schedules, and were implemented between October 2014 and February 2015.

Training was followed up with one-day meetings between January and April, 2015.

To ensure continued support, project staff and TTI facilitators also make regular one-day visits to the schools in this program for mentoring, planning, and assistance. These visits are subject to lecturer availability and are an ongoing project activity.

3.2.4 Good Practice Schools

Good practice schools in USAID PRIORITAS districts will provide a hub for improved pre- and in-service teacher professional development at the local level. These schools will provide stimulating environments for practice teaching and a place for in-service observation for other teachers, school administrators, and managers. Good practice schools may host visits from other schools, both from inside and outside of their district, to share good practices with their colleagues. A list of good practice schools is included in Annex 7.

a) Cohort 1 Good Practice Schools

To provide enrichment and promote the role of the good practice school as a hub for local professional development, project staff and consultants developed a training package exclusively for these schools. A three-day workshop program was developed that included additional support and practical activities to enhance the teaching of reading and literacy, mathematics, and science.

The Materials for Good Practice Schools for Primary and Junior-Secondary modules are expected to reinforce and extend good practices introduced in the Whole-School Development modules. The materials were introduced to 68 TTI facilitators at a National TOT in December 2014. These facilitators and project staff trained participants from good practice schools in 23 provincial workshops during February and March, 2015.

Review meetings with good practice schools in Cohort 1 are an ongoing activity to provide continued contact between the TTIs, the project staff, and the schools in the districts. The review meetings are to be held three times per year, with consideration for the TTI and schools' schedules. During this fiscal year, 48 district meetings have been held.

b) Cohort 2 Good Practice Schools

The selection of good practice schools for Cohort 2 took place between March and April, 2015. A committee representing TTIs, local education government members, and project staff developed the guidelines for selection and took part in the review and final selection of schools. Districts were asked to select up to four of their partner schools that represented good practices both in primary and junior-secondary education and included regular and Islamic schools. In the 23 Cohort 2 districts, 76 schools were selected for their evidence of commitment and uptake of effective whole-school management and teaching and learning practices.

Following initial meetings with the schools, province staff are preparing for the study visit program. Representatives from new districts will travel to a neighboring province to observe and discuss issues of effective teaching and learning and school-based management with current good practice schools.

3.2.5 Teacher Practicum Program

USAID PRIORITAS are working with partner TTIs to improve the quality and effectiveness of teacher practicum programs.

TTIs currently offer practice teaching programs as part of the per-service component (PPL one-semester programs) and the recently introduced one year post-graduate PPG program. The requirement for practice teaching components in TTIs has been in the review process for some years, with the introduction of the PPG program in selected major universities. The Ministry of Research and Higher Education (MORHE) department responsible for TTIs has mandated that all TTIs must phase-in the PPG program and be operational with this program within three years.

Current practicum programs reviewed with TTI partners reveal a lack of content and instruction in student-centered inquiry approaches; theory-based lecture programs, which are not connected to the practice to be carried out in schools; inadequate programming of the practice teaching component; and inadequate support from lecturers for student teachers, apart from their roles as assessors.

The TTI Practicum National Review Meeting was the first in a series of activities and workshops to improve the quality of pre-service practicum experiences for students, teachers, and lecturers. It was held on May 21–23, 2015, in Yogyakarta. The meeting was attended by GOI representatives and all

key persons from teacher practicum preparation programs in TTIs, and served to identify strengths and weaknesses of the existing programs. This steering group provided input on identified needs and how best the project could assist in improving the quality of teacher preparation programs.

Following this meeting, a further meeting of key persons in September 2015 re-designed the remaining activities to meet two identified needs: (1) materials support for lecture-based programs in PPL workshop programs, and (2) materials support for lecturers and supervising teachers in PPG programs. The materials for the lecture-based component of the PPL has been requested to be available for use by the TTIs in February/March 2016, so this component will be completed first.

The activities in this program will continue into the next fiscal year and include provincial workshops for capacity building for PPG instructors; developing teacher practicum programs, including lab and partner school training; and training lecturers in improved practicums.

3.2.6 Classroom Action Research

Classroom Action Research (CAR) is a popular method of research and professional development in Indonesia. Universities require students to complete an action research investigation as part of their coursework and MOEC requires teachers to submit action research investigations to gain credit points towards accreditation. The GOI is supportive and wishing to promote CAR as a method for teacher professional development in which individuals and groups of teachers can widely participate to improve practice through informed investigation.

The project's CAR program started in October 2014. A key persons meeting determined the technical and operational considerations in providing a program that placed classroom teachers at the center of the investigation, supported by TTI facilitators and lecturers. Research conducted by teams of TTI lecturers and teachers, and supported by project facilitators and staff, has been recognized as a way to promote linkages between the TTIs, their student teachers, and their practice teaching schools. Bringing TTI lecturers into schools is an ongoing necessity, to ensure they connect with real life situations in classrooms and benefit from better understanding of teaching and learning issues that teachers face daily.

CAR research teams were formed, consisting of four members: one TTI lecturer from a practice teaching department, one TTI project facilitator, and two teachers selected from a TTI lab or partner school. Each TTI partner selected two teams, and a total of 128 CAR Team members met at the Initial Meeting for CAR on October 22–24, 2014. During this meeting, teams discussed aims and goals, were introduced to a simple model for classroom action research, and worked on the formulation of clear research questions to be answered.

A total of 20 provincial workshops held between November 2014 and April 2015 provided opportunities for teams to meet for planning, data collection, writing, and reviewing the research process. The time frame proved optimal in allowing revisions and revisits to schools, where necessary, to collect additional data or to pilot ideas for intervention. A National Review meeting, held on June 25–26, 2015, provided teams with the chance to share their draft CAR reports, receive feedback from staff and peers, and finalize materials for completion.

The final presentation of completed research by selected CAR teams was presented to TTI, GOI, and project representatives on September 9–11, 2015. Each province and each main subject area was represented by the seven teams, who presented their work to interested attendees. MOEC, MORA, and Ministry of Research and Higher Education (MORHE) representatives were impressed with the standard of quality achieved by the teams and the perspectives gained through the cooperation between the TTIs and their partner school teachers. MOEC has requested assistance to

revise the CAR guidelines and process that they are currently implementing, with the view of adopting a more clear and simplified approach to CAR, as demonstrated by the project CAR activity.

The project CAR was a major activity in Component I during this fiscal year and was deemed highly successful and effective, both by research teams and those who shared in the final outputs of the process.

3.2.7 Support for TTI Dissemination Programs

The success of the TTI program and the developed materials has spread beyond the project-partner and consortia TTI members. Due to requests for dissemination training from various TTIs, the project has supported these requests by providing only facilitators and materials. The host TTI is responsible for planning and funding all other training components. To date, 15 workshops have been held by non-partner TTIs this fiscal year, with the most requests coming from Aceh and South Sulawesi provinces. The host TTI selects training materials that they feel would suit their needs, and TTI facilitators provide a customized program for the two- or three-day training. This model is one that could provide impetus to the program for TTIs as service providers, because the method has a high level of sustainability after project interventions end.

3.2.8 TTI Strategic Business Planning and Service Providers

USAID PRIORITAS' TTI program has been working closely with the Governance and Management programs in developing strategic business planning for partner TTIs.

The first TTI Strategic Business Planning workshop was held in Jakarta on June 3–5, 2015. It was attended by the Director of Higher Education of MORA, the Inspector General of MOEC, and the Secretary General of MORHE, indicating a high level of interest in this program. The project's 16 TTI partners presented their experiences as service providers, and all participants discussed the opportunities and challenges in developing a role for TTIs as service providers. All agreed that one of the biggest challenges involves institutionalizing the collaboration of the TTI with government institutions.

This Strategic Business Planning program will continue with province-level workshops early in the coming year. The aim of the program is to develop the capacity of TTIs to provide in-service training and consultancy services to districts and provinces. In the past, some TTIs have had Memoranda of Understanding (MOUs) with districts or provinces, but the tendency is for individuals rather than institutions to provide assistance on an individual contract basis. The risk with this approach is that it weakens the TTIs as institutions, by taking the most talented individuals away from their work in the TTI. In the longer term, it is hoped that TTIs will begin to take on the role currently played by donor-funded projects, that of supporting the education system to improve quality.

In the short term, it is hoped that some TTIs will be willing and able to take a more proactive and entrepreneurial role as a service provider. To facilitate this process, USAID PRIORITAS is involving representatives of partner TTIs in the Continuing Professional Development (PKB) planning program, currently being implemented with partner districts (Cohort 1, 2, 3, and former DBE districts). The province-level TTI Strategic Planning workshops will enable the TTIs to develop plans to provide a service to the districts, based on the needs that those districts have identified in the PKB planning program. In this way, it is hoped that the demand from districts will be matched by supply from the TTIs. Specifically, it is expected that TTIs may be able to provide TOTs to train more facilitators in districts to meet the demand of disseminating USAID PRIORITAS module training to all teachers. TTIs may also assist districts with activities such as monitoring and evaluation

of training, teacher deployment mapping and policy development, financial analysis, and strategic planning.

3.2.9 Coordination Meetings: TTIs

a) National TTI Partner Review Meeting

The National TTI Partner Review Meeting brings together GOI Higher Education representatives and all partner TTIs to share in project activities and achievements of the project. The TTI partners create a visual showcase of achievements and panel discussions and review progress, needs, and future program activities. The National Partner Review meeting was delayed in this reporting period, to be combined with a project National Showcase Meeting in November, 2015.

b) Provincial Consortia Meetings

The project facilitates the development of professional relationships between project TTIs and other provincial teacher training universities and colleges through various meetings. These meetings provide opportunities for sharing program information and planning upcoming activities, as well as allow for professional discussion related to academic programs and content. The participants recognize and value the professional networking that occurs at these meetings.

These meetings have taken place in all provinces this fiscal year in line with TTI schedules.

3.2.10 TTI Provincial Showcase Meetings

TTI Showcase Meetings for nine TTIs from five provinces took place during this fiscal year. The meetings provided a forum for sharing progress, success, and outcomes from project training, workshops, and activities. The events included displays from partner universities and lab schools, which highlight examples of improved teacher planning and professional development, as well as examples of student work, illustrating inquiry based, active learning approaches. Talk shows, including panels representing TTIs, district education office staff, and central government education representatives, highlighted progress made and discussed issues and challenges faced in improving education quality and delivery to schools and universities. The showcases attracted attention from high level Ministry officials, including attendance from the Director of Primary Education, Special Staff to the Minister for Education, (Echelon I), Special Staff for the Minister (MORHE), Head of Higher Education Section, Menko PMK, rectors from partner and consortia universities, and other high level officials from both the Government and Religious Affairs directorates. Two provinces will complete their showcase meetings during 2016.

3.2.11 Partnership between Florida State University and the State University of Semarang

FSU was selected to implement a TTI partnership and, following a contract amendment by USAID, a subcontract between RTI and FSU was signed in early September 2014 to enable FSU to implement the TTI partnership with UNNES. The partnership between the two teacher training universities is intended to:

- Develop curricula and courses for pre- and in-service teacher training in developing reading and literacy, especially in the early grades;
- Develop and pilot supporting training and classroom materials; and
- Roll out these courses and materials to other TTIs.

FSU staff and consultants made three visits to Indonesia during FY 2014–2015 for the following:

- An initial visit in November 2014 to conduct a needs assessment with UNNES.
- A workshop in May 2015, attended by UNNES lecturers and teachers from the UNNES laboratory school, to:
 - introduce the participants to current research on how children learn to read and write, and
 - discuss possible modifications to existing pre-service courses for students, to equip them to implement research-based literacy practices.
- Identification of resources by UNNES and FSU after the workshop, to enhance existing courses, with lecturers from UNNES then working on the development of these resources pending the next visit from FSU.
- FSU staff and consultants holding a series of activities with UNNES during late July and August 2015, to finalize the learning resources, which are grouped as follows: (1) Introduction, (2) Oral Language and Listening Comprehension, (3) Phonological Awareness, (4) Print/Alphabetic Awareness, (5) Word Reading, (6) Reading Fluency, (7) Vocabulary, and (8) Independent Reading.

Between September and November 2015, lecturers will try out the materials in their courses and evaluate their effectiveness. The FSU team will be returning in early 2016 to complete a further four units and finalize all the units.

3.3 Strengthened Instruction in Schools

Work on this component was focused at two levels: (1) the school (and school cluster) level, and (2) the TTI level. A special focus on improving the teaching of reading and on the literacy outcomes for students has been introduced across the project.

3.3.1 Whole-School Development

a) Training Module Development

A major focus of the program in project partner districts is to develop access to quality basic education. The in-service training program encompasses both Components 1 and 2 to develop such access.

- Under Component 1, the program is training teachers to improve the quality of teaching and learning.
- Under Component 2, the program is working with the school principal, staff, and community, including the school committee, to improve the management and governance of schools and to increase community support.

This comprehensive approach is called “Whole-School Development” (WSD).

WSD training modules to support the program have been developed, based on existing training materials from DBE and other similar programs. During FY 2012–2013, the project developed a first set of training modules and a second set during FY 2013–2014. During 2014–2015, a third set of modules has been developed. The modules were developed through consultation with specialists, TTI partners, and government stakeholders before being tested and finalized.

These modules are as follows:

1. Good Practices Training Module for Primary Schools: Modules 1, 2, and 3
2. Good Practices Training Module for Junior-Secondary Schools: Modules 1, 2, and 3
3. Facilitator and Mentoring Guide.

The Good Practices Training Modules cover teaching and learning management and methodologies, school management, and community participation. The second and third modules include a greater emphasis on developing reading and literacy. This encompasses developing (1) Early Grade Reading, (2) literacy across the curriculum for the higher grades, and (3) a reading culture as part of the School-Based Management (SBM) program. The third module for primary schools includes training in the management and use of the leveled reading books, which will be distributed during FY 2015–2016 to all partner and many non-partner schools.

A list of the topics covered by Modules 1, 2, and 3 is included in Annex 8.

The modules have been printed and distributed to support training of Cohort 1, 2, and 3 partner schools and TTI lab and partner schools, as well as to support dissemination of the training to additional non-partner schools, both within the DBE and USAID PRIORITAS districts and to a number of schools outside those districts.

b) Training of Partner Schools

A critical mass of teachers in partner schools (at least six teachers in each partner primary school and 15 in each partner junior-secondary school) is being trained in Active and Contextual Learning Approaches. The school management and school committees are also being trained in participative and accountable management and increased community participation. Each school is scheduled to receive three rounds of training over the life of the project. The first round is a general introduction to Active and Contextual Learning. The second and third rounds of training focus on specific learning strategies for the following:

- Early grades reading, including the use of leveled reading books (Module 3)
- Developing interest in reading and reading comprehension in all grades and across all subjects (grades 1–9)
- Bahasa Indonesia, mathematics, science, and social studies for primary schools
- Bahasa Indonesia, mathematics, science, English, and social studies for junior-secondary schools.

Following the selection of an average of 16 primary and 8 junior-secondary partner schools per district, the WSD program begins with an introductory program to familiarize the participants with the program and prepare for its implementation. These familiarization activities include the following:

1. Socialization of the program to district stakeholders, school supervisors, and school principals of partner schools and clusters.
2. Study visits in some provinces by district stakeholders, school supervisors, and school principals of partner schools to schools exhibiting good practices in former DBE districts.
3. Selection of district facilitators, jointly with local government, for training in school management and primary and junior-secondary school teacher training.

Before each training module is introduced, a TOT takes place at the national level for a group of training facilitators from each province, who are selected from the most able district training facilitators, and who are then able to deliver training to the remaining district facilitators in the province.

Following this familiarization, a core annual training program takes place, which includes the following activities:

1. Training district facilitators at the provincial level, using the same WSD modules.
2. Training partner-school staff in school management and in teaching and learning, by district facilitators, supported by TTI staff and facilitators.
3. Providing mentoring support by district facilitators for schools at cluster, school, and classroom levels (currently taking place).

Training for Cohort 1 districts started in FY 2012–2013 and their schools have completed training in the first and second modules. Training in the third modules started before the end of FY 2014–15 and will be completed early in FY 2015–2016.

Cohort 2 districts started to receive training during FY 2013–2014, and their schools have completed training in the first and second modules. It is expected that they will receive training in the third module early in 2016.

Cohort 3 districts started to receive training during FY 2014–2015, and their schools have completed training in Module 1. It is expected that they will receive training in the second and third modules during FY 2015–2016.

In the Cohort 1 and 2 districts, the first round of training and mentoring was followed by a District Showcase Meeting for the partner schools to display and present the impact the training and mentoring had on their schools. The showcase meetings for Cohort 1 districts took place during FY 2013–2014 and for the Cohort 2 districts during FY 2014–2015. The District Showcase Meetings for Cohort 2 districts are reported in section 3.5.5. It is planned to hold a further showcase meeting in each of these districts before the end of the project.

The current status of training in the Cohort 1, 2, and 3 partner districts is shown in Table 3.

Table 3: Training for Cohort 1, 2, and 3 Districts

	Cohort 1 Districts	Cohort 2 Districts	Cohort 3 Districts
Module 1			
Training of National Trainers	January–February 2013	n/a	n/a
Training of Provincial Training Facilitators	February–May 2013	January–February 2014	February–March 2015
Training of Partner School Staff	May–November 2013	February–March 2014	March–May 2015
Module 2			
Training of National Trainers	March 2014	n/a	n/a
Training of Provincial Training Facilitators	March–May 2014	October 2014–March 2015	–
Training of Partner School Staff	September–November 2014	January–June 2015	–
Module 3			
Training of National Trainers	February and May 2015	n/a	n/a
Training of Provincial Training Facilitators	August–October 2015	–	–
Training of Partner School Staff	September 2015 ongoing	–	–

c) Training of Training Facilitators

Two major national training workshops were conducted to train provincial facilitators in the third set (Module 3) of training materials for primary schools and junior-secondary schools. The five-day event for junior-secondary school trainers was held from February 25 to March 1 in Makassar, and for primary school trainers, the training took place over four days from May 27 to 30 in Bandung.

Over 280 participants attended the two events. The primary school event for early grade teachers focused mainly on the management and use of the leveled reading books, which are to be provided to all project partner and many non-partner schools.

The national level Training of Provincial Facilitators was followed by Training of District and TTI Facilitators at the province level, as shown in Table 4. In the seven project provinces, 1,677 local education staff (school supervisors, principals, and teachers) from 23 Cohort 1 districts, 16 partner TTIs, and 21 DBE districts were trained as Training Facilitators in the use of Module 3. They are responsible for implementing the training in their own districts and TTIs.

Table 4: Cohort 1, DBE District and TTI Training Facilitators Trained in Whole-School Development Module 3 at the Province Level

	Primary Schools			Junior Secondary Schools			Total Facilitators Trained		
	M	F	Total	M	F	Total	M	F	Total
Aceh	43	47	90	15	8	23	58	55	113
North Sumatra	-	-	-	93	70	163	93	70	163
West Java	59	51	110	80	31	111	139	82	221
Banten	36	41	77	41	24	65	77	65	142
Central Java	143	92	235	113	54	167	256	146	402
East Java	127	114	241	120	67	187	247	181	428
South Sulawesi	46	35	81	84	43	127	130	78	208
TOTAL	454	380	834	546	297	843	1,000	677	1,677

Table 5 shows that 899 district facilitators from the 20 Cohort 2 and three DBE districts were trained using Module 2. The trained facilitators are then responsible for implementing the training of staff from partner schools in their own districts.

Table 5: Cohort 2 District Training Facilitators Trained in Whole-School Development Module 2 at the Province Level

	Primary Schools			Junior-Secondary Schools			Total Facilitators Trained		
	M	F	Total	M	F	Total	M	F	Total
Aceh	29	26	55	33	27	60	62	53	115
North Sumatra	15	15	30	17	13	30	32	28	60
Banten	17	13	30	20	17	37	37	30	67
West Java	39	25	64	38	27	65	77	52	129
Central Java	13	6	19	14	11	25	27	17	44
East Java	112	63	175	118	51	169	230	114	344
South Sulawesi	35	37	72	35	33	68	70	70	140
TOTAL	260	185	445	275	179	454	535	364	899

*) 3 Kabupaten DBE yang ikut dalam Module 2 di Jawa Timur: Bojonegoro, Nganjuk, Sampang.

Table 6 shows that 241 district facilitators from the seven Cohort 3 districts were trained using Module 1. The trained facilitators are then responsible for training staff from partner schools in their own districts.

Table 6: Cohort 3 District Training Facilitators Trained in Whole-School Development Module 1 at the Province Level

	Primary Schools			Junior-Secondary Schools			Total Facilitators Trained		
	M	F	Total	M	F	Total	M	F	Total
North Sumatra	20	29	49	27	21	48	47	50	97
East Java	40	32	72	52	20	72	92	52	144
TOTAL	60	61	121	79	41	120	139	102	241

d) Training of Staff and Stakeholders from Cohort 1, 2, and 3 District Partner Schools

Early in FY 2014–2015, Module 2 training was rolled out to Cohort 1 district partner schools, following the training of district facilitators near the end of the previous year. Following the training of trainers in FY 2014–2015 recorded above, further training was rolled out to partner schools in the Cohort 1, 2, and 3 districts. Module 1 training was rolled out to the staffs of the Cohort 3 district partner schools, and Module 2 training was rolled out to the staffs of the partner schools in the Cohort 2 districts.

Module 3 training is currently being rolled out to the staffs of the partner schools in Cohort 1 districts. The training for junior-secondary schools has been completed, while the training for primary schools started in September 2015 and is expected to be completed in the first quarter of 2016. The later completion of the primary school training was necessary to await the printing and delivery of the leveled reading books, which will be given to schools following the training.

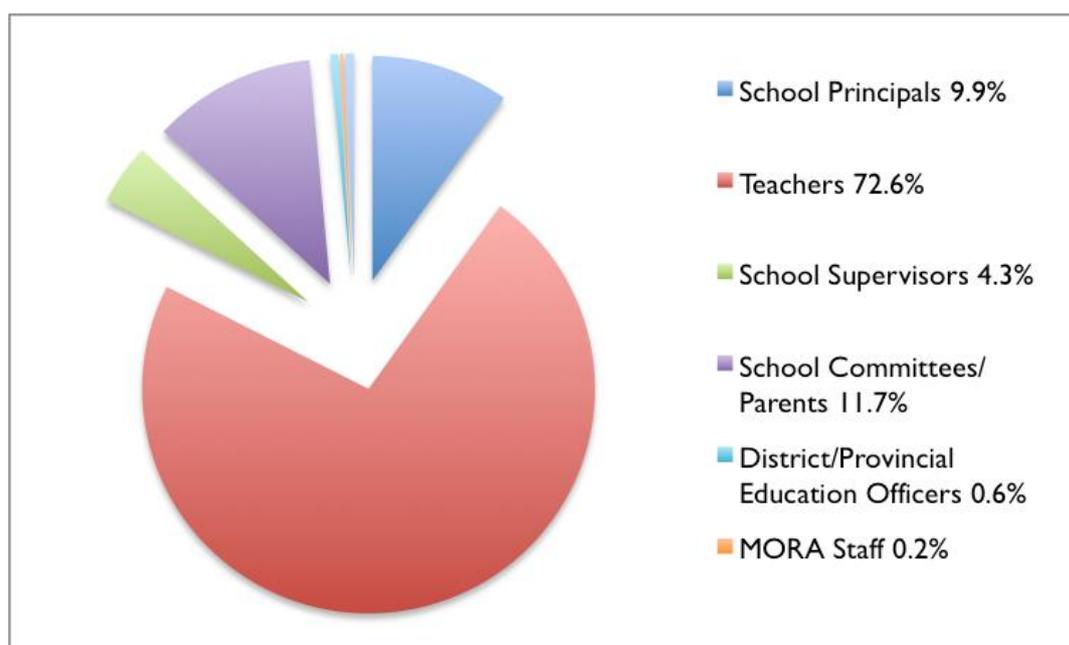
e) Training of Staff and Stakeholders from Cohort 3 Partner Schools

Table 7 shows the numbers of participants in School-Based Management (SBM) and Active and Contextual Learning training for primary schools (PS) and junior-secondary schools (JSS) in the Cohort 1, 2, and 3 districts during FY 2014–2015. In the Cohort 1 districts, 5,198 and 2,397 persons were trained, respectively, using Modules 2 and 3. In the Cohort 2 districts, 6,387 persons were trained using Module 2, and in the Cohort 3 districts, 2,154 persons were trained using Module 1. Figure 2 shows that the vast majority of the participants (72.6%) in the training were teachers.

Table 7: Persons Trained in Districts in Whole-School Development

	Cohort 1						Cohort 2			Cohort 3		
	Module 2			Module 3			Module 2			Module 1		
School-Based Management for JSS	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
School Principals	102	26	128	27	5	32	79	29	108	44	8	52
Teachers	204	202	406	51	38	89	153	143	296	65	58	123
School Supervisors	50	19	69	11	2	13	47	20	67	20	5	25
School Committees/Parents	234	37	271	65	5	70	205	35	240	92	20	112
District/Provincial Education Officers	9	1	10	2	0	2	13	0	13	0	0	0
MORA Staff	2	3	5	2	0	2	6	1	7	0	1	1
Other Stakeholders	9	1	10	1	0	1	10	2	12	1	0	1
Subtotal	610	289	899	159	50	209	513	230	743	222	92	314
School-Based Management for PS	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
School Principals	174	121	295	0	0	0	118	94	212	39	52	91
Teachers	288	483	771	0	0	0	208	453	661	52	136	188
School Supervisors	46	26	72	0	0	0	50	30	80	14	8	22
School Committees/Parents	470	126	596	0	0	0	321	97	418	121	58	179
District/Provincial Education Officers	9	1	10	0	0	0	8	1	9	4	4	8
MORA Staff	4	1	5	0	0	0	4	0	4	2	1	3
Other Stakeholders	12	3	15	0	0	0	8	3	11	3	1	4
Subtotal	1,003	761	1,764	0	0	0	717	678	1,395	235	260	495
Contextual Learning (CTL) for JSS	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
School Principals	30	9	39	67	21	88	54	22	76	9	2	11
Teachers	324	720	1,044	594	1,277	1,871	588	1,464	2,052	213	404	617
School Supervisors	16	8	24	53	18	71	50	23	73	18	4	22
District/Provincial Education Officers	1	2	3	6	4	10	3	0	3	1	1	2
MORA Staff	0	1	1	3	0	3	0	1	1	0	0	0
Other Stakeholders	1	1	2	2	3	5	2	10	12	0	0	0
Subtotal	372	741	1,113	725	1,323	2,048	697	1,520	2,217	241	411	652
Active Learning (PAKEM) for PS	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
School Principals	79	63	142	4	10	14	112	114	226	40	39	79
Teachers	252	957	1,209	34	76	110	319	1,393	1,712	110	452	562
School Supervisors	32	16	48	3	1	4	38	28	66	35	9	44
District/Provincial Education Officers	6	3	9	0	0	0	10	1	11	2	1	3
MORA Staff	0	2	2	0	0	0	4	0	4	0	2	2
Other Stakeholders	12	0	12	1	1	2	11	2	13	3	0	3
Subtotal	381	1,041	1,422	42	88	130	494	1,538	2,032	190	503	693
TOTAL	2,366	2,832	5,198	926	1,461	2,387	2,421	3,966	6,387	888	1,266	2,154

Figure 2: Participants in WSD Training, by Position



f) Impact of the Training

The results of the training have been positive. The midline monitoring in Cohort 1 districts in late 2014 show that after two years of project support, the percentage of teachers in partner schools in Cohort 1 districts demonstrating good teaching practice improved from 21.5% to 59.6%, and the percentage of classrooms with children demonstrating positive learning behaviors increased from 16.8% to 81.3%. The percentage of teachers of all subjects supporting the development of students' reading comprehension rose from 8.7% to 48.4%. More details of the impact monitoring are included in section 3.11 and Annex 12.

3.4 Improving Students' Reading

USAID PRIORITAS has a specific focus on improving the early grades reading achievement of children in Indonesian schools. The project aims to increase the following:

- The proportion of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text; and
- The proportion of students who, by the end of the primary cycle, are able to read and demonstrate understanding, as defined by country curriculum, standards, and national experts.

3.4.1 Early Grades Reading Assessment

The project conducted a study of early grades reading levels in project areas to assess:

- How well children in the early grades are reading;
- How well teachers are teaching children in the early grades to read; and
- How well prepared teachers are to teach children in the early grades to read.

These EGRA assessments took place in late 2012 in Cohort 1 districts, in late 2013 in Cohort 2 districts, in late 2014 in Cohort 3 districts, and in February and March 2014 in the TTI lab and partner schools. The samples included a selection of project partner schools and a similar number of

non-partner comparison schools in the Cohort 1 and 2 districts. The findings of the four assessments were similar. They show the following:

- Children in grade 3 in this sample have well-developed word-level skills and can read words in the Indonesian language, Bahasa Indonesia, which is a relatively straight-forward language from a grammatical perspective.
- Indonesian children cannot always understand what they read. Moreover, they only understand about half of what they hear.

The project also conducted a qualitative review of how reading is taught in schools, to better understand the quality of teachers who are teaching reading, as well as the applied pedagogy and approaches that are used to teach reading. The findings show that few teachers are offering an active reading approach, and few have strategies to help students develop an understanding of what they read. Most primary school teachers have very few resources to support their teaching and rarely use assessment tools to improve their students' learning.

In addition, project looked at how early grades teachers are currently being prepared to teach reading during their initial teacher training courses, and how they are supported to continue to develop their skills subsequently. The results of the assessment show that TTIs are not yet preparing teachers well and, in many cases, not at all to teach reading. Most new primary school teachers enter the workforce unprepared to teach reading.

A second EGRA test was implemented in Cohort 1 partner schools during October and November 2014 to measure the impact of USAID PRIORITAS programs on student performance in reading. Results showed that some improvement in student performance had been made, both in the project partner schools and in the comparison schools. One of the reasons for the unexpected improvement in the comparison schools appears to result from many of these schools having received interventions such as training or participation in teachers working group meetings, together with project partner schools. This result is an indication of the commitment of many districts to disseminate USAID PRIORITAS programs to non-partner schools.

3.4.2 Supporting Reading Development

Using the results of the EGRA in project areas, the project has designed a program to improve reading education in schools and districts. The new program, integrated into existing project components, has been incorporated into the revised project scope of work. Elements of the program that have started to be or already have been implemented include the following:

- Developing a resource book for TTI Lecturers, *Teaching and Learning of Literacy in the Early Grades*, and training lecturers in how to use it.
- Including units on the Teaching of Reading in the Early Grades in the second and third WSD training modules and using these to train early grades teachers in the partner schools.
- Including units on Literacy for All Grades and Across the Curriculum in the second and third WSD training modules and using these to train teachers in the partner schools.
- Including units on Developing a Reading Culture in the SBM section of the second and third WSD training module and using these to train school principals, supervisors, committee members, and teachers in partner schools.
- Distributing over 170,000 books to date to Cohort 1 and 2 and TTI partner schools to support reading development programs in these schools.
- Implementing a partnership between Florida State University (FSU) and the State University of Semarang (UNNES) to develop reading courses for students.

- Implementing a partnership with Yayasan Literasi Anak Indonesia (YLAI), an Indonesian NGO, to produce leveled readers for use in early grade classrooms across Indonesia.

During the past year, USAID has amended the USAID PRIORITAS contract to expand the leveled reading book program. USAID is procuring an additional 12,100 sets of leveled reading books for distribution to non-partner primary schools in the project partner districts. The project is tasked with distributing the books to the schools and training the early grade teachers and school principals in managing and using them.

The results of some of these programs have included the following:

- The proportion of early grades teachers demonstrating good practice in teaching and assessing reading in Cohort I partner schools has risen from 13% in 2012 to 66.5% in 2014.
- The proportion of school managers initiating activities to create a school reading culture in Cohort I partner schools has risen from 24.8% in 2012 to 78.3% in 2014. Examples of good practice in developing a reading culture have been collected and published as a book, which will be distributed widely to project partner ministries, TTIs, districts, and schools. The Minister of Education has recently added his express support for developing a reading culture by encouraging all schools to institute 15-minute reading sessions at the start of each school day.

Progress on the following programs is reported in separate sections of this report:

- The partnership with YLAI and the leveled reading book program (section 3.4.3)
- The partnership between FSU and UNNES (section 3.2.11)

3.4.3 The Leveled Reading Book Program

a) Leveled Reading Book Development

In December 2014, USAID PRIORITAS started to implement a fixed obligation grant agreement with YLAI, valued at approximately USD 200,000. The grant's duration is for one year and covers the following activities:

- Reviewing the 75 titles of leveled readers that YLAI has developed, to assess their suitability for use more widely across Indonesia, including identifying any changes needed;
- Revising the readers to incorporate the changes identified;
- Reviewing and adapting YLAI training materials for teachers and school principals in how to use the books;
- Producing pilot versions of the revised books for use in training the training facilitators in USAID PRIORITAS partner districts and TTIs; and
- Supporting the implementation of training for training facilitators at the national and provincial levels.

The revision of the books was discussed at two workshops in Bali, which were held in February and April 2015, and attended by:

- YLAI and project staff;
- Representatives of schools in the seven project provinces;
- Representatives of the partner TTIs; and
- Government staff from MOEC and MORA.

Additional workshops took place in March and April 2015 to adapt existing YLAI teacher training materials for use with USAID PRIORITAS-supported schools. The number of participants at this

workshop was smaller than at the book review workshops, but included a similar spectrum of participants from YLAI, project staff, GOI staff, and representatives of project provinces.

Activities took place in parallel with books and training materials revision, to gain GOI endorsement for using the leveled books. A team of GOI personnel, including representatives of the Curriculum Development and Book Center, the Language Center, the Primary School Directorate, and the Teacher Professional Development Center of MOEC, as well as a representative of MORA, were included in the book revision and training module development activities.

Senior project management held a meeting in January and May 2015 with the Director-General of Basic Education, who recommended that the books should undergo a more formal approval process involving the National Education Standards Body (BSNP) and the Curriculum Development and Book Center.

Meetings were subsequently held with the Secretary of the BSNP and the Head of the Curriculum Development and Book Center, and the Secretary of the BSNP attended the National Training of Trainers in Bandung on May 26–30. The Minister of Education and Culture’s special staff member, Mr. Ahmad Rizali, then convened a further meeting on June 3 that included the Secretary of the BSNP and representatives of the Curriculum Development and Book Center, who then gave MOEC’s endorsement to distribute the leveled reading books. In the meeting, it was recommended that:

- A list of names of GOI staff, who had been involved in the book revision, should be included inside the back cover of each leveled reading book; and
- The MOEC logo should be placed on the back cover of each book.

Following this meeting with MOEC, further meetings were held with MORA and the Coordinating Ministry for Human Development and Culture (Menko PMK) to inform them of developments and to gain permission to include their logos on the backs of the books.

By the end of FY 2014–2015, the revision of the books had been completed, and the books were being printed for distribution to schools.

b) Printing, Planning, Distribution, and Training

Each package of books to be distributed to schools includes eight copies of 75 separate titles arranged in six levels, a number of “big” books for the teacher to read aloud in front of the class, and a set of six teachers’ guidebooks and student workbooks. Teachers and school principals from recipient schools will be trained in managing and using the books.

The leveled reading books are being procured under two separate mechanisms:

1. In September 2014, the project contracted the publisher Gramedia to print 1,011 packages of the books to distribute to *project partner schools* and partner TTIs. The books are expected to be delivered to the project in November 2015.
2. USAID has contracted a printer to prepare 12,100 packages of the books that the project will then distribute to *non-partner schools* in the project districts. These books are expected to be received in January 2016 and will be stored in five distribution points around the country.

Below is a progress report on various activities related to the leveled reading book program, which have already taken place or are planned in the near future.

1. Training of national training facilitators in the use of the leveled reading books took place in May 2015. During August and September 2015, training of district facilitators from USAID PRIORITAS Cohort I and DBE districts started in the seven partner provinces. It is expected

that the training of schools in Cohort 1 partner districts will start in November 2015, when the packages of books are received from the printers.

2. Following the appointment of a program manager for the leveled reading program in June 2015, interviews took place during the final three months of FY 2014–2015, to prepare for the appointment of staff to support the implementation of the leveled reading program, particularly with the non-partner schools. Technical coordinators in each province will start work in October 2015.
3. The 12,100 packages of books that are being procured by USAID will be stored in warehouses in the following five locations: Jakarta, Medan, Semarang, Surabaya, and Makassar. Procurement of warehouse space in these five locations is expected to be completed early in October 2015.
4. Meetings took place in three provinces, Aceh, West Java, and East Java, during the final quarter of FY 2014–2015, to introduce the leveled reading book program to provincial and partner district stakeholders. Meetings in the other four provinces will take place early in FY 2015–2016, as will district level meetings to plan the detailed implementation of the program in the districts.

3.5 Governance, Management, and Linkages

To support the improvement of teaching and learning in Indonesian classrooms, Components 2 and 3 of the project focus on improving the management, governance, and policy linkages within the Indonesian education system. This effort involves a series of activities at district, province, and national levels. Activities this year focused on two major programs: (1) teacher deployment and (2) district planning for continuing professional development of teachers. Other important activities, including annual dissemination planning meetings with provinces and districts, district showcase events, and support for the national school finance reporting system, continued.



North Aceh Regent, Muhammad Thaib, speaking with students making a presentation at the USAID PRIORITAS District Showcase in North Aceh.

Activities this year became increasingly integrated with and supportive of national government policy development in these two areas. The priority of the new government, elected in 2014, is to improve the competency, deployment, welfare, and status of teachers. The USAID PRIORITAS focus on in-service and pre-service teacher training and teacher deployment is very well aligned to this priority.

The work on teacher deployment and continuing professional development for teachers was underpinned by a study of the role of the provinces and by collaborative district capacity assessments conducted in all Cohort 1, 2, and 3 districts. Although most of these assessments had been completed in previous years, the Cohort 3 district assessments took place early in the current project year.

3.5.1 Studies of District Capacity

The project's collaborative District Capacity Assessment in Cohort 3 followed the same approach as in Cohort 1 and 2. It was based on focus-group discussions conducted in the six Cohort 3 districts, in the provinces of East Java and North Sumatra. Informants included representatives from schools, education offices, MORA, Regional Development Planning Board (BAPPEDA), and district personnel offices. A report on the results was submitted to USAID in March 2015. In addition to confirming

previous findings, the assessment served also to build ownership and support for the USAID PRIORITAS program within the district Education Office (Dinas Pendidikan) in each district.

Although each district is unique, the profile and capacity-building needs identified for the six Cohort 3 districts did not differ substantially from those in the previous Cohort 1 and Cohort 2 districts. The program of interventions designed and planned for Cohort 1 and Cohort 2 districts at district level was thus found to be appropriate for these districts. In particular, the report recommended that the Teacher Deployment Program be implemented in these districts, along with the Continuing Professional Development Planning Program. Involving all stakeholders in these activities, and especially involving the province and province-level institutions, including the LPMP and TTI, in the Continuing Professional Development Program also serves to improve coordination, along with planning and implementation of programs, to improve the quality of teaching and learning in schools and madrasah.

The best leverage point for effecting improvement is to assist schools, districts, provinces, and the national government in using MOEC's existing datasets (this helps improve data quality), analyzing data for policy and planning, developing information-based plans and policy, and conducting multi-stakeholder forums to improve coordination. Based on capacity assessment results from all districts, and aligned with USAID PRIORITAS objectives, the project is focusing on the following key areas:

- Teacher deployment to improve teacher distribution;
- Targeted, needs-based teacher training: pre- and in-service, funded from national, province, district, and school budgets'
- District and province level planning and coordination to improve synergies between levels and organizations in the system and to support planning for dissemination of good practices; and
- Financial planning and management to support the above.

3.5.2 Teacher Deployment

During the period October 2014–September 2015, the Teacher Deployment approach known as *Penataan dan Pemerataan Guru* (PPG) continued in Cohort 1 and 2 and was rolled out in Cohort 3 districts. The PPG approach uses data from MOEC's national online database, known as DAPODIK, to map the current teacher distribution within a district, highlighting areas of oversupply, undersupply, and mismatch. The tool assists districts to redistribute teachers aligned with the needs. It also enables districts and provinces to prepare long-term human resource plans and plot future human resource requirements. The results can then be used by TTIs for their planning. Each district prepares and implements policies and plans to address the issues of teacher deployment. All Cohort 1 and 2 districts are now in the process of implementing policies to improve teacher deployment, which they have prepared, while Cohort 3 districts are in the process of formulating their policies based on the analysis conducted this year.

The Teacher Deployment Program has now been implemented in 50 USAID PRIORITAS partner districts and has been disseminated in five former DBE districts with district funding. Support is being provided for implementing policies to address teacher deployment. This takes the form of (1) implementation planning workshops and (2) follow-up meetings to monitor progress in implementation. The main issues for primary schools are (1) inefficient teacher deployment because of the large number of small schools with small classes and (2) uneven distribution between schools. The main issues for junior-secondary schools are (1) an oversupply of teachers and (2) uneven deployment between subject areas and schools.

District policy outcomes

At the district level, policy outcomes from the PPG program to address these issues vary, depending on local contexts, and include the following:

- Transferring teachers from overstaffed to understaffed schools—sometimes with incentives for teachers to relocate to less attractive locations: 4,393 teachers have been transferred.
- Redeploying teachers from one function or level in the system to another: 201 junior-secondary teachers have been redeployed as primary class teachers, along with 139 school principals; 70 kindergarten teachers; 25 senior-secondary teachers; and two vocational-school teachers.
- Assigning mobile teachers: 1,190 teachers have been assigned as mobile or “itinerant” teachers to teach in more than one school.
- Merging (or “regrouping”) of small primary schools in close proximity: 307 small schools have been regrouped, resulting in 153 merged schools.
- Establishing multigrade teaching in small and isolated primary schools where a merger is not possible: 84 schools have combined classes or are soon to combine classes and implement multigrade methodologies.
- Recruiting from the ranks of temporary teachers to meet specific shortages: 3,809 contract teachers have been appointed as civil servants to meet specific needs.
- Reassigning primary school subject specialist teachers: 39 primary subject specialist teachers (English) have been reassigned as primary class teachers (in Cimahi District).
- Retraining and redeploying non-teaching civil servants: 131 non-teaching civil servants have been retrained and redeployed as teachers (in Kuningan and Ngawi Districts).

To strengthen the implementation of policies on teacher deployment and to reduce resistance from those impacted, strong regulations may be required. Such regulations can indicate the support of government, legislature, and nongovernment stakeholders for the policy. At the time of writing, 20 such regulations have been issued in partner districts as a result of the PPG program. These regulations are designed to support the implementation of policies such as school mergers, teacher transfers, and multigrade classes. A list of these policies is included in Annex 11.

Policy development at province and national level

Strong interest has also been shown in the Teacher Deployment Program at the province and national levels. With the workshop conducted in North Sumatra on October 2, 2014, province-level PPG workshops have now taken place in all seven partner provinces. These workshops provided the opportunity for the districts to share the results of their teacher deployment mapping and policy development and to discuss the role of the province in supporting teacher redistribution.

In 2014, the GOI passed a new law on regional governance which, among other things, passes responsibility for the management of senior-secondary schooling (SMA) and vocational and pre-professional senior-secondary school (SMK) from the district to the province level.¹ The government regulations required to enact this law have not yet been issued. Meanwhile, as a result of this new law, it is fair to say that provincial governments are focused more on anticipating this new role than on supporting districts with the professional development or deployment of teachers.

One exception to this focus is the Government of Aceh, which, in cooperation with USAID PRIORITAS and the DFAT-funded Education Policy Research in Aceh (EPRA) program, and coordinated by the Aceh Education Development Coordination Team (TKPPA), is preparing to

¹ Undang Undang 23, 2014, tentang Pemerintahan Daerah.

disseminate the Teacher Deployment Program (PPG) to all districts and facilitate the redistribution of teachers across districts in Aceh, as needed. The Government of North Sumatra is also now taking a similar approach. Sumatra is coordinating, with the support from the State University of Medan (UNIMED), to disseminate the teacher deployment program to all districts, along with a program for continuing professional development for teachers.

On October 14, 2014, USAID PRIORITAS held a National Policy Forum on Teacher Deployment in Jakarta. Results of the teacher deployment work conducted in 23 Cohort I districts were presented and discussed, good practices were shared, and policy issues were raised for discussion at the national level. A draft national report and a policy brief were released and discussed at this event.

The Director General of Basic Education opened the forum, on behalf of the Minister of Education and Culture, and also gave a presentation on the need for teacher deployment to be addressed. This was followed by remarks from the USAID PRIORITAS Chief of Party and the USAID Mission Director. The workshop was attended by 109 participants, consisting of District Heads and Heads of District Education Offices, as well as Heads of the Provincial Education Offices, and representatives from MORA, MOEC, the Ministry of Home Affairs (MOHA), USAID, other donors and donor-funded programs, and USAID PRIORITAS staff from the Jakarta office and the provinces.

This forum was followed by two more donor-funded events. On February 23–25, 2015, an Education Sector Symposium² was held in which the issues were debated and outcomes were communicated to the new Minister for Education and Culture. On August 4–5, 2015, a third national Teacher Policy Forum (*Forum Kebijakan Guru*)³ produced a list of policy recommendations on the management and professional development of teachers.⁴ The participation of USAID PRIORITAS in these events, along with informal advocacy in MOEC, has made a substantial contribution to policy development at the national level.

As a result of the formation of a new national government after the 2014 elections, the national planning and development body, Bappenas, prepared a new National Development Plan. This plan was formally adopted in a decree on January 8, 2015.⁵ The Government's commitment to improving the deployment of teachers is apparent in this plan. Relevant policy objectives include: (1) increasing the professionalism, quality, and accountability of teachers and education personnel, and (2) improving the management and deployment of teachers.⁶

The next step in the national policy process was for the National Development Plan to be translated into MOEC's Five-Year Strategic Plan (*renstra*). MOEC's strategic plan was released on June 23, 2015. It includes the following strategic objectives related to teacher deployment:

- Developing the capacity of local governments and municipalities to manage the recruitment, deployment and quality improvement of teachers and education personnel effectively and efficiently;
- Enforcing the rules in the appointment of teachers, based on strict quality criteria and the actual needs of districts;
- Increasing the efficiency of teacher deployment to improve the teacher-student ratios and optimize teaching loads;

² Education Sector Symposium, sponsored by USAID-funded Program Representasi (ProRep).

³ Teacher Policy Forum, sponsored by Education Sector Analytical and Capacity Development Partnership) ACDP.

⁴ ACDP Indonesia. (2015). *Risalah Kebijakan: Manajemen dan Pengembangan Guru*.

⁵ The President of the Republic of Indonesia Regulation No. 2 of 2015, concerning the National Medium Term Development Plan (RPJMN) 2015-2019.

⁶ Peraturan Presiden Republik Indonesia No 2, 2015, tentang Rencana Pembangunan Jangka Menengah Nasional (RPJMN) 2015-2019.

- Strengthening cooperation between teacher training institutes (TTI) and all levels of government to ensure that the quality and deployment of teachers and education personnel is equitable; and
- Providing incentives and adequate facilities for teachers and education personnel assigned to remote areas, to support their professional development and career paths.⁷

To support this national policy development, providing input based on the results and policy outcomes of PPG in 55 districts, USAID PRIORITAS is currently preparing to hold another national policy forum. The event, being jointly planned with MOEC, is planned for November 2015. A working group to prepare for the event has been formed and consists of representatives from various agencies within MOEC, a special advisor to the Minister, and representatives of USAID PRIORITAS and other donors involved in this area. The National Report on PPG discussed in draft form at the 2014 National Policy Forum has now been updated to include recent district policy outcomes, the changing national policy environment, and a cost-benefit analysis conducted per the suggestion of USAID. This report will be released at the November event, along with additional policy briefs to address specific issues, including small-school management and cost-benefit analysis of teacher deployment. The policy forum will also address issues related to continuing professional development, discussed below.

PPG in madrasah

While MORA has been involved throughout the USAID PRIORITAS PPG process at district, province, and national levels, until recently, the project has been unable to fully implement the Teacher Deployment Program with madrasah. Differences between the MORA and MOEC systems are as follows:

1. MORA's teacher/student database system, known as EMIS, is different from MOEC's DAPODIK and generally less consistent and less reliable than DAPODIK.
2. The majority of madrasah are private (over 90%), meaning that it is not a simple matter, for example, to merge schools.
3. The majority of teachers in madrasah are non-civil servants (approximately 90%), meaning that it is not a simple matter, for example, to transfer teachers between schools.
4. MORA's planning and budgeting systems are centralized. Madrasah and madrasah teachers do not come under the authority of districts.

As a result of these differences and challenges, until now the PPG Program approach has not generally extended to madrasah and madrasah teachers, which provide schooling to approximately 20% of Indonesia's children. Where the program has been applied to the Islamic education sector, this was made possible by directly collecting the data from the madrasah. However, this is generally too resource-heavy and lengthy a process for the project to undertake. It has thus been undertaken in only a small number of districts in Aceh, where few madrasah exist and the district administration is willing to include them in its planning.

Meanwhile, MORA has requested assistance from USAID PRIORITAS to adapt and pilot the PPG Program for madrasah. Three districts have been jointly selected in East Java in which to implement a modified teacher deployment analysis. A technical team has been formed to include national, province, and district level MORA personnel, and the pilot is currently underway.

⁷ Peraturan Menteri Pendidikan Dan Kebudayaan, No. 22, 2015, tentang Rencana Strategis Kementerian Pendidikan dan Kebudayaan Tahun 2015-2019.

3.5.3 Planning and Budgeting for Continuing Professional Development

The second major initiative currently being implemented is an approach to help districts plan and budget for in-service teacher training. Continuing Professional Development of teachers is a key to improving and maintaining quality in education systems. In Indonesia, MOEC has adopted this approach under the title *Pengembangan Keprofesian Berkelanjutan* (PKB). However, a lack of capacity to plan and implement professional development exists at all levels in the system. The project aims to support districts to plan and budget for a five-year PKB program, based on good practices, in which every primary and junior-secondary teacher will have access to professional development on a continuing basis, initially through dissemination of the USAID PRIORITAS training modules. After the approach is institutionalized, it is hoped that it will be sustained and further developed in the future. The district-level approach will also inform policy and practice at province and national levels.

The PKB approach is supported by a simple needs assessment, teacher training cost analysis and education finance analysis. To plan for PKB, districts need to answer the following questions: how many teachers need training (assuming training will be provided to all teachers in clusters, taking into account training that has already been provided), what training do they need, how much will it cost per teacher per day, how much money is available and from where (district budget, school budgets, teacher professional allowances, and other sources), and what other resources are available/required (facilitators, training modules, venues, time allocation)? The PKB Planning program enables the districts to answer these questions using data available from DAPODIK and other sources.

Teacher competency testing and the Central Java experience

MOEC's intention is to assess each individual teacher through an online competency-based assessment (UKG) and in-school performance appraisal (PKG) and to provide continuing professional development for individuals based on the results. MOEC is preparing to conduct a third round of online UKG tests in November 2015 for all teachers nationally. However, there are a number of problems in the national approach. One overriding concern is the questionable validity of the data as a basis for determining teacher competency and performance. A second concern with MOEC's approach is that professional development of teachers is best provided through teacher working groups (known in Indonesia as KKG and MGMP) rather than on an individual basis. Teachers learn best in "communities of practice."

Nonetheless, improving UKG scores is now a goal in the government's new National Development Plan (RPJMN) and in MOEC's New Strategic Plan (*renstra*). The goal is to increase the overall score from 40% to 80% by 2020. In light of the value that MOEC places on this teacher competency approach, USAID PRIORITAS worked in the first part of this year with MOEC to design a program to help districts and provinces plan for professional development of teachers using the competency test results as a basis for planning. It was intended that the approach would use results of UKG, PKG, and national student examinations (UN) to help identify teacher training needs in each district. This information was to be enriched through focus-group discussions (FGD) and supported by financial analysis, to determine unit costs of training in each district and funds available through annual budgets.

While developing, refining, and reviewing the approach during the early part of this year, USAID PRIORITAS worked with MOEC's *Pusbangprodik*, along with LPMP and TTIs in Central Java, to implement the program in three districts: Purbalingga, Batang, and Banjarnegara. Among the problems encountered were obtaining the UKG and PKG data and conducting meaningful analysis. While the UKG data should be available to districts, this was found not to be the case. Following consultations with the Head of MOEC's Personnel Management Body (Badan) in January, project staff obtained a complete set of 2012 UKG results from MOEC for the seven partner provinces (a

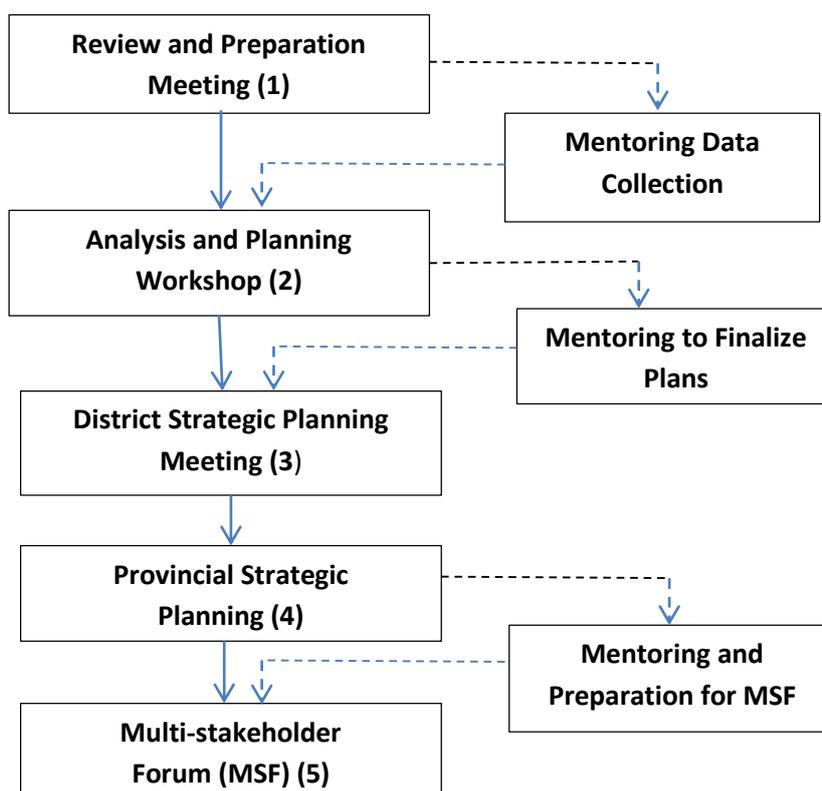
total of 15.5 GB). Data for PKG were obtained from the districts. However, the analysis of PKG data was found to be ineffective, as the performance appraisals, conducted by teachers' immediate supervisors (school heads, senior teachers, and supervisors), were felt to be very subjective with average scores upwards of 95%. This contrasted markedly with the online competency tests, which produced an average national result of around 40%.

The work in Central Java was completed with public consultations in each district to share the recommendations for teacher training. However, due to the problems described, it was decided not to continue in other districts with the teacher training needs analysis using UKG, PKG, or UN data. As a result, the approach was redesigned to exclude the UKG and PKG analysis. The new approach is now being implemented in all districts: USAID PRIORITAS Cohorts 1, 2, and 3 and former DBE districts. Meanwhile, the software and manual for analyzing UKG and UN data to obtain information about teacher training needs at the district level was handed over to the MOEC's personnel branch in a series of training events funded by the Ministry. MOEC was very appreciative of this, as they had no meaningful analysis at district level.

The PKB planning approach

The revised PKB Planning Program builds on the annual dissemination planning and budgeting workshops (described below) that have been conducted for the past two to three years in all districts, plus results of teacher deployment analysis and finance analysis. As illustrated in Figure 3 below, through a series of workshops, districts share good practices from their own experience in dissemination, determine training needs by analyzing the number of teachers per KKG and MGMP, calculate the unit cost of training and potential funding available, and prepare budgeted five-year plans for PKB. Activities 1, 2, and 4 in Figure 3 are conducted at province level. Technical teams from all districts, including USAID PRIORITAS partners and former DBE districts come together to share experience and undertake the analysis on their own data in combined workshops.

Figure 3: PKB Budgeting and Planning Program



This strategic approach builds on and enhances the successful annual dissemination planning in a number of ways:

- It uses a strategic planning approach to help districts plan and implement programs to disseminate USAID PRIORITAS training modules.
- It shifts the focus from annual to multi-year planning and from project co-funded dissemination to 100% district and province funding.
- It promotes the efficient and effective use of teacher working groups (KKG and MGMP) as a forum for continuing professional development.
- The approach includes TTI and LPMP to support implementation and to better link with USAID PRIORITAS programs with these partner institutions.
- It promotes sustainability and ongoing project impact beyond the five-year USAID PRIORITAS implementation period.
- It links explicitly to MOEC's Continuing Professional Development (PKB) program mandated in the national five-year development plan, providing greater leverage for more funding and better planning, and supporting policy links between district, province, and national levels.

The program began in July–August in all provinces, with the first province-level workshops attended by key personnel from all USAID PRIORITAS and former DBE partner districts. At these workshops, districts reviewed their dissemination programs and identified the data required for PKB strategic planning.

The second workshop, also at province level, took place in Aceh in September, 2015. In this workshop, data on teachers, clusters, and finance were analyzed for each district. Similar workshops will be held in other provinces early in the new project year.

These province level workshops will be followed by district-level consultations and then a final province-level workshop at which each district team will prepare a draft strategic plan, based on the earlier analysis and consultations. These plans will be finalized following public consultations in each district.

3.5.4 Annual District and Provincial Planning Workshops

While the long-term planning process described above was being developed and rolled out, annual district and province dissemination planning workshops took place in all provinces this year. In most districts, this was a second (in some cases, third) round of workshops.

The format varied, with some provinces opting to combine district planning meetings at province level, and others conducting separate district-level meetings. The aim of the workshops was to facilitate districts and provinces in planning and budgeting for the dissemination of USAID PRIORITAS programs. In particular, the activities aimed: (1) to share the experiences of success and good practices in changing approaches to teaching and learning, education management, and governance, between the districts (and the province); (2) to facilitate the synchronization of planning between project programs and activities of the Education Offices/MORA through revisions to the 2015 budget and through planning for 2016; and (3) to plan the dissemination of good practices, both in teaching-and-learning and in school-based management as a sustainability strategy.

In addition to the formal District/Province Planning and Review Meetings, routine coordination and consultations continued in all provinces to support planning for dissemination of USAID PRIORITAS

training to more schools. The frequent and widespread coordination with government partners at all levels is evident in the more detailed quarterly reports.

3.5.5 Showcase Meetings in Cohort 2 Districts and for Madrasah

Between February and April 2015, the 20 Cohort 2 districts held their District Showcase Meetings to demonstrate the impact of the USAID PRIORITAS training and mentoring on their schools, as good practices in teaching and learning, school-based management, and reading culture, and to encourage dissemination. In addition, a special showcase for madrasah took place at the province level in Central Java (February 11, 2015).



Kuningan Regent, Utje Khairiyah Hamid Suganda, trying out a student's water filter project at SDN 1 Cilimus during a USAID PRIORITAS District Showcase in Kuningan, West Java.

These showcase meetings took place over a morning or a whole day, and the venue was, in most cases, a prominent location such as the District Head's auditorium (*Pendopo*).

Each of the 24 partner schools in each district made a display of students' work, teaching aids, and school and teaching plans that have resulted from the training. Programs included presentations of practical teaching activities by students and presentations and panel discussions involving school principals, committee members, school supervisors, and District Education and MORA Office staff.



North Aceh Regent, Muhammad Thaib, speaking with the students who are presenting at a USAID PRIORITAS District Showcase in North Aceh.

Most events were opened by District Heads or senior officials and attended by policy makers as well as representatives of the wider community. The showcases were an effective means of demonstrating the program's impact to district, provincial, and national government stakeholders. There was considerable demand from non-partner schools present at the meetings to receive training similar to that given to the partner schools. Many districts made public commitments at the meetings to fund dissemination of the program to non-partner schools.

A provincial-level showcase was held in Central Java, specifically to demonstrate good practices for madrasah partners. Representatives of the national MORA office, the Head of the Central Java Provincial MORA Office, and the Rector of UIN Walisongo attended. These senior officials all expressed appreciation for the positive changes in madrasah as a result of the USAID PRIORITAS assistance. As a result of this activity, increasing support for the program is now evident.

Stakeholders who have been able to observe the successful outcomes are now committed to disseminating the program on a wider scale.

3.5.6 School Finance Reporting

USAID PRIORITAS continued to provide low level support to MOEC for the school finance reporting application, known as ALPEKA this year.

USAID PRIORITAS developed the software in the first year of the project in response to a request from MOEC. It is based on earlier DBEI models, but was updated, and made more secure and more user-friendly. The new application was launched in 2013 and is available

free for downloading from the MOEC BOS Website, which can be found at this link: <http://bos.kemdikbud.go.id/home/artikel/11>

USAID PRIORITAS' support in developing the software is acknowledged on the software and Website. It is mandated for use in all schools (SD and SMP) in Indonesia.

According to MOEC and reports from the field, the ALPEKA software is widely used in schools throughout the country and significantly increases transparency and accountability in school financial management. Information from MOEC suggests that the software is in use in approximately 120,000 schools (65% of all SD and SMP schools in the country). In 2013, only approximately 1,000 schools were able to submit their financial reports online. By the end of 2014, this figure rose to 120,000. This figure is expected to rise even further when reports are submitted at the end of 2015.

During this project year, the application was updated to reflect minor changes to MOEC's policy and format for BOS reporting. The changes relate to school asset inventories, which are now automatically updated, when capital spending is reported.

3.6 Working in Papua and West Papua

3.6.1 Papua

During FY 2014–2015, the first period of grant activities in Jayawijaya and Yahukimo districts, which started on April 1, 2014, was completed on May 31, 2015, following a two-month, no-cost extension. Towards the end of this period, the two foundations implementing the activities, Yayasan Kristen Wamena (Wamena Christian Foundation [YKW]) and Yayasan Sosial Untuk Masyarakat Terpencil (Social Foundation for Isolated Communities [YASUMAT]), prepared proposals for a second grant for each foundation. YASUMAT's second grant was approved and activities covered by this grant started on June 1, 2015. The approval of YKW's second grant was delayed due to organizational changes within the foundation. By the end of September 2015, a proposal has been completed and is currently being finalized for submission to USAID in early October 2015.



Opening page of ALPEKA Software.

a) YKW in Jayawijaya

Below is a summary of the achievements during the period of YKW's first grant.

- A total of 38 teachers from 19 partner schools and 10 teachers from a further six schools were trained in the use of the Papua contextualized textbooks (BPKP) and other matters related to teaching and learning. Their training of the teachers from the partner schools was followed up by in-school mentoring.
- A total of over 12,300 books were distributed to the schools that had taken part in the training. These books consisted of teacher's guides, student workbooks, and assessment books. The schools also received sets of teaching aids to support the books.
- The program held workshops for parents and community members associated with the 19 partner schools, which attracted 713 participants. These workshops helped the participants to understand the changes in teaching and learning in their schools and encouraged them to send their children to school regularly.
- Regular coordination meetings took place with the Jayawijaya District Education Office, which resulted in the district expressing their support for and appreciation of the YKW program and attending several program activities, including the showcase meeting.
- A showcase meeting was held towards the end of the grant period, to demonstrate the achievements of the program to governments and non-government agencies and other non-partner schools. At these meetings, two teachers and a school principal testified about the success of the program and demonstrated teaching aids that they had made and used.
- A number of publications were produced, including three editions of a newsletter and posters to raise awareness of the program.
- Monitoring data reported in the Quarter 13 Report to USAID indicated an increase in school attendance in a sample of schools and significant increases in student performance in grades 1, 2, and 3 in reading, writing, and mathematics.

The main objectives of the proposed second grant are as follows:

- A total of 15 new partner schools will be added in Jayawijaya District. They will be trained and receive mentoring in the use of the BPKP books.
- The program will continue in the 19 partner schools supported under the first grant, to further strengthen the work of the teachers in the schools and the use of the BPKP books.
- Nine additional trainers will be recruited to support the work with the total of 34 partner schools.
- Workshops with parents and community members will continue, to encourage local support for student's education.

b) YASUMAT in Yahukimo

Below is a summary of the achievements during the period of the first YASUMAT grant:

- The program started with the training of teachers and school principals from 25 partner schools and expanded, at no extra cost to the project, to a further 28 schools over the period of the grant, giving support to a total of 53 schools.
- 106 teachers from the 53 schools were trained in the use of the Papua contextualized textbooks (BPKP) and other matters related to teaching and learning. The training of the teachers from the partner schools was followed up by in-school mentoring.

- A total of over 33,000 books were distributed to the schools that had taken part in the training. The schools also received sets of teaching aids to support the books.
- The program held workshops for parents and community members associated with the 25 partner schools. These workshops helped the participants to understand the changes in teaching and learning in their schools and encouraged them to send their children to school regularly.
- Regular coordination meetings took place with the Yahukimo District Education Office, which resulted in staff from the district education office regularly attending program activities.
- Three editions of a bulletin (newsletter) with stories from partner schools were produced.
- Monitoring data reported in the Quarter 13 Report to USAID indicates significant increases in student performance in grades 1, 2, and 3 in reading, writing, and mathematics.



Mahason Kobak, a volunteer teacher at Wesili Village, Yahukimo, teaching in class. He received training in using the Papua contextualized textbooks from YASUMAT and implemented the results of the training in his class.

Activities funded by a second grant to YASUMAT started on June 1. The objectives of the second grant-funded program are as follows:

- To strengthen the capacity and skills of teachers in the 53 partner schools from the first year
- To train 10 new partner schools in the second year
- To improve the use of the Papua contextualized textbooks among the 106 teachers, who had trained in the first year of the grant.
- To improve school management in the schools in the 63 villages of Yahukimo District
- To strengthen the involvement of parents in school management in the 63 partner schools in Yahukimo.

Some activities have already taken place using the funding from the new grant. A socialization activity took place on July 21–23 in two clusters, Soba and Holuwon, to introduce the YASUMAT program. Two TOTs have been held in June and July 2015 for nine newly-recruited school facilitators. Participants were trained in the use of the Papua contextualized textbooks for Bahasa Indonesia and math in grades 1 and 2.

A workshop was conducted in Puldama cluster on July 27 in collaboration with community members, students, and administrators of the church. The training focused on the importance of education for children. A total of 143 people attended. The aim was to improve the understanding of the community, religious leaders, and church of the value of education. The participants are expected to play an active role in supporting the learning process in schools.

3.6.2 West Papua

Following visits to West Papua by USAID and project staff and extensive discussions with USAID and stakeholders in the province, plans for a program to improve the quality of basic education in South Manokwari District and in the TTI, STKIP Muhammadiyah, Manokwari, were finalized in April 2015, and incorporated into the USAID PRIORITAS Year 4 Work Plan.

In early May, a small team from the national project office took part in a visit to West Papua to discuss and finalize the Working Agreements (KAK) for the district and the TTI. The project leased a building in Ransiki, South Manokwari, to serve as an office and to house project staff. Three project staff are located in the district: the technical coordinator, the WSD Specialist, and an administration and finance assistant. Launch events took place at the end of June 2015 in Manokwari and South Manokwari. Following these events, program activities started with: (1) a study visit to South Sulawesi; (2) a workshop for adaptation of the USAID PRIORITAS Whole School Development (WSD) Training Module I (Teaching and Learning and School-Based Management) to the Papua context; (3) baseline monitoring; and (4) an Early Grades Reading Assessment (EGRA).



A teacher from West Papua discussing classroom practice with a teacher in South Sulawesi during the study visit in August 2015 to a project partner school in Maros, South Sulawesi.

Coordination meetings were also held at province and district level with the Bupati and the Head of the District Education Office in South Manokwari, to coordinate support for the implementation of the project.

3.7 Gender and Inclusive Education

The following provides a summary of gender and inclusive education activities conducted during the period of October 2014–September 2015. These activities with gender and inclusive education perspectives have been integrated into activities carried out in the partner districts.

3.7.1 Gender

Discussion of gender issues has been integrated into Module 3 on good practices, including reviewing the results of monitoring the implementation of the training and paying attention to the roles of boys and girls in lesson activities.

A checklist has been drawn up to help district facilitators, project staff, and other local stakeholders to view the development of partner schools from a perspective of gender.

An analysis of district facilitators (project training) showed that of the seven partner provinces, four provinces reflect a balance between women and men facilitators (Aceh, North Sumatra, South Sulawesi, and Banten), while in the other three provinces (West, Central, and East Java), women still account for less than 40% of district facilitators.

When analyzed by subject or area of responsibility, mathematics, the Indonesian language, science, social studies, the English language, and SBM have substantially more male district facilitators. Only for the early grades are there substantially more women.

Terms of reference for a gender study to follow up on the results of the project's mid-term evaluation were submitted to USAID for review in August 2015. These have now been finalized. The project is planning to engage a consultant to implement the study starting in early October 2015.

3.7.2 Inclusive Education

Inclusive education (IE) has been integrated into Module 3 on good practices, including discussing the results of monitoring the implementation of the training and paying attention to inclusive education in giving tasks to students. Inclusive education activities during the past project year include the following:

- A checklist has been drawn up to help schools adopt an inclusive perspective. This checklist is designed to help district facilitators (project training), project staff, and education stakeholders to see the development of partner schools from a perspective of inclusivity.
- A video showing good practices in inclusive education was made in a partner school in Lumajang District, East Java, in January 2015. The video aimed to document the good practices in teaching learners with special needs in the partner schools. The video has been used as media for training and advocacy, to improve the understanding of the various parties about implementing inclusive education.
- Project-supported training for teachers, school principals, and other relevant stakeholders took place in Lumajang District in East Java and Bireuen District in Aceh.
- A “Grand” Design was developed for an Inclusive Education Workshop that took place in Bireuen District in August 2015.
- The project has supported North Sumatra Provincial Education Office in making plans to develop inclusive education in the province. The plan will be sent to the Directorate of Special Education and Special Services at MOEC, so that the province can be declared as implementing inclusive education. A draft of a Governor’s Decree on the implementation of inclusive education has been prepared in support.

3.7.3 Monitoring Gender and Inclusive Education in Schools

Monitoring of partner schools has been carried out in nine districts in five provinces (Takalar, Tobasa, Blitar, Situbondo, Cimahi, Makassar, Bireun, Wonosobo, and Sragen) to discover the extent to which gender and inclusive education perspectives have already been applied by teachers and the school community. The main findings concluded that:

- Principals and teachers in partner schools need to understand more about inclusive education and special needs education.
- Schools that implement IE need to have special needs teachers, to cater to the special needs children.
- Some schools already have the resource room, along with equipment and media, but teachers need to be trained in their use.
- Schools that implement IE need to develop an appropriate curriculum (an individualized education program) for special needs children, so that these children receive learning services that are suited to their needs.

3.8 Working with the Government of Indonesia (GOI)

A feature of the USAID PRIORITAS project to date has been to make a concerted attempt to work with the GOI at all levels. The project has been successful in building relationships with GOI at the central government level, especially with MOEC, MORA, and more recently with MORHE, which has taken over responsibility for TTIs. The provincial offices of the project have developed good

relationships with their provincial governments and many district governments. A prime reason for this success is that USAID PRIORITAS is seen as supporting priority Government policies and objectives.

These positive relationships between USAID PRIORITAS and the GOI have also resulted in the GOI often requesting ad hoc assistance and support from the project, which the USAID PRIORITAS team has been pleased to give on many occasions. Examples of such assistance include the following:

- At central government level—training staff of the LPMP in the use of the WSD modules and training staff of MOEC in monitoring and evaluation using project monitoring instruments. The project has also been asked to take part in working groups on teacher policy and developing a reading culture.
- At province and district levels—supporting strategic planning and responding to requests to disseminate DBE and USAID PRIORITAS programs. More recently, the project has given support to the North Sumatran provincial government and a number of districts to draft inclusive education plans.

Frequent planning and coordination meetings have taken place in the partner districts and have included a variety of stakeholders from the Education and Religious Affairs Office, and in many cases, from the local development agency, parliament, and education council.

Allocations of funding amounting to USD 1,354,803 have been made by 86 DBE and USAID PRIORITAS districts, two provincial governments, and one TTI to support dissemination of the program, demonstrating a commitment on behalf of these districts to support the USAID PRIORITAS program. Furthermore, serving as a liaison at the technical level, with all levels of the GOI, the project's Technical Coordinator has been able to develop a close working relationship with officials at MOEC and MORA, which has benefitted the commitment to the project.

Following the change of government in October 2014, many changes of personnel have taken place in the central ministries (MOEC, MORA, MENKO PMK, and MORHE) with which the project works. Despite this, the project has been successful in meeting with all the relevant new senior staff, especially the directors-general and directors of the various parts of the ministries, to establish good relations and ensure the continuity of project activities and support to GOI.

Additional details about individual meetings and activities with GOI have been provided in the quarterly reports. A list of national GOI officials who attended USAID PRIORITAS events of FY 2014–2015 is attached in Annex 10.

3.9 Dissemination

The project has been supporting the dissemination of good practices developed under DBE and USAID PRIORITAS in USAID PRIORITAS and former DBE districts. This support involves some district-level management programs and, more frequently, disseminating school-level training in SBM and teaching and learning to non-partner schools.

USAID PRIORITAS support typically covers the following:

- Support for planning and budgeting for dissemination programs;
- Funds for district facilitators to conduct training; and
- Materials and modules (generally, districts will fund the cost of photocopying).

The districts or other disseminating agencies (such as MORA) usually fund the following:

- All participant costs;
- Meals, rental of meeting rooms, equipment, etc.; and
- Cost of stationery.

USAID PRIORITAS only supports dissemination activities that meet the project's criteria of good practice in training. Training programs should:

- Include a significant number of teachers and other participants from each school;
- Include the entire training program, as designed by DBE or USAID PRIORITAS; and
- Be implemented by trained facilitators.

During FY 2014–2015, the dissemination activities covered 40,557 participants from 10,430 institutions (mainly schools) in 86 districts and TTIs and also included some provincial level training. A total of 60.1% of the participants were female, and 39.9% were male. Table 8 shows the numbers of participants in dissemination training per province. There had been a common practice in the past to invite as many schools as possible to join a training, with the consequence that most of the schools could only send a few participants. The project encourages the districts to include more participants from each school, to create a critical mass within the school that will have a better chance to implement what they have learned during the training. Table 8 indicates that, on average, 3.9 persons were sent by each school to attend a training.

Table 8: Number of Participants of Dissemination Activities, by Province

Province	Male	Female	Total	No. of Schools	No. of Participants/ No. of Schools
Aceh	393	1,067	1,460	483	3.0
North Sumatra	1,397	2,569	3,966	1,005	3.9
Banten	645	1,505	2,150	446	4.8
West Java	2,277	2,417	4,694	1,018	4.6
Central Java	4,294	6,097	10,391	2,218	4.7
East Java	4,280	4,962	9,242	2,986	3.1
South Sulawesi	2,914	5,740	8,654	2,274	3.8
Grand Total	16,200	24,357	40,557	10,430	3.9
Percentage	39.9%	60.1%	100%		

Table 9 shows that the majority (78.7%) of the participants were teachers, followed by school principals (13%), as these are the main targets of the training. A number of school supervisors (2.2%) and school committee members (2.9%) participated in the dissemination activities. A significant number of other participants from District Offices of Education, TTIs, and MORA also attended the dissemination activities, on average 3.2% of the participants.

Table 9: Main Occupation of Participants of Dissemination Activities, by Province

Province	School Principals	Teachers	School Committees	School Supervisors	Others	Total
Aceh	5.20%	92.20%	0.00%	0.80%	1.80%	100.00%
North Sumatra	16.10%	72.60%	6.40%	2.30%	2.60%	100.00%
Banten	10.00%	84.80%	0.00%	0.00%	5.20%	100.00%
West Java	21.50%	76.10%	1.00%	1.30%	0.10%	100.00%
Central Java	11.00%	83.50%	3.20%	2.30%	0.00%	100.00%
East Java	13.50%	80.00%	2.30%	4.00%	0.20%	100.00%
South Sulawesi	11.10%	72.10%	4.00%	0.90%	11.90%	100.00%
Overall	13.00%	78.70%	2.90%	2.20%	3.20%	100.00%

The following Table 10 presents the total number of participants in dissemination training from 2013–2015 (quarters 4 to 14). During these 11 quarters of project implementation, the number of participants in dissemination activities totals more than 75,000. The proportion of female participants (60.4%) has been consistently higher than that of male participants (39.6%), and the average number of participants per school has been 4.4.

Table 10: Total Number of Participants of Dissemination Activities in 2013–2015 (Quarter 4 to 14), by Province

Province	Male (1)	Female (2)	Male + Female (3)	No. of Schools (4)	Participant/School (5= 3:4)
Aceh	845	2,159	3,004	719	4.2
North Sumatra	2,514	5,771	8,285	2,089	4.0
Banten	2,351	5,073	7,424	1,334	5.6
West Java	3,930	4,834	8,764	2,408	3.6
Central Java	6,930	9,435	16,365	3,256	5.0
East Java	8,902	10,100	19,002	4,395	4.3
South Sulawesi	4,218	7,886	12,104	3,004	4.0
Yogyakarta	95	108	203	26	7.8
Grand Total	29,785	45,366	75,151	17,231	4.4
Percentage	39.6%	60.4%	100.0%		

Table 11 shows that local sources, including local governments and schools themselves, provided 79.8% (USD 1,354,803) of the funding for implementation of dissemination activities: this is almost four times the USAID PRIORITAS contribution, which was 20.2% (USD 343,904).

Table 11: Sources of Funding of Dissemination Activities, by Province in USD

Province	GOI	USAID PRIORITAS	TOTAL
Aceh	71,769	5858	77,627
North Sumatra	257,090	48,030	305,120
West Java	206,115	27,232	233,347
Banten	61,379	1,443	62,822
Central Java	149,653	116,413	266,066
Yogyakarta	25,157	4,327	29,484
East Java	370,250	55,957	426,207
South Sulawesi	213,390	84,644	298,034
Grand Total	1,354,803	343,904	1,698,707
Percentage	79.8%	20.2%	100.0%

Table 12 shows that during the past 11 quarters of the project (2013–2015), the expenditure on dissemination activities totals more than USD 3.2 million, of which 82% was from local contribution.

Table 12: Total Expenditure for Dissemination Activities from 2013–2015 (Quarter 4 to 14) in USD

Province	GOI	USAID PRIORITAS	TOTAL
Aceh	120,221	23,473	143,693
North Sumatra	701,164	114,617	815,781
Banten	153,835	14,967	168,803
West Java	337,494	47,524	385,019
Central Java	292,554	170,055	462,608
East Java	729,001	90,163	819,164
South Sulawesi	275,092	114,260	389,352
Yogyakarta	25,157	4,327	29,484
Grand Total	2,634,518	579,386	3,213,904
Percentage	82.0%	18.0%	100.0%

Further details of dissemination by district are provided in Annex 9.

FACTS AND FIGURES:

Over the year, USAID PRIORITAS has assisted in disseminating good practices, including DBE programs and approaches

- to 40,557 educationists;
- from 10,434 institutions (mainly schools);
- across 8 provinces and 86 districts and TTIs
- benefitting over 2,700,000 primary and junior-secondary school students
- leveraging a total of USD 1,354,803 from local partners compared to USD 343,904 of funding by USAID PRIORITAS.

3.10 Grants and Partnerships

The project is currently or will shortly be implementing four partnerships with various organizations. These are as follows:

- Two grant partnerships with YKW and YASUMAT to support the improvement of education through the use of the BPKP books in the early grades in Jayawijaya and Yahukimo districts, respectively. The details of these partnerships are described in section 3.6.
- A TTI partnership between FSU and UNNES to develop a pre-service reading development course for student teachers. This partnership is described in more detail in section 3.2.11.
- A grant partnership with YLAI to revise assets of 75 leveled reading books, big books, and accompanying teacher's guides and student workbooks, to prepare teacher training materials in managing and using these books and to support the training of teachers, school principals, and lecturers in project partner institutions and districts. These activities under the partnership are described in more detail in section 3.4.3.

3.11 Monitoring and Evaluation

3.11.1 Implementation of Annual Monitoring in Cohort 1, 2, and 3 Districts

USAID PRIORITAS' annual monitoring is carried out in two major time frames: monitoring of partner district schools is conducted between September and December, while monitoring of TTI laboratory and partner schools and district and province management and coordination is conducted between January and June. This time frame has applied since 2012.

The 2014 annual monitoring process, especially focusing on schools, is mostly the same as the monitoring conducted in 2012 and 2013. As in the earlier years, the monitoring was conducted between September and December 2014. The sampling of partner schools was the same: the data collection was conducted in the same schools visited during the baseline survey. The instruments used were mostly the same; only minor changes were made.

The 2014 monitoring, however, had a larger coverage: 50 districts, with the addition of seven new districts of Cohort 3 (three in North Sumatra and four in East Java). In 2012, the monitoring was conducted in 23 Cohort 1 districts. In 2013, with the addition of 20 districts of Cohort 2, the monitoring was conducted in 43 districts. The coverage of comparison schools in 2014, however, was limited to Cohort 1 districts, and no monitoring of comparison schools was undertaken in Cohort 2 and Cohort 3 schools.

Table 13, below, presents an overview of the coverage of the sample schools in the three cohorts during FY 2014–2015 and the focus of monitoring conducted.

In Cohort 1 districts, the complete package of school monitoring (covering classroom observation, student tests, early grade reading assessments (EGRAs), and interviews with principals in both partner and comparison schools) was conducted in 2012 and in 2014. In 2013, student tests were not conducted in Cohort 1, as it was decided that the results of the project intervention on student performance should be assessed in alternating years.

In Cohort 2 districts, the same complete coverage of school monitoring was conducted in 2013. In 2014, monitoring of Cohort 2 was mostly conducted to assess the progress and outputs of project interventions; therefore, it was limited to classroom observations and interviews with principals of partner schools. No data collection was conducted in comparison schools. The student tests were also not conducted in 2014, for the same reason.

In **Cohort 3 districts**, the same complete coverage of school monitoring, including student assessment and EGRA, was conducted in October 2014. There are no comparison schools in Cohort 3, as it was agreed with USAID that the comparison schools in the 43 districts of Cohort 1 and 2 will be sufficient for validating the results and impact of the project interventions in partner and non-partner schools.

Table 13: The Coverage of Samples of Schools, by Cohorts and Monitoring Subjects

Monitoring Subjects	Partner School and Comparison School (PS&CS) or Partner School Only (PS)		
	2012	2013	2014
Cohort 1 (23 districts)—started in 2012			
Observing teachers teaching early grades	PS+CS	PS+CS	PS+CS
Observing teachers teaching grades 4, 5, and 8	PS+CS	PS+CS	PS+CS
Group interviews with principals, senior teachers, and school committee members	PS+CS	PS+CS	PS+CS
Student tests on math, science, and Indonesian language	PS+CS		PS+CS
Early Grades Reading Assessment (EGRA)	PS+CS		PS+CS
Cohort 2 (+20 districts)—started in 2013			
Observing teachers teaching early grades		PS+CS	PS
Observing teachers teaching grades 4, 5, and 8		PS+CS	PS
Group interviews with principals, senior teachers, and school committee members		PS+CS	PS
Student tests on math, science, and Indonesian language		PS+CS	
EGRA		PS+CS	
Cohort 3 (+7 districts)—started in 2014			
Observing teachers teaching early grades			PS
Observing teacher teaching grades 4, 5, and 8			PS
Group interviews with principals, senior teachers, and school committee members			PS
Student tests on math, science, and Indonesian language			PS
EGRA			PS
TTI Lab Schools—started in January 2014			
Observing teacher teaching early grades			PS
Observing teacher teaching grades 4, 5, and 8			PS
Group interviews with principals, senior teachers, and school committee members			PS
Student tests on math, science, and Indonesian language			PS
EGRA			PS

3.11.2 Results of Midterm Monitoring in Cohort 1 Districts

The results of the monitoring and EGRA in Cohort 1 districts were submitted formally in a report to USAID in April 2015. The results, which are analyzed in detail in the report, show impressive progress in project partner schools on many of the indicators, as shown in Table 14.

Table 14: 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
I.R1	Teachers demonstrate good practices in teaching and assessment Total: Primary: JSS:	21.5% 23.9% 18.4%	55.2% 58.3% 50.4%	59.6% 60.7% 58.0%	27.5% 26.8% 28.5%	19.0% 21.6% 15.5%	29.1% 28.9% 29.3%
I.R2	Early grade teachers demonstrate good practice in teaching and assessing reading	13.0%	47.3%	66.5%	16.0%	20.1%	37.7%
I.R3	Teachers of all subjects support the development and reinforcement of students' reading skills Total: Primary: JSS:	8.7% 8.7% 8.7%	40.1% 41.9% 37.7%	48.4% 53.1% 42.0%	12.4% 10.9% 12.4%	22.7% 23.7% 22.7%	31.1% 32.9% 31.1%
I.R5	Students demonstrate positive learning behaviors Total: Primary: JSS:	16.8% 16.7% 16.9%	73.1% 71.8% 74.9%	81.3% 80.7% 82.0%	22.8% 19.9% 26.6%	33.2% 34.1% 31.9%	52.9% 51.4% 54.8%
I.R6	Early grade reading materials are regularly used	21.7%	43.5%	50.0%	24.3%	39.7%	39.4%
I.R8a	Early grade students demonstrate that they can read and understand the meaning of grade-level text	50.04%		71.1%	43.81%		67.9%
I.R8b	Performance of grade 4 students in reading, writing, and mathematics, and grade 5 students in science improves: Reading: Writing: Mathematics: Science:	43.0% 41.8% 40.7% 35.6%		47.1% 44.4% 43.7% 42.3%	41.1% 39.5% 40.0% 32.9%		44.1% 40.0% 43.1% 40.5%
I.R9	Performance of students in grade 8 in reading, writing, mathematics, and science improves: Reading: Writing: Mathematics: Science	64.0% 50.1% 33.9% 38.4%		69.7% 52.5% 38.7% 42.3%	65.8% 46.9% 32.6% 38.4%		68.0% 46.9% 37.7% 40.6%

	Indicator	Partner Schools			Comparison Schools		
1.R16	Instructional leadership in schools is improving						
	Total:	7.45%	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	School 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%
1.R17	Teachers' working groups are more effective						
	Total:	31.1%	47.1%	49.7%	34.8%	44.8%	46.6%
	KKG:	31.3%	64.7%	60.9%	44.6%	54.9%	54.0%
	MGMP:	30.9%	36.8%	30.9%	27.6%	36.9%	39.6%

The results of the Cohort 2 and 3 and TTI laboratory and partner school monitoring were submitted to USAID in a report in July 2015, as was a baseline report on EGRA in the Cohort 3 districts.

Details of all the Project Custom Indicators, the USAID Standard and Custom Indicators, and the results achieved are included in Annex 12.

3.11.3 Quarterly Monitoring and Reporting

The project has two main data collection instruments for recording project activities. The first instrument, the list of participants, relates to the activities in the USAID PRIORITAS partner districts. The second instrument relates to the dissemination activities carried out in the former DBE districts. The designated person in charge of each project activity has the responsibility to record the data for the activities in the field and send the data to the provincial project office. The Provincial M&E Specialists review the data before sending them to the Jakarta office for transmission to USAID.

3.12 Communications

3.12.1 Monthly Media Coverage

Media coverage over the past fiscal year is shown in Table 15. A total of 3,797 news stories about USAID PRIORITAS activities appeared in at least 184 different newspapers and other printed media.

Table 15: Monthly Media Coverage

Month	Total News	Total Media
October 2014	312	157
November 2014	201	117
December 2014	219	121
January 2015	214	123
February 2015	260	144
March 2015	460	171
April 2015	407	184
May 2015	359	169
June 2015	332	159
July 2015	180	97
August 2015	382	160
September 2015	471	181
Total	3,797 (October 2014–September 2015)	

FACTS and FIGURES:

- From October 2014 to September 2015: 3,797 occurrences of news coverage about USAID PRIORITAS appeared in the national and regional media, an increase from 1,241 in year 2013–2014.
- USAID PRIORITAS received words of appreciation from USAID for the successfully published project activities and the good practices coverage in the mass media. Appreciation was also expressed by the USAID Mission Director, who noted that this achievement was “fantastic.”

3.12.2 Project Videos

From October 2014 to September 2015, the project Communications Team produced around 32 videos. These videos aid in illustrating the processes and goals that the project aims to accomplish, especially for good practices in teaching and learning, school-based management, teacher deployment, reading programs, and leveled reading books.

3.12.3 Website

The project Website is used as a medium to disseminate good education practices and innovations developed by USAID PRIORITAS. Project products, such as training modules; videos; newsletters; research studies; good practices; inspiring stories from teachers, school principals, supervisors, the regional education office, and head of districts, are uploaded to the Website. Table 16 shows the number of unique visitors at 298,382 in project year 2014–2015 (an increase from 110,435 in project year 2013–2014) and an increase from 1,648,772 to 6,620,654 in the number of Website hits.

Table 16: Number of Hits on Project Website

Month	Unique Visitors	Hits	Bandwidth
October 2014	20,311	322,817	59.62 GB
November 2014	23,070	367,898	52.45 GB
December 2014	28,476	358,082	56.04 GB
January 2015	28,953	430,863	62.34 GB
February 2015	20,580	399,813	60.39 GB
March 2015	25,082	477,743	73.16 GB
April 2015	19,366	471,349	72.62 GB
May 2015	22,484	514,699	66.65 GB
June 2015	18,987	441,980	57.20 GB
July 2015	28,768	833,788	61.09 GB
August 2015	34,285	1,162,260	83.37 GB
September 2015	28,020	839,362	65.71 GB
Total	298,382	6,620,654	

3.12.4 Media

a) Newsletter

Newsletters were produced in each province during September 2013–October 2014, and distributed to USAID, MOEC, MORA, Coordinating Ministry for People’s Welfare, donors (USAID, World Bank, Australian Aid, the European Union, and others), the Education Office, the House of Parliament, Heads of Districts, partner TTI s, partner schools, and stakeholders partners. The names of the newsletters, by province, are provided in Table 17.

Table 17: Distribution of the National and Provincial Newsletter

Province	Name of Newsletter	Number of Copies
Aceh	Seuramoe PRIORITAS	1,200
North Sumatra	Kabar PRIORITAS	1,400
Banten	Mewarah PRIORITAS	1,000
West Java	PRIORITAS Keun	1,500
Central Java	Lensa PRIORITAS	1,500
East Java	Swara PRIORITAS	1,400
South Sulawesi	Warta PRIORITAS	1,500
Papua	Kabar PRIORITAS	200
Jakarta	PRIORITAS PENDIDIKAN	11,100
Total		20,800

b) Project Fact Sheets

The project fact sheet from October 2014–September 2015 was updated twice, most recently in September 2015. The update includes adding Papua and West Papua district partners to the map and adding new data and information (activities) about what USAID PRIORITAS has done and will implement. The project has also created a fact sheet about leveled reading books that provides an overview of leveled reading books, the contents of the leveled reading book packages, the purpose of using leveled reading books, the program target, and how to use the books.

USAID PRIORITAS:
 Promoting Education, Governance, and Opportunities for Reading
 Indonesia's Teachers, Administrators, and Students

PROGRAM OVERVIEW
 USAID PRIORITAS is a five-year USAID-funded project designed to improve access to quality education for children in Indonesia. USAID PRIORITAS is part of an agreement between the Government of the United States of America and the Republic of Indonesia. The project is working closely with national and local partners to:

- Improve the quality and relevance of teaching and learning in schools through pre- and in-service training.
- Develop better management and governance and performance in schools and districts.
- Support better coordination between and between schools, teacher training institutions (TTI) and government at all levels.

FOCUS
 USAID PRIORITAS has a special focus on:

- Improving pre- and in-service teacher education in TTI through programs that improve content, practice, and the employment system.
- Placing teaching and learning in primary and junior secondary schools more interesting, relevant and effective with an emphasis on Reading, Math and Science.
- Developing participatory and accountable school management focused on improving learning.
- Improving education resource management in the provinces and districts, with a focus on teacher development, teacher professional development, and educational funding.

PARTNERS
 49 teacher training institutions to improve their capacity to deliver quality pre- and in-service training programs.
 Over 15,000 primary and junior secondary schools in almost 100 districts in 9 provinces have been trained and are providing improved quality teaching and learning and improved school management, reaching over 4,000 teachers and school principals and benefiting over 4 million children annually.
 Over 90 regional governments to improve education and management.

PROMOTING READING
 USAID PRIORITAS has special emphasis on developing reading skills in the early grade classes and throughout the school lifecycle.

- Developing curricula and training materials for teachers in early grade reading.
- Training teachers, teachers and students in the teaching of reading, with a focus on reading comprehension.
- Working with schools, communities and local governments to encourage students reading.
- Supporting leveled reading books to schools and training teachers to use them.

KEY ACTIVITIES
Teacher Training Institutions:
 USAID PRIORITAS is working with Teacher Training Institutions (TTI) to improve their capacity to deliver pre- and in-service teacher education programs and to support districts.

- Improve education management and governance. Key activities include:
 - Training TTI staff on good practices in teaching and learning.
 - Training teachers in training at district and school.
 - Training TTI library and education/TTI partner schools.
 - Implementing classroom action research with teachers, teachers and students.
 - Making TTI to develop and revise curricula for pre and in-service teacher education.
 - Supporting the development of TTI as service providers for in-service education.
 - Assist TTI in developing curricula and teacher practitioners to support the new teacher professional education program.

Beneficiaries Programs in TTI

TTI	49
Lecturers	8,024
Students	33,234
LA School	144
TTI Partner	

Schools:

2011	15,000
2012	15,000
2013	15,000

Local Governments:
 USAID PRIORITAS is working with provincial and district governments to support the use of data and information for planning, budgeting and policy development and to improve links between schools, districts, provinces, teacher training institutions and national governments and across the role of civil society in governing schools. Key activities include strengthening teacher resource management, capacity development based on needs and developing teacher professional.

USAID PRIORITAS TEACHER DEPLOYMENT PROGRAM IN THE INITIAL COHORT OF 13 DISTRICTS

Program for Teacher Deployment	School Manager	Multi-Grade	Teacher	Multi-Grade Teachers		New Civil Servant Teachers	
				SD	SMP	SD	SMP
USAID PRIORITAS	118	24	24	148	188	21	152
Other	Schools	Schools	Teachers	Teachers	Teachers	Teachers	Teachers

Source: September 2011

IMPROVING READING USING LEVELED READING BOOKS

What and Why?

- Leveled reading books have been developed to be used according to students' reading ability, instead of their grade.
- Using leveled reading books, teachers can teach students according to their reading ability. Books that are in line with the students' reading ability will help develop their reading comprehension and their enjoyment of reading.

The leveled reading books are intended to be used as a learning aid in teaching reading in the early grade classes in the primary school.

How the Books were Developed
 The Indonesian Children Literacy Foundation (Yayasan Literasi Anak Indonesia/TLAI) initially developed the Leveled Reading Books for use in schools in Bali. USAID PRIORITAS has worked with TTAI to revise the books to make them suitable to be used nationwide.

Partner Schools
 After training about 1,000 packages of leveled reading book will be distributed to all USAID PRIORITAS partner primary schools (in Cakrabala 1,2 and 3 districts), to the TTI and to TTI lab and partner primary schools.

Non-partner Schools
 A total of 13,000 packages of leveled reading book will be distributed to selected non-partner primary schools in 90 USAID PRIORITAS partner districts. The printing of the books is funded by USAID.

The books will be distributed to the schools after their teachers, principals and supervisors have been trained in the use of the books. It is expected that the use of these books will improve students' reading skills of early grade students.

USAID PRIORITAS—Meningkatkan Pembelajaran, Inovasi dan Keunggulan bagi Guru, Tenaga Keperawatan dan Siswa

The national and leveled reading books fact sheet.

c) Training Manuals and Good Practice Books

Training manuals and good practice books were printed and used for teacher training in seven provinces. The title of the training manuals and the good practice books are provided in Table 18.

Table 18: Training Manuals and Good Practices Books

Training Manuals	Name of Modules	Number of Copies
Modules for School	Modul Pelatihan Praktik yang Baik dalam Pembelajaran di SD/MI III	3,000
	Modul Pelatihan Praktik yang Baik dalam Pembelajaran di SMP/MTs III	2,400
Resource Book for TTI Lecturers	Buku Sumber untuk Dosen LPTK: Pembelajaran Matematika SD di LPTK	340
	Buku Sumber untuk Dosen LPTK: Pembelajaran Literasi SMP di LPTK	342
	Buku Sumber untuk Dosen LPTK: Pembelajaran IPA SD di LPTK	341
Continuing Professional Development	Materi Lokakarya Perencanaan Program Pengembangan Keprofesian Berkelanjutan (PKB)	250
Good Practice Books	Praktik yang Baik dalam Pembelajaran di SD/MI	3,000
	Praktik yang Baik dalam Pembelajaran di SMP/MTs	5,000
	Praktik yang Baik dalam Manajemen Berbasis Sekolah	8,000
	Praktik yang Baik dalam Budaya Baca	8,000
Total		30,673

4 CHALLENGES, OPPORTUNITIES, AND LESSONS LEARNED

A number of the items listed here have been repeated with some additions and editing from the previous annual reports, as they remain highly relevant to the ongoing situation.

4.1 Responding to GOI Requests for Assistance

The project has been successful in building relationships with the GOI at the national government level, especially with MOEC and MORA, and with provincial and district governments to varying degrees. These relationships have meant that GOI often requests ad hoc assistance and support from the project, which the USAID PRIORITAS team has been pleased to give on many occasions.

However, the use of USAID PRIORITAS training materials and facilitators by MOEC to support their teacher training activities has strained the capacity of the training facilitators to fulfill the requests both from the project and from MOEC, and this has led to complaints from districts whose teachers are frequently absent from school.

MOEC needs to formalize the status of the training facilitators and clarify its own rights vis-à-vis the districts' and schools' rights to use their services. In the long term, the in-service training system for teachers needs to be formally recognized and clearly funded.

4.2 Sustaining Teacher Continuing Professional Development

The new government is rightly prioritizing the ongoing professional development of teachers. Some structures, such as the teachers working groups (KKG and MGMP), already exist to support professional development, although in some cases they do not function effectively. MOEC, MORA and district governments are currently relying to a large degree on materials developed by USAID PRIORITAS and other previous projects to provide inputs into the Continuing Professional Development Program.

USAID PRIORITAS is working to strengthen the role of the TTIs in supporting the system. However, this is proving challenging, as it requires the TTIs to play a new, unfamiliar role. The fear is that without some continuing external technical and management support, such as from USAID PRIORITAS, the gains that have been made in recent years in the professional development of teachers and management of the education system will gradually deteriorate.

Provincial governments have the potential to play an important role in ensuring that districts manage their professional development and other systems effectively and engage other institutions in the provinces, such as the TTIs and LPMPs, in supporting the programs. However, to achieve this, central government would need to strengthen the powers and increase the accountability of provincial governments, partly by transferring some responsibilities from district governments and partly by delegating some central government responsibilities to provinces.

4.3 Demand and Sustainability

The Study of Dissemination and Sustainability implemented in FY 2013–2014 draws a clear lesson that “working with the willing” pays direct dividends in those schools where staff is “willing” and potentially leads to more dissemination from them to other schools. The same lesson applies to working with districts and TTIs, where it is clear that project interventions are more likely to be successful, when they respond to demand from districts, schools, and TTIs. The success or otherwise of this approach should inform future project interventions.

4.4 Quality versus Quantity

Although the project scope of work has been revised to make it more focused, the volume and variety of activities to be implemented remains challenging. USAID PRIORITAS technical staff remain concerned that the need to complete a large volume of activities in a short time span may be sacrificing quality and impact.

USAID PRIORITAS has addressed this issue by building the capacity of TTIs, districts, and schools to manage and operate many of their development activities with minimal assistance or even without the assistance of the project. This is shown by the increasing amount of dissemination training to non-project schools that takes place each year.

By working with committed districts and other institutions, and building their capacity to help themselves, USAID PRIORITAS and other similar programs can focus more closely on technical issues, such as ensuring the quality of programs implemented by the district and institutions, as well as identifying new challenges as they appear and designing strategies to address these challenges.

4.5 Videos and Information and Communication Technology (ICT)

Using a variety of media continues to make a key contribution to the success of the project, for video use has greatly enhanced the project training activities. Showing good practices in teaching and learning, management, or community participation through video and other media, including the project Website and newsletters, has contributed to the effectiveness of training. It has enabled training participants to witness good practices directly and hear directly from good practitioners.

The availability of these materials on DVD and online also offers alternative routes to other training options beyond formal out-of-school training sessions, and it is clear from visits to the field and discussions with practitioners that a lot of learning is taking place through informal channels. MOEC has recognized the usefulness of these media and requested that the project share these videos with the Ministry. The project anticipates an increasingly important role for video and information and communication technology (ICT) in training programs going forward and for their potential for providing alternative ways of educating teachers and other educationists.

4.6 Papua

The past year has seen some satisfying successes into the districts in the highlands of Papua Province. The project faces special challenges in the Papuan highlands. The education system barely functions in many places, because many families work in a subsistence economy. Demand for education is only likely to increase as infrastructure and communications improve and economic development takes place.

Many donor programs that have been successful in other provinces have struggled to make an impact in Papua because of the low capacity and low demand for education in the province. Working in the province with two NGOs who have their own programs tailored to Papuan needs, and with staff who are experienced, has proven to be a successful approach. In addition, the NGOs themselves have benefited from technical advice and support from USAID PRIORITAS in working with local communities and government.

5 PLANS FOR FISCAL YEAR 2015–2016

The project will continue to work in 50 Cohort 1, 2, and 3 partner districts and in 40 former DBE districts to increase access to quality education. The project will also continue to support work in two districts in Papua Province and in one district in West Papua Province. The work with the 17 partner TTIs and 31 consortia TTIs will continue, to raise their capacity to deliver effective pre- and in-service teacher education.

The main program activities planned for FY 2015–2016 are described below in Table 19.

Table 19: Activities Planned for FY 2015–2016

Component	Activity
Project Management	<ul style="list-style-type: none"> • Engage remaining staff for the leveled reading book program • Hold whole team project planning meetings at national and provincial level • Implement routine coordination with provincial teams and government stakeholders
Strengthened Instruction in Schools	<ul style="list-style-type: none"> • Complete rollout of third-round Whole-School Development program in Cohort 1 districts • Conduct training of trainers (TOT) and district facilitators for the Whole-School Training program (Cohort 2 and Cohort 3) • Conduct rollout of second- and third-round Whole-School Development program in Cohort 2 districts • Conduct rollout of second-round Whole-School Development program in Cohort 3 districts • Complete curriculum writing and training of lecturers from partner TTIs in subject strengthening (early grade reading, Bahasa Indonesia, mathematics, and science) • Conduct rollout of third-round Whole-School Development program in TTI Lab and Partner schools • Develop a module for and implement training in School Management and Leadership for school principals and supervisors in project districts • Complete Classroom Action Research (CAR) program with TTI Lab and Partner schools • Prepare and implement improved student teacher practicum programs and develop the PPG program with TTIs • Continue the TTI partnership between FSU and UNNES to improve teacher training in the teaching of reading • Continue routine TTI consortia meetings to share good practices • Continue grant-supported program in Papua Province and program in West Papua Province • Distribute leveled readers and train teachers in their use with the aid of grant-supported program

Component	Activity
Governance, Management, and Linkages	<ul style="list-style-type: none"> • Support all districts (Cohorts 1, 2, and 3) to implement policies arising from Teacher Deployment Analysis • Complete the Teacher Deployment pilot with madrasah and conduct national policy forum with MORA • Publish a national report and policy briefs on Teacher Deployment • Form a Working Group and conduct National Policy Dialogue on Teacher Management (including teacher deployment and professional development) • Complete implementation of the Continuing Professional Development Planning and Budgeting program in all districts (Cohorts 1, 2, and 3, and most former DBE districts) • Support all districts to develop policies and implement plans for Continuing Professional Development • Follow up the workshop for TTIs on strategic planning with selected provinces/TTIs to support the TTIs to become proactive service providers, based on outcomes of the Continuing Professional Development planning, noted above • Conduct strengthening training (including on-the-job training) for service providers from TTI and LPMP in the use of the Teacher Deployment and Continuing Professional Development planning programs to support dissemination and sustainability • Provide limited support to dissemination districts to conduct Teacher Deployment Analysis and Continuing Professional Development planning programs
Dissemination	<ul style="list-style-type: none"> • Provide support for dissemination in USAID PRIORITAS and former DBE districts
Communications and Reporting	<ul style="list-style-type: none"> • Continue routine updating of Website, newsletters, and fact sheets • Continue monitoring of mass media • Continue routine reporting (quarterly and annual reports to USAID), annual reports to partner districts/provinces • Continue production of instructional videos to support the training
Monitoring and Evaluation	<ul style="list-style-type: none"> • Implement full progress monitoring in Cohort 2 districts, including school observations, EGRA, and student testing in Bahasa Indonesia, mathematics, and science • Monitor changes in practice in Cohorts 2 and 3 partner schools • Continue routine updating of TraiNET

ANNEX 2: CURRENT USAID PRIORITAS PARTNER DISTRICTS AND TTIS

No	Province	USAID PRIORITAS PARTNER DISTRICTS			DBE PARTNER DISTRICTS	TTI PARTNERS	TTI CONSORTIA
		Cohort 1	Cohort 2	Cohort 3			
1	Aceh	Aceh Jaya Benar Meriah	Aceh Barat Daya Aceh Utara Aceh Tamiang Pidie Jaya		Aceh Tengah Pidie Bireun	Universitas Syiah Kuala IAIN Ar-Raniry	Universitas Al Muslim Universitas Jabal Ghafur Universitas Muhammadiyah Aceh
	TOTAL	2	4		3	2	3
2	North Sumatra	Labuhan Batu Nias Selatan Kota Medan	Langkat Toba Samosir	Serdang Bedagai Labuhanbatu Utara Humbang Hasundutan	Deli Serdang Tapanuli Utara Kota Binjai Kota Sibolga Kota Tebing Tinggi Tapanuli Selatan Kota Tanjung Balai	Universitas Negeri Medan IAIN Sumatra Utara, Medan	Universitas Muhammadiyah Sumatra Utara (UMSU) Universitas Muslim Nusantara Al Washliyah (UMN-AW) Universitas HKBP Nommensen (UHN) Universitas Sisingamangaraja Tapanuli (UNITA)
	TOTAL	3	2	3	7	2	4
3	Banten	Pandeglang Kabupaten Serang	Tangerang Tangerang Selatan		Lebak Kota Cilegon Kota Tangerang	IAIN Banten Universitas Sultan Agung Tirtayasa	UNMA (Universitas Mathia'ul Anwar) Pandeglang UMT (Universitas Muhammadiyah) Kota Tangerang UNBJA (Universitas Banten Jaya) Kota Serang STKIP Setiabudhi Rangkasbitung Lebak
	TOTAL	2	2		3	2	4
4	West Java	Bandung Barat Ciamis Cimahi	Cirebon Tasikmalaya Bekasi Kuningan		Indramayu Karawang Sukabumi Garut Kota Bogor	Universitas Pendidikan Indonesia (UPI) Universitas Islam Negeri (UIN) Bandung	UNINUS Bandung UNPAS Bandung STAI Siliwangi Cimahi IAID Ciamis
	TOTAL	3	4		5	2	4

No	Province	USAID PRIORITAS PARTNER DISTRICTS			DBE PARTNER DISTRICTS	TTI PARTNERS	TTI CONSORTIA
		Cohort 1	Cohort 2	Cohort 3			
5	Central Java	Banjarnegara Batang Purbalingga Sragen Kabupaten Semarang	Pekalongan Wonosobo		Jepara Boyolali Karanganyar Kudus Blora Demak Grobogan Purworejo	Universitas Negeri Semarang (UNNES) IAIN Walisongo Semarang. Universitas Negeri Yogyakarta (UNY)	Universitas Kristen Satya Wacana (UKSW) Salatiga IKIP PGRI Semarang Sekolah Tinggi Agama Islam Negeri (STAIN) Purwokerto Sekolah Tinggi Agama Islam Negeri (STAIN) Pekalongan Universitas Negeri Sebelas Maret Surakarta (UNS)
	TOTAL	5	2		8	3	5
6	East Java	Pamekasan Situbondo Kabupaten Madiun Kabupaten Mojokerto Kabupaten Blitar	Ngawi Lumajang Ngawi	Kota Batu Lamongan Jombang Banyuwangi	Bangkalan Sidoarjo Tuban Kota Mojokerto Bojonegoro Nganjuk Pasuruan Sampang	Universitas Negeri Malang (UM) Universitas Negeri Surabaya (UNESA) IAIN Sunanampel, Surabaya	Universitas Jember Universitas Nisantara PGRI Kediri Universitas PGRI Adi Buana IKIP PGRI Madiun Universitas Muhammadiyah Sidoarjo STAIN Tulung Agung STAIN Ponorogo
	TOTAL	5	2	4	8	3	7
7	South Sulawesi	Maros Bantaeng Wajo	Parepare Takalar Bone Tana Toraja		Enrekang Pangkajene Kepulauan Soppeng Pinrang Sidenreng Rappang Kota Makassar	Universitas Negeri Makassar (UNM) Universitas Islam Negeri Sultan Alauddin (UIN) Makassar	Universitas Cokroaminoto Palopo (UNCOK Palopo) Universitas Muhammadiyah Parepare (UMPAR) Universitas Muhammadiyah Makassar (UNISMUH) STAIN Palopo STAIN Bone
	TOTAL	3	4		6	2	5
8	Papua	- -	Jayawijaya Yahukimo		- -	- -	- -
	TOTAL		2				
9	West Papua			Manokwari Selatan	-	STKIP Muhammadiyah Manokwari	-
	TOTAL		2	1			
	GRAND TOTAL	23	20 + 2 (Papua)	7 + 1 (West Papua)	40	17	32

ANNEX 3: LIST OF COHORT I PARTNER SCHOOLS

List of Primary Schools

No.	Province	District	Subdistrict	School Name	Type	Status	Students			Teachers		
							Male	Female	Total	Male	Female	Total
1	Aceh	Aceh Jaya, Kab.	Krueng Sabee	MIN Dayah Baro	MI	Public	153	156	309	1	14	15
2	Aceh	Aceh Jaya, Kab.	Krueng Sabee	MIS Cendikia Pantan Makmur	MI	Private	27	20	47	0	5	5
3	Aceh	Aceh Jaya, Kab.	Krueng Sabee	SDN 1 Calang	SD	Public	70	83	153	1	8	9
4	Aceh	Aceh Jaya, Kab.	Krueng Sabee	SDN 2 Calang	SD	Public	126	112	238	2	13	15
5	Aceh	Aceh Jaya, Kab.	Krueng Sabee	SDN 3 Calang	SD	Public	65	72	137	4	8	12
6	Aceh	Aceh Jaya, Kab.	Krueng Sabee	SDN 4 Calang	SD	Public	41	28	69	2	11	13
7	Aceh	Aceh Jaya, Kab.	Krueng Sabee	SDN 4 Krueng Sabe	SD	Public	68	92	160	2	9	11
8	Aceh	Aceh Jaya, Kab.	Teunom	MIN Seunebok Padang	MI	Public	25	22	47	1	11	12
9	Aceh	Aceh Jaya, Kab.	Teunom	MIN Teunom	MI	Public	46	37	83	2	11	13
10	Aceh	Aceh Jaya, Kab.	Teunom	SDN 1 Teunom	SD	Public	41	50	91	1	10	11
11	Aceh	Aceh Jaya, Kab.	Teunom	SDN 11 Teunom	SD	Public	3	9	12	3	3	6
12	Aceh	Aceh Jaya, Kab.	Teunom	SDN 12 Teunom	SD	Public	31	34	65	2	8	10
13	Aceh	Aceh Jaya, Kab.	Teunom	SDN 13 Teunom	SD	Public	27	21	48	2	9	11
14	Aceh	Aceh Jaya, Kab.	Teunom	SDN 2 Teunom	SD	Public	57	64	121	1	9	10
15	Aceh	Aceh Jaya, Kab.	Teunom	SDN 4 Teunom	SD	Public	113	103	216	6	8	14
16	Aceh	Aceh Jaya, Kab.	Teunom	SDN 5 Teunom	SD	Public	25	37	62	1	10	11
17	Aceh	Aceh Jaya, Kab.	Teunom	SDN 8 Teunom	SD	Public	24	15	39	5	3	8
18	Aceh	Bener Meriah, Kab.	Bandar	MIN Kota Makmur (Bathin Baru)	MI	Public	62	67	129	3	19	22
19	Aceh	Bener Meriah, Kab.	Bandar	MIN Lewajadi	MI	Public	83	74	157	6	12	18
20	Aceh	Bener Meriah, Kab.	Bandar	SDN Hakim Wih Ilang	SD	Public	72	64	136	5	9	14
21	Aceh	Bener Meriah, Kab.	Bandar	SDN Pondok Gajah	SD	Public	108	112	220	1	12	13
22	Aceh	Bener Meriah, Kab.	Bandar	SDN Remang Ketike	SD	Public	28	45	73	1	11	12
23	Aceh	Bener Meriah, Kab.	Bandar	SDN Suku Wih Ilang	SD	Public	42	52	94	2	8	10
24	Aceh	Bener Meriah, Kab.	Timang Gajah	MIN Blang Rongka	MI	Public	65	64	129	6	11	17
25	Aceh	Bener Meriah, Kab.	Timang Gajah	MIN Lampahan	MI	Public	89	75	164	3	15	18
26	Aceh	Bener Meriah, Kab.	Timang Gajah	MIN Sukadamai	MI	Public	54	70	124	3	7	10
27	Aceh	Bener Meriah, Kab.	Timang Gajah	SDN 1 Lampahan	SD	Public	52	56	108	3	6	9
28	Aceh	Bener Meriah, Kab.	Timang Gajah	SDN 2 Lampahan	SD	Public	155	148	303	4	17	21
29	Aceh	Bener Meriah, Kab.	Timang Gajah	SDN 4 Lampahan	SD	Public	99	59	158	2	11	13
30	Aceh	Bener Meriah, Kab.	Timang Gajah	SDN Bukit Mulie	SD	Public	55	41	96	3	10	13
31	Aceh	Bener Meriah, Kab.	Timang Gajah	SDN Cekal	SD	Public	76	70	146	3	10	13
32	Aceh	Bener Meriah, Kab.	Timang Gajah	SDN Tunyang	SD	Public	88	68	156	1	10	11
33	North Sumatra	Labuhan Batu, Kab.	Bilah Hulu	SD Al-Ittihad Aek Nabara Bilah Hulu	SD	Private	43	42	85	2	5	7
34	North Sumatra	Labuhan Batu, Kab.	Bilah Hulu	SDN 112167 Bilah Hulu	SD	Public	65	69	134	1	7	8
35	North Sumatra	Labuhan Batu, Kab.	Bilah Hulu	SDN 117469 Bilah Hulu	SD	Public	71	81	152	2	4	6
36	North Sumatra	Labuhan Batu, Kab.	Bilah Hulu	SDN 114377 Aek Nabara	SD	Public	70	61	131	2	9	11
37	North Sumatra	Labuhan Batu, Kab.	Bilah Hulu	SDN 116879 Sukamulia	SD	Public	92	91	183	2	14	16
38	North Sumatra	Labuhan Batu, Kab.	Bilah Hulu	SDN 118252 Aek Nabara	SD	Public	121	101	222	2	10	12
39	North Sumatra	Labuhan Batu, Kab.	Bilah Hulu	MIS Raudhatul Ulum Bilah Hulu	MI	Private	201	178	379	1	13	14
40	North Sumatra	Labuhan Batu, Kab.	Rantau Selatan	MIN Urung Kompas	MI	Public	209	193	402	7	17	24
41	North Sumatra	Labuhan Batu, Kab.	Rantau Selatan	MIN Sigambal	MI	Public	155	161	316	3	19	22
42	North Sumatra	Labuhan Batu, Kab.	Rantau Utara	SD Muhammadiyah 7 Rantau Utara	SD	Private	65	69	134	3	7	10

No.	Province	District	Subdistrict	School Name	Type	Status	Students			Teachers		
							Male	Female	Total	Male	Female	Total
43	North Sumatra	Labuhan Batu, Kab.	Rantau Utara	SDN 115530 Rantauprapat	SD	Public	185	162	347	0	16	16
44	North Sumatra	Labuhan Batu, Kab.	Rantau Utara	SDN 114375 Rantauprapat	SD	Public	186	198	384	3	18	21
45	North Sumatra	Labuhan Batu, Kab.	Rantau Utara	SDN 112143 Rantauprapat	SD	Public	313	267	580	3	20	23
46	North Sumatra	Labuhan Batu, Kab.	Rantau Utara	SDN 112134 Rantauprapat	SD	Public	239	287	526	2	20	22
47	North Sumatra	Labuhan Batu, Kab.	Rantau Utara	SDN 112162 Rantauprapat	SD	Public	138	121	259	1	15	16
48	North Sumatra	Labuhan Batu, Kab.	Rantau Utara	MIN Padang Bulan	MI	Public	257	267	524	6	19	25
49	North Sumatra	Medan, Kota	Medan Barat	MIN Medan Barat	MI	Public	252	237	489	13	21	34
50	North Sumatra	Medan, Kota	Medan Barat	SD Muhammadiyah 11 Medan Barat	SD	Private	159	141	300	2	12	14
51	North Sumatra	Medan, Kota	Medan Barat	SDN 060837 Medan Barat	SD	Public	154	140	294	3	11	14
52	North Sumatra	Medan, Kota	Medan Barat	SDN 060840 Medan Barat	SD	Public	62	52	114	1	9	10
53	North Sumatra	Medan, Kota	Medan Barat	SDN 060843 Medan Barat	SD	Public	499	494	993	4	33	37
54	North Sumatra	Medan, Kota	Medan Barat	SDN 060849 Medan Barat	SD	Public	383	398	781	5	24	29
55	North Sumatra	Medan, Kota	Medan Barat	SDN 066651 Medan Barat	SD	Public	47	30	77	3	7	10
56	North Sumatra	Medan, Kota	Medan Barat	SDS Karya Bakti Medan Barat	SD	Private	164	192	356	6	11	17
57	North Sumatra	Medan, Kota	Medan Tembung	MI Al-Mushthafawiyah Medan Tembung	MI	Private	106	91	197	4	10	14
58	North Sumatra	Medan, Kota	Medan Tembung	MIN Medan Tembung	MI	Public	291	328	619	8	24	32
59	North Sumatra	Medan, Kota	Medan Tembung	MIN Medan, Medan Tembung	MI	Public	504	576	1,080	18	36	54
60	North Sumatra	Medan, Kota	Medan Tembung	SDN 060913 Medan Tembung	SD	Public	177	220	397	2	14	16
61	North Sumatra	Medan, Kota	Medan Tembung	SDN 064037 Medan Tembung	SD	Public	281	294	575	2	22	24
62	North Sumatra	Medan, Kota	Medan Tembung	SDN 064973 Medan Tembung	SD	Public	150	164	314	2	14	16
63	North Sumatra	Medan, Kota	Medan Tembung	SDN 064976 Medan Tembung	SD	Public	200	217	417	0	17	17
64	North Sumatra	Medan, Kota	Medan Tembung	SDN 067240 Medan Tembung	SD	Public	245	259	504	7	20	27
65	North Sumatra	Nias Selatan, Kab.	Gomo	SDN 071212 Sifaoroasi Gomo	SD	Public	217	189	406	1	22	23
66	North Sumatra	Nias Selatan, Kab.	Gomo	SDN 071213 Hiliana'a Gomo	SD	Public	51	39	90	5	3	8
67	North Sumatra	Nias Selatan, Kab.	Gomo	SDN 071223 Orahili Gomo	SD	Public	143	114	257	6	12	18
68	North Sumatra	Nias Selatan, Kab.	Gomo	SDN 077787 Lawa-Lawa Luo Gomo	SD	Public	97	69	166	6	8	14
69	North Sumatra	Nias Selatan, Kab.	Gomo	SDN 071216 Lahusa Idano Tae	SD	Public	53	76	129	7	2	9
70	North Sumatra	Nias Selatan, Kab.	Gomo	SDN 076089 Hilimbowo	SD	Public	105	81	186	8	6	14
71	North Sumatra	Nias Selatan, Kab.	Gomo	SDN 076708 Tanonikoo	SD	Public	97	97	194	6	4	10
72	North Sumatra	Nias Selatan, Kab.	Teluk Dalam	MIN Teluk Dalam	MI	Public	109	111	220	5	11	16
73	North Sumatra	Nias Selatan, Kab.	Teluk Dalam	SDN 071122	SD	Public	242	217	459	4	20	24
74	North Sumatra	Nias Selatan, Kab.	Teluk Dalam	SDN 074071 Bawodobara	SD	Public	109	94	203	6	6	12
75	North Sumatra	Nias Selatan, Kab.	Teluk Dalam	SDN 075071 Hiligehe	SD	Public	128	106	234	1	13	14
76	North Sumatra	Nias Selatan, Kab.	Teluk Dalam	SDN 076103 Bawoza'ua	SD	Public	122	113	235	5	10	15
77	North Sumatra	Nias Selatan, Kab.	Teluk Dalam	SDN 076726 Hilinifaoso	SD	Public	66	73	139	1	8	9
78	North Sumatra	Nias Selatan, Kab.	Teluk Dalam	SDN 076728 bawolowalani	SD	Public	65	77	142	2	8	10
79	North Sumatra	Nias Selatan, Kab.	Teluk Dalam	SDN 078356 Hllitobara	SD	Public	202	168	370	4	18	22
80	North Sumatra	Nias Selatan, Kab.	Teluk Dalam	SDN 078525 Dharma Caraka	SD	Public	110	146	256	5	12	17
81	West Java	Bandung Barat, Kab.	Cihampelas	MI Sukaguna	MI	Private	45	43	88	3	6	9
82	West Java	Bandung Barat, Kab.	Cihampelas	MI Tembongsari	MI	Private	112	106	218	5	5	10
83	West Java	Bandung Barat, Kab.	Cihampelas	SDN 1 Budigalih	SD	Public	116	85	201	4	4	8
84	West Java	Bandung Barat, Kab.	Cihampelas	SDN 1 Rancairung	SD	Public	104	88	192	3	5	8
85	West Java	Bandung Barat, Kab.	Cihampelas	SDN 4 Rancairung	SD	Public	104	88	192	2	8	10
86	West Java	Bandung Barat, Kab.	Cihampelas	SDN 5 Rancairung	SD	Public	48	53	101	2	7	9
87	West Java	Bandung Barat, Kab.	Cihampelas	SDN Maroko	SD	Public	97	100	197	2	6	8

No.	Province	District	Subdistrict	School Name	Type	Status	Students			Teachers		
							Male	Female	Total	Male	Female	Total
88	West Java	Bandung Barat, Kab.	Cihampelas	SDN Mekarasih	SD	Public	167	129	296	4	4	8
89	West Java	Bandung Barat, Kab.	Cipatat	MI Al-Hikmah Cipatat	MI	Private	108	92	200	3	7	10
90	West Java	Bandung Barat, Kab.	Cipatat	MI Syamsudin Cipatat	MI	Private	126	108	234	3	8	11
91	West Java	Bandung Barat, Kab.	Cipatat	SDN 1 Rajamandalakulon	SD	Public	184	210	394	1	13	14
92	West Java	Bandung Barat, Kab.	Cipatat	SDN 2 Rajamandalakulon	SD	Public	368	357	725	8	14	22
93	West Java	Bandung Barat, Kab.	Cipatat	SDN 3 Rajamandalakulon	SD	Public	184	150	334	5	10	15
94	West Java	Bandung Barat, Kab.	Cipatat	SDN 4 Rajamandalakulon	SD	Public	154	157	311	3	7	10
95	West Java	Bandung Barat, Kab.	Cipatat	SDN Nyomplong	SD	Public	80	91	171	3	6	9
96	West Java	Bandung Barat, Kab.	Cipatat	SDN Rancabentang	SD	Public	89	95	184	3	7	10
97	West Java	Ciamis, Kab.	Banjarsari	MI Cibadak	MI	Private	98	104	202	5	7	12
98	West Java	Ciamis, Kab.	Banjarsari	MI Sindangtawang	MI	Private	103	128	231	5	7	12
99	West Java	Ciamis, Kab.	Banjarsari	SDN 1 Sindangsari	SD	Public	115	92	207	1	8	9
100	West Java	Ciamis, Kab.	Banjarsari	SDN 1 Sukasari	SD	Public	88	77	165	2	9	11
101	West Java	Ciamis, Kab.	Banjarsari	SDN 2 Sindangsari	SD	Public	70	50	120	3	7	10
102	West Java	Ciamis, Kab.	Banjarsari	SDN 2 Sukasari	SD	Public	99	108	207	3	7	10
103	West Java	Ciamis, Kab.	Banjarsari	SDN 3 Sindangsari	SD	Public	91	87	178	1	8	9
104	West Java	Ciamis, Kab.	Banjarsari	SDN 3 Sukasari	SD	Public	89	75	164	1	10	11
105	West Java	Ciamis, Kab.	Sindangkasih	MI Gunung Cupu	MI	Private	95	78	173	3	5	8
106	West Java	Ciamis, Kab.	Sindangkasih	MI Kalangari	MI	Private	57	63	120	2	9	11
107	West Java	Ciamis, Kab.	Sindangkasih	SDN 1 Sukamanah	SD	Public	88	82	170	5	4	9
108	West Java	Ciamis, Kab.	Sindangkasih	SDN 1 Sukaraja	SD	Public	77	79	156	3	6	9
109	West Java	Ciamis, Kab.	Sindangkasih	SDN 2 Sukamanah	SD	Public	71	70	141	2	8	10
110	West Java	Ciamis, Kab.	Sindangkasih	SDN 2 Sukaraja	SD	Public	52	58	110	4	6	10
111	West Java	Ciamis, Kab.	Sindangkasih	SDN 3 Sukamanah	SD	Public	82	84	166	2	7	9
112	West Java	Ciamis, Kab.	Sindangkasih	SDN 3 Sukaraja	SD	Public	131	85	216	5	5	10
113	West Java	Cimahi, Kota	Cimahi Selatan	SDN Cibodas 2	SD	Public	124	133	257	2	8	10
114	West Java	Cimahi, Kota	Cimahi Selatan	SDN Cibodas 3	SD	Public	168	136	304	7	7	14
115	West Java	Cimahi, Kota	Cimahi Selatan	SDN Utama 6	SD	Public	255	231	486	2	12	14
116	West Java	Cimahi, Kota	Cimahi Selatan	SDN Utama Mandiri 1	SD	Public	381	368	749	10	24	34
117	West Java	Cimahi, Kota	Cimahi Tengah	MI Cahaya	MI	Private	159	135	294	6	8	14
118	West Java	Cimahi, Kota	Cimahi Tengah	MI Nurul Islam	MI	Private	82	175	257	2	6	8
119	West Java	Cimahi, Kota	Cimahi Tengah	MI PUI Cimahi	MI	Private	135	107	242	6	9	15
120	West Java	Cimahi, Kota	Cimahi Tengah	SDN Budhi Asih	SD	Public	138	149	287	3	12	15
121	West Java	Cimahi, Kota	Cimahi Tengah	SDN Budhi Karya	SD	Public	278	270	548	7	18	25
122	West Java	Cimahi, Kota	Cimahi Tengah	SDN Sosial 1	SD	Public	219	262	481	6	12	18
123	West Java	Cimahi, Kota	Cimahi Tengah	SDN Sosial 2	SD	Public	213	200	413	3	11	14
124	West Java	Cimahi, Kota	Cimahi Utara	MI Asih Putra	MI	Private	283	283	566	19	23	42
125	West Java	Cimahi, Kota	Cimahi Utara	SDN Cibabat 5	SD	Public	174	153	327	4	8	12
126	West Java	Cimahi, Kota	Cimahi Utara	SDN Cibabat Mandiri 2	SD	Public	389	385	774	10	14	24
127	West Java	Cimahi, Kota	Cimahi Utara	SDN Cibabat Mandiri 4	SD	Public	222	230	452	4	12	16
128	West Java	Cimahi, Kota	Cimahi Utara	SDN Cibabat Mandiri 5	SD	Public	344	270	614	7	19	26
129	Banten	Pandeglang, Kab.	Bojong	MI MA Dahu Mekar Sari	MI	Private	141	133	274	5	8	13
130	Banten	Pandeglang, Kab.	Bojong	MI Sukamaju	MI	Private	73	68	141	3	6	9
131	Banten	Pandeglang, Kab.	Bojong	SDN Bojong 1	SD	Public	50	47	97	4	8	12
132	Banten	Pandeglang, Kab.	Bojong	SDN Bojong 2	SD	Public	88	69	157	2	10	12
133	Banten	Pandeglang, Kab.	Bojong	SDN Bojong 3	SD	Public	40	54	94	4	8	12
134	Banten	Pandeglang, Kab.	Bojong	SDN Bojong 4	SD	Public	83	71	154	6	7	13
135	Banten	Pandeglang, Kab.	Bojong	SDN Bojong 5	SD	Public	102	94	196	6	8	14
136	Banten	Pandeglang, Kab.	Bojong	SDN Mekar Sari 1	SD	Public	71	63	134	5	4	9

No.	Province	District	Subdistrict	School Name	Type	Status	Students			Teachers		
							Male	Female	Total	Male	Female	Total
137	Banten	Pandeglang, Kab.	Mandalawangi	MI Darul Huda Waru	MI	Private	82	94	176	5	9	14
138	Banten	Pandeglang, Kab.	Mandalawangi	MIN Model Mandalawangi	MI	Public	135	148	283	6	16	22
139	Banten	Pandeglang, Kab.	Mandalawangi	SDN Gunungsari 1	SD	Public	76	91	167	4	6	10
140	Banten	Pandeglang, Kab.	Mandalawangi	SDN Gunungsari 2	SD	Public	148	126	274	5	11	16
141	Banten	Pandeglang, Kab.	Mandalawangi	SDN Kurung Kambing 1	SD	Public	47	45	92	5	5	10
142	Banten	Pandeglang, Kab.	Mandalawangi	SDN Kurung Kambing 3	SD	Public	79	68	147	1	9	10
143	Banten	Pandeglang, Kab.	Mandalawangi	SDN Kurung Kambing 4	SD	Public	38	27	65	5	4	9
144	Banten	Pandeglang, Kab.	Mandalawangi	SDN Mandalasari 1	SD	Public	80	63	143	5	4	9
145	Banten	Serang, Kab.	Ciruas	MI Al Khaeriyah Karanganyar	MI	Private	99	87	186	4	6	10
146	Banten	Serang, Kab.	Ciruas	MI Al Khaeriyah Kejaban	MI	Private	109	100	209	3	8	11
147	Banten	Serang, Kab.	Ciruas	SDN Ciruas 2	SD	Public	252	229	481	5	11	16
148	Banten	Serang, Kab.	Ciruas	SDN Ciruas 4	SD	Public	352	372	724	5	19	24
149	Banten	Serang, Kab.	Ciruas	SDN IT Khaerunas	SD	Private	173	150	323	5	17	22
150	Banten	Serang, Kab.	Ciruas	SDN Kadikaran	SD	Public	127	108	235	2	7	9
151	Banten	Serang, Kab.	Ciruas	SDN Priuk	SD	Public	141	126	267	5	7	12
152	Banten	Serang, Kab.	Ciruas	SDN Tegal Jetak	SD	Public	242	241	483	8	15	23
153	Banten	Serang, Kab.	Petir	MI Nurul Falah Kubang	MI	Private	105	108	213	3	8	11
154	Banten	Serang, Kab.	Petir	MI Sholatiyah	MI	Private	174	161	335	7	8	15
155	Banten	Serang, Kab.	Petir	SDN Cilengsir	SD	Public	215	213	428	4	11	15
156	Banten	Serang, Kab.	Petir	SDN Kadumangu	SD	Public	117	123	240	9	5	14
157	Banten	Serang, Kab.	Petir	SDN Kampung Baru	SD	Public	120	109	229	7	3	10
158	Banten	Serang, Kab.	Petir	SDN Negarapadang	SD	Public	150	141	291	6	7	13
159	Banten	Serang, Kab.	Petir	SDN Petir 2	SD	Public	115	143	258	4	6	10
160	Banten	Serang, Kab.	Petir	SDN Seuat	SD	Public	251	240	491	12	3	15
161	Central Java	Banjarnegara, Kab.	Banjarnegara	MI Al Fatah Parakancangah	MI	Private	202	168	370	5	17	22
162	Central Java	Banjarnegara, Kab.	Banjarnegara	MI Muhammadiyah Karangtengah	MI	Private	95	105	200	2	8	10
163	Central Java	Banjarnegara, Kab.	Banjarnegara	SD Kristen Debora	SD	Private	58	58	116	3	4	7
164	Central Java	Banjarnegara, Kab.	Banjarnegara	SDN 1 Kutabanjarnegara	SD	Public	154	158	312	3	9	12
165	Central Java	Banjarnegara, Kab.	Banjarnegara	SDN 1 Semarang	SD	Public	203	200	403	2	14	16
166	Central Java	Banjarnegara, Kab.	Banjarnegara	SDN 2 Kutabanjarnegara	SD	Public	64	41	105	2	7	9
167	Central Java	Banjarnegara, Kab.	Banjarnegara	SDN 2 Semarang (digabung dengan SDN 1 Semarang)	SD	Public	0	0	0	0	0	0
168	Central Java	Banjarnegara, Kab.	Banjarnegara	SDN 3 Kutabanjarnegara	SD	Public	162	150	312	2	13	15
169	Central Java	Banjarnegara, Kab.	Mandiraja	MI Al Ma'arif 01 Kertayasa	MI	Private	98	92	190	2	5	7
170	Central Java	Banjarnegara, Kab.	Mandiraja	MI Al Ma'arif Blimbing	MI	Private	69	64	133	3	4	7
171	Central Java	Banjarnegara, Kab.	Mandiraja	SDN 1 Candiwulan	SD	Public	70	53	123	3	6	9
172	Central Java	Banjarnegara, Kab.	Mandiraja	SDN 1 Kertayasa	SD	Public	95	73	168	1	7	8
173	Central Java	Banjarnegara, Kab.	Mandiraja	SDN 1 Panggisari	SD	Public	77	66	143	1	7	8
174	Central Java	Banjarnegara, Kab.	Mandiraja	SDN 2 Candiwulan	SD	Public	39	39	78	2	5	7
175	Central Java	Banjarnegara, Kab.	Mandiraja	SDN 2 Panggisari	SD	Public	40	42	82	3	5	8
176	Central Java	Banjarnegara, Kab.	Mandiraja	SDN Blimbing	SD	Public	87	60	147	1	6	7
177	Central Java	Batang, Kab.	Batang	MI Muhammadiyah Karangasem	MI	Private	23	20	43	4	5	9
178	Central Java	Batang, Kab.	Batang	MI Wahid Hasyim Kalisalak Karangasem	MI	Private	43	35	78	5	5	10
179	Central Java	Batang, Kab.	Batang	SDN Karangasem 04	SD	Public	98	96	194	1	9	10
180	Central Java	Batang, Kab.	Batang	SDN Karangasem 06	SD	Public	73	73	146	3	6	9
181	Central Java	Batang, Kab.	Batang	SDN Karangasem 07	SD	Public	129	103	232	3	6	9

No.	Province	District	Subdistrict	School Name	Type	Status	Students			Teachers		
							Male	Female	Total	Male	Female	Total
182	Central Java	Batang, Kab.	Batang	SDN Karangasem 10	SD	Public	47	51	98	2	7	9
183	Central Java	Batang, Kab.	Batang	SDN Karangasem 12	SD	Public	152	130	282	4	8	12
184	Central Java	Batang, Kab.	Batang	SDN Karangasem 13	SD	Public	68	55	123	3	5	8
185	Central Java	Batang, Kab.	Reban	MI Islamiyah Reban	MI	Private	48	43	91	4	3	7
186	Central Java	Batang, Kab.	Reban	MI Islamiyah Sojomerto	MI	Private	39	35	74	7	4	11
187	Central Java	Batang, Kab.	Reban	SDN Karanganyar 01	SD	Public	67	57	124	6	4	10
188	Central Java	Batang, Kab.	Reban	SDN Padomasan 02	SD	Public	17	31	48	0	8	8
189	Central Java	Batang, Kab.	Reban	SDN Polodoro	SD	Public	29	50	79	4	4	8
190	Central Java	Batang, Kab.	Reban	SDN Sojomerto 01	SD	Public	104	85	189	3	6	9
191	Central Java	Batang, Kab.	Reban	SDN Sukomangli 01	SD	Public	43	35	78	4	5	9
192	Central Java	Batang, Kab.	Reban	SDN Sukomangli 02	SD	Public	39	39	78	2	5	7
193	Central Java	Purbalingga, Kab.	Kemangkon	MI Ma'arif NU Mejasem	MI	Private	59	53	112	3	6	9
194	Central Java	Purbalingga, Kab.	Kemangkon	MI Muhammadiyah Toyareka	MI	Private	94	94	188	3	6	9
195	Central Java	Purbalingga, Kab.	Kemangkon	SDN 1 Bakulan	SD	Public	77	76	153	2	9	11
196	Central Java	Purbalingga, Kab.	Kemangkon	SDN 1 Cipaku	SD	Public	103	94	197	6	5	11
197	Central Java	Purbalingga, Kab.	Kemangkon	SDN 1 Karangemiri	SD	Public	80	74	154	3	6	9
198	Central Java	Purbalingga, Kab.	Kemangkon	SDN 1 Kemangkon	SD	Public	36	34	70	2	7	9
199	Central Java	Purbalingga, Kab.	Kemangkon	SDN 1 Panican	SD	Public	111	117	228	5	8	13
200	Central Java	Purbalingga, Kab.	Kemangkon	SDN 2 Kemangkon	SD	Public	73	88	161	4	5	9
201	Central Java	Purbalingga, Kab.	Kemangkon	SDN 2 Panican	SD	Public	47	44	91	2	7	9
202	Central Java	Purbalingga, Kab.	Mrebet	MI Ma'arif NU 02 Tangkisan	MI	Private	57	64	121	3	6	9
203	Central Java	Purbalingga, Kab.	Mrebet	MI Ma'arif NU Sindang	MI	Private	78	74	152	6	2	8
204	Central Java	Purbalingga, Kab.	Mrebet	SDN 1 Mangunegara	SD	Public	93	93	186	3	7	10
205	Central Java	Purbalingga, Kab.	Mrebet	SDN 1 Mrebet	SD	Public	75	84	159	6	3	9
206	Central Java	Purbalingga, Kab.	Mrebet	SDN 1 Selaganggang	SD	Public	102	92	194	4	6	10
207	Central Java	Purbalingga, Kab.	Mrebet	SDN 2 Mrebet	SD	Public	49	64	113	4	6	10
208	Central Java	Purbalingga, Kab.	Mrebet	SDN 2 Selaganggang	SD	Public	113	93	206	6	5	11
209	Central Java	Semarang, Kab.	Sumowono	MI Darussalam	MI	Private	55	62	117	5	4	9
210	Central Java	Semarang, Kab.	Sumowono	MI Miftahul Ulum	MI	Private	65	46	111	3	5	8
211	Central Java	Semarang, Kab.	Sumowono	SDN Bumen	SD	Public	44	31	75	4	4	8
212	Central Java	Semarang, Kab.	Sumowono	SDN Jubelan 1	SD	Public	63	61	124	3	7	10
213	Central Java	Semarang, Kab.	Sumowono	SDN Lanjan 1	SD	Public	74	64	138	5	5	10
214	Central Java	Semarang, Kab.	Sumowono	SDN Mendongan	SD	Public	57	55	112	7	4	11
215	Central Java	Semarang, Kab.	Sumowono	SDN Sumowono 1	SD	Public	26	29	55	1	8	9
216	Central Java	Semarang, Kab.	Sumowono	SDN Sumowono 2	SD	Public	77	94	171	5	6	11
217	Central Java	Semarang, Kab.	Tengaran	MI Klero	MI	Private	97	73	170	3	6	9
218	Central Java	Semarang, Kab.	Tengaran	MI Tahdhibul Banin Tegalrejo	MI	Private	42	29	71	3	5	8
219	Central Java	Semarang, Kab.	Tengaran	MI Tengaran	MI	Private	61	61	122	2	7	9
220	Central Java	Semarang, Kab.	Tengaran	SDN 1 Tengaran	SD	Public	119	118	237	5	8	13
221	Central Java	Semarang, Kab.	Tengaran	SDN 2-3 Tengaran	SD	Public	85	48	133	2	7	9
222	Central Java	Semarang, Kab.	Tengaran	SDN Klero 1	SD	Public	150	130	280	5	10	15
223	Central Java	Semarang, Kab.	Tengaran	SDN Klero 2	SD	Public	101	92	193	5	7	12
224	Central Java	Semarang, Kab.	Tengaran	SDN Tegalrejo 01	SD	Public	45	51	96	3	5	8
225	Central Java	Sragen, Kab.	Sambungmacan	MI Muhammadiyah Banaran	MI	Private	68	77	145	3	6	9
226	Central Java	Sragen, Kab.	Sambungmacan	MI Muhammadiyah Karanganyar	MI	Private	93	71	164	5	7	12
227	Central Java	Sragen, Kab.	Sambungmacan	SDN Banyurip 1	SD	Public	41	47	88	5	5	10
228	Central Java	Sragen, Kab.	Sambungmacan	SDN Banyurip 2	SD	Public	40	40	80	6	5	11
229	Central Java	Sragen, Kab.	Sambungmacan	SDN Banyurip 3	SD	Public	50	23	73	3	6	9
230	Central Java	Sragen, Kab.	Sambungmacan	SDN Gringing 1	SD	Public	79	39	118	4	6	10

No.	Province	District	Subdistrict	School Name	Type	Status	Students			Teachers		
							Male	Female	Total	Male	Female	Total
231	Central Java	Sragen, Kab.	Sambungmacan	SDN Gringging 2	SD	Public	57	76	133	4	5	9
232	Central Java	Sragen, Kab.	Sambungmacan	SDN Gringging 3	SD	Public	67	35	102	4	7	11
233	Central Java	Sragen, Kab.	Sambungmacan	SDN Gringging 4	SD	Public	46	40	86	4	6	10
234	Central Java	Sragen, Kab.	Sragen	SDN Karangtengah 1	SD	Public	39	31	70	6	4	10
235	Central Java	Sragen, Kab.	Sragen	SDN Karangtengah 3	SD	Public	110	88	198	2	8	10
236	Central Java	Sragen, Kab.	Sragen	SDN Kedungupit 1	SD	Public	112	108	220	6	6	12
237	Central Java	Sragen, Kab.	Sragen	SDN Kedungupit 3	SD	Public	84	113	197	5	4	9
238	Central Java	Sragen, Kab.	Sragen	SDN Kedungupit 4	SD	Public	32	39	71	4	6	10
239	Central Java	Sragen, Kab.	Sragen	SDN Tangkil 1	SD	Public	100	69	169	3	8	11
240	Central Java	Sragen, Kab.	Sragen	SDN Tangkil 3	SD	Public	97	100	197	3	9	12
241	Central Java	Sragen, Kab.	Sragen	SDN Tangkil 4	SD	Public	52	48	100	3	7	10
242	East Java	Blitar, Kab.	Ponggok	MI MISRIU Kebonduren	MI	Private	113	127	240	6	11	17
243	East Java	Blitar, Kab.	Ponggok	MI Plus Ma'arif NU	MI	Private	99	106	205	2	7	9
244	East Java	Blitar, Kab.	Ponggok	SDIT Al Kautsar Kebonduren	SD	Private	57	56	113	4	6	10
245	East Java	Blitar, Kab.	Ponggok	SDN Bacem 01	SD	Public	57	47	104	3	4	7
246	East Java	Blitar, Kab.	Ponggok	SDN Bacem 02	SD	Public	47	47	94	2	5	7
247	East Java	Blitar, Kab.	Ponggok	SDN Bacem 03	SD	Public	25	21	46	2	6	8
248	East Java	Blitar, Kab.	Ponggok	SDN Bacem 04	SD	Public	89	93	182	2	8	10
249	East Java	Blitar, Kab.	Ponggok	SDN Kebonduren 01	SD	Public	128	128	256	3	14	17
250	East Java	Blitar, Kab.	Ponggok	SDN Kebonduren 02	SD	Public	48	46	94	1	7	8
251	East Java	Blitar, Kab.	Ponggok	SDN Kebonduren 03	SD	Public	74	84	158	4	5	9
252	East Java	Blitar, Kab.	Sutojayan	MI Miftahul Huda Kedungbunder	MI	Private	135	152	287	6	14	20
253	East Java	Blitar, Kab.	Sutojayan	SDI Aisyiyah	SD	Private	12	14	26	2	5	7
254	East Java	Blitar, Kab.	Sutojayan	SDN Kalipang 01	SD	Public	256	273	529	10	14	24
255	East Java	Blitar, Kab.	Sutojayan	SDN Kalipang 02	SD	Public	53	47	100	3	7	10
256	East Java	Blitar, Kab.	Sutojayan	SDN Kalipang 03	SD	Public	115	128	243	2	16	18
257	East Java	Blitar, Kab.	Sutojayan	SDN Kalipang 04	SD	Public	43	24	67	4	7	11
258	East Java	Blitar, Kab.	Sutojayan	SDN Kedungbunder 01	SD	Public	49	28	77	2	7	9
259	East Java	Blitar, Kab.	Sutojayan	SDN Sutojayan 01	SD	Public	102	80	182	2	7	9
260	East Java	Blitar, Kab.	Sutojayan	SDN Sutojayan 02	SD	Public	35	24	59	4	6	10
261	East Java	Madiun, Kab.	Geger	MI Miftahul Khoiroh	MI	Private	78	85	163	4	8	12
262	East Java	Madiun, Kab.	Geger	MI Sailul Ulum Pagotan	MI	Private	152	157	309	11	10	21
263	East Java	Madiun, Kab.	Geger	SDN Jatisari 01	SD	Public	49	34	83	5	6	11
264	East Java	Madiun, Kab.	Geger	SDN Jatisari 02	SD	Public	79	72	151	0	9	9
265	East Java	Madiun, Kab.	Geger	SDN Jatisari 03	SD	Public	44	44	88	2	8	10
266	East Java	Madiun, Kab.	Geger	SDN Purworejo 03	SD	Public	82	66	148	4	8	12
267	East Java	Madiun, Kab.	Geger	SDN Sumberejo 01	SD	Public	37	25	62	3	7	10
268	East Java	Madiun, Kab.	Geger	SDN Sumberejo 02	SD	Public	25	38	63	4	6	10
269	East Java	Madiun, Kab.	Mejayan	MI Muhammadiyah	MI	Private	68	57	125	0	9	9
270	East Java	Madiun, Kab.	Mejayan	SDN Bangunsari 01	SD	Public	66	64	130	4	7	11
271	East Java	Madiun, Kab.	Mejayan	SDN Bangunsari 02	SD	Public	152	168	320	4	9	13
272	East Java	Madiun, Kab.	Mejayan	SDN Bangunsari 03	SD	Public	46	43	89	3	8	11
273	East Java	Madiun, Kab.	Mejayan	SDN Krajan 01	SD	Public	41	43	84	3	7	10
274	East Java	Madiun, Kab.	Mejayan	SDN Krajan 02	SD	Public	147	131	278	4	9	13
275	East Java	Madiun, Kab.	Mejayan	SDN Ngampel 01	SD	Public	85	68	153	4	5	9

No.	Province	District	Subdistrict	School Name	Type	Status	Students			Teachers		
							Male	Female	Total	Male	Female	Total
276	East Java	Madiun, Kab.	Wonoasri	MIIN Bancong	MI	Private	184	200	384	9	12	21
277	East Java	Mojokerto, Kab.	Dlanggu	MI Bahrul Ulum Talok	MI	Private	58	63	121	6	6	12
278	East Java	Mojokerto, Kab.	Dlanggu	MI Miftahul Ulum Mojokarang	MI	Private	151	133	284	10	8	18
279	East Java	Mojokerto, Kab.	Dlanggu	SDN Kalen	SD	Public	163	128	291	8	11	19
280	East Java	Mojokerto, Kab.	Dlanggu	SDN Kedunggede I	SD	Public	93	89	182	7	9	16
281	East Java	Mojokerto, Kab.	Dlanggu	SDN Kedunggede II	SD	Public	34	44	78	6	6	12
282	East Java	Mojokerto, Kab.	Dlanggu	SDN Mojokarang	SD	Public	104	100	204	6	9	15
283	East Java	Mojokerto, Kab.	Dlanggu	SDN Segunung	SD	Public	92	79	171	3	12	15
284	East Java	Mojokerto, Kab.	Kemlagi	MI Bahrul Ulum Pandankrajan	MI	Private	50	58	108	5	5	10
285	East Java	Mojokerto, Kab.	Kemlagi	MI Miftahul Ulum	MI	Private	166	166	332	10	9	19
286	East Java	Mojokerto, Kab.	Kemlagi	SDN Kemlagi	SD	Public	70	80	150	2	9	11
287	East Java	Mojokerto, Kab.	Kemlagi	SDN Mojodadi	SD	Public	52	63	115	6	4	10
288	East Java	Mojokerto, Kab.	Kemlagi	SDN Mojodowo	SD	Public	74	80	154	7	5	12
289	East Java	Mojokerto, Kab.	Kemlagi	SDN Mojowono	SD	Public	76	56	132	4	6	10
290	East Java	Mojokerto, Kab.	Kemlagi	SDN Pandankrajan I	SD	Public	21	34	55	7	4	11
291	East Java	Mojokerto, Kab.	Kemlagi	SDN Pandankrajan II	SD	Public	58	55	113	7	6	13
292	East Java	Pamekasan, Kab.	Galis	MIN Konang	MI	Public	94	95	189	9	11	20
293	East Java	Pamekasan, Kab.	Galis	MIS Tarbiyatul Islamiyah Konang	MI	Private	38	35	73	8	8	16
294	East Java	Pamekasan, Kab.	Galis	SDN Galis I	SD	Public	47	50	97	10	6	16
295	East Java	Pamekasan, Kab.	Galis	SDN Konang 2	SD	Public	75	60	135	3	8	11
296	East Java	Pamekasan, Kab.	Galis	SDN Konang 3	SD	Public	40	34	74	9	9	18
297	East Java	Pamekasan, Kab.	Galis	SDN Konang 4	SD	Public	34	31	65	6	3	9
298	East Java	Pamekasan, Kab.	Galis	SDN Tobungan I	SD	Public	69	52	121	8	10	18
299	East Java	Pamekasan, Kab.	Galis	SDN Tobungan 2	SD	Public	75	77	152	4	8	12
300	East Java	Pamekasan, Kab.	Pademawu	MI Miftahul Ulum Pademawu Timur	MI	Private	40	30	70	9	5	14
301	East Java	Pamekasan, Kab.	Pademawu	MI Nurul Hasan Jarin	MI	Private	31	28	59	12	4	16
302	East Java	Pamekasan, Kab.	Pademawu	SDN Pademawu Timur V	SD	Public	68	48	116	7	7	14
303	East Java	Pamekasan, Kab.	Pademawu	SDN Tanjung I	SD	Public	70	62	132	9	5	14
304	East Java	Pamekasan, Kab.	Pademawu	SDN Tanjung IV	SD	Public	48	40	88	5	4	9
305	East Java	Pamekasan, Kab.	Pademawu	SDN Pademawu Barat 2	SD	Public	115	80	195	3	6	9
306	East Java	Pamekasan, Kab.	Pademawu	SDN Pademawu Timur 2	SD	Public	134	86	220	5	10	15
307	East Java	Pamekasan, Kab.	Pademawu	SDN Pademawu Timur 4	SD	Public	39	48	87	5	5	10
308	East Java	Situbondo, Kab.	Besuki	MI Al Hikmatul Islamiyah	MI	Private	82	62	144	5	8	13
309	East Java	Situbondo, Kab.	Besuki	MI Darul Hikmah Al Fatiniyah	MI	Private	62	94	156	1	11	12
310	East Java	Situbondo, Kab.	Besuki	SDN 1 Bloro	SD	Public	88	73	161	5	7	12
311	East Java	Situbondo, Kab.	Besuki	SDN 2 Bloro	SD	Public	77	61	138	4	8	12
312	East Java	Situbondo, Kab.	Besuki	SDN 2 Kalimas	SD	Public	54	56	110	3	9	12
313	East Java	Situbondo, Kab.	Besuki	SDN 3 Besuki	SD	Public	171	168	339	9	13	22
314	East Java	Situbondo, Kab.	Besuki	SDN 7 Besuki	SD	Public	94	76	170	7	10	17
315	East Java	Situbondo, Kab.	Besuki	SDN Langkap	SD	Public	97	113	210	8	7	15
316	East Java	Situbondo, Kab.	Panarukan	MI Jauharul Ulum	MI	Private	35	41	76	3	7	10
317	East Java	Situbondo, Kab.	Panarukan	SDN 10 Kilensari	SD	Public	58	64	122	3	7	10
318	East Java	Situbondo, Kab.	Panarukan	SDN 2 Kilensari	SD	Public	47	51	98	5	11	16
319	East Java	Situbondo, Kab.	Panarukan	SDN 3 Kilensari	SD	Public	102	117	219	11	9	20
320	East Java	Situbondo, Kab.	Panarukan	SDN 5 Kilensari	SD	Public	80	62	142	9	10	19
321	East Java	Situbondo, Kab.	Panarukan	SDN 8 Kilensari	SD	Public	91	73	164	7	11	18
322	East Java	Situbondo, Kab.	Panarukan	SDN 9 Kilensari	SD	Public	39	38	77	1	7	8
323	East Java	Situbondo, Kab.	Situbondo	MI Miftahul Huda	MI	Private	59	71	130	3	11	14
324	South Sulawesi	Bantaeng, Kab.	Bantaeng	MIS Guppi Bulu-Bulu	MI	Private	39	37	76	6	14	20

No.	Province	District	Subdistrict	School Name	Type	Status	Students			Teachers		
							Male	Female	Total	Male	Female	Total
325	South Sulawesi	Bantaeng, Kab.	Bantaeng	SD Inpres Lasepang	SD	Public	119	126	245	5	18	23
326	South Sulawesi	Bantaeng, Kab.	Bantaeng	SD Inpres Tappanjeng	SD	Public	284	244	528	5	24	29
327	South Sulawesi	Bantaeng, Kab.	Bantaeng	SD Negeri 9 Lembang	SD	Public	163	110	273	3	19	22
328	South Sulawesi	Bantaeng, Kab.	Bantaeng	SDN 10 Pasorongi	SD	Public	86	67	153	4	15	19
329	South Sulawesi	Bantaeng, Kab.	Bantaeng	SDN 17 Ujung Labbu	SD	Public	85	83	168	6	18	24
330	South Sulawesi	Bantaeng, Kab.	Bantaeng	SDN 7 Letta	SD	Public	198	182	380	2	20	22
331	South Sulawesi	Bantaeng, Kab.	Eremerasa	MIS Nurul Azma	MI	Private	58	57	115	3	8	11
332	South Sulawesi	Bantaeng, Kab.	Eremerasa	SD Inpres Kampung Parang	SD	Public	151	139	290	10	16	26
333	South Sulawesi	Bantaeng, Kab.	Eremerasa	SD Inpres Pullauweng	SD	Public	108	108	216	10	15	25
334	South Sulawesi	Bantaeng, Kab.	Eremerasa	SD Inpres Sarrea	SD	Public	41	44	85	2	9	11
335	South Sulawesi	Bantaeng, Kab.	Eremerasa	SDN 11 Sarroanging	SD	Public	97	121	218	6	11	17
336	South Sulawesi	Bantaeng, Kab.	Eremerasa	SDN 13 Libboa	SD	Public	87	65	152	4	13	17
337	South Sulawesi	Bantaeng, Kab.	Eremerasa	SDN 63 Bonto Jonga	SD	Public	85	76	161	6	5	11
338	South Sulawesi	Bantaeng, Kab.	Pajukukang	MIS Ma'arif Bakaraya	MI	Private	83	54	137	6	9	15
339	South Sulawesi	Bantaeng, Kab.	Tompobulu	MIS Ma'arif Borongkapala	MI	Private	29	41	70	6	11	17
340	South Sulawesi	Maros, Kab.	Bantimurung	MIS Darul Rasyidin	MI	Private	58	44	102	3	10	13
341	South Sulawesi	Maros, Kab.	Bantimurung	MIS JII Bantimurung	MI	Private	49	38	87	3	6	9
342	South Sulawesi	Maros, Kab.	Bantimurung	SD Inpres 105 Alatengae	SD	Public	104	89	193	2	9	11
343	South Sulawesi	Maros, Kab.	Bantimurung	SD Inpres 173 Mangngai	SD	Public	106	81	187	6	10	16
344	South Sulawesi	Maros, Kab.	Bantimurung	SDN 1 Pakalu I	SD	Public	111	94	205	6	9	15
345	South Sulawesi	Maros, Kab.	Bantimurung	SDN 12 Pakalli I	SD	Public	95	87	182	3	12	15
346	South Sulawesi	Maros, Kab.	Bantimurung	SDN 120 Parengki	SD	Public	131	103	234	7	10	17
347	South Sulawesi	Maros, Kab.	Bantimurung	SDN 15 Jawi-Jawi	SD	Public	133	121	254	6	15	21
348	South Sulawesi	Maros, Kab.	Maros Baru	MIN Maros Baru	MI	Public	156	160	316	1	13	14
349	South Sulawesi	Maros, Kab.	Turikale	MIS Ainus Syamsi	MI	Private	91	72	163	4	11	15
350	South Sulawesi	Maros, Kab.	Turikale	SD Inpres 111 Polejiwa	SD	Public	95	76	171	3	10	13
351	South Sulawesi	Maros, Kab.	Turikale	SD Inpres 154 Tumalia	SD	Public	101	109	210	3	10	13
352	South Sulawesi	Maros, Kab.	Turikale	SDN 180 Pappandangan	SD	Public	80	77	157	6	7	13
353	South Sulawesi	Maros, Kab.	Turikale	SDN 21 Sanggalea	SD	Public	265	250	515	3	22	25
354	South Sulawesi	Maros, Kab.	Turikale	SDN 241 Inpres Perumnas Tumalia	SD	Public	139	140	279	4	19	23
355	South Sulawesi	Maros, Kab.	Turikale	SDN 39 Kassi	SD	Public	120	103	223	4	13	17
356	South Sulawesi	Wajo, Kab.	Keera	SDN 190 Ballere	SD	Public	78	85	163	5	5	10
357	South Sulawesi	Wajo, Kab.	Keera	SDN 191 Ballere	SD	Public	74	66	140	4	5	9
358	South Sulawesi	Wajo, Kab.	Keera	SDN 234 Inrello	SD	Public	101	70	171	1	9	10
359	South Sulawesi	Wajo, Kab.	Keera	SDN 320 Ballere	SD	Public	51	48	99	3	6	9
360	South Sulawesi	Wajo, Kab.	Keera	SDN 321 Ballere	SD	Public	51	45	96	4	5	9
361	South Sulawesi	Wajo, Kab.	Keera	SDN 412 Inrello	SD	Public	29	35	64	3	4	7
362	South Sulawesi	Wajo, Kab.	Keera	SDN 414 Keera	SD	Public	39	28	67	3	5	8
363	South Sulawesi	Wajo, Kab.	Tanasitolo	MIS As'adiyah 272 Pallipu	MI	Private	41	31	72	4	9	13
364	South Sulawesi	Wajo, Kab.	Tempe	MIS As'adiyah 3 Sengkang	MI	Private	174	130	304	2	10	12
365	South Sulawesi	Wajo, Kab.	Tempe	MIS As'adiyah 45 Sura'e	MI	Private	88	78	166	2	8	10
366	South Sulawesi	Wajo, Kab.	Tempe	MIS Muhammadiyah	MI	Private	38	42	80	1	11	12
367	South Sulawesi	Wajo, Kab.	Tempe	SD Muhammadiyah	SD	Private	54	46	100	3	9	12
368	South Sulawesi	Wajo, Kab.	Tempe	SDN 13 Lapongkoda	SD	Public	85	75	160	2	10	12
369	South Sulawesi	Wajo, Kab.	Tempe	SDN 14 Lapongkoda	SD	Public	46	44	90	3	10	13

No.	Province	District	Subdistrict	School Name	Type	Status	Students			Teachers		
							Male	Female	Total	Male	Female	Total
370	South Sulawesi	Wajo, Kab.	Tempe	SDN 213 Lapongkoda	SD	Public	334	315	649	9	22	31
371	South Sulawesi	Wajo, Kab.	Tempe	SDN 6 Lapongkoda	SD	Public	77	60	137	1	8	9

List of Junior-Secondary Schools

No.	Province	District	Subdistrict	School Name	Type	Status	Students			Teachers		
							Male	Female	Total	Male	Female	Total
1	Aceh	Aceh Jaya, Kab.	Indra Jaya	SMPN 1 Indra Jaya	SMP	Public	72	34	106	9	11	20
2	Aceh	Aceh Jaya, Kab.	Jaya	MTsN Lamno	MTs	Public	140	144	284	7	17	24
3	Aceh	Aceh Jaya, Kab.	Jaya	SMPN 1 Jaya	SMP	Public	127	180	307	11	22	33
4	Aceh	Aceh Jaya, Kab.	Krueng Sabee	SMPN 1 Krueng Sabee	SMP	Public	71	59	130	5	14	19
5	Aceh	Aceh Jaya, Kab.	Krueng Sabee	MTsN Panga	MTs	Public	49	60	109	5	9	14
6	Aceh	Aceh Jaya, Kab.	Sampoiniet	SMPN 1 Sampoiniet	SMP	Public	63	35	98	5	8	13
7	Aceh	Aceh Jaya, Kab.	Teunom	MTsN Teunom	MTs	Public	119	136	255	13	12	25
8	Aceh	Aceh Jaya, Kab.	Teunom	SMPN 1 Teunom	SMP	Public	112	95	207	4	19	23
9	Aceh	Bener Meriah, Kab.	Bandar	MTsN Janarata	MTs	Public	92	109	201	7	20	27
10	Aceh	Bener Meriah, Kab.	Bandar	SMPN 2 Bandar	SMP	Public	130	112	242	2	15	17
11	Aceh	Bener Meriah, Kab.	Bandar	SMPN 3 Bandar	SMP	Public	34	36	70	3	17	20
12	Aceh	Bener Meriah, Kab.	Bukit	SMPS Blang Panas	SMP	Private	171	185	356	8	26	34
13	Aceh	Bener Meriah, Kab.	Timang Gajah	MTsN Lampahan	MTs	Public	199	185	384	5	25	30
14	Aceh	Bener Meriah, Kab.	Timang Gajah	MTsS Blang Rongka	MTs	Private	35	36	71	9	16	25
15	Aceh	Bener Meriah, Kab.	Timang Gajah	SMPN 2 Timang Gajah	SMP	Public	186	177	363	8	17	25
16	Aceh	Bener Meriah, Kab.	Timang Gajah	SMPN 4 Timang Gajah	SMP	Public	36	32	68	6	13	19
17	North Sumatra	Labuhan Batu, Kab.	Bilah Hulu	MTs Al-Ittihad Bilah Hulu	MTs	Private	270	325	595	19	20	39
18	North Sumatra	Labuhan Batu, Kab.	Bilah Hulu	SMP Metodis Bilah Hulu	SMP	Private	111	134	245	5	8	13
19	North Sumatra	Labuhan Batu, Kab.	Bilah Hulu	SMPN 2 Bilah Hulu	SMP	Public	177	187	364	10	13	23
20	North Sumatra	Labuhan Batu, Kab.	Bilah Hulu	SMPN 3 Bilah Hulu	SMP	Public	142	139	281	10	9	19
21	North Sumatra	Labuhan Batu, Kab.	Rantau Utara	MTsN 1 Rantau Utara	MTs	Public	374	513	887	10	54	64
22	North Sumatra	Labuhan Batu, Kab.	Rantau Utara	SMP Bhayangkari Rantau Utara	SMP	Private	118	116	234	4	15	19
23	North Sumatra	Labuhan Batu, Kab.	Rantau Utara	SMP Muhammadiyah - 25 Rantau Utara	SMP	Private	112	101	213	6	13	19
24	North Sumatra	Labuhan Batu, Kab.	Rantau Utara	SMPN 1 Rantau Utara	SMP	Public	443	544	987	14	35	49
25	North Sumatra	Medan, Kota	Medan Barat	SMP Pertiwi Medan	SMP	Private	405	377	782	23	10	33
26	North Sumatra	Medan, Kota	Medan Barat	SMPN 11 Medan	SMP	Public	583	772	1,355	10	43	53
27	North Sumatra	Medan, Kota	Medan Barat	SMPN 16 Medan	SMP	Public	419	439	858	8	40	48
28	North Sumatra	Medan, Kota	Medan Barat	SMPN 7 Medan	SMP	Public	468	526	994	14	45	59
29	North Sumatra	Medan, Kota	Medan Tembung	MTsN 2 Medan	MTs	Public	480	640	1,120	22	63	85
30	North Sumatra	Medan, Kota	Medan Tembung	SMPN 17 Medan	SMP	Public	429	497	926	8	49	57
31	North Sumatra	Medan, Kota	Medan Tembung	SMPN 27 Medan	SMP	Public	455	479	934	8	56	64
32	North Sumatra	Medan, Kota	Medan Tembung	SMPN 35 Medan	SMP	Public	394	433	827	18	39	57
33	North Sumatra	Nias Selatan, Kab.	Gomo	SMPN 1 Gomo	SMP	Public	349	293	642	15	20	35
34	North Sumatra	Nias Selatan, Kab.	Gomo	SMPN 2 Gomo	SMP	Public	114	116	230	15	3	18
35	North Sumatra	Nias Selatan, Kab.	Gomo	SMPN 3 Gomo	SMP	Public	136	114	250	15	4	19
36	North Sumatra	Nias Selatan, Kab.	Teluk Dalam	MTsN Teluk Dalam	MTs	Public	50	60	110	8	10	18
37	North Sumatra	Nias Selatan, Kab.	Teluk Dalam	SMP Bintang Laut Teluk Dalam	SMP	Private	303	291	594	14	12	26
38	North Sumatra	Nias Selatan, Kab.	Teluk Dalam	SMP BNKP Teluk Dalam	SMP	Private	225	218	443	9	18	27
39	North Sumatra	Nias Selatan, Kab.	Teluk Dalam	SMPN 1 Teluk Dalam	SMP	Public	375	393	768	18	24	42
40	North Sumatra	Nias Selatan, Kab.	Teluk Dalam	SMPN 5 Dharma Caraka Teluk Dalam	SMP	Public	138	134	272	3	16	19
41	West Java	Bandung Barat, Kab.	Cihampelas	MTSN Rongga Cihampelas	MTs	Public	362	371	733	22	14	36
42	West Java	Bandung Barat, Kab.	Cihampelas	SMP Pataruman	SMP	Private	121	149	270	6	12	18
43	West Java	Bandung Barat, Kab.	Cihampelas	SMPN 1 Cihampelas	SMP	Public	462	553	1,015	17	28	45

No.	Province	District	Subdistrict	School Name	Type	Status	Students			Teachers		
							Male	Female	Total	Male	Female	Total
44	West Java	Bandung Barat, Kab.	Cihampelas	SMPN 2 Cihampelas	SMP	Public	257	239	496	12	20	32
45	West Java	Bandung Barat, Kab.	Cipatat	MTs Al-Mukhtariyah	MTs	Private	741	757	1,498	43	27	70
46	West Java	Bandung Barat, Kab.	Cipatat	SMP Al-Hikmah	SMP	Private	201	193	394	10	13	23
47	West Java	Bandung Barat, Kab.	Cipatat	SMPN 1 Cipatat	SMP	Public	489	609	1,098	16	30	46
48	West Java	Bandung Barat, Kab.	Cipatat	SMPN 3 Cipatat	SMP	Public	289	284	573	13	15	28
49	West Java	Ciamis, Kab.	Banjarsari	MTsN Wanayasa	MTs	Public	349	387	736	22	18	40
50	West Java	Ciamis, Kab.	Banjarsari	SMPN 1 Banjarsari	SMP	Public	497	486	983	20	22	42
51	West Java	Ciamis, Kab.	Banjarsari	SMPN 2 Banjarsari	SMP	Public	259	248	507	18	20	38
52	West Java	Ciamis, Kab.	Banjarsari	SMPN 3 Banjarasari	SMP	Public	223	255	478	11	13	24
53	West Java	Ciamis, Kab.	Sindangkasih	MTsN Sindangkasih	MTs	Public	367	354	721	14	23	37
54	West Java	Ciamis, Kab.	Sindangkasih	SMPN 1 Cikoneng	SMP	Public	388	470	858	19	26	45
55	West Java	Ciamis, Kab.	Sindangkasih	SMPN 1 Sindangkasih	SMP	Public	226	175	401	14	7	21
56	West Java	Ciamis, Kab.	Sindangkasih	SMPN 2 Cikoneng	SMP	Public	238	193	431	14	17	31
57	West Java	Cimahi, Kota	Cimahi Selatan	MTsN Sukasari	MTs	Public	542	602	1,144	18	36	54
58	West Java	Cimahi, Kota	Cimahi Selatan	SMPN 8 Cimahi	SMP	Public	617	644	1,261	27	35	62
59	West Java	Cimahi, Kota	Cimahi Tengah	MTs Nurul Falah	MTs	Private	447	366	813	14	26	40
60	West Java	Cimahi, Kota	Cimahi Tengah	SMPN 2 Cimahi	SMP	Public	635	783	1,418	16	59	75
61	West Java	Cimahi, Kota	Cimahi Tengah	SMPN 3 Cimahi	SMP	Public	690	823	1,513	10	56	66
62	West Java	Cimahi, Kota	Cimahi Tengah	SMPN 6 Cimahi	SMP	Public	521	615	1,136	24	53	77
63	West Java	Cimahi, Kota	Cimahi Utara	SMPN 11 Cimahi	SMP	Public	253	238	491	9	12	21
64	West Java	Cimahi, Kota	Cimahi Utara	SMPN 5 Cimahi	SMP	Public	617	638	1,255	15	46	61
65	Banten	Pandeglang, Kab.	Bojong	MTs Mathlaul AnwarBojong	MTs	Private	135	152	287	13	3	16
66	Banten	Pandeglang, Kab.	Bojong	MTs Riyadul Mubtadiin Pasir Jambu	MTs	Private	44	58	102	10	2	12
67	Banten	Pandeglang, Kab.	Bojong	SMP N 1 Bojong	SMP	Public	332	277	609	19	20	39
68	Banten	Pandeglang, Kab.	Bojong	SMP N 2 Bojong	SMP	Public	93	75	168	8	4	12
69	Banten	Pandeglang, Kab.	Mandalawangi	MTs Darul Huda Pusat Pari	MTs	Private	141	113	254	10	10	20
70	Banten	Pandeglang, Kab.	Mandalawangi	SMP Daar El Falah	SMP	Private	188	104	292	17	13	30
71	Banten	Pandeglang, Kab.	Mandalawangi	SMPN 1 Mandalawangi	SMP	Public	388	378	766	22	15	37
72	Banten	Pandeglang, Kab.	Mandalawangi	SMPN 2 Mandalawangi	SMP	Public	209	210	419	15	12	27
73	Banten	Serang, Kab.	Ciruas	MTs Al Khaeriyah Kejaban	MTs	Private	219	181	400	14	15	29
74	Banten	Serang, Kab.	Ciruas	MTsN Ciruas	MTs	Public	323	539	862	19	23	42
75	Banten	Serang, Kab.	Ciruas	SMPN Ciruas 1	SMP	Public	457	475	932	15	32	47
76	Banten	Serang, Kab.	Ciruas	SMPN Ciruas 2	SMP	Public	434	503	937	19	21	40
77	Banten	Serang, Kab.	Petir	MTs Nurul Falah Pasanggrahan	MTs	Private	136	141	277	12	9	21
78	Banten	Serang, Kab.	Petir	MTs Nurul Falah Rego Padasuka	MTs	Private	158	235	393	20	6	26
79	Banten	Serang, Kab.	Petir	SMPN 1 Petir	SMP	Public	481	440	921	17	21	38
80	Banten	Serang, Kab.	Petir	SMPN 2 Petir	SMP	Public	329	295	624	20	9	29
81	Central Java	Banjarnegara, Kab.	Banjarnegara	MTsN 2 Banjarnegara	MTs	Public	366	461	827	16	21	37
82	Central Java	Banjarnegara, Kab.	Banjarnegara	SMP Tamansiswa Banjarnegara	SMP	Private	107	92	199	1	10	11
83	Central Java	Banjarnegara, Kab.	Banjarnegara	SMPN 2 Banjarnegara	SMP	Public	350	414	764	17	22	39
84	Central Java	Banjarnegara, Kab.	Banjarnegara	SMPN 5 Banjarnegara	SMP	Public	413	296	709	18	19	37
85	Central Java	Banjarnegara, Kab.	Mandiraja	MTs Ma'arif Mandiraja	MTs	Private	261	294	555	10	18	28
86	Central Java	Banjarnegara, Kab.	Mandiraja	SMPN 1 Mandiraja	SMP	Public	377	424	801	16	17	33
87	Central Java	Banjarnegara, Kab.	Mandiraja	SMPN 1 Purwareja Klampok	SMP	Public	346	453	799	15	21	36
88	Central Java	Banjarnegara, Kab.	Mandiraja	SMPN 2 Mandiraja	SMP	Public	353	392	745	22	19	41
89	Central Java	Batang, Kab.	Batang	MTs NU 01 Batang	MTs	Private	92	135	227	8	9	17
90	Central Java	Batang, Kab.	Batang	SMPN 7 Batang	SMP	Public	332	256	588	8	20	28
91	Central Java	Batang, Kab.	Batang	SMPN 8 Batang	SMP	Public	207	185	392	8	16	24
92	Central Java	Batang, Kab.	Batang	SMPN 9 Batang	SMP	Public	279	265	544	12	13	25

No.	Province	District	Subdistrict	School Name	Type	Status	Students			Teachers		
							Male	Female	Total	Male	Female	Total
93	Central Java	Batang, Kab.	Subah	MTsN Subah	MTs	Public	294	353	647	16	13	29
94	Central Java	Batang, Kab.	Subah	SMPN 1 Subah	SMP	Public	323	313	636	15	15	30
95	Central Java	Batang, Kab.	Subah	SMPN 2 Subah	SMP	Public	221	184	405	11	15	26
96	Central Java	Batang, Kab.	Subah	SMPN 3 Subah	SMP	Public	65	56	121	5	7	12
97	Central Java	Purbalingga, Kab.	Kemangkon	MTs Ma'arif NU 08 Panican	MTs	Private	130	88	218	7	7	14
98	Central Java	Purbalingga, Kab.	Kemangkon	SMPN 1 Kemangkon	SMP	Public	361	367	728	16	20	36
99	Central Java	Purbalingga, Kab.	Kemangkon	SMPN 2 Kemangkon	SMP	Public	182	138	320	10	13	23
100	Central Java	Purbalingga, Kab.	Kemangkon	SMPN 3 Kemangkon	SMP	Public	183	146	329	7	12	19
101	Central Java	Purbalingga, Kab.	Mrebet	MTs Al - Mujahadah Mrebet	MTs	Private	49	54	103	6	7	13
102	Central Java	Purbalingga, Kab.	Mrebet	SMPN 1 Mrebet	SMP	Public	380	441	821	17	27	44
103	Central Java	Purbalingga, Kab.	Mrebet	SMPN 2 Mrebet	SMP	Public	290	286	576	9	21	30
104	Central Java	Purbalingga, Kab.	Mrebet	SMPN 3 Mrebet	SMP	Public	235	204	439	8	19	27
105	Central Java	Semarang, Kab.	Sumowono	MTs Nuril Huda Sumowono	MTs	Private	130	116	246	10	5	15
106	Central Java	Semarang, Kab.	Sumowono	SMP Islam Sudirman Sumowono	SMP	Private	213	129	342	6	10	16
107	Central Java	Semarang, Kab.	Sumowono	SMPN 1 Sumowono	SMP	Public	256	333	589	13	13	26
108	Central Java	Semarang, Kab.	Sumowono	SMPN 2 Sumowono	SMP	Public	182	185	367	13	8	21
109	Central Java	Semarang, Kab.	Tengaran	MTs Al Manar Bener	MTs	Private	83	95	178	4	11	15
110	Central Java	Semarang, Kab.	Tengaran	SMP IT Nurul Islam Tengaran	SMP	Private	258	321	579	13	35	48
111	Central Java	Semarang, Kab.	Tengaran	SMPN 2 Tengaran	SMP	Public	218	180	398	14	8	22
112	Central Java	Semarang, Kab.	Tengaran	SMPN 3 Tengaran	SMP	Public	218	183	401	14	9	23
113	Central Java	Sragen, Kab.	Sambungmacan	SMPN 2 Sambungmacan	SMP	Public	218	186	404	16	11	27
114	Central Java	Sragen, Kab.	Sragen	MTsN Sragen	MTs	Public	616	561	1,177	27	39	66
115	Central Java	Sragen, Kab.	Sragen	SMPN 3 Sragen	SMP	Public	370	296	666	20	23	43
116	Central Java	Sragen, Kab.	Sragen	SMPN 4 Sragen	SMP	Public	308	360	668	17	25	42
117	Central Java	Sragen, Kab.	Sragen	SMPN 6 Sragen	SMP	Public	374	388	762	18	27	45
118	Central Java	Sragen, Kab.	Tanon	MTsN Tanon	MTs	Public	490	461	951	30	31	61
119	Central Java	Sragen, Kab.	Tanon	SMPN 1 Tanon	SMP	Public	309	364	673	25	18	43
120	Central Java	Sragen, Kab.	Tanon	SMPN 2 Tanon	SMP	Public	325	316	641	15	26	41
121	East Java	Blitar, Kab.	Kanigoro	SMPN Kanigoro	SMP	Public	458	474	932	26	28	54
122	East Java	Blitar, Kab.	Ponggok	SMPN 2 Ponggok	SMP	Public	377	419	796	25	17	42
123	East Java	Blitar, Kab.	Ponggok	SMPN 3 Ponggok	SMP	Public	370	295	665	15	28	43
124	East Java	Blitar, Kab.	Sanankulon	SMPN 1 Sanankulon	SMP	Public	299	267	566	16	24	40
125	East Java	Blitar, Kab.	Selopuro	MTsN Jambewangi	MTs	Public	376	498	874	19	35	54
126	East Java	Blitar, Kab.	Selopuro	SMPN 1 Selopuro	SMP	Public	446	476	922	26	19	45
127	East Java	Blitar, Kab.	Srengat	MTsN Langkapan Srengat	MTs	Public	324	336	660	18	25	43
128	East Java	Blitar, Kab.	Srengat	SMPN 3 Srengat	SMP	Public	335	232	567	22	18	40
129	East Java	Madiun, Kab.	Balerejo	SMPN 2 Balerejo	SMP	Public	236	199	435	13	24	37
130	East Java	Madiun, Kab.	Dagangan	SMPN 2 Dagangan	SMP	Public	120	121	241	14	11	25
131	East Java	Madiun, Kab.	Geger	MTs Tri Bhakti	MTs	Private	50	58	108	11	9	20
132	East Java	Madiun, Kab.	Geger	SMPN 2 Geger	SMP	Public	277	213	490	20	16	36
133	East Java	Madiun, Kab.	Geger	SMPN 3 Geger	SMP	Public	87	82	169	6	11	17
134	East Java	Madiun, Kab.	Mejayan	MTsN Caruban	MTs	Public	264	265	529	15	19	34
135	East Java	Madiun, Kab.	Mejayan	SMPN 3 Mejayan	SMP	Public	318	255	573	10	24	34
136	East Java	Madiun, Kab.	Mejayan	SMPN 4 Mejayan	SMP	Public	270	242	512	10	18	28
137	East Java	Mojokerto, Kab.	Dlanggu	MTs Bustanul Ulum	MTs	Private	173	108	281	8	12	20

No.	Province	District	Subdistrict	School Name	Type	Status	Students			Teachers		
							Male	Female	Total	Male	Female	Total
138	East Java	Mojokerto, Kab.	Dlanggu	SMPN 2 Dlanggu	SMP	Public	314	218	532	10	19	29
139	East Java	Mojokerto, Kab.	Gedeg	SMP Gedeg	SMP	Private	221	174	395	11	14	25
140	East Java	Mojokerto, Kab.	Gedeg	SMPN 1 Gedeg	SMP	Public	367	391	758	19	27	46
141	East Java	Mojokerto, Kab.	Gedeg	SMPN 2 Gedeg	SMP	Public	362	377	739	18	38	56
142	East Java	Mojokerto, Kab.	Jetis	MTs Al Musthofa	MTs	Private	217	214	431	16	16	32
143	East Java	Mojokerto, Kab.	Kemlagi	SMPN 1 Kemlagi	SMP	Public	395	370	765	18	25	43
144	East Java	Mojokerto, Kab.	Puri	SMPN 1 Puri	SMP	Public	304	457	761	15	27	42
145	East Java	Pamekasan, Kab.	Galis	SMPN 1 Galis	SMP	Public	268	199	467	16	30	46
146	East Java	Pamekasan, Kab.	Galis	SMPN 1 Larangan	SMP	Public	420	299	719	25	33	58
147	East Java	Pamekasan, Kab.	Larangan	MTs Miftahul Qulub	MTs	Private	152	273	425	25	13	38
148	East Java	Pamekasan, Kab.	Larangan	SMPN 2 Larangan	SMP	Public	266	204	470	10	15	25
149	East Java	Pamekasan, Kab.	Pademawu	MTsN Pademawu	MTs	Public	289	326	615	18	30	48
150	East Java	Pamekasan, Kab.	Pademawu	SMPN 1 Pademawu	SMP	Public	385	388	773	23	34	57
151	East Java	Pamekasan, Kab.	Pademawu	SMPN 2 Pademawu	SMP	Public	236	190	426	16	23	39
152	East Java	Pamekasan, Kab.	Pademawu	SMPN 3 Pademawu	SMP	Public	146	106	252	14	11	25
153	East Java	Situbondo, Kab.	Besuki	MTs Nurul Wafa	MTs	Private	100	126	226	0	0	0
154	East Java	Situbondo, Kab.	Besuki	SMPN 1 Besuki	SMP	Public	293	245	538	13	14	27
155	East Java	Situbondo, Kab.	Bungatan	MTs Al Falah	MTs	Private	20	33	53	12	8	20
156	East Java	Situbondo, Kab.	Jatibanteng	SMPN 1 Jatibanteng	SMP	Public	131	89	220	12	9	21
157	East Java	Situbondo, Kab.	Mlandingan	SMPN 1 Mlandingan	SMP	Public	194	120	314	15	9	24
158	East Java	Situbondo, Kab.	Panarukan	SMPN 2 Panarukan	SMP	Public	96	86	182	10	11	21
159	East Java	Situbondo, Kab.	Panarukan	SMPN 3 Panarukan	SMP	Public	154	156	310	11	11	22
160	East Java	Situbondo, Kab.	Suboh	SMPN 1 Suboh	SMP	Public	343	277	620	16	23	39
161	South Sulawesi	Bantaeng, Kab.	Bantaeng	MTs Muhammadiyah Bantaeng	MTs	Private	105	111	216	8	11	19
162	South Sulawesi	Bantaeng, Kab.	Bissapu	MTs Ma'arif Panaikang	MTs	Private	118	79	197	12	10	22
163	South Sulawesi	Bantaeng, Kab.	Bissapu	SMPN 3 Bissapu	SMP	Public	308	337	645	12	22	34
164	South Sulawesi	Bantaeng, Kab.	Eremerasa	SMPN 1 Eremerasa	SMP	Public	190	254	444	14	21	35
165	South Sulawesi	Bantaeng, Kab.	Pajukukkang	SMPN 1 Gantarang Keke	SMP	Public	227	285	512	12	12	24
166	South Sulawesi	Bantaeng, Kab.	Pajukukkang	SMPN 1 Pajukukang	SMP	Public	280	345	625	12	17	29
167	South Sulawesi	Bantaeng, Kab.	Sinoa	SMPN 1 Sinoa	SMP	Public	124	119	243	7	22	29
168	South Sulawesi	Bantaeng, Kab.	Tompo Bulu	SMPN 1 Tompo Bulu	SMP	Public	135	172	307	7	21	28
169	South Sulawesi	Maros, Kab.	Bantimurung	MTs DDI Alliritengngae	MTs	Private	75	79	154	10	19	29
170	South Sulawesi	Maros, Kab.	Bantimurung	MTs Hj. Haniah	MTs	Private	171	86	257	19	16	35
171	South Sulawesi	Maros, Kab.	Bantimurung	SMPN 10 Bantimurung	SMP	Public	419	426	845	8	27	35
172	South Sulawesi	Maros, Kab.	Bantimurung	SMPN 22 Bantimurung	SMP	Public	188	207	395	11	13	24
173	South Sulawesi	Maros, Kab.	Bantimurung	SMPN 4 Bantimurung	SMP	Public	386	442	828	10	27	37
174	South Sulawesi	Maros, Kab.	Turikale	MTSN Turikale	MTs	Public	143	133	276	11	22	33
175	South Sulawesi	Maros, Kab.	Turikale	SMP IT Al-Islah	SMP	Private	187	143	330	22	20	42
176	South Sulawesi	Maros, Kab.	Turikale	SMPN 1 Turikale	SMP	Public	545	673	1,218	9	44	53
177	South Sulawesi	Wajo, Kab.	Keera	SMPN 1 Keera	SMP	Public	167	198	365	10	9	19
178	South Sulawesi	Wajo, Kab.	Keera	SMPN 2 Keera	SMP	Public	74	83	157	7	12	19
179	South Sulawesi	Wajo, Kab.	Tanasitolo	MTs As'adiyah No. 2 Bontouse	MTs	Private	125	104	229	13	16	29
180	South Sulawesi	Wajo, Kab.	Tanasitolo	SMP Negeri 4 Tanasitolo -- Pengganti As'adiyah Putera I	MTs	Private	49	63	112	8	10	18
181	South Sulawesi	Wajo, Kab.	Tempe	MTs As'adiyah Puteri I	MTs	Private	0	506	506	0	26	26
182	South Sulawesi	Wajo, Kab.	Tempe	SMPN 3 Sengkang	SMP	Public	148	163	311	6	31	37
183	South Sulawesi	Wajo, Kab.	Tempe	SMPN 4 Sengkang	SMP	Public	203	224	427	15	22	37
184	South Sulawesi	Wajo, Kab.	Tempe	SMPN 5 Sengkang	SMP	Public	66	66	132	6	12	18

ANNEX 4: LIST OF COHORT 2 PARTNER SCHOOLS

List of Primary Schools

No.	Province	District	Subdistrict	School Name	Type	Status	Students			Teachers		
							Male	Female	Total	Male	Female	Total
1	Aceh	Aceh Barat Daya	Lembah Sabil	MIS Meunasah Tengoh	MI	Private	47	44	91	3	15	18
2	Aceh	Aceh Barat Daya	Lembah Sabil	SDN 1 Meunasah Sukon	SD	Public	51	53	104	3	9	12
3	Aceh	Aceh Barat Daya	Lembah Sabil	SDN 2 Meunasah Sukon	SD	Public	35	35	70	4	8	12
4	Aceh	Aceh Barat Daya	Lembah Sabil	SDN Cot Bak U	SD	Public	41	31	72	4	8	12
5	Aceh	Aceh Barat Daya	Lembah Sabil	SDN Meurandeh	SD	Public	55	42	97	4	13	17
6	Aceh	Aceh Barat Daya	Lembah Sabil	SDN Sukadamai	SD	Public	47	47	94	6	9	15
7	Aceh	Aceh Barat Daya	Lembah Sabil	SDS Alue Tringgadeng	SD	Private	22	40	62	8	4	12
8	Aceh	Aceh Barat Daya	Susoh	MIN Lamkuta	MI	Public	29	25	54	3	15	18
9	Aceh	Aceh Barat Daya	Susoh	MIN Paoh Padang	MI	Public	48	60	108	2	12	14
10	Aceh	Aceh Barat Daya	Susoh	SDN Baharu	SD	Public	95	94	189	7	10	17
11	Aceh	Aceh Barat Daya	Susoh	SDN Palak Hilir	SD	Public	77	60	137	3	13	16
12	Aceh	Aceh Barat Daya	Susoh	SDN Percontohan	SD	Public	115	109	224	1	11	12
13	Aceh	Aceh Barat Daya	Susoh	SDN Pulau Kayu	SD	Public	97	70	167	2	13	15
14	Aceh	Aceh Barat Daya	Susoh	SDN Ujung Padang	SD	Public	55	55	110	2	11	13
15	Aceh	Aceh Barat Daya	Susoh	SDS Tunas Abdya	SD	Private	90	83	173	5	9	14
16	Aceh	Aceh Tamiang	Bendahara	MIN Bandar Khalifah Sungai Iyu	MI	Public	105	107	212	5	10	15
17	Aceh	Aceh Tamiang	Kualasimpang	SDN 1 Bukit Temperung	SD	Public	266	285	551	2	27	29
18	Aceh	Aceh Tamiang	Kualasimpang	SDN 6 Kualasimpang	SD	Public	63	56	119	0	9	9
19	Aceh	Aceh Tamiang	Kualasimpang	SDN 7 Kualasimpang	SD	Public	118	105	223	2	13	15
20	Aceh	Aceh Tamiang	Kualasimpang	SDN Benua Raja	SD	Public	154	130	284	1	19	20
21	Aceh	Aceh Tamiang	Kualasimpang	SDN Kampung Durian	SD	Public	58	51	109	3	9	12
22	Aceh	Aceh Tamiang	Rantau	MIN Kampung Durian	MI	Public	186	180	366	4	18	22
23	Aceh	Aceh Tamiang	Sekerak	MIN Bandar Mahligei	MI	Public	111	115	226	0	15	15
24	Aceh	Aceh Tamiang	Seruway	MIN Gedong Biara	MI	Public	85	77	162	4	9	13
25	Aceh	Aceh Tamiang	Seruway	SDN 1 Suka Ramai	SD	Public	114	92	206	2	8	10
26	Aceh	Aceh Tamiang	Seruway	SDN 2 Suka Ramai	SD	Public	97	89	186	1	11	12
27	Aceh	Aceh Tamiang	Seruway	SDN Seruway	SD	Public	110	112	222	4	7	11
28	Aceh	Aceh Tamiang	Seruway	SDN Sidodadi	SD	Public	63	68	131	3	11	14
29	Aceh	Aceh Tamiang	Seruway	SDN Suka Ramai II	SD	Public	94	83	177	0	8	8
30	Aceh	Aceh Tamiang	Seruway	SDN Tanah Merah	SD	Public	103	96	199	1	8	9
31	Aceh	Aceh Tamiang	Seruway	SDN Tangsi Lama	SD	Public	145	139	284	2	15	17
32	Aceh	Aceh Tamiang	Seruway	SDN Tualang	SD	Public	48	45	93	1	9	10
33	Aceh	Aceh Utara	Seunuddon	MIN Lhok Rimbideng	MI	Public	122	113	235	6	15	21
34	Aceh	Aceh Utara	Seunuddon	MIN Seunuddon	MI	Public	155	135	290	5	20	25
35	Aceh	Aceh Utara	Seunuddon	SDN 10 Seunuddon	SD	Public	76	75	151	1	5	6
36	Aceh	Aceh Utara	Seunuddon	SDN 13 Seunuddon	SD	Public	80	58	138	2	3	5
37	Aceh	Aceh Utara	Seunuddon	SDN 14 Seunuddon	SD	Public	79	58	137	2	7	9
38	Aceh	Aceh Utara	Seunuddon	SDN 2 Seunuddon	SD	Public	124	114	238	4	6	10
39	Aceh	Aceh Utara	Seunuddon	SDN 3 Seunuddon	SD	Public	107	71	178	2	5	7

No.	Province	District	Subdistrict	School Name	Type	Status	Students			Teachers		
							Male	Female	Total	Male	Female	Total
40	Aceh	Aceh Utara	Seunuddon	SDN 4 Seunuddon	SD	Public	154	133	287	3	5	8
41	Aceh	Aceh Utara	Seunuddon	SDN 5 Seunuddon	SD	Public	127	134	261	2	6	8
42	Aceh	Aceh Utara	Seunuddon	SDN 7 Seunuddon	SD	Public	76	71	147	0	4	4
43	Aceh	Aceh Utara	Tanah Jambo Aye	MIN Pantonlabu	MI	Public	502	562	1064	12	34	46
44	Aceh	Aceh Utara	Tanah Jambo Aye	SDN 1 Tanah Jambo Aye	SD	Public	155	179	334	1	14	15
45	Aceh	Aceh Utara	Tanah Jambo Aye	SDN 10 Tanah Jambo Aye	SD	Public	167	121	288	2	8	10
46	Aceh	Aceh Utara	Tanah Jambo Aye	SDN 16 Tanah Jambo Aye	SD	Public	129	107	236	1	5	6
47	Aceh	Aceh Utara	Tanah Jambo Aye	SDN 18 Tanah Jambo Aye	SD	Public	98	64	162	2	6	8
48	Aceh	Aceh Utara	Tanah Jambo Aye	SDN 7 Tanah Jambo Aye	SD	Public	328	298	626	5	17	22
49	Aceh	Pidie Jaya	Bandar Dua	MIN Drien Tujoh	MI	Public	88	84	172	6	15	21
50	Aceh	Pidie Jaya	Bandar Dua	MIN Jeulanga	MI	Public	79	71	150	3	14	17
51	Aceh	Pidie Jaya	Bandar Dua	MIN Kuran	MI	Public	95	95	190	5	15	20
52	Aceh	Pidie Jaya	Bandar Dua	MIN Kuta Krueng	MI	Public	99	81	180	6	9	15
53	Aceh	Pidie Jaya	Bandar Dua	MIN Meugit	MI	Public	146	125	271	4	19	23
54	Aceh	Pidie Jaya	Bandar Dua	MIN Ulee Gle	MI	Public	236	244	480	8	27	35
55	Aceh	Pidie Jaya	Meurah Dua	Lueng Bimba	SD	Public	58	59	117	6	20	26
56	Aceh	Pidie Jaya	Meurah Dua	SDN Babah Jurong	SD	Public	68	68	136	7	22	29
57	Aceh	Pidie Jaya	Meurah Dua	SDN Iskandar Muda	SD	Public	91	57	148	5	18	23
58	Aceh	Pidie Jaya	Meurah Dua	SDN Simpang 3 Meureudu	SD	Public	62	48	110	5	16	21
59	Aceh	Pidie Jaya	Meurah Dua	SDN Teupin Pukat	SD	Public	81	72	153	7	23	30
60	Aceh	Pidie Jaya	Meureudu	SDN 1 Meureudu	SD	Public	42	46	88	6	17	23
61	Aceh	Pidie Jaya	Meureudu	SDN 5 Meureudu	SD	Public	136	122	258	9	23	32
62	Aceh	Pidie Jaya	Meureudu	SDN Meunasah Kota Meureudu	SD	Public	112	120	232	1	20	21
63	Aceh	Pidie Jaya	Meureudu	SDN Rhieng	SD	Public	43	43	86	4	16	20
64	Aceh	Pidie Jaya	Meureudu	SDS Muhammadiyah	SD	Private	141	104	245	7	23	30
65	North Sumatra	Langkat, Kab.	Stabat	MIN Perdamaian	MI	Public	185	136	321	3	22	25
66	North Sumatra	Langkat, Kab.	Stabat	MIS Al-Ihsan	MI	Private	79	69	148	3	10	13
67	North Sumatra	Langkat, Kab.	Stabat	SDN 050656 Stabat	SD	Public	295	302	597	4	21	25
68	North Sumatra	Langkat, Kab.	Stabat	SDN 050659 Stabat	SD	Public	136	130	266	2	14	16
69	North Sumatra	Langkat, Kab.	Stabat	SDN 050660 Kuala Bingai	SD	Public	261	255	516	4	19	23
70	North Sumatra	Langkat, Kab.	Stabat	SDN 050661 Kuala Bingai	SD	Public	282	253	535	6	18	24
71	North Sumatra	Langkat, Kab.	Stabat	SDN 055999 Pasar X Kuala Bingai	SD	Public	143	152	295	4	13	17
72	North Sumatra	Langkat, Kab.	Stabat	SDN 056002 Lorong Ibadah	SD	Public	158	158	316	6	10	16
73	North Sumatra	Langkat, Kab.	Tanjungpura	MIN Paluh Nipah	MI	Public	134	123	257	5	19	24
74	North Sumatra	Langkat, Kab.	Tanjungpura	MIS Mummadiyah Pematang Serai	MI	Private	86	100	186	2	5	7
75	North Sumatra	Langkat, Kab.	Tanjungpura	SDN 050724 Tanjung Pura	SD	Public	91	94	185	1	16	17
76	North Sumatra	Langkat, Kab.	Tanjungpura	SDN 050725 Tanjung Pura	SD	Public	78	66	144	1	10	11
77	North Sumatra	Langkat, Kab.	Tanjungpura	SDN 050727 Tanjung Pura	SD	Public	240	197	437	2	15	17
78	North Sumatra	Langkat, Kab.	Tanjungpura	SDN 050728 Tanjung Pura	SD	Public	183	233	416	3	15	18
79	North Sumatra	Langkat, Kab.	Tanjungpura	SDN 050730 Tanjung Pura	SD	Public	87	76	163	2	9	11
80	North Sumatra	Langkat, Kab.	Tanjungpura	SDN 050733 Tanjung Pura	SD	Public	85	98	183	0	11	11
81	North Sumatra	Toba Samosir, Kab.	Balige	MIS Balige	MI	Private	70	75	145	1	10	11
82	North Sumatra	Toba Samosir, Kab.	Balige	SD Private HKBP I Balige	SD	Private	242	239	481	4	19	23
83	North Sumatra	Toba Samosir, Kab.	Balige	SDN 173520 Balige	SD	Public	60	55	115	0	9	9
84	North Sumatra	Toba Samosir, Kab.	Balige	SDN 173522 Balige	SD	Public	179	154	333	0	15	15
85	North Sumatra	Toba Samosir, Kab.	Balige	SDN 173524 Balige	SD	Public	275	262	537	1	21	22
86	North Sumatra	Toba Samosir, Kab.	Balige	SDN 173525 Balige	SD	Public	104	81	185	0	12	12
87	North Sumatra	Toba Samosir, Kab.	Balige	SDN 173527 Hinalang	SD	Public	102	81	183	2	6	8
88	North Sumatra	Toba Samosir, Kab.	Balige	SDN 176367 Sopusurung	SD	Public	123	108	231	4	9	13

No.	Province	District	Subdistrict	School Name	Type	Status	Students			Teachers		
							Male	Female	Total	Male	Female	Total
89	North Sumatra	Toba Samosir, Kab.	Laguboti	SDN 173549 Laguboti	SD	Public	67	64	131	1	9	10
90	North Sumatra	Toba Samosir, Kab.	Laguboti	SDN 173551 Laguboti	SD	Public	142	138	280	2	9	11
91	North Sumatra	Toba Samosir, Kab.	Laguboti	SDN 173552 Laguboti	SD	Public	79	85	164	0	9	9
92	North Sumatra	Toba Samosir, Kab.	Laguboti	SDN 173553 Simaremare Jae	SD	Public	67	64	131	1	9	10
93	North Sumatra	Toba Samosir, Kab.	Laguboti	SDN 173554 Pardinggaran	SD	Public	69	51	120	1	7	8
94	North Sumatra	Toba Samosir, Kab.	Laguboti	SDN 173558 Hutahaeon	SD	Public	115	120	235	0	11	11
95	North Sumatra	Toba Samosir, Kab.	Laguboti	SDN 177066 Sitoluama	SD	Public	77	78	155	2	8	10
96	North Sumatra	Toba Samosir, Kab.	Porsea	MIN Lumban Gurning Porsea	MI	Public	71	56	127	4	7	11
97	West Java	Bekasi,Kab.	Cikarang Pusat	MIS Al Hidayah Muslim Cendekia	MI	Private	73	43	116	2	6	8
98	West Java	Bekasi,Kab.	Cikarang Pusat	SDN Jayamukti I	SD	Public	250	201	451	6	10	16
99	West Java	Bekasi,Kab.	Cikarang Pusat	SDN Jayamukti II	SD	Public	64	55	119	4	4	8
100	West Java	Bekasi,Kab.	Cikarang Pusat	SDN Jayamukti III	SD	Public	99	124	223	5	6	11
101	West Java	Bekasi,Kab.	Cikarang Pusat	SDN Hegarmukti I	SD	Public	100	82	182	3	5	8
102	West Java	Bekasi,Kab.	Cikarang Pusat	SDN Hegarmukti II	SD	Public	232	271	503	6	10	16
103	West Java	Bekasi,Kab.	Cikarang Pusat	SDN Hegarmukti III	SD	Public	120	134	254	6	4	10
104	West Java	Bekasi,Kab.	Cikarang Pusat	SDIT Annuur	SD	Private	408	374	782	19	34	53
105	West Java	Bekasi,Kab.	Cikarang Selatan	SDIT Arrahman	SD	Private	209	186	395	14	19	33
106	West Java	Bekasi,Kab.	Cikarang Selatan	SDN Sukaresmi I	SD	Public	157	136	293	2	9	11
107	West Java	Bekasi,Kab.	Cikarang Selatan	SDN Sukaresmi III	SD	Public	120	152	272	2	9	11
108	West Java	Bekasi,Kab.	Cikarang Selatan	SDN Sukaresmi V	SD	Public	420	430	850	8	15	23
109	West Java	Bekasi,Kab.	Cikarang Selatan	SDN Sukaresmi VI	SD	Public	713	716	1429	7	22	29
110	West Java	Bekasi,Kab.	Cikarang Selatan	MIS At Takwa	MI	Private	182	182	364	7	6	13
111	West Java	Bekasi,Kab.	Cikarang Selatan	SDS Karya Iman	SD	Private	120	98	218	2	12	14
112	West Java	Bekasi,Kab.	Serang Baru	MIS Al Islamiyah 01	MI	Private	270	293	563	7	10	17
113	West Java	Cirebon, Kab.	Dukuh Puntang	MI Miftahul Muta'alimin	MI	Private	161	131	292	4	9	13
114	West Java	Cirebon, Kab.	Dukuh Puntang	MIN Sindang Mekar Cangkoak	MI	Public	125	162	287	6	14	20
115	West Java	Cirebon, Kab.	Dukuh Puntang	SDN 1 Cangkoak	SD	Public	116	140	256	6	6	12
116	West Java	Cirebon, Kab.	Dukuh Puntang	SDN 1 Kepunduan	SD	Public	97	93	190	4	7	11
117	West Java	Cirebon, Kab.	Dukuh Puntang	SDN 1 Sindangjawa	SD	Public	115	111	226	7	5	12
118	West Java	Cirebon, Kab.	Dukuh Puntang	SDN 2 Balad	SD	Public	82	81	163	5	5	10
119	West Java	Cirebon, Kab.	Dukuh Puntang	SDN 2 Cangkoak	SD	Public	141	109	250	2	9	11
120	West Java	Cirebon, Kab.	Dukuh Puntang	SDN 2 Sindangmekar	SD	Public	149	133	282	5	3	8
121	West Java	Cirebon, Kab.	Plered	MI NU Ash Shobirin Plumbon	MI	Private	64	47	111	5	5	10
122	West Java	Cirebon, Kab.	Plered	MI Salafiyah Bode Plumbon	MI	Private	240	252	492	10	13	23
123	West Java	Cirebon, Kab.	Plered	SDN 1 Panembahan	SD	Public	160	191	351	2	8	10
124	West Java	Cirebon, Kab.	Plered	SDN 1 Trusmi Kulon	SD	Public	135	142	277	5	7	12
125	West Java	Cirebon, Kab.	Plered	SDN 1 Trusmi Wetan	SD	Public	101	84	185	1	9	10
126	West Java	Cirebon, Kab.	Plered	SDN 2 Panembahan	SD	Public	134	155	289	2	6	8
127	West Java	Cirebon, Kab.	Plered	SDN 2 Trusmi Wetan	SD	Public	123	138	261	2	8	10
128	West Java	Cirebon, Kab.	Plered	SDN 3 Panembahan	SD	Public	142	157	299	4	8	12
129	West Java	Kuningan, Kab.	Cigandamekar	MI PUI 2 Ciwedus	MI	Private	83	80	163	2	6	8
130	West Java	Kuningan, Kab.	Cilimus	SDN 1 Cilimus	SD	Public	132	124	256	5	9	14
131	West Java	Kuningan, Kab.	Cilimus	SDN 2 Cilimus	SD	Public	61	53	114	4	5	9
132	West Java	Kuningan, Kab.	Cilimus	SDN 3 Bojong	SD	Public	95	83	178	3	7	10
133	West Java	Kuningan, Kab.	Cilimus	SDN 4 Bojong	SD	Public	77	82	159	1	8	9

No.	Province	District	Subdistrict	School Name	Type	Status	Students			Teachers		
							Male	Female	Total	Male	Female	Total
134	West Java	Kuningan, Kab.	Cilimus	SDN 4 Cilimus	SD	Public	113	119	232	4	6	10
135	West Java	Kuningan, Kab.	Cilimus	SDN 5 Cilimus	SD	Public	48	35	83	4	5	9
136	West Java	Kuningan, Kab.	Garawangi	SDN 1 Lengkong	SD	Public	153	139	292	2	13	15
137	West Java	Kuningan, Kab.	Garawangi	SDN 1 Purwasari	SD	Public	102	82	184	3	6	9
138	West Java	Kuningan, Kab.	Garawangi	SDN 2 Purwasari	SD	Public	147	138	285	4	8	12
139	West Java	Kuningan, Kab.	Garawangi	SDN 3 Lengkong	SD	Public	152	139	291	4	10	14
140	West Java	Kuningan, Kab.	Garawangi	SDN 3 Purwasari	SD	Public	99	87	186	6	6	12
141	West Java	Kuningan, Kab.	Garawangi	SDN Tembong	SD	Public	83	68	151	4	5	9
142	West Java	Kuningan, Kab.	Jalaksana	MIIN Manis Kidul	MI	Public	132	107	239	4	10	14
143	West Java	Kuningan, Kab.	Kramatmulya	MI PUI Cikaso	MI	Private	186	181	367	7	9	16
144	West Java	Kuningan, Kab.	Kuningan	MI Cokroaminoto	MI	Private	86	89	175	2	8	10
145	West Java	Tasikmalaya, Kab.	Ciawi	SDN 1 Pakemitan	SD	Public	182	172	354	6	7	13
146	West Java	Tasikmalaya, Kab.	Ciawi	SDN 2 Pakemitan	SD	Public	102	96	198	1	9	10
147	West Java	Tasikmalaya, Kab.	Ciawi	SDN 3 Pakemitan	SD	Public	153	161	314	3	8	11
148	West Java	Tasikmalaya, Kab.	Ciawi	SDN 4 Pakemitan	SD	Public	86	92	178	5	6	11
149	West Java	Tasikmalaya, Kab.	Ciawi	SDN 5 Pakemitan	SD	Public	81	75	156	2	8	10
150	West Java	Tasikmalaya, Kab.	Ciawi	SDN Bugel Alis	SD	Public	80	87	167	4	4	8
151	West Java	Tasikmalaya, Kab.	Pagerageung	MIS Al-Hidayah	MI	Private	54	62	116	3	5	8
152	West Java	Tasikmalaya, Kab.	Singaparna	MI Cicarulang	MI	Private	107	126	233	3	11	14
153	West Java	Tasikmalaya, Kab.	Singaparna	MI Leuwiseeng	MI	Private	73	83	156	7	5	12
154	West Java	Tasikmalaya, Kab.	Singaparna	SDN 1 Cikunten	SD	Public	74	50	124	1	8	9
155	West Java	Tasikmalaya, Kab.	Singaparna	SDN 2 Cikunten	SD	Public	71	79	150	1	9	10
156	West Java	Tasikmalaya, Kab.	Singaparna	SDN Cintawana	SD	Public	85	65	150	5	2	7
157	West Java	Tasikmalaya, Kab.	Singaparna	SDN Citatah	SD	Public	103	105	208	1	9	10
158	West Java	Tasikmalaya, Kab.	Singaparna	SDN Muhammad Toha	SD	Public	162	161	323	3	9	12
159	West Java	Tasikmalaya, Kab.	Singaparna	SDN Sukasenang	SD	Public	357	342	699	9	29	38
160	West Java	Tasikmalaya, Kab.	Sukaresik	MIN Sukaratu	MI	Public	107	84	191	4	8	12
161	Banten	Tangerang Selatan, Kota	Serpong Utara	MI Panatul Huda	MI	Private	91	78	169	5	5	10
162	Banten	Tangerang Selatan, Kota	Serpong Utara	MI Yaspita	MI	Private	39	36	75	2	5	7
163	Banten	Tangerang Selatan, Kota	Serpong Utara	MIS Roudhotul Janah	MI	Private	101	83	184	4	4	8
164	Banten	Tangerang Selatan, Kota	Serpong Utara	SD N Jelupang 1	SD	Public	311	366	677	8	16	24
165	Banten	Tangerang Selatan, Kota	Serpong Utara	SD N Jelupang 2	SD	Public	255	228	483	7	11	18
166	Banten	Tangerang Selatan, Kota	Serpong Utara	SD N Jelupang 3	SD	Public	281	263	544	8	12	20
167	Banten	Tangerang Selatan, Kota	Serpong Utara	SD N Lengkong Karya 1	SD	Public	153	152	305	4	9	13
168	Banten	Tangerang Selatan, Kota	Serpong Utara	SD S Alam Mandina	SD	Private	126	146	272	10	5	15
169	Banten	Tangerang Selatan, Kota	Setu	MI Mathlaul Anwar	MI	Private	190	151	341	10	8	18
170	Banten	Tangerang Selatan, Kota	Setu	MI Nurul Falah	MI	Private	86	111	197	2	8	10
171	Banten	Tangerang Selatan, Kota	Setu	SD Islam Al Amanah	SD	Private	253	211	464	8	12	20
172	Banten	Tangerang Selatan, Kota	Setu	SD N Kademangan 1	SD	Public	316	303	619	4	14	18
173	Banten	Tangerang Selatan, Kota	Setu	SD N Kademangan 2	SD	Public	109	106	215	4	9	13
174	Banten	Tangerang Selatan, Kota	Setu	SD Public Muncul 01	SD	Private	393	345	738	7	17	24
175	Banten	Tangerang Selatan, Kota	Setu	SDN Babakan I	SD	Public	417	382	799	8	20	28
176	Banten	Tangerang Selatan, Kota	Setu	SDN Bakti Jaya	SD	Public	249	241	490	7	10	17
177	Banten	Tangerang, Kab.	Cisoka	SDN Karangharja 1	SD	Public	84	92	176	6	3	9
178	Banten	Tangerang, Kab.	Cisoka	SDN Karangharja 2	SD	Public	165	188	353	4	8	12
179	Banten	Tangerang, Kab.	Cisoka	SDS Al - Istiqro	SD	Private	132	105	237	5	12	17
180	Banten	Tangerang, Kab.	Cisoka	SDN Campaka I	SD	Public	158	129	287	7	4	11
181	Banten	Tangerang, Kab.	Cisoka	SDN Campaka II	SD	Public	109	120	229	4	4	8
182	Banten	Tangerang, Kab.	Cisoka	SDN Campaka III	SD	Public	209	186	395	3	8	11

No.	Province	District	Subdistrict	School Name	Type	Status	Students			Teachers		
							Male	Female	Total	Male	Female	Total
183	Banten	Tangerang, Kab.	Cisoko	MI Al Husna	MI	Private	160	156	316	4	9	13
184	Banten	Tangerang, Kab.	Cisoko	MI Syech Mubarak	MI	Private	123	117	240	6	6	12
185	Banten	Tangerang, Kab.	Tigaraksa	MI Al Husein Tigaraksa	MI	Private	169	157	326	6	12	18
186	Banten	Tangerang, Kab.	Tigaraksa	MIN Tigaraksa	MI	Public	143	138	281	9	9	18
187	Banten	Tangerang, Kab.	Tigaraksa	SD IT Insan Robbani	SD	Private	215	229	444	3	15	18
188	Banten	Tangerang, Kab.	Tigaraksa	SD N Bugel	SD	Public	192	187	379	5	11	16
189	Banten	Tangerang, Kab.	Tigaraksa	SD N Kaduagung 2	SD	Public	204	129	333	4	11	15
190	Banten	Tangerang, Kab.	Tigaraksa	SD N Nagrak	SD	Public	433	371	804	12	19	31
191	Banten	Tangerang, Kab.	Tigaraksa	SD N Sodong 1	SD	Public	201	191	392	6	10	16
192	Banten	Tangerang, Kab.	Tigaraksa	SD N Sodong 2	SD	Public	152	127	279	3	9	12
193	Central Java	Pekalongan, Kab.	Kajen	MI Islamiyah Karang Sari Karanganyar	MI	Private	88	95	183	5	5	10
194	Central Java	Pekalongan, Kab.	Kajen	MI Salafiyah NU Al - Ustmani	MI	Private	181	149	330	6	5	11
195	Central Java	Pekalongan, Kab.	Kajen	SD Muhammadiyah Kajen	SD	Private	162	130	292	5	12	17
196	Central Java	Pekalongan, Kab.	Kajen	SDN 01 Pekiringanalit	SD	Public	107	74	181	3	6	9
197	Central Java	Pekalongan, Kab.	Kajen	SDN 03 Pekiringanalit	SD	Public	62	77	139	3	6	9
198	Central Java	Pekalongan, Kab.	Kajen	SDN Kajen 1	SD	Public	56	55	111	1	8	9
199	Central Java	Pekalongan, Kab.	Kajen	SDN Kajen 4	SD	Public	61	65	126	3	6	9
200	Central Java	Pekalongan, Kab.	Kajen	SDN Kajen 6	SD	Public	62	58	120	4	5	9
201	Central Java	Pekalongan, Kab.	Wiradesa	MI Salafiyah Manbaul Huda Gumawang	MI	Private	103	72	175	3	7	10
202	Central Java	Pekalongan, Kab.	Wiradesa	MI Salafiyah Warulor	MI	Private	206	169	375	8	10	18
203	Central Java	Pekalongan, Kab.	Wiradesa	SD Muhammadiyah Pencongan 01	SD	Private	153	153	306	5	10	15
204	Central Java	Pekalongan, Kab.	Wiradesa	SDN 01 Kampil	SD	Public	82	66	148	2	6	8
205	Central Java	Pekalongan, Kab.	Wiradesa	SDN 01 Mayangan	SD	Public	113	94	207	3	6	9
206	Central Java	Pekalongan, Kab.	Wiradesa	SDN 02 Mayangan	SD	Public	98	88	186	3	6	9
207	Central Java	Pekalongan, Kab.	Wiradesa	SDN 03 Wiradesa	SD	Public	57	50	107	3	6	9
208	Central Java	Pekalongan, Kab.	Wiradesa	SDN Bener	SD	Public	141	88	229	3	7	10
209	Central Java	Wonosobo, Kab.	Garung	MI Ma'arif Kali Jeruk	MI	Private	84	75	159	1	8	9
210	Central Java	Wonosobo, Kab.	Garung	MI Ma'arif Tegalsari	MI	Private	91	89	180	3	8	11
211	Central Java	Wonosobo, Kab.	Garung	SDN 1 Garung	SD	Public	220	166	386	3	11	14
212	Central Java	Wonosobo, Kab.	Garung	SDN 1 Jengkol	SD	Public	79	88	167	3	5	8
213	Central Java	Wonosobo, Kab.	Garung	SDN 2 Jengkol	SD	Public	86	80	166	1	7	8
214	Central Java	Wonosobo, Kab.	Garung	SDN 3 Garung	SD	Public	104	98	202	7	3	10
215	Central Java	Wonosobo, Kab.	Garung	SDN Kuripan	SD	Public	103	94	197	5	5	10
216	Central Java	Wonosobo, Kab.	Garung	SDN Siwuran	SD	Public	113	92	205	5	5	10
217	Central Java	Wonosobo, Kab.	Kertek	MI Ma'arif Surengede	MI	Private	269	206	475	10	10	20
218	Central Java	Wonosobo, Kab.	Kertek	MI Muhammadiyah Kertek	MI	Private	196	171	367	6	13	19
219	Central Java	Wonosobo, Kab.	Kertek	SDN 1 Bojasari	SD	Public	110	106	216	6	5	11
220	Central Java	Wonosobo, Kab.	Kertek	SDN 1 Karangluhur	SD	Public	117	106	223	2	7	9
221	Central Java	Wonosobo, Kab.	Kertek	SDN 1 Kertek	SD	Public	105	115	220	3	7	10
222	Central Java	Wonosobo, Kab.	Kertek	SDN 2 Bojasari	SD	Public	110	106	216	6	5	11
223	Central Java	Wonosobo, Kab.	Kertek	SDN 2 Karangluhur	SD	Public	92	111	203	2	7	9
224	Central Java	Wonosobo, Kab.	Kertek	SDN 2 Kertek	SD	Public	100	133	233	4	4	8
225	East Java	Lumajang, Kab.	Lumajang	SDN Jogoyudan 1	SD	Public	115	107	222	2	8	10
226	East Java	Lumajang, Kab.	Lumajang	MI Kholafiah Safiyah Boreng	MI	Private	68	85	153	8	10	18
227	East Java	Lumajang, Kab.	Lumajang	MI Nurul Huda Bagu	MI	Private	72	65	137	3	7	10

No.	Province	District	Subdistrict	School Name	Type	Status	Students			Teachers		
							Male	Female	Total	Male	Female	Total
228	East Java	Lumajang, Kab.	Lumajang	SD Jendral Sudirman	SD	Private	35	18	53	3	5	8
229	East Java	Lumajang, Kab.	Lumajang	SDN Boreng 01	SD	Public	77	66	143	2	7	9
230	East Java	Lumajang, Kab.	Lumajang	SDN Boreng 02	SD	Public	74	87	161	4	4	8
231	East Java	Lumajang, Kab.	Lumajang	SDN Denok	SD	Public	57	59	116	2	6	8
232	East Java	Lumajang, Kab.	Lumajang	SDN Jogotrunan	SD	Public	237	216	453	6	16	22
233	East Java	Lumajang, Kab.	Sukodono	MI Nurul Islam Bondoyudo	MI	Private	41	58	99	4	6	10
234	East Java	Lumajang, Kab.	Sukodono	MI Nurul Islam Selok Besuki	MI	Private	111	83	194	9	8	17
235	East Java	Lumajang, Kab.	Sukodono	SDN Bondoyudo 01	SD	Public	25	16	41	2	7	9
236	East Java	Lumajang, Kab.	Sukodono	SDN Bondoyudo 02	SD	Public	57	66	123	3	7	10
237	East Java	Lumajang, Kab.	Sukodono	SDN Kutererenon 01	SD	Public	226	214	440	9	14	23
238	East Java	Lumajang, Kab.	Sukodono	SDN Kutererenon 02	SD	Public	124	65	189	3	8	11
239	East Java	Lumajang, Kab.	Sukodono	SDN Kutererenon 03	SD	Public	48	43	91	1	7	8
240	East Java	Lumajang, Kab.	Sukodono	SDN Selok Besuki 01	SD	Public	47	45	92	1	7	8
241	East Java	Ngawi, Kab.	Geneng	MI PSM Satriyan	SD	Public	54	65	119	4	6	10
242	East Java	Ngawi, Kab.	Geneng	MIN Mlarik Baderan	MI	Public	142	124	266	5	10	15
243	East Java	Ngawi, Kab.	Geneng	SD Plus Darussalam	SD	Public	71	71	142	4	7	11
244	East Java	Ngawi, Kab.	Geneng	SDN Baderan 2	SD	Public	66	70	136	3	12	15
245	East Java	Ngawi, Kab.	Geneng	SDN Geneng 2	SD	Public	65	57	122	0	9	9
246	East Java	Ngawi, Kab.	Geneng	SDN Kasreman 3	SD	Public	30	48	78	4	7	11
247	East Java	Ngawi, Kab.	Geneng	SDN Kersoharjo 2	SD	Public	112	81	193	6	10	16
248	East Java	Ngawi, Kab.	Geneng	SDN Tambakromo 1	SD	Public	198	184	382	6	13	19
249	East Java	Ngawi, Kab.	Gerih	MI Al Islam Tegalrejo	MI	Private	86	38	124	2	9	11
250	East Java	Ngawi, Kab.	Gerih	MI Islamiyah Gerih	MI	Private	56	49	105	5	6	11
251	East Java	Ngawi, Kab.	Gerih	SDN Gerih 3	SD	Public	66	58	124	2	7	9
252	East Java	Ngawi, Kab.	Gerih	SDN Guyung 1	SD	Public	64	57	121	1	8	9
253	East Java	Ngawi, Kab.	Gerih	SDN Guyung 2	SD	Public	69	53	122	4	7	11
254	East Java	Ngawi, Kab.	Gerih	SDN Guyung 3	SD	Public	49	76	125	4	5	9
255	East Java	Ngawi, Kab.	Gerih	SDN Guyung 4	SD	Public	40	56	96	4	7	11
256	East Java	Ngawi, Kab.	Gerih	SDN Widodaren 1	SD	Public	69	60	129	4	6	10
257	South Sulawesi	Bone, Kab.	Awangpone	MIN Mallari	MI	Public	40	58	98	6	9	15
258	South Sulawesi	Bone, Kab.	Awangpone	SD Inp 3/77 Jaling	SD	Public	85	66	151	6	6	12
259	South Sulawesi	Bone, Kab.	Awangpone	SD Inp 5/81 Unra	SD	Public	45	39	84	3	9	12
260	South Sulawesi	Bone, Kab.	Awangpone	SD Inp 6/75 Pacing	SD	Public	59	61	120	5	6	11
261	South Sulawesi	Bone, Kab.	Awangpone	SD Inp 6/80 Latteko	SD	Public	36	39	75	5	6	11
262	South Sulawesi	Bone, Kab.	Awangpone	SD Inpres 12/79 Cakke Bone	SD	Public	63	71	134	6	6	12
263	South Sulawesi	Bone, Kab.	Awangpone	SDN 41 Mallari	SD	Public	81	79	160	5	6	11
264	South Sulawesi	Bone, Kab.	Palakka	MI Babul Ilmi Lemoape	MI	Private	38	39	77	4	6	10
265	South Sulawesi	Bone, Kab.	Tanete Riattang Barat	MI Al-Amin Cabalu	MI	Private	77	73	150	2	10	12
266	South Sulawesi	Bone, Kab.	Tanete Riattang Barat	MI Darul Hikmah Watampone	MI	Private	195	157	352	9	14	23
267	South Sulawesi	Bone, Kab.	Tanete Riattang Timur	SD Inp 3/77 Bajoe II	SD	Public	107	88	195	2	10	12
268	South Sulawesi	Bone, Kab.	Tanete Riattang Timur	SD Inp 5/81 Bajoe	SD	Public	140	152	292	7	9	16
269	South Sulawesi	Bone, Kab.	Tanete Riattang Timur	SD Inpres 10/73 Bajoe	SD	Public	189	192	381	5	17	22
270	South Sulawesi	Bone, Kab.	Tanete Riattang Timur	SD Inpres 12/79 Lonrae	SD	Public	208	196	404	5	16	21
271	South Sulawesi	Bone, Kab.	Tanete Riattang Timur	SD Inpres 12/79 Toro	SD	Public	128	112	240	3	9	12
272	South Sulawesi	Bone, Kab.	Tanete Riattang Timur	SDN 18 Bajoe	SD	Public	97	102	199	4	8	12
273	South Sulawesi	Parepare, Kota	Bacukiki	SDN 79 Parepare	SD	Public	115	118	233	7	9	16
274	South Sulawesi	Parepare, Kota	Bacukiki	SDN 35 Parepare (gugus Inti)	SD	Public	129	134	263	9	12	21
275	South Sulawesi	Parepare, Kota	Bacukiki Barat	MI DDI Jabal Nur	MI	Private	69	67	136	1	14	15
276	South Sulawesi	Parepare, Kota	Bacukiki Barat	MI DDI Kampung Baru	MI	Private	57	43	100	5	11	16

No.	Province	District	Subdistrict	School Name	Type	Status	Students			Teachers		
							Male	Female	Total	Male	Female	Total
277	South Sulawesi	Parepare, Kota	Bacukiki Barat	SDN 12 Parepare	SD	Public	127	108	235	2	16	18
278	South Sulawesi	Parepare, Kota	Bacukiki Barat	SDN 25 Parepare	SD	Public	94	89	183	5	14	19
279	South Sulawesi	Parepare, Kota	Bacukiki Barat	SDN 46 Parepare	SD	Public	132	120	252	3	14	17
280	South Sulawesi	Parepare, Kota	Bacukiki Barat	SDN 59 Parepare	SD	Public	65	57	122	1	12	13
281	South Sulawesi	Parepare, Kota	Soreang	MI DDI Taqwa Lakessi	MI	Private	60	65	125	5	5	10
282	South Sulawesi	Parepare, Kota	Soreang	MI DDI Ujung Lare	MI	Private	43	50	93	2	11	13
283	South Sulawesi	Parepare, Kota	Soreang	SD Syarikat Islam	SD	Private	33	18	51	3	11	14
284	South Sulawesi	Parepare, Kota	Soreang	SDN 19 Parepare	SD	Public	112	105	217	3	12	15
285	South Sulawesi	Parepare, Kota	Soreang	SDN 2 Parepare	SD	Public	93	83	176	4	11	15
286	South Sulawesi	Parepare, Kota	Soreang	SDN 34 Parepare	SD	Public	150	153	303	7	14	21
287	South Sulawesi	Parepare, Kota	Soreang	SDN 38 Parepare	SD	Public	119	91	210	5	11	16
288	South Sulawesi	Parepare, Kota	Soreang	SDN 47 Parepare	SD	Public	100	82	182	5	12	17
289	South Sulawesi	Takalar, Kab.	Banggae	MIN Pattiro Banggae	MI	Public	94	82	176	10	17	27
290	South Sulawesi	Takalar, Kab.	Galesong	MIN Galesong Utara	MI	Public	97	83	180	7	20	27
291	South Sulawesi	Takalar, Kab.	Galesong	MIS Masino -- Pengganti MIS Bontoa	MI	Private	56	46	102	4	10	14
292	South Sulawesi	Takalar, Kab.	Galesong	MIS Muh Parambambe	MI	Private	64	61	125	4	7	11
293	South Sulawesi	Takalar, Kab.	Galesong	SDN No 115 Inp Galesong	SD	Public	181	164	345	4	14	18
294	South Sulawesi	Takalar, Kab.	Galesong	SDN No 145 Inpres Bayowa	SD	Public	70	61	131	4	7	11
295	South Sulawesi	Takalar, Kab.	Galesong	SDN No 68 Centre Galesong II	SD	Public	103	77	180	4	11	15
296	South Sulawesi	Takalar, Kab.	Galesong	SDN No 69 Galesong I	SD	Public	162	153	315	5	13	18
297	South Sulawesi	Takalar, Kab.	Mangarabombang	SDN No 226 Inp Lanna	SD	Public	121	88	209	5	9	14
298	South Sulawesi	Takalar, Kab.	Pattallassang	SDN No 05 Ballo	SD	Public	119	107	226	1	9	10
299	South Sulawesi	Takalar, Kab.	Pattallassang	SDN No 1 Centre Pattallassang	SD	Public	386	344	730	11	25	36
300	South Sulawesi	Takalar, Kab.	Pattallassang	SDN No 101 Inp Pattallassang	SD	Public	91	99	190	3	15	18
301	South Sulawesi	Takalar, Kab.	Pattallassang	SDN No 103 Inpres Sompu	SD	Public	55	49	104	4	12	16
302	South Sulawesi	Takalar, Kab.	Pattallassang	SDN No 133 Inpres Pari'risi	SD	Public	146	147	293	5	18	23
303	South Sulawesi	Takalar, Kab.	Pattallassang	SDN No 2 Pattallassang	SD	Public	63	76	139	2	10	12
304	South Sulawesi	Takalar, Kab.	Pattallassang	SDN No 234 Inpres Takalar kota	SD	Public	137	151	288	5	19	24
305	South Sulawesi	Tana Toraja, Kab.	Bittuang	SDN 183 Inpres Balla Bittuang	SD	Public	113	93	206	4	11	15
306	South Sulawesi	Tana Toraja, Kab.	Bittuang	SDN 187 Bittuang	SD	Public	70	74	144	2	9	11
307	South Sulawesi	Tana Toraja, Kab.	Bittuang	SDN 214 Inpres Kalumpang	SD	Public	113	126	239	5	15	20
308	South Sulawesi	Tana Toraja, Kab.	Bittuang	SDN 222 Inpres Pali	SD	Public	108	93	201	6	9	15
309	South Sulawesi	Tana Toraja, Kab.	Bittuang	SDN 225 Tiroan	SD	Public	74	58	132	5	5	10
310	South Sulawesi	Tana Toraja, Kab.	Bittuang	SDN 240 Inpres Rantemasindung	SD	Public	50	43	93	2	6	8
311	South Sulawesi	Tana Toraja, Kab.	Bittuang	SDN 308 Inpres Rantekarua	SD	Public	66	56	122	3	5	8
312	South Sulawesi	Tana Toraja, Kab.	Bittuang	SDN 348 Palian	SD	Public	132	99	231	1	9	10
313	South Sulawesi	Tana Toraja, Kab.	Gandangbatu	MIN Salubarani - Pengganti SD Kristen 2 Makale	MI	Public	136	99	235	9	12	21
314	South Sulawesi	Tana Toraja, Kab.	Makale	MIN Makale	MI	Public	208	186	394	5	17	22
315	South Sulawesi	Tana Toraja, Kab.	Makale	MIS To'Kaluku	MI	Private	24	40	64	3	6	9
316	South Sulawesi	Tana Toraja, Kab.	Makale	SD Katolik Renya Rosari	SD	Private	294	283	577	5	17	22
317	South Sulawesi	Tana Toraja, Kab.	Makale	SDN 102 Makale V	SD	Public	290	250	540	8	20	28
318	South Sulawesi	Tana Toraja, Kab.	Makale	SDN 129 Lea	SD	Public	56	50	106	7	6	13
319	South Sulawesi	Tana Toraja, Kab.	Makale Selatan	SDN 113 Inpres Tiromanda -- Pengganti SD Kristen I Makale	SD	Public	148	104	252	7	10	17
320	South Sulawesi	Tana Toraja, Kab.	Rembon	MIS Rembon	MI	Private	57	42	99	3	8	11

List of Junior-Secondary Schools

No.	Province	District	Subdistrict	School Name	Type	Status	Students			Teachers		
							Male	Female	Total	Male	Female	Total
1	Aceh	Aceh Barat Daya	Blang Pidie	MTsN Blang Pidie	MTs	Public	155	129	284	5	12	17
2	Aceh	Aceh Barat Daya	Blang Pidie	SMPN 2 Blang Pidie	SMP	Public	363	425	788	11	40	51
3	Aceh	Aceh Barat Daya	Blang Pidie	SMPN 3 Blang Pidie	SMP	Public	102	80	182	7	13	20
4	Aceh	Aceh Barat Daya	Jeumpa	SMPN 1 Blang Pidie	SMP	Public	204	206	410	7	32	39
5	Aceh	Aceh Barat Daya	Susoh	MTsN Unggul Susoh	MTs	Public	219	308	527	10	11	21
6	Aceh	Aceh Barat Daya	Susoh	SMPN 1 Susoh	SMP	Public	194	127	321	4	23	27
7	Aceh	Aceh Barat Daya	Susoh	SMPN 2 Susoh	SMP	Public	153	133	286	4	16	20
8	Aceh	Aceh Barat Daya	Susoh	SMPN Tunas Nusa	SMP	Public	62	89	151	8	5	13
9	Aceh	Aceh Tamiang	Bendahara	SMPN 1 Bendahara	SMP	Public	165	147	312	5	19	24
10	Aceh	Aceh Tamiang	Karang Baru	MTsS AI-Ikhlas Tanah Terban	MTs	Private	123	89	212	9	12	21
11	Aceh	Aceh Tamiang	Karang Baru	SMPN 4 Percontohan	SMP	Public	132	106	238	9	17	26
12	Aceh	Aceh Tamiang	Kejuruan Muda	SMPN 2 Kejuruan Muda	SMP	Public	361	351	712	14	28	42
13	Aceh	Aceh Tamiang	Kualasimpang	SMPN 1 Kualasimpang	SMP	Public	306	320	626	13	35	48
14	Aceh	Aceh Tamiang	Manyak Payed	MTsN Manyak Payed	MTs	Public	219	174	393	5	27	32
15	Aceh	Aceh Tamiang	Rantau	SMPN 1 Kejuruan Muda	SMP	Public	172	167	339	6	26	32
16	Aceh	Aceh Tamiang	Seruway	MTsN Seruway	MTs	Public	174	217	391	3	19	22
17	Aceh	Aceh Utara	Seunuddon	MTsN Seunuddon	MTs	Public	173	172	345	7	16	23
18	Aceh	Aceh Utara	Seunuddon	MTsS Seunuddon	MTs	Private	42	52	94	6	15	21
19	Aceh	Aceh Utara	Seunuddon	SMPN 1 Seunuddon	SMP	Public	211	229	440	10	20	30
20	Aceh	Aceh Utara	Seunuddon	SMPN 2 Seunuddon	SMP	Public	209	210	419	11	20	31
21	Aceh	Aceh Utara	Seunuddon	SMPN 3 Seunuddon	SMP	Public	72	61	133	5	9	14
22	Aceh	Aceh Utara	Tanah Jambo Aye	MTsN Tanah Jambo Aye	MTs	Public	194	222	416	5	24	29
23	Aceh	Aceh Utara	Tanah Jambo Aye	SMPN 1 Tanah Jambo Aye	SMP	Public	348	451	799	17	28	45
24	Aceh	Aceh Utara	Tanah Jambo Aye	SMPN 3 Tanah Jambo Aye	SMP	Public	250	273	523	12	20	32
25	Aceh	Pidie Jaya	Bandar Dua	MTsN Bandar Dua	MTs	Public	333	396	729	17	39	56
26	Aceh	Pidie Jaya	Bandar Dua	SMPN 1 Bandar Dua	SMP	Public	327	345	672	27	38	65
27	Aceh	Pidie Jaya	Bandar Dua	SMPN 2 Bandar Dua	SMP	Public	98	100	198	13	19	32
28	Aceh	Pidie Jaya	Meureudu	MTsN Meureudu	MTs	Public	266	304	570	15	37	52
29	Aceh	Pidie Jaya	Meureudu	SMPN 1 Meureudu	SMP	Public	264	269	533	14	44	58
30	Aceh	Pidie Jaya	Meureudu	SMPN 3 Meureudu	SMP	Public	86	45	131	51	0	51
31	Aceh	Pidie Jaya	Ulim	MTsN Ulim	MTs	Public	191	172	363	16	13	29
32	Aceh	Pidie Jaya	Ulim	SMPN 2 Ulim	SMP	Public	63	37	100	24	0	24
33	North Sumatra	Langkat, Kab.	Stabat	SMP Swasta Hang Tuah	SMP	Private	135	80	215	7	14	21
34	North Sumatra	Langkat, Kab.	Stabat	SMPN 1 Stabat	SMP	Public	486	609	1095	22	40	62
35	North Sumatra	Langkat, Kab.	Stabat	SMPN 2 Stabat	SMP	Public	388	337	725	19	27	46
36	North Sumatra	Langkat, Kab.	Tanjung Pura	MTs Negeri Tanjung Pura	MTs	Public	343	552	895	16	32	48
37	North Sumatra	Langkat, Kab.	Tanjung Pura	SMPN 1 Tanjung Pura	SMP	Public	326	326	652	14	22	36
38	North Sumatra	Langkat, Kab.	Tanjung Pura	SMPN 2 Tanjung Pura	SMP	Public	325	332	657	14	23	37
39	North Sumatra	Langkat, Kab.	Tanjung Pura	SMPN 3 Tanjung Pura	SMP	Public	150	159	309	10	13	23
40	North Sumatra	Langkat, Kab.	Wampu	MTs Negeri Stabat	MTs	Public	325	515	840	15	45	60
41	North Sumatra	Toba Samosir, Kab.	Balige	MTsN Balige	MTs	Public	93	83	176	6	11	17
42	North Sumatra	Toba Samosir, Kab.	Balige	SMP Swasta Budhi Dharma (Katolik)	SMP	Private	405	380	785	13	11	24
43	North Sumatra	Toba Samosir, Kab.	Balige	SMPN 1 Balige	SMP	Public	230	164	394	5	30	35
44	North Sumatra	Toba Samosir, Kab.	Balige	SMPN 2 Balige	SMP	Public	259	301	560	9	32	41
45	North Sumatra	Toba Samosir, Kab.	Balige	SMPN 4 Balige	SMP	Public	269	301	570	10	25	35
46	North Sumatra	Toba Samosir, Kab.	Laguboti	SMPN 1 Laguboti	SMP	Public	245	257	502	13	29	42

No.	Province	District	Subdistrict	School Name	Type	Status	Students			Teachers		
							Male	Female	Total	Male	Female	Total
47	North Sumatra	Toba Samosir, Kab.	Laguboti	SMPN 3 Laguboti	SMP	Public	103	105	208	7	19	26
48	North Sumatra	Toba Samosir, Kab.	Laguboti	SMPN 4 Laguboti	SMP	Public	180	151	331	5	25	30
49	West Java	Bekasi,Kab.	Cikarang Pusat	SMPN 1 Cikarang Pusat	SMP	Public	210	214	424	8	8	16
50	West Java	Bekasi,Kab.	Cikarang Pusat	SMPN 2 Cikarang Pusat	SMP	Public	218	168	386	9	9	18
51	West Java	Bekasi,Kab.	Cikarang Pusat	SMPN 3 Cikarang Pusat	SMP	Public	139	131	270	13	6	19
52	West Java	Bekasi,Kab.	Cikarang Selatan	SMPN 1 Cikarang Selatan	SMP	Public	885	874	1759	25	33	58
53	West Java	Bekasi,Kab.	Cikarang Selatan	SMPN 2 Cikarang Selatan	SMP	Public	455	405	860	11	21	32
54	West Java	Bekasi,Kab.	Cikarang Selatan	SMPN 3 Cikarang Selatan	SMP	Public	580	506	1086	23	19	42
55	West Java	Bekasi,Kab.	Cikarang Timur	MTS Nurul Huda	MTs	Private	308	255	563	8	14	22
56	West Java	Bekasi,Kab.	Serang	MTSN Serang	MTs	Public	417	427	844	27	23	50
57	West Java	Cirebon, Kab.	Dukuh Puntang	MTsN Cisaat	MTs	Public	336	309	645	20	19	39
58	West Java	Cirebon, Kab.	Dukuh Puntang	SMPN 1 Dukuh Puntang	SMP	Public	445	506	951	28	15	43
59	West Java	Cirebon, Kab.	Plered	MTsN 2 Cirebon	MTs	Public	293	566	859	19	22	41
60	West Java	Cirebon, Kab.	Plered	SMPN 1 Plered	SMP	Public	353	324	677	9	24	33
61	West Java	Cirebon, Kab.	Plered	SMPN 2 Plered	SMP	Public	446	580	1026	15	37	52
62	West Java	Cirebon, Kab.	Plered	SMPN 3 Plered	SMP	Public	363	303	666	19	27	46
63	West Java	Cirebon, Kab.	Sumber	SMPN 2 Sumber	SMP	Public	393	476	869	13	32	45
64	West Java	Cirebon, Kab.	Sumber	SMPN 3 Sumber	SMP	Public	404	438	842	20	31	51
65	West Java	Kuningan, Kab.	Cigandamekar	MTsN Sangkanhurip	MTs	Public	107	90	197	12	9	21
66	West Java	Kuningan, Kab.	Cilimus	SMPN 1 Cilimus	SMP	Public	493	573	1066	21	25	46
67	West Java	Kuningan, Kab.	Cilimus	SMPN 2 Cilimus	SMP	Public	385	340	725	13	26	39
68	West Java	Kuningan, Kab.	Cilimus	SMPN 3 Cilimus	SMP	Public	246	231	477	11	7	18
69	West Java	Kuningan, Kab.	Garawangi	SMPN 1 Garawangi	SMP	Public	435	416	851	19	19	38
70	West Java	Kuningan, Kab.	Garawangi	SMPN 2 Garawangi	SMP	Public	358	341	699	22	18	40
71	West Java	Kuningan, Kab.	Sindang Agung	MTsN Sindang Sari	MTs	Public	554	545	1099	20	31	51
72	West Java	Kuningan, Kab.	Sindang Agung	SMPN 1 Sindang Agung	SMP	Public	234	201	435	14	8	22
73	West Java	Tasikmalaya, Kab.	Ciawi	SMPN 1 Ciawi	SMP	Public	474	630	1104	18	38	56
74	West Java	Tasikmalaya, Kab.	Kadipaten	MTsN Pamoyanan	MTs	Public	308	314	622	22	18	40
75	West Java	Tasikmalaya, Kab.	Kadipaten	SMPN Sukaresik	SMP	Public	343	387	730	22	20	42
76	West Java	Tasikmalaya, Kab.	Mangunreja	SMPN 1 Mangunreja	SMP	Public	395	397	792	19	22	41
77	West Java	Tasikmalaya, Kab.	Padakembang	SMPN 1 Padakembang	SMP	Public	387	411	798	25	24	49
78	West Java	Tasikmalaya, Kab.	Pagerageung	SMPN 1 Pagerageung	SMP	Public	472	444	916	18	26	44
79	West Java	Tasikmalaya, Kab.	Singaparna	MTs Cintawana	MTs	Private	160	182	342	6	19	25
80	West Java	Tasikmalaya, Kab.	Singaparna	SMPN 2 Singaparna	SMP	Public	247	232	479	10	26	36
81	Banten	Tangerang Selatan, Kota	Serpong Utara	MTs Arrahmaniyah	MTs	Private	40	26	66	3	9	12
82	Banten	Tangerang Selatan, Kota	Serpong Utara	SMP N 15 Tangsel	SMP	Public	432	417	849	16	19	35
83	Banten	Tangerang Selatan, Kota	Serpong Utara	SMP N 16 Tangsel	SMP	Public	582	519	1101	20	19	39
84	Banten	Tangerang Selatan, Kota	Serpong Utara	SMP Yaspita	SMP	Private	113	98	211	7	11	18
85	Banten	Tangerang Selatan, Kota	Setu	MTs An Nasihin	MTs	Private	124	126	250	10	9	19
86	Banten	Tangerang Selatan, Kota	Setu	MTS Pembangunan Nurul Islam	MTs	Private	98	118	216	7	13	20
87	Banten	Tangerang Selatan, Kota	Setu	SMP N 20 Tangsel	SMP	Public	196	250	446	6	15	21
88	Banten	Tangerang Selatan, Kota	Setu	SMP N 8 Tangsel	SMP	Public	264	333	597	16	27	43
89	Banten	Tangerang, Kab.	Cisoka	MTs Fathu Robbani	MTs	Private	259	269	528	14	10	24
90	Banten	Tangerang, Kab.	Cisoka	MTs Syech Mubarak	MTs	Private	150	165	315	15	12	27
91	Banten	Tangerang, Kab.	Cisoka	SMP N 1 Cisoka	SMP	Public	485	560	1045	15	24	39

No.	Province	District	Subdistrict	School Name	Type	Status	Students			Teachers		
							Male	Female	Total	Male	Female	Total
92	Banten	Tangerang, Kab.	Cisoka	SMP N 2 Cisoka	SMP	Public	411	313	724	20	18	38
93	Banten	Tangerang, Kab.	Tigaraksa	MTs Al Ikhlas Cisereh	MTs	Private	48	34	82	6	8	14
94	Banten	Tangerang, Kab.	Tigaraksa	MTs N Tigaraksa	MTs	Public	291	384	675	14	21	35
95	Banten	Tangerang, Kab.	Tigaraksa	SMPN 3 Tigaraksa	SMP	Public	425	416	841	19	14	33
96	Banten	Tangerang, Kab.	Tigaraksa	SMPN 4 Tigaraksa	SMP	Public	190	156	346	12	14	26
97	Central Java	Pekalongan, Kab.	Kajen	MTsN Kesesi	MTs	Public	382	460	842	15	26	41
98	Central Java	Pekalongan, Kab.	Kajen	SMPN 2 Kajen	SMP	Public	381	393	774	17	19	36
99	Central Java	Pekalongan, Kab.	Kajen	SMPN 3 Kajen	SMP	Public	237	187	424	8	15	23
100	Central Java	Pekalongan, Kab.	Kajen	SMPN 4 Kajen	SMP	Public	205	159	364	8	11	19
101	Central Java	Pekalongan, Kab.	Wiradesa	MTs 45 Wiradesa	MTs	Private	176	201	377	12	13	25
102	Central Java	Pekalongan, Kab.	Wiradesa	SMPN 1 Tirto	SMP	Public	376	360	736	24	17	41
103	Central Java	Pekalongan, Kab.	Wiradesa	SMPN 2 Wiradesa	SMP	Public	376	408	784	14	21	35
104	Central Java	Pekalongan, Kab.	Wiradesa	SMPN 2 Wonokerto	SMP	Public	251	306	557	14	18	32
105	Central Java	Wonosobo, Kab.	Garung	MTs Ma'arif Garung	MTs	Private	176	180	356	19	22	41
106	Central Java	Wonosobo, Kab.	Garung	SMP Ma'arif Mlandi	SMP	Private	234	213	447	10	9	19
107	Central Java	Wonosobo, Kab.	Garung	SMPN 1 Garung	SMP	Public	394	431	825	13	26	39
108	Central Java	Wonosobo, Kab.	Garung	SMPN 3 Garung	SMP	Public	208	210	418	8	12	20
109	Central Java	Wonosobo, Kab.	Kertek	MTs Ma'arif Kertek	MTs	Private	269	263	532	18	16	34
110	Central Java	Wonosobo, Kab.	Kertek	SMP Muhammadiyah 4 Kertek	SMP	Private	153	135	288	9	11	20
111	Central Java	Wonosobo, Kab.	Kertek	SMPN 1 Kertek	SMP	Public	326	415	741	16	25	41
112	Central Java	Wonosobo, Kab.	Kertek	SMPN 3 Kertek	SMP	Public	182	259	441	11	17	28
113	East Java	Lumajang, Kab.	Lumajang	SMP Islam (SMI) Lumajang	SMP	Private	153	105	258	10	13	23
114	East Java	Lumajang, Kab.	Lumajang	SMPN 3 Lumajang	SMP	Public	388	328	716	19	24	43
115	East Java	Lumajang, Kab.	Lumajang	SMPN 4 Lumajang	SMP	Public	467	376	843	15	27	42
116	East Java	Lumajang, Kab.	Lumajang	SMPN 5 Lumajang	SMP	Public	254	303	557	12	16	28
117	East Java	Lumajang, Kab.	Sukodono	MTs Pesantren Terpadu Al Fauzan	MTs	Private	68	82	150	9	14	23
118	East Java	Lumajang, Kab.	Sukodono	SMP Al-Maliki Sukodono	SMP	Private	178	175	353	14	8	22
119	East Java	Lumajang, Kab.	Sukodono	SMPN 2 Sukodono	SMP	Public	379	336	715	16	20	36
120	East Java	Lumajang, Kab.	Sumbersuko	SMPN 1 Sumbersuko	SMP	Public	375	307	682	11	22	33
121	East Java	Ngawi, Kab.	Geneng	MTs Satu Atap Mlarik Baderan	MTs	Private	42	53	95	10	13	23
122	East Java	Ngawi, Kab.	Geneng	SMPN 1 Geneng	SMP	Public	359	445	804	20	23	43
123	East Java	Ngawi, Kab.	Geneng	SMPN 2 Geneng	SMP	Public	346	248	594	18	21	39
124	East Java	Ngawi, Kab.	Gerih	MTsN Geneng	MTs	Public	185	168	353	13	16	29
125	East Java	Ngawi, Kab.	Gerih	SMPN 1 Gerih	SMP	Public	166	174	340	12	13	25
126	East Java	Ngawi, Kab.	Kwadungan	SMPN 1 Kwadungan	SMP	Public	272	267	539	17	20	37
127	East Java	Ngawi, Kab.	Kwadungan	SMPN 2 Kwadungan	SMP	Public	163	127	290	12	9	21
128	East Java	Ngawi, Kab.	Paron	SMPN 1 Paron	SMP	Public	438	377	815	20	27	47
129	South Sulawesi	Bone, Kab.	Awagpone	SMPN 1 Awagpone	SMP	Public	196	161	357	12	18	30
130	South Sulawesi	Bone, Kab.	Barebbo	SMPN 4 Barebbo	SMP	Public	89	92	181	7	15	22
131	South Sulawesi	Bone, Kab.	Palakka	SMPN 1 Palakka	SMP	Public	137	114	251	12	12	24
132	South Sulawesi	Bone, Kab.	Tanete Riattang	SMPN 6 watampone -- Pengganti SMPN 4 Watampone	SMP	Public	314	351	665	17	40	57
133	South Sulawesi	Bone, Kab.	Tanete Riattang Barat	MTs Al-Faizun Watang Palakka	MTs	Private	84	86	170	6	21	27
134	South Sulawesi	Bone, Kab.	Tanete Riattang Barat	SMPN 8 Watampone	SMP	Public	163	158	321	9	19	28
135	South Sulawesi	Bone, Kab.	Tanete Riattang Barat	SMPN 9 Watampone	SMP	Public	102	97	199	6	13	19
136	South Sulawesi	Bone, Kab.	Ulaweng	MTs Al-Mubarak Tacipi	MTs	Private	57	64	121	7	11	18
137	South Sulawesi	Parepare, Kota	Bacukiki	SMPN 3 Parepare	SMP	Public	397	438	835	23	32	55
138	South Sulawesi	Parepare, Kota	Bacukiki	SMPN 7 Parepare	SMP	Public	81	106	187	10	19	29
139	South Sulawesi	Parepare, Kota	Bacukiki	SMPN 8 Parepare	SMP	Public	123	125	248	16	21	37
140	South Sulawesi	Parepare, Kota	Soreang	MTs DDI Lil-Banat Parepare	MTs	Private	0	298	298	6	21	27

No.	Province	District	Subdistrict	School Name	Type	Status	Students			Teachers		
							Male	Female	Total	Male	Female	Total
141	South Sulawesi	Parepare, Kota	Soreang	SMPN 12 Parepare	SMP	Public	132	95	227	14	18	32
142	South Sulawesi	Parepare, Kota	Soreang	SMPN 6 Parepare	SMP	Public	168	120	288	12	28	40
143	South Sulawesi	Parepare, Kota	Ujung	SMPN 4 Parepare	SMP	Public	248	288	536	15	33	48
144	South Sulawesi	Parepare, Kota	(blank)	MTsN Parepare	MTs	Public	152	140	292	7	26	33
145	South Sulawesi	Takalar, Kab.	Galesong	MTs Pesantren Assalamiyah Gelesong	MTs	Private	98	110	208	13	17	30
146	South Sulawesi	Takalar, Kab.	Galesong Selatan	SMPN 1 Galesong Selatan	SMP	Public	189	190	379	18	24	42
147	South Sulawesi	Takalar, Kab.	Galesong Selatan	SMPN 3 Galesong Selatan	SMP	Public	335	361	696	18	32	50
148	South Sulawesi	Takalar, Kab.	Galesong Utara	SMPN 2 Galesong Utara -- SMPN 2 Galesong Selatan	SMP	Public	330	345	675	15	20	35
149	South Sulawesi	Takalar, Kab.	Mappakasunggu	SMPN 2 Mappakasunggu	SMP	Public	242	235	477	18	41	59
150	South Sulawesi	Takalar, Kab.	Pattalassang	SMPN 1 Takalar	SMP	Public	466	480	946	17	41	58
151	South Sulawesi	Takalar, Kab.	Pattalassang	SMPN 2 Takalar	SMP	Public	473	546	1019	14	41	55
152	South Sulawesi	Takalar, Kab.	Polongbangkeng Utara	MTs Manongkoki	MTs	Private	148	141	289	11	32	43
153	South Sulawesi	Tana Toraja, Kab.	Bittuang	SMPN 1 Bittuang	SMP	Public	243	290	533	15	26	41
154	South Sulawesi	Tana Toraja, Kab.	Bittuang	SMPN 3 Bittuang	SMP	Public	116	128	244	11	7	18
155	South Sulawesi	Tana Toraja, Kab.	Bittuang	SMPN 4 Bittuang	SMP	Public	75	59	134	6	6	12
156	South Sulawesi	Tana Toraja, Kab.	Makale	MTsN Rantepao	MTs	Public	131	140	271	9	4	13
157	South Sulawesi	Tana Toraja, Kab.	Makale	SMP 5 Makale	SMP	Public	97	82	179	9	11	20
158	South Sulawesi	Tana Toraja, Kab.	Makale	SMP Kristen Makale	SMP	Private	326	374	700	7	21	28
159	South Sulawesi	Tana Toraja, Kab.	Makale Selatan	SMPN 3 Makale	SMP	Public	176	160	336	10	17	27
160	South Sulawesi	Tana Toraja, Kab.	Rembon	SMP Katolik Rembon	SMP	Private	94	89	183	10	4	14

ANNEX 5: LIST OF COHORT 3 PARTNER SCHOOLS

List of Primary Schools

No.	Province	District	Subdistrict	School Name	Type	Status	Students			Teachers		
							Male	Female	Total	Male	Female	Total
1	North Sumatra	Serdang Bedagai, Kab.	Perbaungan	MIS AI - Washliyah Sei Tontong	MI	Private	182	153	335	7	9	16
2	North Sumatra	Serdang Bedagai, Kab.	Perbaungan	SDN 101936 BatangTerap	SD	Public	139	113	252	3	10	13
3	North Sumatra	Serdang Bedagai, Kab.	Perbaungan	SDN 101943 Bengkel	SD	Public	154	166	320	5	12	17
4	North Sumatra	Serdang Bedagai, Kab.	Perbaungan	SDN 101947 Tanjung Buluh	SD	Public	207	178	385	4	10	14
5	North Sumatra	Serdang Bedagai, Kab.	Perbaungan	SDN 101952 Tualang	SD	Public	229	214	443	7	8	15
6	North Sumatra	Serdang Bedagai, Kab.	Perbaungan	SDN 104260 Melati	SD	Public	303	291	594	1	21	22
7	North Sumatra	Serdang Bedagai, Kab.	Perbaungan	SDN 108293 Perbaungan	SD	Public	275	259	534	1	15	16
8	North Sumatra	Serdang Bedagai, Kab.	Sei Rampah	MIS AI - Washliyah Betung	MI	Private	66	48	114	1	7	8
9	North Sumatra	Serdang Bedagai, Kab.	Sei Rampah	SDN 102016 Pangkalan Budiman	SD	Public	124	105	229	1	9	10
10	North Sumatra	Serdang Bedagai, Kab.	Sei Rampah	SDN 102020 Firdaus	SD	Public	185	179	364	1	14	15
11	North Sumatra	Serdang Bedagai, Kab.	Sei Rampah	SDN 102028 Sei Parit	SD	Public	118	113	231	1	7	8
12	North Sumatra	Serdang Bedagai, Kab.	Sei Rampah	SDN 104301 Pematang Ganjang	SD	Public	110	127	237	3	7	10
13	North Sumatra	Serdang Bedagai, Kab.	Sei Rampah	SDN 107450 Sei Rejo	SD	Public	107	99	206	1	7	8
14	North Sumatra	Serdang Bedagai, Kab.	Sei Rampah	SDN 105410 Rampah Pekan	SD	Public	153	142	295	0	11	11
15	North Sumatra	Serdang Bedagai, Kab.	Tebing syahbandar	MIN Penggalangan	MI	Public	198	207	405	1	15	16
16	North Sumatra	Serdang Bedagai, Kab.	Tebing syahbandar	MIS Rohani Ikhwanul Muslimin	MI	Private	143	131	274	1	10	11
17	North Sumatra	Labuhan Batu Utara, Kab.	Kualuh Hulu	MIS AI - Arif	MI	Private	64	52	116	3	6	9
18	North Sumatra	Labuhan Batu Utara, Kab.	Kualuh Hulu	MIS Islamiyah Londut	MI	Private	190	209	399	3	11	14
19	North Sumatra	Labuhan Batu Utara, Kab.	Kualuh Hulu	SD Swasta AI - Washliyah 81	SD	Private	80	96	176	1	8	9
20	North Sumatra	Labuhan Batu Utara, Kab.	Kualuh Hulu	SD Swasta Muhammadiyah 01	SD	Private	172	150	322	5	15	20
21	North Sumatra	Labuhan Batu Utara, Kab.	Kualuh Hulu	SDN No. 112280 Aek Kanopan	SD	Public	137	140	277	1	15	16
22	North Sumatra	Labuhan Batu Utara, Kab.	Kualuh Hulu	SDN No. 112281 Aek Kanopan	SD	Public	61	71	132	0	11	11
23	North Sumatra	Labuhan Batu Utara, Kab.	Kualuh Hulu	SDN No. 112298 Aek Kanopan	SD	Public	118	123	241	1	14	15
24	North Sumatra	Labuhan Batu Utara, Kab.	Kualuh Hulu	SDN No. 115466 Wonosari	SD	Public	128	110	238	2	15	17
25	North Sumatra	Labuhan Batu Utara, Kab.	NA. IX - X	MIN MHB. Syukrina Pematang	MI	Public	129	124	253	6	12	18
26	North Sumatra	Labuhan Batu Utara, Kab.	NA. IX - X	MIS AI - Washliyah Panduan	MI	Private	77	71	148	4	4	8
27	North Sumatra	Labuhan Batu Utara, Kab.	NA. IX - X	SDN No. 112320 Aek Kota Batu	SD	Public	180	191	371	4	14	18
28	North Sumatra	Labuhan Batu Utara, Kab.	NA. IX - X	SDN No. 112321 Kampung Pajak	SD	Public	226	264	490	4	16	20
29	North Sumatra	Labuhan Batu Utara, Kab.	NA. IX - X	SDN No. 112322 Padang Nabidang	SD	Public	249	241	490	4	19	23
30	North Sumatra	Labuhan Batu Utara, Kab.	NA. IX - X	SDN No. 114368 Pulo Jantan	SD	Public	206	215	421	2	15	17
31	North Sumatra	Labuhan Batu Utara, Kab.	NA. IX - X	SDN No. 114620 Perk. Berangir	SD	Public	71	79	150	3	7	10
32	North Sumatra	Labuhan Batu Utara, Kab.	NA. IX - X	SDN No. 115509 Simpang Marbau	SD	Public	223	206	429	5	13	18
33	North Sumatra	Humbang Hasundutan, Kab.	Doloksanggul	MIN Sihite Doloksanggul	MI	Public	84	88	172	4	9	13
34	North Sumatra	Humbang Hasundutan, Kab.	Doloksanggul	SD Negeri 173394 Doloksanggul	SD	Public	93	101	194	0	10	10
35	North Sumatra	Humbang Hasundutan, Kab.	Doloksanggul	SD Negeri 173395 Doloksanggul	SD	Public	347	319	666	2	21	23
36	North Sumatra	Humbang Hasundutan, Kab.	Doloksanggul	SD Negeri 173397 Doloksanggul	SD	Public	101	99	200	0	9	9
37	North Sumatra	Humbang Hasundutan, Kab.	Doloksanggul	SDN 173399 Sihite	SD	Public	210	200	410	2	19	21
38	North Sumatra	Humbang Hasundutan, Kab.	Doloksanggul	SDN 173403 Sirisi-Risi	SD	Public	208	193	401	0	16	16
39	North Sumatra	Humbang Hasundutan, Kab.	Doloksanggul	SDN 173425 Simanullang Toba	SD	Public	168	144	312	2	12	14
40	North Sumatra	Humbang Hasundutan, Kab.	Doloksanggul	SDN 173431 Doloksanggul	SD	Public	125	108	233	3	8	11
41	North Sumatra	Humbang Hasundutan, Kab.	Lintongnihuta	SD Swasta HKBP 1 Lintongnihuta	SD	Private	106	94	200	2	9	11
42	North Sumatra	Humbang Hasundutan, Kab.	Lintongnihuta	SDN 173315 Silaban	SD	Public	141	123	264	0	9	9
43	North Sumatra	Humbang Hasundutan, Kab.	Lintongnihuta	SDN 173322 Parulohan	SD	Public	132	117	249	5	7	12

No.	Province	District	Subdistrict	School Name	Type	Status	Students			Teachers		
							Male	Female	Total	Male	Female	Total
44	North Sumatra	Humbang Hasundutan, Kab.	Lintongnihuta	SDN 173326 Sigompul	SD	Public	90	85	175	2	5	7
45	North Sumatra	Humbang Hasundutan, Kab.	Lintongnihuta	SDN 173330 Sibuntuon	SD	Public	169	160	329	0	11	11
46	North Sumatra	Humbang Hasundutan, Kab.	Lintongnihuta	SDN 173332 Sijuguk	SD	Public	108	116	224	1	9	10
47	North Sumatra	Humbang Hasundutan, Kab.	Lintongnihuta	SDN 173333 Lintongnihuta	SD	Public	105	83	188	0	10	10
48	North Sumatra	Humbang Hasundutan, Kab.	Lintongnihuta	SDN 174535 Nagasaribu	SD	Public	188	162	350	1	10	11
49	East Java	Banyuwangi	Banyuwangi	MI Darun Najah 1	MI	Private	101	0	101	3	13	16
50	East Java	Banyuwangi	Banyuwangi	MI Darun Najah 2	MI	Private	0	127	127	3	6	9
51	East Java	Banyuwangi	Banyuwangi	SD Al Irsyad Al Islamiyah	SD	Private	238	193	431	5	18	23
52	East Java	Banyuwangi	Banyuwangi	SDN 1 Singotrunan	SD	Public	128	103	231	1	9	10
53	East Java	Banyuwangi	Banyuwangi	SDN 2 Singotrunan	SD	Public	93	81	174	2	7	9
54	East Java	Banyuwangi	Banyuwangi	SDN 3 Singotrunan	SD	Public	72	43	115	3	10	13
55	East Java	Banyuwangi	Banyuwangi	SDN 4 Singotrunan	SD	Public	119	148	267	3	10	13
56	East Java	Banyuwangi	Banyuwangi	SDN Pengantingan	SD	Public	51	33	84	5	7	12
57	East Java	Banyuwangi	Rogojampi	MI Islamiyah	MI	Private	247	315	562	21	7	28
58	East Java	Banyuwangi	Rogojampi	SDK Bhakti	SD	Private	38	36	74	3	5	8
59	East Java	Banyuwangi	Rogojampi	SDN 1 Gitik	SD	Public	33	33	66	4	5	9
60	East Java	Banyuwangi	Rogojampi	SDN 1 Rogojampi	SD	Public	230	227	457	8	4	12
61	East Java	Banyuwangi	Rogojampi	SDN 2 Gitik	SD	Public	52	53	105	4	6	10
62	East Java	Banyuwangi	Rogojampi	SDN 2 Rogojampi	SD	Public	183	154	337	5	6	11
63	East Java	Banyuwangi	Rogojampi	SDN 3 Rogojampi	SD	Public	132	113	245	5	5	10
64	East Java	Banyuwangi	Rogojampi	SDN 4 Rogojampi	SD	Public	80	72	152	3	4	7
65	East Java	Jombang	Bareng	MI Islamiyah Alwathaniyah	MI	Private	114	131	245	8	13	21
66	East Java	Jombang	Bareng	SD Negeri Kebondalem 1	SD	Public	57	53	110	0	10	10
67	East Java	Jombang	Bareng	SD Negeri Kebondalem 3	SD	Public	68	70	138	3	6	9
68	East Java	Jombang	Bareng	SDN Bareng 2	SD	Public	113	106	219	5	5	10
69	East Java	Jombang	Bareng	SDN Bareng 3	SD	Public	163	155	318	4	12	16
70	East Java	Jombang	Bareng	SDN Mojotengah 1	SD	Public	66	52	118	6	4	10
71	East Java	Jombang	Bareng	SDN Mundusewu 3	SD	Public	87	82	169	5	5	10
72	East Java	Jombang	Bareng	SDN Tebel 2	SD	Public	58	56	114	4	5	9
73	East Java	Jombang	Diwek	MI Salafiyah Syafiyah Bandung 1	MI	Private	198	0	198	7	6	13
74	East Java	Jombang	Diwek	SDN Bandung 1	SD	Public	61	47	108	2	6	8
75	East Java	Jombang	Diwek	SDN Bandung 2	SD	Public	74	72	146	1	7	8
76	East Java	Jombang	Diwek	SDN Ceweng	SD	Public	134	115	249	5	5	10
77	East Java	Jombang	Diwek	SDN Grogol 1 Diwek	SD	Public	55	45	100	4	5	9
78	East Java	Jombang	Diwek	SDN Grogol 2 Diwek	SD	Public	112	90	202	2	10	12
79	East Java	Jombang	Diwek	SDN Jatirejo	SD	Public	99	71	170	5	6	11
80	East Java	Jombang	Diwek	SDN Kedawong	SD	Public	66	41	107	2	8	10
81	East Java	Kota Batu	Batu	MI Al Hidayah	MI	Private	44	14	58	3	6	9
82	East Java	Kota Batu	Batu	SD Immanuel	SD	Private	110	92	202	4	7	11
83	East Java	Kota Batu	Batu	SDN Oro-oro Ombo 1	SD	Public	99	93	192	2	10	12
84	East Java	Kota Batu	Batu	SDN Oro-oro Ombo 2	SD	Public	181	182	363	8	21	29
85	East Java	Kota Batu	Batu	SDN Oro-oro Ombo 3	SD	Public	79	68	147	4	8	12
86	East Java	Kota Batu	Batu	SDN Temas 1	SD	Public	243	228	471	5	15	20
87	East Java	Kota Batu	Batu	SDN Temas 2	SD	Public	78	86	164	2	10	12
88	East Java	Kota Batu	Bumiaji	MI Thoriqul Huda	MI	Private	118	100	218	12	12	24

No.	Province	District	Subdistrict	School Name	Type	Status	Students			Teachers		
							Male	Female	Total	Male	Female	Total
89	East Java	Kota Batu	Bumiaji	SDN Sumbergondo 1	SD	Public	79	63	142	3	9	12
90	East Java	Kota Batu	Bumiaji	SDN Sumbergondo 2	SD	Public	63	66	129	2	9	11
91	East Java	Kota Batu	Bumiaji	SDN Tulungrejo 1	SD	Public	124	110	234	3	10	13
92	East Java	Kota Batu	Bumiaji	SDN Tulungrejo 2	SD	Public	93	78	171	4	6	10
93	East Java	Kota Batu	Bumiaji	SDN Tulungrejo 3	SD	Public	234	231	465	13	6	19
94	East Java	Kota Batu	Bumiaji	SDN Tulungrejo 4	SD	Public	146	155	301	2	10	12
95	East Java	Kota Batu	Bumiaji	SDN Tulungrejo 5	SD	Public	49	54	103	1	8	9
96	East Java	Lamongan	Lamongan	MI Thoriqul Ulum	MI	Private	66	52	118	10	9	19
97	East Java	Lamongan	Lamongan	MI Unggulan Sabilillah	MI	Private	263	213	476	17	17	34
98	East Java	Lamongan	Lamongan	SDN Karang Langit	SD	Public	99	90	189	2	10	12
99	East Java	Lamongan	Lamongan	SDN Made 4	SD	Public	234	247	481	11	17	28
100	East Java	Lamongan	Lamongan	SDN Pangkatrejo 1	SD	Public	48	47	95	2	8	10
101	East Java	Lamongan	Lamongan	SDN Pangkatrejo 2	SD	Public	60	62	122	2	8	10
102	East Java	Lamongan	Lamongan	SDN Plosowahyu	SD	Public	91	94	185	5	10	15
103	East Java	Lamongan	Lamongan	SDN Tanjung	SD	Public	54	44	98	4	7	11
104	East Java	Lamongan	Turi	MI As Syafiyah	MI	Private	56	64	120	5	5	10
105	East Java	Lamongan	Turi	SDN I Sukoanyar	SD	Public	47	43	90	3	8	11
106	East Java	Lamongan	Turi	SDN Sukoanyar 2	SD	Public	37	28	65	5	5	10
107	East Java	Lamongan	Turi	SDN Sukorejo	SD	Public	54	61	115	2	8	10
108	East Java	Lamongan	Turi	SDN Tawang rejo 1	SD	Public	33	30	63	3	6	9
109	East Java	Lamongan	Turi	SDN Tawang rejo 2	SD	Public	64	64	128	4	7	11
110	East Java	Lamongan	Turi	SDN Turi	SD	Public	51	42	93	3	6	9
111	East Java	Lamongan	Turi	SDN Wangunrejo	SD	Public	49	65	114	2	7	9

List of Junior Secondary Schools

No.	Province	District	Subdistrict	School Name	Type	Status	Students			Teachers		
							Male	Female	Total	Male	Female	Total
1	North Sumatra	Humbang Hasundutan, Kab.	Doloksanggul	MTs Public Doloksanggul	MTs	Public	73	73	146	11	9	20
2	North Sumatra	Humbang Hasundutan, Kab.	Doloksanggul	SMP Public 1 Doloksanggul	SMP	Public	445	525	970	6	46	52
3	North Sumatra	Humbang Hasundutan, Kab.	Doloksanggul	SMP Public 2 Doloksanggul	SMP	Public	482	483	965	5	36	41
4	North Sumatra	Humbang Hasundutan, Kab.	Doloksanggul	SMP Public 3 Doloksanggul	SMP	Public	207	206	413	7	14	21
5	North Sumatra	Humbang Hasundutan, Kab.	Doloksanggul	SMP Private SIRAJAOLAN (SRO) Matiti	SMP	Private	165	153	318	7	14	21
6	North Sumatra	Humbang Hasundutan, Kab.	Lintongnihuta	SMP Public 2 Lintongnihuta	SMP	Public	408	355	763	14	18	32
7	North Sumatra	Humbang Hasundutan, Kab.	Lintongnihuta	SMP Public 3 Lintongnihuta	SMP	Public	285	255	540	12	22	34
8	North Sumatra	Humbang Hasundutan, Kab.	Lintongnihuta	SMP Public 4 Lintongnihuta	SMP	Public	358	306	664	15	20	35
9	North Sumatra	Labuhan Batu Utara, Kab.	Kualuh Hulu	MTs Al-Washliyah Sukarame	MTs	Private	41	43	84	2	10	12
10	North Sumatra	Labuhan Batu Utara, Kab.	Kualuh Hulu	MTs Private Al Ulumul Wasifah	MTs	Private	106	72	178	5	15	20
11	North Sumatra	Labuhan Batu Utara, Kab.	Kualuh Hulu	SMPN 1 Kualuh Hulu	SMP	Public	410	440	850	14	28	42
12	North Sumatra	Labuhan Batu Utara, Kab.	Kualuh Hulu	SMPN 3 Kualuh Hulu	SMP	Public	167	211	378	10	15	25
13	North Sumatra	Labuhan Batu Utara, Kab.	Kualuh Hulu	SMPN 4 Kualuh Hulu	SMP	Public	261	264	525	11	16	27
14	North Sumatra	Labuhan Batu Utara, Kab.	NA. IX - X	MTs Private Al - Washliyah Simpang Marbau	MTs	Private	242	231	473	9	13	22
15	North Sumatra	Labuhan Batu Utara, Kab.	NA. IX - X	SMPN 1	SMP	Public	214	232	446	11	22	33
16	North Sumatra	Labuhan Batu Utara, Kab.	NA. IX - X	SMPN 2	SMP	Public	156	203	359	6	17	23
17	North Sumatra	Serdang Bedagai, Kab.	Perbaungan	MTs Al - Washliyah 16	MTs	Private	388	343	731	28	16	44
18	North Sumatra	Serdang Bedagai, Kab.	Perbaungan	SMPN 1 Perbaungan	SMP	Public	455	679	1134	15	42	57
19	North Sumatra	Serdang Bedagai, Kab.	Perbaungan	SMPN 2 Perbaungan	SMP	Public	445	408	853	14	37	51
20	North Sumatra	Serdang Bedagai, Kab.	Perbaungan	SMPN 3 Perbaungan	SMP	Public	345	378	723	14	25	39
21	North Sumatra	Serdang Bedagai, Kab.	Sei Rampah	MTs Al - Washliyah 27 Firdaus	MTs	Private	105	107	212	0	0	0
22	North Sumatra	Serdang Bedagai, Kab.	Sei Rampah	SMPN 1 Sei Rampah	SMP	Public	524	581	1105	22	27	49
23	North Sumatra	Serdang Bedagai, Kab.	Sei Rampah	SMPN 2 Sei Rampah	SMP	Public	220	240	460	11	18	29
24	North Sumatra	Serdang Bedagai, Kab.	Sei Rampah	SMPN 3 Sei Rampah	SMP	Public	152	121	273	9	14	23
25	East Java	Banyuwangi	Banyuwangi	SMPN 1 Banyuwangi	SMP	Public	319	328	647	14	24	38
26	East Java	Banyuwangi	Banyuwangi	SMPN 2 Banyuwangi	SMP	Public	441	477	918	21	20	41
27	East Java	Banyuwangi	Banyuwangi	SMPN 5 Banyuwangi	SMP	Public	362	282	644	11	19	30
28	East Java	Banyuwangi	Giri	MTsN Banyuwangi	MTs	Public	395	512	907	17	32	49
29	East Java	Banyuwangi	Rogojampi	MTsN Rogojampi	MTs	Public	436	457	893	21	21	42
30	East Java	Banyuwangi	Rogojampi	SMPN 1 Rogojampi	SMP	Public	289	349	638	18	16	34
31	East Java	Banyuwangi	Rogojampi	SMPN 2 Rogojampi	SMP	Public	403	417	820	23	14	37
32	East Java	Banyuwangi	Rogojampi	SMPN 3 Rogojampi	SMP	Public	291	242	533	9	11	20
33	East Java	Jombang	Bareng	MTsN Bareng	MTs	Public	460	398	858	13	23	36
34	East Java	Jombang	Bareng	SMP Public 1 Bareng	SMP	Public	337	430	767	21	23	44
35	East Java	Jombang	Bareng	SMP Public 2 Bareng	SMP	Public	190	181	371	9	8	17
36	East Java	Jombang	Diwek	MTsN Diwek	MTs	Public	293	293	586	23	16	39
37	East Java	Jombang	Diwek	SMP A. Wahid Hasyim Tebuireng	SMP	Private	394	272	666	34	32	66
38	East Java	Jombang	Diwek	SMP Public 1 Diwek	SMP	Public	333	437	770	19	25	44
39	East Java	Jombang	Diwek	SMP Public 2 Diwek	SMP	Public	394	283	677	21	23	44
40	East Java	Jombang	Jogoroto	SMP Public 1 Jogoroto	SMP	Public	411	412	823	23	22	45
41	East Java	Kota Batu	Batu	SMP Katolik Widyatama	SMP	Private	223	163	386	8	16	24
42	East Java	Kota Batu	Batu	SMP Muhammadiyah 8	SMP	Private	310	214	524	16	21	37
43	East Java	Kota Batu	Batu	SMPN 2 Batu	SMP	Public	469	537	1006	22	36	58

No.	Province	District	Subdistrict	School Name	Type	Status	Students			Teachers		
							Male	Female	Total	Male	Female	Total
44	East Java	Kota Batu	Batu	SMPN Raden Patah	SMP	Private	261	227	488	13	17	30
45	East Java	Kota Batu	Bumiaji	SMPN 4 Batu	SMP	Public	310	325	635	17	20	37
46	East Java	Kota Batu	Bumiaji	SMPN 5 Batu	SMP	Public	87	104	191	7	5	12
47	East Java	Kota Batu	Bumiaji	SMPN 6	SMP	Public	229	247	476	14	21	35
48	East Java	Kota Batu	Junrejo	MTsN Batu	MTs	Public	344	476	820	21	27	48
49	East Java	Kota Batu	Junrejo	SMPN 3 Batu	SMP	Public	355	460	815	19	27	46
50	East Java	Lamongan	Babat	SMPN 2 Babat	SMP	Public	297	299	596	22	22	44
51	East Java	Lamongan	Babat	SMPN 3 Babat	SMP	Public	328	218	546	15	19	34
52	East Java	Lamongan	Deket	SMPN 1 Deket	SMP	Public	442	340	782	24	34	58
53	East Java	Lamongan	Deket	SMPN 2 Deket	SMP	Public	233	171	404	20	17	37
54	East Java	Lamongan	Lamongan	MTs Putra Putri Lamongan	MTs	Private	157	196	353	13	10	23
55	East Java	Lamongan	Lamongan	SMPN 3 Lamongan	SMP	Public	398	467	865	18	33	51
56	East Java	Lamongan	Lamongan	SMPN 4 Lamongan	SMP	Public	394	398	792	28	25	53
57	East Java	Lamongan	Sukodadi	SMPN 2 Sukodadi	SMP	Public	311	257	568	20	14	34

ANNEX 6: LIST OF TTI LAB AND PARTNER SCHOOLS

List of Primary Schools

No	Province	Name of TTI	School Name	Type	Status	Students			Teachers		
						Male	Female	Total	Male	Female	Total
1	Aceh	Universitas Islam Neger Ar-Raniry, Aceh	SDN 1	SD	Public	329	279	608	2	23	25
2	Aceh	Universitas Islam Neger Ar-Raniry, Aceh	SDN 12	SD	Public	179	153	332	0	15	15
3	Aceh	Universitas Islam Neger Ar-Raniry, Aceh	SDN 16	SD	Public	193	203	396	3	17	20
4	Aceh	Universitas Islam Neger Ar-Raniry, Aceh	SDN 20	SD	Public	211	226	437	3	23	26
5	Aceh	Universitas Islam Neger Ar-Raniry, Aceh	SDN 54	SD	Public	244	242	486	5	19	24
6	Aceh	Universitas Islam Neger Ar-Raniry, Aceh	SDN Lampeuneurut	SD	Public	562	637	1,199	4	46	50
7	Aceh	Universitas Syiah Kuala (UNSYIAH)	MI Hidayatussalam Bandar Klippa	MI	Private	231	216	447	2	15	17
8	Aceh	Universitas Syiah Kuala (UNSYIAH)	MI Madinatussalam Sei Rotan	MI	Private	469	413	882	7	30	37
9	Aceh	Universitas Syiah Kuala (UNSYIAH)	MI Nurul Fadhilah Bandar Setia	MI	Private	236	236	472	2	18	20
10	Aceh	Universitas Syiah Kuala (UNSYIAH)	SD Al Ittihadiyah Lau Dendang	SD	Private	270	244	514	2	24	26
11	Aceh	Universitas Syiah Kuala (UNSYIAH)	SD PAB 20 Bandar Klippa	SD	Private	200	159	359	4	10	14
12	Aceh	Universitas Syiah Kuala (UNSYIAH)	SD Tekad Mulia Sunggal	SD	Private	258	229	487	2	15	17
13	North Sumatra	Universitas Islam Negeri (IAIN) Sumatera Utara, Medan	MI Hidayatussalam Bandar Klippa	MI	Private	231	216	447	2	15	17
14	North Sumatra	Universitas Islam Negeri (IAIN) Sumatera Utara, Medan	MI Madinatussalam Sei Rotan	MI	Private	469	413	882	7	30	37
15	North Sumatra	Universitas Islam Negeri (IAIN) Sumatera Utara, Medan	MI Nurul Fadhilah Bandar Setia	MI	Private	236	236	472	2	18	20
16	North Sumatra	Universitas Islam Negeri (IAIN) Sumatera Utara, Medan	SD Al Ittihadiyah Lau Dendang	SD	Private	270	244	514	2	24	26
17	North Sumatra	Universitas Islam Negeri (IAIN) Sumatera Utara, Medan	SD PAB 20 Bandar Klippa	SD	Private	200	159	359	4	10	14
18	North Sumatra	Universitas Islam Negeri (IAIN) Sumatera Utara, Medan	SD Tekad Mulia Sunggal	SD	Private	258	229	487	2	15	17
19	North Sumatra	Universitas Negeri Medan (UNIMED)	SDN 101771 Tembung	SD	Public	208	224	432	3	12	15
20	North Sumatra	Universitas Negeri Medan (UNIMED)	SDN 101774 Sampali	SD	Public	221	206	427	4	15	19
21	North Sumatra	Universitas Negeri Medan (UNIMED)	SDN 101775 Sampali	SD	Public	155	144	299	6	13	19
22	North Sumatra	Universitas Negeri Medan (UNIMED)	SDN 105288 Sei Rotan	SD	Public	256	264	520	0	19	19
23	North Sumatra	Universitas Negeri Medan (UNIMED)	SDN 106163 Bandar Klippa	SD	Public	212	228	440	4	21	25
24	North Sumatra	Universitas Negeri Medan (UNIMED)	SDN 106812 Bandar Klippa	SD	Public	265	302	567	6	16	22
25	West Java	Universitas Islam Negeri (IAIN) Sunan Gunung Jati	SD Labschool UPI	SD	Private	188	180	368	14	14	28
26	West Java	Universitas Islam Negeri (IAIN) Sunan Gunung Jati	SDN Cirateun	SD	Public	183	226	409	2	10	12
27	West Java	Universitas Islam Negeri (IAIN) Sunan Gunung Jati	SDN Geger Kalong 1 dan 2	SD	Public	128	108	236	4	9	13
28	West Java	Universitas Islam Negeri (IAIN) Sunan Gunung Jati	SDN Isola 1 dan 2	SD	Public	269	279	548	9	15	24
29	West Java	Universitas Islam Negeri (IAIN) Sunan Gunung Jati	SDN Kayu Ambon 1	SD	Public	247	259	506	4	13	17
30	West Java	Universitas Islam Negeri (IAIN) Sunan Gunung Jati	SDN Sukarasa 3, 4 dan 5	SD	Public	353	404	757	12	18	30
31	West Java	Universitas Pendidikan Indonesia (UPI)	MI Nurul Falah Kemuning	MI	Private	111	110	221	9	3	12
32	West Java	Universitas Pendidikan Indonesia (UPI)	MI Jamiyatul Usbuiyah Baros	MI	Private	133	145	278	6	7	13
33	West Java	Universitas Pendidikan Indonesia (UPI)	MIN Baros	MI	Public	272	257	529	9	14	23
34	West Java	Universitas Pendidikan Indonesia (UPI)	MIN Langon	MI	Public	296	337	633	15	19	34
35	West Java	Universitas Pendidikan Indonesia (UPI)	MIN Leuwinanggung Kopo	MI	Public	240	210	450	10	11	21
36	West Java	Universitas Pendidikan Indonesia (UPI)	MIN Padarincang	MI	Public	191	192	383	9	13	22
37	Banten	UIN Sultan Maulana Hasanuddin Banten (SMHB), Serang	SDN 20 Kota Serang	SD	Public	236	246	482	4	13	17
38	Banten	UIN Sultan Maulana Hasanuddin Banten (SMHB), Serang	SDN 7 Kota Serang	SD	Public	194	176	370	3	13	16
39	Banten	UIN Sultan Maulana Hasanuddin Banten (SMHB), Serang	SDN Banjaragung 4	SD	Public	199	203	402	5	10	15

No	Province	Name of TTI	School Name	Type	Status	Students			Teachers		
						Male	Female	Total	Male	Female	Total
40	Banten	UIN Sultan Maulana Hasanuddin Banten (SMHB), Serang	SDN Karundang I	SD	Public	159	170	329	4	9	13
41	Banten	UIN Sultan Maulana Hasanuddin Banten (SMHB), Serang	SDN Serang 2I	SD	Public	155	147	302	4	8	12
42	Banten	UIN Sultan Maulana Hasanuddin Banten (SMHB), Serang	SDN Sumber Agung	SD	Public	110	112	222	4	7	11
43	Banten	Universitas Sultan Agung Tirtayasa (UNTIRTA)	MI Darul Ulum	MI	Private	160	163	323	7	8	15
44	Banten	Universitas Sultan Agung Tirtayasa (UNTIRTA)	MI Miftahul Akhlaqiyah	MI	Private	181	169	350	6	7	13
45	Banten	Universitas Sultan Agung Tirtayasa (UNTIRTA)	MI Miftahus Sibyan	MI	Private	74	73	147	4	5	9
46	Banten	Universitas Sultan Agung Tirtayasa (UNTIRTA)	MI Negeri Sumurrejo	MI	Public	144	141	285	6	7	13
47	Banten	Universitas Sultan Agung Tirtayasa (UNTIRTA)	MI Nurul Islam	MI	Private	214	195	409	7	12	19
48	Banten	Universitas Sultan Agung Tirtayasa (UNTIRTA)	MI Walisongo	MI	Private	51	45	96	3	6	9
49	Central Java	Universitas Islam Negeri(IAIN) Walisongo, Semarang	MI Darul Ulum	MI	Private	113	116	229	5	5	10
50	Central Java	Universitas Islam Negeri(IAIN) Walisongo, Semarang	MI Miftahul Akhlaqiyah	MI	Private	397	363	760	10	16	26
51	Central Java	Universitas Islam Negeri(IAIN) Walisongo, Semarang	MI Miftahus Sibyan	MI	Private	471	506	977	7	22	29
52	Central Java	Universitas Islam Negeri(IAIN) Walisongo, Semarang	MI Negeri Sumurrejo	MI	Public	174	151	325	4	9	13
53	Central Java	Universitas Islam Negeri(IAIN) Walisongo, Semarang	MI Nurul Islam	MI	Private	116	131	247	5	7	12
54	Central Java	Universitas Islam Negeri(IAIN) Walisongo, Semarang	MI Walisongo	MI	Private	258	247	505	5	15	20
55	Central Java	Universitas Negeri Semarang (UNNES)	SD Beringin 02	SD	Public	163	141	304	2	14	16
56	Central Java	Universitas Negeri Semarang (UNNES)	SD Negeri Kalibanteng Kidul 01	SD	Public	79	66	145	3	7	10
57	Central Java	Universitas Negeri Semarang (UNNES)	SD Ngaliyan 01	SD	Public	224	144	368	4	17	21
58	Central Java	Universitas Negeri Semarang (UNNES)	SD Ngaliyan 03	SD	Public	147	168	315	4	13	17
59	Central Java	Universitas Negeri Semarang (UNNES)	SD Sekaran 01	SD	Public	91	78	169	4	7	11
60	Central Java	Universitas Negeri Semarang (UNNES)	SD Tambakaji 04	SD	Public	54	41	95	4	6	10
61	DI Yogyakarta	Universitas Negeri Yogyakarta (UNY)	SD Negeri Gedongkiwo	SD	Public	139	141	280	4	13	17
62	DI Yogyakarta	Universitas Negeri Yogyakarta (UNY)	SD Negeri Gembongan	SD	Public	170	141	311	5	9	14
63	DI Yogyakarta	Universitas Negeri Yogyakarta (UNY)	SD Negeri Giwangan	SD	Public	152	143	295	4	9	13
64	DI Yogyakarta	Universitas Negeri Yogyakarta (UNY)	SD Negeri Golo	SD	Public	101	88	189	4	9	13
65	DI Yogyakarta	Universitas Negeri Yogyakarta (UNY)	SD Negeri Karangjati	SD	Public	45	72	117	3	9	12
66	DI Yogyakarta	Universitas Negeri Yogyakarta (UNY)	SD Negeri Kiyaran 2	SD	Public	302	261	563	9	20	29
67	DI Yogyakarta	Universitas Negeri Yogyakarta (UNY)	SD Negeri Ngoto	SD	Public	134	125	259	3	16	19
68	East Java	Universitas Islam Negeri(IAIN) Sunan Ampel, Surabaya	SD Laboratorium UM	SD	Private	283	239	522	5	26	31
69	East Java	Universitas Islam Negeri(IAIN) Sunan Ampel, Surabaya	SDN Bareng 3	SD	Public	290	272	562	6	21	27
70	East Java	Universitas Islam Negeri(IAIN) Sunan Ampel, Surabaya	SDN Penanggungan	SD	Public	207	200	407	4	15	19
71	East Java	Universitas Islam Negeri(IAIN) Sunan Ampel, Surabaya	SDN Percobaan 2	SD	Public	316	383	699	5	25	30
72	East Java	Universitas Islam Negeri(IAIN) Sunan Ampel, Surabaya	SDN Pisang Candi I	SD	Public	137	114	251	3	7	10
73	East Java	Universitas Islam Negeri(IAIN) Sunan Ampel, Surabaya	SDN Sumpersari 3	SD	Public	110	99	209	3	11	14
74	East Java	Universitas Negeri Malang (UM)	SD Laboratorium Unesa Surabaya	SD	Private	211	178	389	11	25	36
75	East Java	Universitas Negeri Malang (UM)	SDN Babatan I Surabaya	SD	Public	278	253	531	5	21	26
76	East Java	Universitas Negeri Malang (UM)	SDN Jeruk I Surabaya	SD	Public	371	306	677	8	22	30
77	East Java	Universitas Negeri Malang (UM)	SDN Jeruk II Surabaya	SD	Public	132	116	248	1	9	10
78	East Java	Universitas Negeri Malang (UM)	SDN Lidah Wetan II Surabaya	SD	Public	412	412	824	7	23	30
79	East Java	Universitas Negeri Malang (UM)	SDN Wiyung Surabaya	SD	Public	445	513	958	10	30	40
80	East Java	Universitas Negeri Surabaya (UNESA)	SDN I	SD	Public	329	279	608	2	23	25
81	East Java	Universitas Negeri Surabaya (UNESA)	SDN 12	SD	Public	179	153	332	0	15	15
82	East Java	Universitas Negeri Surabaya (UNESA)	SDN 16	SD	Public	193	203	396	3	17	20
83	East Java	Universitas Negeri Surabaya (UNESA)	SDN 20	SD	Public	211	226	437	3	23	26
84	East Java	Universitas Negeri Surabaya (UNESA)	SDN 54	SD	Public	244	242	486	5	19	24
85	East Java	Universitas Negeri Surabaya (UNESA)	SDN Lampeuneurut	SD	Public	562	637	1,199	4	46	50
86	South Sulawesi	Universitas Islam Negeri(UIN) Sultan Alauddin, Makassar	MI Al Abrar Makassar	MI	Private	132	116	248	1	9	10
87	South Sulawesi	Universitas Islam Negeri(UIN) Sultan Alauddin, Makassar	MI Darul Hikmah Makassar	MI	Private	412	412	824	7	23	30
88	South Sulawesi	Universitas Islam Negeri(UIN) Sultan Alauddin, Makassar	MI Nasrul Haq Makassar	MI	Private	445	513	958	10	30	40

No	Province	Name of TTI	School Name	Type	Status	Students			Teachers		
						Male	Female	Total	Male	Female	Total
89	South Sulawesi	Universitas Islam Negeri(UIN) Sultan Alauddin, Makassar	MI Pondok Madani Kab. Gowa	MI	Private	88	86	174	7	10	17
90	South Sulawesi	Universitas Islam Negeri(UIN) Sultan Alauddin, Makassar	MI Yaspi Sambung Jawa Makassar	MI	Private	88	78	166	2	8	10
91	South Sulawesi	Universitas Islam Negeri(UIN) Sultan Alauddin, Makassar	MIN Banta-Bantaeng Makassar	MI	Public	56	50	106	7	6	13
92	South Sulawesi	Universitas Negeri Makassar (UNM)	SD Negeri Gunung Sari I Makassar	SD	Public	38	42	80	1	11	12
93	South Sulawesi	Universitas Negeri Makassar (UNM)	SD Negeri Kompleks I IKIP Makassar	SD	Public	181	183	364	9	22	31
94	South Sulawesi	Universitas Negeri Makassar (UNM)	SD Negeri Kompleks IKIP Makassar	SD	Public	148	139	287	4	19	23
95	South Sulawesi	Universitas Negeri Makassar (UNM)	SD Negeri Sudirman II Makassar	SD	Public	140	152	292	7	9	16
96	South Sulawesi	Universitas Negeri Makassar (UNM)	SD Negeri Sudirman III Makassar	SD	Public	122	128	250	5	17	22
97	South Sulawesi	Universitas Negeri Makassar (UNM)	SD Negeri Sudirman IV Makassar	SD	Public	127	134	261	5	13	18

List of Junior-Secondary Schools

No	Province	Name of TTI	School Name	Type	Status	Students			Teachers		
						Male	Female	Total	Male	Female	Total
1	Aceh	Institut Agama Islam Public (IAIN) Ar-Raniry, Aceh	MTsN Model Banda Aceh	MTs	Public	489	711	1,200	13	53	66
2	Aceh	Institut Agama Islam Public (IAIN) Ar-Raniry, Aceh	MTsN Rukoh	MTs	Public	273	303	576	8	36	44
3	Aceh	Institut Agama Islam Public (IAIN) Ar-Raniry, Aceh	MTsN Tungkop	MTs	Public	289	363	652	11	42	53
4	Aceh	Universitas Syiah Kuala (UNSYIAH)	SMPN 1	SMP	Public	266	396	662	12	38	50
5	Aceh	Universitas Syiah Kuala (UNSYIAH)	SMPN 6	SMP	Public	247	379	626	6	56	62
6	Aceh	Universitas Syiah Kuala (UNSYIAH)	SMPN 8	SMP	Public	253	234	487	4	48	52
7	North Sumatra	Universitas Islam Negeri (IAIN) North Sumatra, Medan	MTs Laboratorium IAIN-SU Medan	MTs	Private	36	29	65	4	19	23
8	North Sumatra	Universitas Islam Negeri (IAIN) North Sumatra, Medan	MTs PAB - I Helvetia	MTs	Private	211	215	426	17	15	32
9	North Sumatra	Universitas Islam Negeri (IAIN) North Sumatra, Medan	SMP Karyabunda Medan Estate	SMP	Private	88	75	163	6	13	19
10	North Sumatra	Universitas Negeri Medan (UNIMED)	SMP Al-Azhar Medan Johor	SMP	Private	291	245	536	21	24	45
11	North Sumatra	Universitas Negeri Medan (UNIMED)	SMPN 23 Medan Denai	SMP	Public	388	475	863	7	46	53
12	North Sumatra	Universitas Negeri Medan (UNIMED)	SMPN 3 Medan	SMP	Public	512	645	1,157	30	64	94
13	West Java	Universitas Islam Negeri (IAIN) Sunan Gunung Jati, Bandung	MTs Ar Rosyidiyah	MTs	Private	216	185	401	16	14	30
14	West Java	Universitas Islam Negeri (IAIN) Sunan Gunung Jati, Bandung	MTs Kifayatul Achyar	MTs	Private	441	362	803	14	30	44
15	West Java	Universitas Islam Negeri (IAIN) Sunan Gunung Jati, Bandung	MTsN 2	MTs	Public	270	461	731	16	31	47
16	West Java	Universitas Pendidikan Indonesia (UPI)	SMP Labschool UPI	SMP	Private	169	168	337	9	15	24
17	West Java	Universitas Pendidikan Indonesia (UPI)	SMPN 12	SMP	Public	498	567	1,065	12	37	49
18	West Java	Universitas Pendidikan Indonesia (UPI)	SMPN Lembang 3	SMP	Public	485	577	1,062	27	39	66
19	Banten	UIN Sultan Maulana Hasanuddin Banten (SMHB), Serang	MTs Curug	MTs	Public	149	160	309	10	15	25
20	Banten	UIN Sultan Maulana Hasanuddin Banten (SMHB), Serang	MTs Negeri Serang	MTs	Public	360	533	893	14	31	45
21	Banten	UIN Sultan Maulana Hasanuddin Banten (SMHB), Serang	MTs Padarincang	MTs	Public	375	618	993	25	25	50
22	Banten	Universitas Sultan Agung Tirtayasa (UNTIRTA)	SMPN 3 Kota Serang	SMP	Public	503	474	977	12	27	39
23	Banten	Universitas Sultan Agung Tirtayasa (UNTIRTA)	SMPN 6 Kota Serang	SMP	Public	524	489	1,013	18	27	45
24	Banten	Universitas Sultan Agung Tirtayasa (UNTIRTA)	SMPN 7 Kota Serang	SMP	Public	519	474	993	12	25	37
25	Central Java	Institut Agama Islam Public (IAIN) Walisongo, Semarang	MTs Al Asror	MTs	Private	343	302	645	11	19	30
26	Central Java	Institut Agama Islam Public (IAIN) Walisongo, Semarang	MTs Darul Ulum Semarang	MTs	Private	92	58	150	13	7	20
27	Central Java	Institut Agama Islam Public (IAIN) Walisongo, Semarang	MTs N 02 Semarang	MTs	Public	290	426	716	16	23	39
28	Central Java	Universitas Negeri Semarang (UNNES)	SMP 13 Semarang	SMP	Public	392	420	812	19	28	47
29	Central Java	Universitas Negeri Semarang (UNNES)	SMP 7 Semarang	SMP	Public	315	453	768	14	22	36
30	Central Java	Universitas Negeri Semarang (UNNES)	SMPN 12 Semarang	SMP	Public	351	418	769	10	32	42
31	DI Yogyakarta	Universitas Negeri Yogyakarta (UNY)	SMP Negeri 1 Yogyakarta	SMP	Public	332	456	788	15	27	42
32	DI Yogyakarta	Universitas Negeri Yogyakarta (UNY)	SMP Negeri 2 Depok Sleman	SMP	Public	166	211	377	16	11	27
33	DI Yogyakarta	Universitas Negeri Yogyakarta (UNY)	SMP Negeri 3 Sewon	SMP	Public	188	177	365	10	16	26
34	DI Yogyakarta	Universitas Negeri Yogyakarta (UNY)	SMP Negeri 5 Sleman	SMP	Public	185	148	333	12	14	26
35	East Java	Universitas Islam Negeri (IAIN) Sunan Ampel, Surabaya	MTs Al-Fatih	MTs	Private	192	180	372	15	18	33
36	East Java	Universitas Islam Negeri (IAIN) Sunan Ampel, Surabaya	MTs Wachid Hasyim Surabaya	MTs	Private	357	339	696	20	10	30
37	East Java	Universitas Islam Negeri (IAIN) Sunan Ampel, Surabaya	MTs. Hasyim Asy'ari	MTs	Private	209	172	381	12	12	24
38	East Java	Universitas Negeri Malang (UM)	SMP Laboratorium UM	SMP	Private	466	359	825	11	30	41
39	East Java	Universitas Negeri Malang (UM)	SMPN 18	SMP	Public	443	444	887	21	35	56
40	East Java	Universitas Negeri Malang (UM)	SMPN 4	SMP	Public	377	415	792	20	29	49
41	East Java	Universitas Negeri Surabaya (UNESA)	SMP Lab UNESA	SMP	Private	105	98	203	11	12	23
42	East Java	Universitas Negeri Surabaya (UNESA)	SMP Muhammadiyah 6 Surabaya	SMP	Private	158	127	285	10	11	21
43	East Java	Universitas Negeri Surabaya (UNESA)	SMPN 21 Surabaya	SMP	Public	554	542	1,096	18	38	56
44	East Java	Universitas Negeri Surabaya (UNESA)	SMPN 28 Surabaya	SMP	Public	428	583	1,011	18	40	58
45	South Sulawesi	UIN Sultan Alauddin Makassar	SMP Negeri 2 Makassar	SMP	Public	529	554	1,083	18	30	48
46	South Sulawesi	UIN Sultan Alauddin Makassar	SMP Negeri 26 Makassar	SMP	Public	382	321	703	19	26	45

No	Province	Name of TTI	School Name	Type	Status	Students			Teachers		
						Male	Female	Total	Male	Female	Total
47	South Sulawesi	UIN Sultan Alauddin Makassar	SMP Negeri 27 Makassar	SMP	Public	558	507	1,065	17	39	56
48	South Sulawesi	Universitas Negeri Makassar (UNM)	MTs Syech Yusuf Kab. Gowa	MTs	Public	47	65	112	8	7	15
49	South Sulawesi	Universitas Negeri Makassar (UNM)	MTSN Balang-Balang Kab. Gowa	MTs	Public	345	401	746	15	22	37
50	South Sulawesi	Universitas Negeri Makassar (UNM)	MTs Pondok Madani Kab. Gowa	MTs	Public	97	73	170	9	17	26

ANNEX 7: LIST OF GOOD PRACTICE SCHOOLS

List of Good Practice Schools for Cohort I

ACEH

District: Bener Meriah			
<i>Name of School</i>	<i>Level</i>	<i>School Address</i>	<i>Name of School Principal</i>
SDN 2 Lampahan	Primary	Jln.Takengon Bireuen Lampahan Kec.Timang Gajah Kab. Bener Meriah	Arlina,S.Pd
MIN Sukadamai	Primary	Jln.Suka Damai Lampahan Kec.Timang Gajah Kab. Bener Meriah	Dra. Sumiati
SMPN 2 Timang Gajah	Jr. Secondary	Jln.Takengon Bireuen Lampahan Kec.Timang Gajah Kab. Bener Meriah	Dra. Zuraini
MTsN Janarata	Jr. Secondary	Jln. Jamaluddin Kampong Jongok Raya Pondok Baru Kec. Bandar Kab. Bener Meriah	Riandi,S.Pd

District: Aceh Jaya			
<i>Name of School</i>	<i>Level</i>	<i>School Address</i>	<i>Name of School Principal</i>
SDN 4 Calang	Primary	Jl. Teuku Umar, Desa Keutapang, Kec Krueng Sabe, Calang Aceh Jaya	T. Samsul Rizal, A.Ma
MIN Teunom	Primary	Jalan Banda Aceh–Meulaboh, Gampong Panton, Kecamatan Teunom Aceh Jaya	Syarifah Usdawidah, S.Pd.I
SMPN 1 Sampoiniet	Jr. Secondary	Jalan Banda Aceh Calang KM 108, Lhok Kruet, Kec Sampoiniet, Kab Aceh Jaya	Sri Indrayati, S.Pd
MTsN Lamno	Jr. Secondary	Jalan Banda Aceh Calang KM 79, Kec Jaya, Kab Aceh Jaya	Hasri Eddy, S.Pd.I

NORTH SUMATRA

District: Medan			
<i>Name of School</i>	<i>Level</i>	<i>Address</i>	<i>Name of School Principal</i>
SDN 060843	Primary	Jl KL Yos Sudarso, Medan	Dra. Misri Al Bantani
MIN Medan Barat	Primary	Jl Karya Setuju Medan	Nuraisyah Rahma, M.Ag
SMPN 16 Medan	Jr. Secondary	Jl Karya No.2 Medan	Dra. Irnawati
MTsN 2 Medan	Jr. Secondary	Jl Peratun No.3 Medan	Dra. Nursalimi

District: Labuhan Batu			
<i>Name of School</i>	<i>Level</i>	<i>Address</i>	<i>Name of School Principal</i>
MIN Urung Kompas	Primary	Kel. Urung Kompas Labuhan Batu	Zulkarnaen Anshori
MIN Padang Bulan	Primary	Jl Padang Bulan Labuhan Batu	Syarifah
MTsN Rantau Prapat	Junior Secondary	Jl Kp Baru	Kamal Tanjung, MA
SDN 112134 Rantau Utara	Primary	Jl. A. Yani Kecamatan Rantau Utara	Ali Daman Ritonga, S.Pd

District: Nias Selatan			
<i>Name of School</i>	<i>Level</i>	<i>Address</i>	<i>Name of School Principal</i>
SDN Dharma Caraka	Primary	Jl Baloho Indah, Teluk Dalam	Talizanolo Hulu, S.Pd
SMP Private Bintang Laut	Junior Secondary	Jl Diponegoro No. 26b Teluk Dalam	Sr. Avelina Telaumbanua, SCMM

BANTEN

District: Serang			
<i>Name of School</i>	<i>Level</i>	<i>Address</i>	<i>Name of School Principal</i>
SDN Ciruas 4	Primary	Komplek Bumi Ciruas Permai Ciruas Serang	Aat Sugiana, S.Pd.
MI Sholatiyah Kepandean Petir	Primary	Jl. Raya Petir Kepandean Petir Serang	A. Gojali, S.Pd.I.
SMPN 1 Ciruas	Junior Secondary	Jl. Raya Jakarta, Ciruas Serang	H. Uus Ruhyadi, M.Pd.
MTsN Ciruas	Junior Secondary	Jl. Raya Pontang-Ciruas, Ciruas Serang	Ali Rohman, S.Ag.

District: Pandeglang			
<i>Name of School</i>	<i>Level</i>	<i>Address</i>	<i>Name of School Principal</i>
SDN Bojong 4	Primary	Jl. Raya Bojong-Malingping, Bojong Pandeglang	H. Sukayat, S.Pd.
MIN Model Pari Mandalawangi	Primary	Jl. Raya Mandalawangi-Jiput, Pari Mandalawangi Pandeglang	Aneng, S.Pd.I.
SMPN 1 Bojong	Junior Secondary	Jl. Raya Bojong-Malingping, Bojong Pandeglang	Anas Subarnas, S.Pd.
MTs Darul Huda Pusat Pari Mandalawangi	Junior Secondary	Jl. Raya Mandalawangi-Jiput, Pari Mandalawangi Pandeglang	E. Zainuddin, B.A.

WEST JAVA

District: Kab Bandung Barat			
Name of School	Level	Address	Name of School Principal
SDN 2 Rajamandalakulon	Primary	Jalan Stasiun Rajamandala No. 4 Desa. Rajamandalakulon kecamatan Cipatat Bandung Barat.	Siti Hindun,S.Pd
MI Tembongsari	Primary	Jl. Cihampelas Kp. Babakan Cianjur Rt/Rw 04/03 Desa Cihampelas Kab. Bandung Barat	Pipih Latifah SPdI
SMPN 1 Cihampelas	Junior Secondary	JL. DESA CIHAMPELAS NO. 177 CIHAMPELAS Bandung Barat	H.M. Marhadi Setiawan,M.MPd
MTs Al Mukhtariyah	Junior Secondary	Jalan Stasiun Rajamandala No. 1 Desa. Mandalasari Kecamatan Cipatat Bandung Barat	Drs. H.A.Hanafiah,M.Mpd

District: Kota Cimahi			
Name of School	Level	Address	Name of School Principal
SDN Utama Mandiri I	Primary	Jl. Mahar Martanegara No. 115 Kel. Utama Kec. Cimahi Selatan	Cucum Suminar, S.Pd
MI Asih Putera	Primary	Jl. Jend. H. Amir Machmud Gg. H. Mustofa No. 205 Kel. Cibabat Ke. Cimahi Utara	Iis Siti Aisyah, SS
SMPN 3 Cimahi	Junior Secondary	KPAD Jl. Sriwijaya Kel. Setiamanah Kec. Cimahi Tengah	Hilda Hidayati
MTsN Sukasari	Junior Secondary	Jl. Tsanawiyah No. 1 Kel. Cibeber Kec. Cimahi Selatan	Rudaya

District: Kab. Ciamis			
Name of School	Level	Address	Name of School Principal
SDN 2 Sukasari	Primary	Jl. Raya Barat Dusun Sukamulya RT.01/02 No.7 - Banjarsari	Vacant
MIS PUI Cibadak	Primary	Dusun Wenasari Desa Ciherang Kec. Banjarsari	Darul Falah, S.Ag, M.Pd.I
SMPN 1 Cikoneng	Junior Secondary	Jl. Raya Margaluyu Kec. Cikoneng Tlp. (0265) 773266 Email:smpneger1cikoneng@gmail.com	Dindin Hardi, S.Pd, M.Pd
MTsN Wanayasa	Junior Secondary	Jl. Sasak No 21 Banjarsari Kab. Ciamis 46383 Tlp/Fax: (0265) 652363	M. Ishak Saefulloh, S.Pd, M.Pd

CENTRAL JAVA

District: Purbalingga			
<i>Name of School</i>	<i>Level</i>	<i>Address</i>	<i>Name of School Principal</i>
SDN 1 Panican	Primary	Ds. Panican, Kec. Kemangkon, Purbalingga	Saptono Hadi W, S.Pd., M. Pd.
MI Ma'arif NU 02 Tangkisan	Primary	Jl. Lintas Segara Wurung No. 1 Ds. Tangkisan, Mrebet	Sutardi, S.Ag, M.Pd. I
SMPN 3 Mrebet	Junior Secondary	Jl. Raya Cipaku Mrebet, Purbalingga	Eko Supriyanto, S.Pd.

District: Banjarnegara			
<i>Name of School</i>	<i>Level</i>	<i>Address</i>	<i>Name of School Principal</i>
SDN 3 Kutabanjarnegara	Primary	Jl. Mayjend Sutoyo No. 5	Indiarti, S.Pd.
MI Al Fatah Parakancangah	Primary	Jl. Letjend. S. Parman KM. 03 Banjarnegara	Durrotun Nafisah, S.Pd.
SMP Taman Siswa	Junior Secondary	Jl. Mayjend. Panjaitan No. 29	Dra. Emy Listiyati
MTsN 2 Banjarnegara	Junior Secondary	Jl. Tentara Pelajar KM. 5, Sukonandi, Banjarnegara	Hj. Noor Hasanah, S.Pd. I
MTs Ma'arif Mandiraja	Junior Secondary	Jl. Suhada No. 3, Mandiraja Kulon, Mandiraja	Dra. Barokatummuniroh

District: Semarang			
<i>Name of School</i>	<i>Level</i>	<i>Address</i>	<i>Name of School Principal</i>
SDN 2 Sumowoo	Primary	Jl H. Anwar No 39 Sumowono Kab Semarang	Drs. Ujianto
MI Klero	Primary	Dusun Ngadirno, Ds Klero Tengaran Kab. Semarang	Aynun Mardiyah, S.Pd.I
SDN Tengaran I	Primary	Jl. Masjid Besar 15 B Tengaran 50775 0298 - 340550	Sarsono, S.Pd
SMP IT Nurul Islam	Junior Secondary	Jl Raya Salatiga Solo km 8 Kaligandu Desa Klero Kec. Tengaran Kab Semarang	Purwoko, S.Pd

District: Sragen			
<i>Name of School</i>	<i>Level</i>	<i>Address</i>	<i>Name of School Principal</i>
SDN Tangkil 3	Primary	Tangkil RT. 01/RW. 01, Tangkil, Sragen	Endang Ninik S, S.Pd
SDN Gringging I, Sambungmacan	Primary	Jl. Ir. Soekarno No. 2, Trobayan, Gringging, Sambungmacan	Suharti, S.Pd.
SMPN 1 Tanon	Junior Secondary	Jl. Gabugan Sumberlawang KM. 1, tanon	Suwarno, S.Pd., M.Pd.

District: Batang			
<i>Name of School</i>	<i>Level</i>	<i>Address</i>	<i>Name of School Principal</i>
SDN Sojomerto I	Primary	Jl Limpung Bawang km 04 Reban	Udiyono, S.Pd
SD Karanganyar I	Primary	Desa Karanganyar Kecamatan Reban	Sri Wahyuningsih, S.Pd
SMPN 7 Batang	Junior Secondary	Jl Tentara Pelajar no 20 Kalisalak Batang	Sabar, S.Pd
MTs N Subah	Junior Secondary	Jl Raya Pucungkerep Subah Btg	Mujahid, S.Ag

EAST JAVA

District: Blitar			
<i>Name of School</i>	<i>Level</i>	<i>Address</i>	<i>Name of School Principal</i>
SDN Kalipang I	Primary	Kalipang Sutojayan	Witarti Prasiwi
SDN Kebonduren I	Primary	Desa Ponggok, Kec. Kebonduren	Achmad Subadji, S.Pd., M.M
MTsN Jambewangi	Junior Secondary	Jambewangi, Selopuro	Drs. Muawinul Huda, M.Pd
SMPN I Sanankulon	Junior Secondary	Desa Purworejo Kec. Sanankulon	Sugianto, S.Pd. M.M

District: Madiun			
<i>Name of School</i>	<i>Level</i>	<i>Address</i>	<i>Name of School Principal</i>
SDN Krajan 02	Primary	Jl. Sumatera No. 31, Mejayan	Aswari
MI Sailul Ulum	Primary	Desa Pagotan kecamatan Geger	Mandhung, Spd.I
SMPN 3 Mejayan	Junior Secondary	Jl. A.Yani No. 124, Mejayan	Pang Sugiharto, S.Pd, M.Pd
SMPN 4 Mejayan	Junior Secondary	Jl. Pisang No. 100, Mejayan	Drs. Sirojuddin, M.Pd

District: Mojokerto			
<i>Name of School</i>	<i>Level</i>	<i>Address</i>	<i>Name of School Principal</i>
SDN Mojokarang	Primary	Desa Mojokarang, Kec. Dlangu	Watiyah, SPd
SDN Mojowono	Primary	Desa Mojowono, Kecamatan Kemlagi	Sri Wuryatmiati,SPd
SMPN I Gedeg	Junior Secondary	Jl. Sukarsono 134, Gembongan Gedeg	Catur Imam Bisri,SPd,M.Pd
SMPN I Kemlagi	Junior Secondary	Jl. Mojojajar, Kemlagi	SMP N I Kemlagi

District: Pamekasan			
<i>Name of School</i>	<i>Level</i>	<i>Address</i>	<i>Name of School Principal</i>
SDN Konang 2	Primary	Desa Konang Kecamatan Galis	Sariati, S.Pd,SD
MIN Konang	Primary	Desa Konang	Edi Purnomo, S.Pd
SMPN 1 LARANGAN	Junior Secondary	Desa Larangan Luar Kec.Larangan	Drs. Mulyono, M.Pd
MTs N Pademawu	Junior Secondary	Kecamatan Pademawu, Blitar	Sholeh Suadi

District: Situbondo			
<i>Name of School</i>	<i>Level</i>	<i>Address</i>	<i>Name of School Principal</i>
SDN 1 Bloro	Primary	Jl. Jatibanteng Kec.Besuki	Dra. Nafiah
SDN 8 Kilensari	Primary	Jl. Kebun Sari No. 12 Dusun Karang Sari, Kec. Panarukan	Abd. Syakur, SPd.I
SMPN 3 Panarukan	Junior Secondary	Jl. Baluran No. 03 Sumberkolak Kec. Panarukan	Junaidi, M.Pd
SMPN 2 Panarukan	Junior Secondary	Jl Alas Malang, Panarukan	Ganefis Prihartanto, S.Pd

SOUTH SULAWESI

District: Maros			
<i>Name of School</i>	<i>Level</i>	<i>Address</i>	<i>Name of School Principal</i>
SDN 39 Kassi	Primary	Jalan AP Pettarani no. 2 Maros	Hj. Andi Nensih, S.Pd.
MIN Maros Baru	Primary	Jalan Poros Makassar Maros Km 27, Kalli-kalli Kelurahan Addatongeng, Kecamatan Turikale, Kab. Maros	Nur Ridawati M., S. Ag., M.Pd.
SMPN 4 Bantimurung	Junior Secondary	Jalan Poros Bantimurung Maros Km 9 Pakalu, Kelurahan Kalabbirang, Kec. Bantimurung, Kab. Maros	Drs. Sariman, M.Pd.
MTs DDI AliritengaE Maros	Junior Secondary	Jalan Taqwa No. 4 Maros	Marjan Massere, S.Pd.I., M.Pd.

District: Bantaeng			
<i>Name of School</i>	<i>Level</i>	<i>Address</i>	<i>Name of School Principal</i>
SDN 7 Letta	Primary	Jl. Dr. Ratulangi, Kel. Letta, Kec. Bantaeng, Kab. Bantaeng	Rosbiah, S.Pd.
MI Nurul Azma	Primary	Jl. Kr. Abdul Wahid, Tala-tala. Kel. Bonto Rita, Kec. Bissappu	Sabang, S.Pd
SMPN 1 Tompo Bulu	Junior Secondary	Kel. Banyorang, Kec. Tompobulu, Kab. Bantaeng	Sitti Subaeda Alam, S.Pd, M.Pd.
MTs Muhammadiyah Bantaeng	Junior Secondary	Jl. Raya Lanto No. 56, Kompleks Mesjid Raya, Kab. Bantaeng	Dra. Aida Pakkana

District: Wajo			
Name of School	Level	Address	Name of School Principal
SD Muhammadiyah Sengkang	Primary	Jl. Muhammadiyah No.14 Sengkang	Drs.Ruslan Ahmad, M.Pd.
MI 45 Surae	Primary	Jl.Merak Lr.I Sengkang	Andi Rahmawati, S.Pd.I
SMPN 4 Sengkang	Junior Secondary	Jl. Sultan Hasanuddin Sengkang	Drs.H. Harun, SE.,M.Si.
MTs Bontouse Tana Sitolo	Junior Secondary	Jl. Poros Sengkang Pare-pare	Drs.Adnan Sunusi,M.M.

List of Good Practice Schools for Cohort 2

ACEH

District: Aceh Barat Daya			
<i>Name of School</i>	<i>Level</i>	<i>School Address</i>	<i>Name of School Principal</i>
SDN 2 Lembah Sabil	Primary	Jln. Nasional No. 72	Juli
MIN Lamkuta Susoh	Primary	Jln. Masjid Pustaka Kec. Susoh	Tasfin Mirdas
SMPN 1 Susoh	Junior Secondary	Jln. Letkol BB. Djalal Kec. Susoh	Hafnizar
MTSN Unggul Susoh	Junior Secondary	Jl. Pendidikan Nol. 56 Desa Pantai Perak Kec. Susoh	Samsul Lizarni

District: Aceh Tamiang			
<i>Name of School</i>	<i>Level</i>	<i>School Address</i>	<i>Name of School Principal</i>
SDN Seruway	Primary	Kampung Binje Kec. Seuruway	Idris
MIN Bandar Mahlagei	Primary	Jl. Pantai Tinjau Lubuk Sidup Dusun Bandar Baru	Fatimah
SMP 4 Percontohan	Junior Secondary	Jl. Perkebunan PT. PPP Desa Tanah Terban	Nurwaadah
MTSN Seruway	Junior Secondary	Jl. Masjid Peukan Kec. Seruway	Zainuddin

District: Aceh Utara			
<i>Name of School</i>	<i>Level</i>	<i>School Address</i>	<i>Name of School Principal</i>
SDN 16 Tanah Jambo Aye	Primary	Jl. Matang Drien Desa Gampong Biara Barat Kec. Tanah Jambo Aye	Ainul Mardhiah
MIN Seunuddon	Primary	Jl. Ulee Rubeek Desa Tanjong Pineung Kec. Seunuddon	Muslem
SMPN 1 Seunuddon	Junior Secondary	Jl. Ulee Rubek Desa Tanjong Dama Kec. Seunuddon	M. Yunus
MTsN Tanah Jambo Aye	Junior Secondary	Jl. Madrasah Gampong Matang Drien Kec. Tanah Jambo Aye	Muhammad Rusli

District: Pidie Jaya			
<i>Name of School</i>	<i>Level</i>	<i>School Address</i>	<i>Name of School Principal</i>
SDN Teupin Pukat	Primary	Jl. Iskandar Muda Desa Meunasah Jurong	Sumarni
MIN Ule Gle	Primary	Jl. Banda Aceh-Medan Km. 169 Gampong Ulee Gle Kec. Bandar Dua	M Hasan
SMPN 1 Meureudu	Junior Secondary	Jl. Iskandar Muda Desa Rhieng Blang Kec. Meureudu	Idris Umar
MTsN Meureudu	Junior Secondary	Jl. Tgk Chik Dipante Geulima Kec. Meureudu	Salahuddin

NORTH SUMATRA

District: Langkat			
<i>Name of School</i>	<i>Level</i>	<i>Address</i>	<i>Name of School Principal</i>
SDN 050659 Stabat	Primary	Jl. Wampu Stabat Desa Kwala Bingai Kec. Stabat	Isnaini
SDN 050728 Tanjungpura	Primary	Jln. Bambu Runcing Desa Pekan Tanjung Pura Kec. Tanjung Pura	Lailatun Habibi
MIN Perdamaian Stabat	Primary	Jl. Jend. Sudirman Desa Perdamaian Kec. Stabat	Nurmaisari Nasution
SMPN 2 Tanjungpura	Junior Secondary	Jl. Pemuda No. 125 Desa Pekan Tanjung Pura Kec. Tanjung Pura	Senio

District: Toba Samosir			
<i>Name of School</i>	<i>Level</i>	<i>Address</i>	<i>Name of School Principal</i>
SDN 173524 Balige	Primary	Jl. DR. TD. Pardede Desa Pardede Onan Kec. Balige	Marolop Rotua Sianipar
SDS HKBP I Balige	Primary	Jl. Ds. Ghm Siahaan Desa Balige III Kec. Balige	Pastaria Sianturi
SDN 173549 Laguboti	Primary	Laguboti Desa Op. Raja Hutapea Sirajade	Marusaha Hutahaeon,S.Pd
SDN 177066 Sitoluama	Primary	Desa Sitoluama Kec. Laguboti	Duma Suryani Sinurat

BANTEN

District: Tangerang Selatan			
<i>Name of School</i>	<i>Level</i>	<i>Address</i>	<i>Name of School Principal</i>
SDN Kademangan I	Primary	Jl. Raya Puspipetek Serpong Kec. Setu	Endang Sri Fujiarti, S.Pd
SD Alam Madina	Primary	Jl. Jelupang Utama Raya 20 Kec. Serpong Utara	Moh. Ridwan, S.Ag
SMP Negeri 15	Junior Secondary	Jl. Griya Hijau Raya No. 1 Pakualam Kec. Serpong Utara	Yuliani Silaturrohmi
MTS Pembangunan Nurul Islam	Junior Secondary	Jl. Sarimulya RT03/01 Kec. Setu	Tuti Sumiati, S.Ag, M.Pd

District: Tangerang			
<i>Name of School</i>	<i>Level</i>	<i>Address</i>	<i>Name of School Principal</i>
SDN Campaka 3	Primary	Kp. Lombang Kec. Cisoka	Ai Herjati
MI Al Husein	Primary	Jl. Aria Wangsakara Pinang Kec. Tigaraksa	Hendry Kurnaedi, S.Fil.I
SMP Negeri 3 Tigaraksa	Junior Secondary	Jl. Nagrak Kec. Tigaraksa	Dulhadi, S.Pd, M.Pd
MTS Negeri Tigaraksa	Junior Secondary	Jl. Aria Jaya Santika Kec. Tigaraksa	Mulyadi

WEST JAVA

District: Bekasi			
<i>Name of School</i>	<i>Level</i>	<i>Address</i>	<i>Name of School Principal</i>
SDN Hegar Mukti 2	Primary	Jl. K. H Noer Ali No. 2 Kalimalang BTB. 25 Kec. Cikarang Pusat	Wahdatun Hasanah, S.Pd
MI At-Taqwa	Primary	Jl. Masjid At-Taqwa No.72 Pasirkonci Desa Pasirsari Kec. Cikarang Selatan	Adang Pirdaos, S.Ag
SMPN 1 Cikarang Selatan	Junior Secondary	Jln. Cikarageman Desa Sukadamai Kec. Cikarang Selatan	H. Kasmiyanto, S.Pd, MM
MTsN Serang	Junior Secondary	Jl. Raya Serang Km. 1 Serang Kec. Cikarang Selatan	Supriyanto, S.Pd

District: Cirebon			
<i>Name of School</i>	<i>Level</i>	<i>Address</i>	<i>Name of School Principal</i>
SDN Cangoak	Primary	Jl. Sampora Kec. Dukupuntang	Suhemi, S.Pd
MIN Sindangmekar	Primary	Jl. Nyi Ageng Serang Kec. Dukupuntang	Hj. Mardianah
SMPN 2 Sumber	Junior Secondary	Jl. Pangeran Kejaksan Kec. Sumber	Drs. Heri Purnama
MTsN Cisaat	Junior Secondary	Jl. Pangeran Panjunan Kec. Sumber	Hj. Hindun

District: Kuningan			
<i>Name of School</i>	<i>Level</i>	<i>Address</i>	<i>Name of School Principal</i>
SDN 1 Cilimus	Primary	Jl. Cicipung No. 236 Kec. Cilimus	Damsuki, S.Pd
MI Cokroaminoto	Primary	Jl. Ir. H. Juanda No.22 Kec. Kuningan	Dra. Tatat Pujiati
SMPN 1 Cilimus	Junior Secondary	Jl. Smp No. 19 Kec. Cilimus	Drs. H. Setia Irawan
MTsN Sangkanhurip	Junior Secondary	Jl. Raya Sangkanurip No. 02 Kec. Cilimus	Drs. Nana Suryatna

District: Tasikmalaya			
Name of School	Level	Address	Name of School Principal
SDN 3 Pakemitan	Primary	Jl. Raya Kudangmulya Kec. Ciawi	Hj. Kusmiati
MIN Sukaratu	Primary	Jl.Ciawi-Panumbangan Kp. Sudimara Ds. Sukaratu Kec. Sukaresik	Enok Yeni Farida
SMPN 1 Pagerageung	Junior Secondary	Pagerageung Kec. Pageragung	Yoyo Yohansyah
MTsN Cintawana	Junior Secondary	Komp. Pst. Cintawana Kec. Singaparna	Dra. Nursyamsiah Bahrum

CENTRAL JAVA

District: Pekalongan			
Name of School	Level	Address	Name of School Principal
SDN 03 Pekiringanalit	Primary	Jl. Kiageng giring Desa Pekiringan Alit Kec. Kajen	Pro Rismiyati Nuraini
MI Islamiyah Karang Sari	Primary	Jl. Raya Karanganyar Desa Karang Sari Kec. Karanganyar	Zulfiana
MTsN Kesesi	Junior Secondary	Jl. Srinahan No 1 Desa Srinahan Kec. Kesesi	Mimbar
SMPN 2 Wiradesa	Junior Secondary	Jl. Petukangan No. 153 Rt.04 Rw.01 Kec. Wiradesa	Yetty Retno Susilowati

District: Wonosobo			
Name of School	Level	Address	Name of School Principal
SDN 1 Garung	Primary	Jl. Dieng, KM. 09 Desa Garung Kec. Garung	Paryono
MI Muhammadiyah Kertek	Primary	Komplek Masjid Al Hikmah Desa Campursari Kec . Kertek	Kiswanto, S. Ag
SMP Ma'arif Mlandi	Junior Secondary	Jl. Sikarim 01 Desa Mlandi Desa Mlandi Kec. Garung	Slamet, S. Ag
SMP Muhammadiyah Kertek	Junior Secondary	Komp. Masjid Al-hikmah Desa Kertek Kec. Kertek	Darsono

EAST JAVA

District: Lumajang			
Name of School	Level	Address	Name of School Principal
SDN Kutorenon I	Primary	Jl. Kedondong 24 Desa Kutorenon Kec. Sukodono	S Endro Santoso, S.Pd
MI Nurul Huda Jogotrunan	Primary	Jl. Cempaka No. 60 Kec. Lumajang	Mashuri, S.Pdl
MTs Pesantren Terpadu Al Fauzan	Junior Secondary	Jl.Letkol Slamet Wardoyo RT.01RW.01 Labruk Lor Kec. Lumajang	Nur Ifadah, SH., MA.
SMPN 4 Lumajang	Junior Secondary	Jl. Kolonel Suwignyo No. 45 Desa Tompokersan Kec. Lumajang	Dra. Ghoniyul Khusnah, M.Si

District: Ngawi			
Name of School	Level	Address	Name of School Principal
SD Negeri Guyung 2	Primary	Dsn. Kayut Rt. 03 Rw. 06 Desa Guyung Kec, Ferih	Sutarti, M.Pd
SDN Tambakromo I	Primary	Jln. Raya Geneng KM 10 Desa Tambakromo Kec. Geneng	Drs. Suparman, M.Pd
SMP Negeri I Kwadungan	Junior Secondary	Jl. Raya Kwadungan Desa Simo Kec. Kwadungan	Dra. Suharti, M.Pd
MTs Negeri Geneng	Junior Secondary	Jl. Raya Geneng - Kendal KM. 17 Kec. Gerih	Asep Nahrowi Mustaqim

SOUTH SULAWESI

District: Bone			
Name of School	Level	Address	Name of School Principal
MTs. Al Faizun	Junior Secondary	JL.MT.HARYONO Kec. Tanete Riattang Barat	Wahidah, S.Ag., Ma.
SD Inpres 12/79 Lonrae	Primary	Jl. KH. Syamsuddin Kec. Tanete Riattang Timur	Muh. Arfah
MIS Darul Hikmah	Primary	Jln. Husain Jeddawi Baru Kec. Tanete Riattang Barat	Erniati
SMPN 8 Watampone	Junior Secondary	Bulu Tempe Kec. Tanete Riattang Barat	Muh. Arfah, S.Pd., M.Pd.

District: Kota Parepare			
Name of School	Level	Address	Name of School Principal
SDN 47 Parepare	Primary	Jl. Opu Daeng Risaju No. 12 Desa Ujung Lare Kec. Soreang	Andi Sudirman
MTs DDI Lil-Banat Parepare	Junior Secondary	Jln. Abu Bakar Lambogo No.53 Kampus Pontren Ddi Lil-Banat Parepare Kec. Soreang	Hamka
SDN 46 Parepare	Primary	Jl. Jend. Sudirman No. 35 Desa Sumpang Minangae Kec. Bacukiki Barat	Nurhaedah
SMPN 4 Parepare	Junior Secondary	Jl. Handayani No. 3 Desa Lapadde Kec. Ujung	Makmur

District: Takalar			
Name of School	Level	Address	Name of School Principal
SDN 5 Inpress Ballo	Primary	Jl. Sultan Hasanuddin Ballo Kec. Patallasang	Hj. Darsiah
MIN Pattiro	Primary	Jl. Papekang Lambusu Kec. Mangarabombang	Zulfoikah Nur
SMPN 2 Mappakasunggu	Junior Secondary	Kunjung Kec. Mappakasunggu	Juraeni
MTs Manongkoki	Junior Secondary	Jl. Kali Dg. Jambu Solonga 141 Kec. Polombangkeng Utara	Elva Susanti

District: Tana Toraja			
Name of School	Level	Address	Name of School Principal
SDN 183 Inpres Balla Bittuang	Primary	Bittuang Kec. Bittuang	Afdalina Nanna
MIN Makale	Primary	Jl. Rukka Andilolo No. 19 Kec. Makale	Hasan
SMP 5 Makale	Junior Secondary	Tobone Kec. Makale	Ema Lupu
MTsN Rantepao	Junior Secondary	Jl. Tengkobatu Kamali Kec. Makale	Sabran H.

ANNEX 8: WHOLE-SCHOOL DEVELOPMENT TRAINING MODULES

Below are lists of topics covered in the Whole-School Development Modules 1 and 2 for primary and junior-secondary schools.

Module 1 – Primary Schools

Teaching and Learning	
Unit 1	Student Active Learning: What and Why?
Unit 2	Creating an Effective Learning Environment
Unit 3	Practicing Student Active Learning
Unit 4	Follow-up Activities – Teaching and Learning
Unit 5	Developing Teachers' Working Group Activities
School-Based Management	
Unit 6	Student Active Learning: What and Why?
Unit 7	School-Based Management
Unit 8	a. Encouraging Community Participation
	b. Creativity in Raising Funds and Resources
	c. Transparency and Accountability
Unit 9	School Planning and Budgeting
	a. Making School Action Plans
	b. Making an Annual Action and Budgeting Plan
Unit 10	Follow-up Activities – School-Based Management

Module 1 – Junior-Secondary Schools

Teaching and Learning	
Unit 1	Contextual Teaching and Learning/Active Learning Approaches
Unit 2	Cooperative Learning
Unit 3	a. Questioning to Promote Higher Order Thinking Skills
	b. Creating a Classroom Environment to Promote Students' Learning
	c. Writing a Reflective Journal
Unit 4	Lesson Preparation and Teaching Practice
Unit 5	Optimizing Teachers' Working Group Performance
Unit 6	Follow-up Activities – Teaching and Learning
School-Based Management	
Unit 7	Contextual Teaching and Learning/Active Learning Approaches
Unit 8	School-Based Management
Unit 9	a. Encouraging Community Participation
	b. Creativity in Raising Funds and Resources
	c. Transparency and Accountability
Unit 10	School Planning and Budgeting
	a. Making a School Action Plan
	b. Making an Annual Action and Budgeting Plan
Unit 11	Follow-up Activities – School-Based Management

Module 2 – Primary and Junior-Secondary Schools

		Primary Schools	Junior Secondary Schools
Teaching and Learning			
Unit 1	Reviewing the Implementation of Module 1	✓	✓
Unit 2	Managing Effective Teaching	✓	✓
Unit 3	Understanding the 2013 Curriculum	✓	✓
Unit 4	Facilitating Individual Differences in Learning	✓	✓
Unit 5	Higher Order Thinking Questions and Worksheets	✓	✓
Unit 6	Authentic Assessment	✓	✓
Unit 7	Gender Issues in Schools	✓	✓
Unit 8	Literacy across the Curriculum	✓	✓
	a. Literacy across the Curriculum: Bahasa Indonesia		
	b. Literacy across the Curriculum: Mathematics	✓	✓
	c. Literacy across the Curriculum: Science	✓	✓
	d. Literacy across the Curriculum: Social Studies	✓	✓
	e. Literacy across the Curriculum: Early Grade	✓	-
	f. Literacy across the Curriculum: English	-	✓
Unit 9	Lesson Preparation and Teaching Practice	✓	✓
Unit 10	Follow-up Activities – Teaching and Learning	✓	✓
School-Based Management			
Unit 11	Reviewing School Improvement	✓	✓
Unit 12	Reporting and Reviewing Teaching and Learning Action Plans	✓	✓
Unit 13	Instructional Leadership	✓	✓
Unit 14	Developing a Reading Culture in Schools	✓	✓
	a. Activities for Reading Culture Program		
	b. Managing a Reading Culture Program	✓	✓
Unit 15	School Budgeting for Teaching and Learning	✓	✓
Unit 16	Follow-up Activities – School-Based Management	✓	✓

Module 3 – Primary and Junior-Secondary Schools

		Primary Schools (PS)	Junior Secondary Schools (JSS)
Teaching and Learning – Early Grades Primary School			
Unit 1	Balanced Reading (What and Why)	✓	
Unit 2	Implementing a Balanced Reading Program	✓	
Unit 3	Developing a Reading Program	✓	
Unit 4	Assessing Reading	✓	
Unit 5	Balanced Reading Program Classroom Management	✓	
Unit 6	Managing the Leveled Reading Book Program	✓	
Unit 7	Lesson Preparation and Teaching Practice	✓	
Unit 8	Portfolio	✓	
Unit 9	Monitoring of USAID PRIORITAS PROGRAM	✓	
Unit 10	Follow-up Activities - Teaching and Learning	✓	
Unit 11	Mentoring using Lesson Study Approach (Facilitators)	✓	
Unit 12	Managing the Teacher Working Group (Facilitators)	✓	
Teaching and Learning – Upper Grades PS and JSS			
Unit 1	Reviewing Results of Implementing of Modules 1 & 2	✓	✓
Unit 2	Authentic Assessment	✓	✓
Unit 3a	Mathematics in Daily Life	✓	✓
Unit 3b	Information Skills in Bahasa	✓	✓
Unit 3c	Experimentation & Information Skills in Science	✓	✓
Unit 3d	Information Skills in Social Studies	✓	✓
Unit 3e	Extensive Reading	-	✓
Unit 4	Lesson Preparation and Teaching Practice	✓	✓
Unit 5	Portfolio	✓	✓
Unit 6	Monitoring of USAID PRIORITAS PROGRAM	✓	✓
Unit 7	Follow-up Activities – Teaching and Learning	✓	✓
Unit 1a	Mentoring through Lesson Study (for Facilitators)	✓	✓
Unit 1b	Managing Teacher Working Group (for Facilitators)	✓	✓
School-Based Management			
Unit 8	Monitoring of USAID PRIORITAS PROGRAM	✓	✓
Unit 9	Reviewing School Improvement		
Unit 10	Reporting and Reviewing Teaching and Learning Action Plans	✓	✓
Unit 11	Managing a Reading Culture Program	✓	✓
Unit 12a	Listening Skills in School-Based Management	✓	✓
Unit 12b	1. Improving the Quality of Teaching and Learning – School Principal’s Role 2. Improving the Quality of Teaching and Learning – Teacher’s Role 3. Improving the Quality of Teaching and Learning – School Committee’s Role	✓	✓
Unit 13	School Planning	✓	✓
Unit 14	Follow-up Activities – School-Based Management	✓	✓

ANNEX 9: DISSEMINATION DATA

Number of Participants of Dissemination Activities, by District
(October 2014–September 2015)

Province	District	Male	Female	Total
Aceh	Aceh Jaya	215	514	729
	Aceh Utara	16	25	41
	Bireuen	85	208	293
	Pidie	31	166	197
	Pidie Jaya	46	154	200
North Sumatra	Binjai	17	79	96
	Deli Serdang	170	181	351
	Kota Medan	7	23	30
	Kota Sibolga	5	51	56
	Labuhan Batu	122	120	242
	Medan	198	574	772
	Serdang Bedagai	133	195	328
	Sibolga	46	172	218
	Tanjung Balai	28	102	130
	Tapanuli Selatan	23	130	153
	Tapanuli Utara	344	338	682
	Tebing Tinggi	49	98	147
	Toba Samosir	255	506	761
Banten	Kota Cilegon	276	783	1059
	Kota Serang	118	232	350
	Pandeglang	123	248	371
	Kota Tangerang	27	92	119
	Tangerang Selatan	54	100	154
	Kab. Tangerang	47	50	97
West Java	Bandung Barat	203	242	445
	Bekasi	89	71	160
	Bogor	139	312	451
	Ciamis	228	234	462
	Cimahi	34	78	112
	Cirebon	45	88	133
	Garut	113	139	252
	Indramayu	436	315	751
	Karawang	50	43	93
	Kuningan	157	134	291
	Subang	113	73	186
	Sukabumi	630	642	1,272
	Tasikmalaya	40	46	86
Central Java	Banjarnegara	216	478	694
	Batang	114	156	270
	Blora	194	394	588
	Boyolali	42	43	85
	Demak	42	52	94
	Grobogan	592	867	1,459
	Jepara	77	142	219
	Karanganyar	385	627	1,012
	Kota Surakarta	8	18	26
	Kudus	366	886	1,252
	Purbalingga	721	715	1,436
	Purworejo	83	102	185
	Semarang	476	861	1,337
	Sragen	739	429	1,168
	Wonosobo	144	219	363

Province	District	Male	Female	Total
Yogyakarta	Yogyakarta	95	108	203
East Java	Bangkalan	440	360	800
	Banyuwangi	14	92	106
	Blitar	428	638	1,066
	Bojonegoro	198	166	364
	Jombang	75	105	180
	Kota Batu	17	14	31
	Kota Mojokerto	85	162	247
	Lamongan	75	75	150
	Lumajang	433	651	1,084
	Mojokerto	86	124	210
	Nganjuk	25	39	64
	Pamekasan	285	228	513
	Pasuruan	506	246	752
	Provincial Training	937	728	1,665
	Sampang	91	51	142
	Sidoarjo	354	1,027	1,381
	Situbondo	83	79	162
	TTI-UIN SA	30	20	50
	Tuban	118	157	275
South Sulawesi	Bantaeng	342	782	1,124
	Bone	504	906	1,410
	Enrekang	299	427	726
	Jeneponto	36	65	101
	Makassar	48	193	241
	Maros	301	729	1,030
	Palopo	33	24	57
	Pangkep	104	141	245
	Pinrang	138	292	430
	Provincial Training	18	28	46
	Sidrap	370	1,166	1,536
	Soppeng	269	353	622
	Takalar	33	15	48
	Tana Toraja	262	308	570
	Wajo	157	311	468
Grand Total		16,200	24,357	40,557

**Average Number of Participants of Dissemination Activities, per School, by District
(October 2014–September 2015)**

Province	District	No. of Participants	No. of Schools	No. of Participants/ No. of Schools
Aceh	Aceh Jaya	729	200	3.6
	Aceh Utara	41	7	5.9
	Bireuen	293	125	2.3
	Pidie	197	41	4.8
	Pidie Jaya	200	110	1.8
North Sumatra	Binjai	96	34	2.8
	Deli Serdang	351	106	3.3
	Kota Medan	30	3	10.0
	Kota Sibolga	56	13	4.3
	Labuhan Batu	242	68	3.6
	Medan	772	71	10.9
	Serdang Bedagai	328	47	7.0
	Sibolga	218	66	3.3
	Tanjung Balai	130	46	2.8
	Tapanuli Selatan	153	59	2.6
	Tapanuli Utara	682	187	3.6
	Tebing Tinggi	147	86	1.7
	Toba Samosir	761	219	3.5
Banten	Kota Cilegon	1059	271	3.9
	Kota Serang	350	36	9.7
	Pandeglang	371	95	3.9
	Kota Tangerang	119	10	11.9
	Tangerang Selatan, Kab. Tangerang	154	29	5.3
		97	5	19.4
West Java	Bandung Barat	445	191	2.3
	Bekasi	160	51	3.1
	Bogor	451	128	3.5
	Ciamis	462	57	8.1
	Cimahi	112	25	4.5
	Cirebon	133	49	2.7
	Garut	252	37	6.8
	Indramayu	751	74	10.1
	Karawang	93	7	13.3
	Kuningan	291	103	2.8
	Subang	186	63	3.0
	Sukabumi	1,272	215	5.9
	Tasikmalaya	86	18	4.8
Central Java	Banjarnegara	694	225	3.1
	Batang	270	39	6.9
	Blora	588	228	2.6
	Boyolali	85	83	1.0
	Demak	94	4	23.5
	Grobogan	1,459	244	6.0
	Jepara	219	25	8.8
	Karanganyar	1,012	244	4.1
	Kota Surakarta	26	23	1.1
	Kudus	1,252	193	6.5
	Purbalingga	1,436	253	5.7
	Purworejo	185	57	3.2
	Semarang	1,337	293	4.6
	Sragen	1,168	168	7.0
	Wonosobo	363	113	3.2
Yogyakarta	Yogyakarta	203	26	7.8
East Java	Bangkalan	800	447	1.8

Province	District	No. of Participants	No. of Schools	No. of Participants/ No. of Schools
	Banyuwangi	106	35	3.0
	Blitar	1,066	277	3.8
	Bojonegoro	364	255	1.4
	Jombang	180	72	2.5
	Kota Batu	31	23	1.3
	Kota Mojokerto	247	51	4.8
	Lamongan	150	28	5.4
	Lumajang	1,084	391	2.8
	Mojokerto	210	40	5.3
	Nganjuk	64	1	64.0
	Pamekasan	513	267	1.9
	Pasuruan	752	590	1.3
	Provincial Training	1,665	36	46.3
	Sampang	142	64	2.2
	Sidoarjo	1,381	280	4.9
	Situbondo	162	63	2.6
	TTI-UIN SA	50	1	50.0
	Tuban	275	65	4.2
South Sulawesi	Bantaeng	1,124	148	7.6
	Bone	1,410	891	1.6
	Enrekang	726	136	5.3
	Jeneponto	101	16	6.3
	Makassar	241	49	4.9
	Maros	1,030	251	4.1
	Palopo	57	36	1.6
	Pangkep	245	39	6.3
	Pinrang	430	63	6.8
	Provincial Training	46	19	2.4
	Sidrap	1,536	334	4.6
	Soppeng	622	120	5.2
	Takalar	48	43	1.1
	Tana Toraja	570	58	9.8
	Wajo	468	71	6.6
Total		40,557	10,430	3.9

**Main Occupation of Participants of Dissemination Activities, by District
(October 2014–September 2015)**

Province	District	School Principal	Teachers	School Committee	School Supervisor	Others	Total
Aceh	Aceh Jaya	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%
	Aceh Utara	12.2%	87.8%	0.0%	0.0%	0.0%	100.0%
	Bireuen	11.6%	78.8%	0.0%	0.7%	8.9%	100.0%
	Pidie	18.8%	76.1%	0.0%	4.6%	0.5%	100.0%
	Pidie Jaya	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%
Aceh Total		5.2%	92.2%	0.0%	0.8%	1.8%	100.0%
North Sumatra	Binjai	27.1%	72.9%	0.0%	0.0%	0.0%	100.0%
	Deli Serdang	27.1%	46.4%	14.2%	7.4%	4.8%	100.0%
	Kota Medan	1.0%	99.0%	0.0%	0.0%	0.0%	100.0%
	Kota Sibolga	14.3%	85.7%	0.0%	0.0%	0.0%	100.0%
	Labuhan Batu	18.2%	57.0%	17.4%	1.2%	6.2%	100.0%
	Serdang Bedagai	11.6%	70.7%	11.6%	6.1%	0.0%	100.0%
	Sibolga	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%
	Tanjung Balai	27.7%	63.8%	8.5%	0.0%	0.0%	100.0%
	Tapanuli Selatan	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%
	Tapanuli Utara	18.9%	56.5%	9.7%	4.7%	10.3%	100.0%
	Tebing Tinggi	64.6%	31.3%	4.1%	0.0%	0.0%	100.0%
Toba Samosir	20.8%	72.1%	5.5%	1.4%	0.1%	100.0%	
North Sumatra Total		16.1%	72.6%	6.4%	2.3%	2.6%	100.0%
Banten	Kota Cilegon	15.8%	83.5%	0.0%	0.0%	0.8%	100.0%
	Kota Serang	0.0%	70.3%	0.0%	0.0%	29.7%	100.0%
	Kota Tangerang	9.2%	90.8%	0.0%	0.0%	0.0%	100.0%
	Kota Tangerang Selatan	3.2%	96.8%	0.0%	0.0%	0.0%	100.0%
	Pandeglang	7.3%	92.5%	0.0%	0.3%	0.0%	100.0%
	Tangerang	4.1%	95.9%	0.0%	0.0%	0.0%	100.0%
Banten Total		10.0%	84.8%	0.0%	0.0%	5.2%	100.0%
West Java	Bandung Barat	13.3%	79.6%	0.0%	7.2%	0.0%	100.0%
	Bekasi	0.0%	98.8%	0.0%	1.3%	0.0%	100.0%
	Bogor	17.5%	82.3%	0.0%	0.2%	0.0%	100.0%
	Ciamis	13.4%	86.6%	0.0%	0.0%	0.0%	100.0%
	Cimahi	16.1%	78.6%	5.4%	0.0%	0.0%	100.0%
	Cirebon	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%
	Garut	9.1%	71.0%	16.7%	3.2%	0.0%	100.0%
	Indramayu	4.1%	95.9%	0.0%	0.0%	0.0%	100.0%
	Karawang	16.1%	73.1%	0.0%	5.4%	5.4%	100.0%
	Kuningan	32.0%	68.0%	0.0%	0.0%	0.0%	100.0%
	Subang	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%
	Sukabumi	49.5%	49.4%	0.0%	0.9%	0.2%	100.0%
	Tasikmalaya	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%
West Java Total		21.5%	76.1%	1.0%	1.3%	0.1%	100.0%
Central Java	Banjarnegara	5.2%	94.8%	0.0%	0.0%	0.0%	100.0%
	Batang	11.9%	85.2%	0.0%	3.0%	0.0%	100.0%
	Blora	4.9%	95.1%	0.0%	0.0%	0.0%	100.0%
	Boyolali	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%
	Demak	2.1%	97.9%	0.0%	0.0%	0.0%	100.0%
	Grobogan	6.9%	93.1%	0.0%	0.0%	0.0%	100.0%
	Jepara	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%
	Karanganyar	20.8%	78.1%	0.0%	1.0%	0.1%	100.0%
	Kota Surakarta	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%
	Kudus	2.6%	97.4%	0.0%	0.0%	0.0%	100.0%
	Purbalingga	21.4%	62.2%	16.1%	0.3%	0.0%	100.0%
	Purworejo	17.8%	74.6%	7.6%	0.0%	0.0%	100.0%
	Semarang	10.5%	89.2%	0.0%	0.3%	0.0%	100.0%
	Sragen	13.4%	62.1%	7.0%	17.5%	0.0%	100.0%
	Wonosobo	11.8%	87.9%	0.0%	0.3%	0.0%	100.0%
Central Java Total		11.0%	83.5%	3.2%	2.3%	0.0%	100.0%
Yogyakarta	Yogyakarta	2.0%	76.8%	0.0%	21.2%	0.0%	100.0%
Yogyakarta Total		2.0%	76.8%	0.0%	21.2%	0.0%	100.0%

Province	District	School Principal	Teachers	School Committee	School Supervisor	Others	Total
East Java	Bangkalan	67.5%	0.0%	0.0%	32.5%	0.0%	100.0%
	Banyuwangi	0.0%	99.1%	0.0%	0.0%	0.9%	100.0%
	Blitar	0.0%	89.8%	0.0%	8.3%	2.0%	100.0%
	Bojonegoro	14.3%	75.3%	10.4%	0.0%	0.0%	100.0%
	Jombang	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%
	Kota Batu	71.0%	0.0%	0.0%	29.0%	0.0%	100.0%
	Kota Mojokerto	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%
	Lamongan	16.7%	76.0%	0.0%	7.3%	0.0%	100.0%
	Lumajang	6.0%	82.0%	12.0%	0.0%	0.0%	100.0%
	Mojokerto	15.7%	77.6%	6.7%	0.0%	0.0%	100.0%
	Nganjuk	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%
	Pamekasan	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%
	Pasuruan	55.7%	44.3%	0.0%	0.0%	0.0%	100.0%
	Provinsi Jawa Timur	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%
	Sampang	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%
	Sidoarjo	1.7%	96.9%	1.3%	0.1%	0.0%	100.0%
Situbondo	21.0%	69.8%	9.3%	0.0%	0.0%	100.0%	
TTI-UIN SA	2.0%	98.0%	0.0%	0.0%	0.0%	100.0%	
Tuban	10.9%	89.1%	0.0%	0.0%	0.0%	100.0%	
East Java Total		13.5%	80.0%	2.3%	4.0%	0.2%	100.0%
South Sulawesi	Bantaeng	8.6%	86.8%	0.0%	4.5%	0.0%	100.0%
	Bone	6.5%	92.9%	0.0%	0.6%	0.1%	100.0%
	Enrekang	14.2%	81.7%	4.0%	0.0%	0.1%	100.0%
	Jeneponto	15.8%	84.2%	0.0%	0.0%	0.0%	100.0%
	Makassar	13.3%	81.7%	4.6%	0.4%	0.0%	100.0%
	Maros	13.2%	86.8%	0.0%	0.0%	0.0%	100.0%
	Palopo	45.6%	17.5%	0.0%	0.0%	36.8%	100.0%
	Pangkep	23.7%	49.4%	24.5%	2.4%	0.0%	100.0%
	Pinrang	11.2%	88.8%	0.0%	0.0%	0.0%	100.0%
	Provinsi	0.0%	50.0%	0.0%	0.0%	50.0%	100.0%
	Sidrap	1.6%	55.4%	0.0%	0.0%	43.0%	100.0%
	Soppeng	29.9%	42.6%	26.4%	1.1%	0.0%	100.0%
	Takalar	83.3%	14.6%	0.0%	2.1%	0.0%	100.0%
	Tana Toraja	10.7%	63.2%	8.4%	0.0%	17.7%	100.0%
Wajo	9.4%	36.1%	7.5%	0.2%	46.8%	100.0%	
South Sulawesi Total		11.1%	72.1%	4.0%	0.9%	11.9%	100.0%
Grand Total		13.0%	78.7%	2.9%	2.2%	3.2%	100.0%

**Source of Funding of Dissemination Activities, in IDR, by Province
(October 2014–September 2015)**

PROVINCE	GOI	USAID PRIORITAS	TOTAL
Aceh	71,769	5858	77,627
North Sumatra	257,090	48,030	305,120
West Java	206,115	27,232	233,347
Banten	61,379	1,443	62,822
Central Java	149,653	116,413	266,066
Yogyakarta	25,157	4,327	29,484
East Java	370,250	55,957	426,207
South Sulawesi	213,390	84,644	298,034
Grand Total	1,354,803	343,904	1,698,707
Percentage	79.8%	20.2%	100.0%

ANNEX 10: LIST OF CENTRAL GOI OFFICIALS ATTENDING USAID PRIORITAS EVENTS

a) List of GOI Personnel Attending USAID PRIORITAS Activities

No.	Activities	Place	Date	Name	Position	Explanation
I. Coordinating Ministry of Human Resources Development and Culture (MENKO PMK)						
1	TTI Showcase Meeting	Makassar, South Sulawesi	May 12, 2015	Dr. Femmy Eka Kartika Putri, Msi	Assistant Deputy for Education, Religion and Culture	Resource Person
2	TTI Showcase Meeting	Surabaya, East Java	August 20, 2015			
3	District Showcase Meeting	Toba Samosir, North Sumatera	April 22, 2015	Hadri Pasaribu	Head of Basic Education Section (Echelon 3)	Resource Person
4	District Showcase Meeting	Bone, South Sulawesi	April 20, 2015	Iman Gunadi	Head of Community Education and Early Childhood Education (Echelon 3)	Resource Person
5	TTI Showcase	Malang, East Java	June 6, 2015	Maskur	Head of Higher Education Section (Echelon 3)	Resource Person
II. Ministry of Education and Culture						
A	Directorate General of Basic Education/Directorate General of Primary and Secondary Education					
1	National Policy Dialog on Teacher Deployment (PPG)	Jakarta	October 2014	Hamid Muhammad, Ph.D	Director General (Echelon I)	Resource Person and opening ceremony
A.1.	Directorate of Junior-Secondary Schools					
1	TTI Showcase	Aceh	April 16, 2015	Dr. Juandanilayah	Head of Sub Section of	Resource Person

No.	Activities	Place	Date	Name	Position	Explanation
2	District Showcase Meeting	Langkat, N. Sumatra	March 18, 2015		Learning (Echelon 4)	
3	District Showcase Meeting	Pidie Jaya, Aceh	March 23, 2015	Mira Hofina, BA	Technical Staff	Participant
4	District Showcase Meeting	Bekasi, West Java	March 11, 2015	Sri Hastuti	Technical Staff	Participant
5	District Showcase Meeting	Cirebon, West Java	March 18, 2015	Alfiyadi SE	Technical Staff	Participant
6	District Showcase Meeting	Tana Toraja, S. Sulawesi	March 26, 2015	Umi Syarifah, S.Pd	Technical Staff	Participant
7	District Showcase Meeting	Pare-Pare, South Sulawesi	March 24, 2015	Hendro Sucipto	Technical Staff	Participant
8	District Showcase Meeting	Takalar, South Sulawesi	March 19, 2015	Supandi, SE	Technical Staff	Participant
9	District Showcase Meeting	Toba Samosir, N. Sumatra	22 April 2015	Dr. Yan Binsar M	Head of Sub Section of Student (Echelon 4)	Resource Person
10	District Showcase Meeting	Bone, South Sulawesi	April 20, 2015	Hutomo Kurniadi	Technical Staff	Participant
11	District Showcase Meeting	Aceh Barat Daya, Aceh	April 23, 2015	Hari Kurniawan	Technical Staff	Participant
12	CAR National Conference	Jakarta	September 8, 2015	Dra. Elly Wismayanti,	Curriculum Implementation Analyst	Participant
13	Module 3 TOT for Junior Secondary Schools	Makassar, South Sulawesi	February 26-March 1, 2015	Henny Harsian	Technical Staff	Participant

No.	Activities	Place	Date	Name	Position	Explanation
A.2. Directorate for Development of Primary Schools						
1	TTI Showcase Meeting	Malang, East Java	June 6, 2015	Prof. Dr. Ibrahim Bafadal, M.Pd	Director (Echelon 2)	Resource Person
2	TTI Showcase	Aceh	April 16, 2015	Jufri Siregar	Technical Staff	Participant
3	District Showcase Meeting	Toba Samosir, N. Sumatra	April 22, 2015			
4	District Showcase Meeting	Aceh Tamiang, Aceh	March 12, 2015			
5	District Showcase Meeting	Bone, South Sulawesi	April 20, 2015	Dessy Anggaraini	Technical Staff	
6	Review of Leveled Reading Books I	Bali	February 11-13, 2015	Waluyo, S.S.M.E	Technical Staff	Reviewer
7	Review of Leveled Reading Books II	Bali	April 15-17, 2015			
8	TOT for Module 3 and Leveled Reading Books (primary)	Bandung	May 26-29, 2015			
9	TOT for Module 3 and Leveled Reading Books (primary)	Bandung	May 26-29, 2015	Drs. Trias Subarkah	Technical Staff	Participant
10	District Showcase Meeting	Bekasi, West Java	March 11, 2015	Ine Rahmawati, M.Si	Technical Staff	Participant
11	District Showcase Meeting	Pare-Pare, South Sulawesi	March 24, 2015	Sutapa	Technical Staff	Participant

No.	Activities	Place	Date	Name	Position	Explanation
A.3 Directorate of Teachers and Development Personnel						
1	National Policy Dialog on Teacher Deployment (PPG)	Jakarta	October 2014	Drs. Bambang Soesilo, M.Si	Head of Sub Directorate of Teachers and Development Personnel for Junior Secondary School. (Echelon 3)	Moderator
2	Workshop on Teacher Deployment Policy in Central Java Province	Semarang, Central Java	March 19, 2015			Resource Person
3	Workshop on Teacher Deployment Policy in North Sumatra Province	Medan, N. Sumatra		Drs. Imam	Head of Sub Directorate Program and Evaluation	Resource Person
B The Agency of Human Resources Development on Education and Culture and Education Quality Assurance (LPMP)						
1	TTI Showcase Medan	UNIMED Campus, Medan	May 13, 2015	Prof. Dr. Syawal Ghultom	Head of the Agency	Resource Person and opening Ceremony
B.1. Center for Education Quality Assurance						
1	District Showcase Meeting	Aceh Barat Daya, Aceh	April 23, 2015	Dr. Bastari	Director (Echelon 2)	Resource Person
2	District Showcase Meeting	Aceh Tamiang, Aceh	March 12, 2015	Ir. Ferry Yulmarino, M.Ed	Head of Division Quality Assurance for Basic Education (Echelon 3)	Resource Person
3	District Showcase Meeting	Tangerang Selatan, Banten	February 3, 2015	Dra. Anis Muktiani, MM	Head of Subsection Quality Assurance for Basic Education (Echelon 4)	Resource Person
4	Module 3 TOT for Junior Secondary Schools	Makassar, S. Sulawesi	February 26-March 1, 2015			
5	District Showcase Meeting	Langkat, N. Sumatra	March 18, 2015			

No.	Activities	Place	Date	Name	Position	Explanation
6	District Showcase Meeting	Pidie Jaya, Aceh	March 23, 2015	Irna Ryanasari	Technical Staff	Participant
7	Monitoring and Evaluation to Schools (Learning & SBM)	Madiun, Mojokerto, Pamekasan, East Java and Cimahi, West Java	November 24-30, 2015		Technical Staff	Participant
8	District Showcase Meeting	Toba Samosir, N. Sumatra	April 22, 2015	Heru Puswanto	Technical Staff	Participant
9	District Showcase Meeting	Bekasi, West Java	March 11, 2015	Nuruddin SE	Head of Subsection Evaluation for Quality Assurance for Basic Education (Echelon 4)	Resource Person
10	District Showcase Meetings	Cirebon, West Java	March 18, 2015	M. Roland Zakaria	Technical Staff	Resource Person
11		Tangerang, Banten	February 5, 2015			
12	District Showcase Meeting	Tana Toraja, South Sulawesi	March 26, 2015	Ferry Maulana	Technical Staff	Participant
13	District Showcase Meeting	Pare Pare, South Sulawesi	March 24, 2015	Arie Mulyoto	Technical Staff	Participant
14	District Showcase Meeting	Bone, South Sulawesi	April 13, 2015	Muslih, Msi	Head of Subsection General Administration (echelon 4)	Participant
15	District Showcase Meeting	Aceh Tamiang	March 12, 2015	Aristono	Technical Staff	Participant

No.	Activities	Place	Date	Name	Position	Explanation
B.2	Center For Improvement Of Education Profession					
1	District Showcase Meeting	Cirebon, West Java	March 18, 2015	Dr. Unifah Rosyidi	Director (Echelon 2)	Resource Person
2	District Showcase Meeting	Langkat, N. Sumatra	March 18, 2015	Dian Wahyuni SH,M.Ed	Head of Division For Improvement Of Education Profession for Basic Education (Echelon 3)	Resource Person
3	Workshop on 3 District Piloting PKB (Batang, Purbalingga and Purworejo)	Jogjakarta	March 9-11, 2015			
4	Workshop on PKB Module	Jogjakarta	June 3, 2015			
5	District Showcase Meeting	Bone, South Sulawesi	April 13, 2015	Dra. Santi Ambarukmi, M.Ed	Head of Division For Improvement Of Education Profession for Middle Education (Echelon 3)	Resource Person
6	District Showcase Meeting	Langkat, N. Sumatra	March 18, 2015	Adrika Premeyanti, SE,M.Ed	Head of Subsection for Institution Cooperation (Echelon 4)	Participant
7	CAR National Conference di	Jakarta	September 8, 2015	Dr. Meliyanti,	Technical Staff	Participant
8	Review of TNA Module	Semarang, Central Java	October 20-23, 2014	Temu Ismail. M.Si	Head of Sub Section for Improvement of Education Profession for Basic Education (Echelon 4)	Resource Person
9	District Showcase Meeting	Pidie Jaya, Aceh	March 23, 2015			

No.	Activities	Place	Date	Name	Position	Explanation
10	District Showcase Meeting	Takalar, S. Sulawesi	March 19, 2015	Uji Hartono, M.Pd	Technical Staff	
11	District Showcase Meeting	Toba Samosir, N. Sumatra	April 22, 2015	Antoni Sitanggang, SE. MM	Section Head	Resource Person
12	Review of Leveled Reading Books I	Bali	February 11-13, 2015			Reviewer
13	Review of Leveled Reading Books II	Bali	April 15-17, 2015			
14	District Showcase Meeting	Pare-Pare, S. Sulawesi	March 24, 2015	Putra Asga E.M.Si	Technical Staff	Participant
15	District Showcase Meeting	Aceh Barat Daya	April 23, 2015	Eddy Tedjo,SH.MM	Technical Staff	Participant
16	Review of TNA Module	Semarang, Central Java	October 20-23, 2015	Drs. Asikin	Technical Staff	Resource Person
17	Workshop on TNA	Magelang, Central Java	November 17-20, 2015			
18	Class Action Research Workshop	Jakarta	June 23-25, 2015			
19	District Showcase Meeting	Aceh Tamiang, Aceh	March 12, 2015	Ana Budi K,M.Pd	Technical Staff	Participant
20	Module 3 TOT for Junior Secondary Schools	Makassar, S. Sulawesi	February 26-29, 2015	Jabang Tutuka, SE,MM	Technical Staff	Reviewer

No.	Activities	Place	Date	Name	Position	Explanation
21	Review of Leveled Reading Books I	Bali	February 11-13, 2015			
22	Review of Leveled Reading Books II	Bali	April 15-17, 2015			
C	Special Staff of MOEC Minister					
1	District Showcase Meeting	Toba Samosir, N. Sumatra	April 22, 2015	Ahmad Rizali	Special Staff for Education Section	Resource Person
2	TTI Showcase Meeting	South Sulawesi	May 12, 2015			
3	TTI Showcase Meeting	Surabaya, East Java	August 20, 2015			
4	Program Launching in Papua	South Manokwari, West Papua	July 1-3, 2015			
5	TTI Showcase Meeting	Surabaya, East Java	August 20, 2015	Muhammad Chozin	Special Staff for Institution and stakeholder Cooperation	Resource Person
6	District Showcase Meeting	Bone, S. Sulawesi	April 20, 2015	Abdul Rahman Ma'mun	Technical Staff	Resource Person
D	National Standards of Board of Education (BNSP)					
1	National TOT on Module 3 and Leveled Reading Books	Bandung, West Java	May 26-30, 2015	Dr. Bambang Suryadi	Secretary of BNSP (Echelon 2)	Resource Person & Opening Ceremony
E	Center For Curricula and Books					
1	Review Leveled Reading Books I	Bali	February 11-13, 2015	Dra. Yuke Indrati	Technical Staff	Reviewer

No.	Activities	Place	Date	Name	Position	Explanation
2	Review Leveled Reading Books II	Bali	April 15-17, 2015			
F	P4TK Language					
1	Review Leveled Reading Books I	Bali	February 11-13, 2015	Dra. Supraptiningsih, M.Ed	Trainer	Reviewer
2	Review Leveled Reading Books II	Bali	April 15-17, 2015			
3	Module 3 TOT for Junior Secondary Schools	Makassar, S. Sulawesi	February 26-March 1, 2015	Sahadadi Mulyono	Technical Staff	Participant
III. Ministry of Religious Affairs						
A.	Directorate General of Islamic Education					
A.1.	Directorate of Islamic Higher Education					
1	National Workshop on TTI Strategic Planning	Jakarta	April 28, 2015	Prof. Dr. Amsal Bachtiar	Deputy Director	Resource Person
2	National Policy Dialog on Teacher Deployment	Jakarta	October 2014	Dr. Mastuki	Head of Division for Institution Development	Resource Person
3	Madrasah Showcase	Semarang, Central Java	February 11, 2015	Biltiser Bachtiar	Head of Subsection for Institutional Cooperation (Echelon 4)	Resource Person
4	CAR National Conference	Jakarta	September 8, 2015	Dr. Mamat Slamet Burhanudin	Head of Division Research and Community Development (Echelon 3)	Resource Person

No.	Activities	Place	Date	Name	Position	Explanation
5	TTI Showcase Meeting	Makasar, South Sulawesi	May 12, 2015	Abdul Rahman Ma'mun	Head of Sub Section Teacher and workforce (Echelon 4)	Resource Person
6	TTI Showcase Medan	UNIMED Campus, Medan	May 13, 2015	M. Adib Abdushomad	Head of Subsection for Institution Development(Echelon 4)	Resource Person
A.2 Directorate of Madrasah Education						
1	National Policy Dialog on Teacher Deployment	Jakarta	October, 2014	Drs. Imam Syafii	Head of Division for Division Teacher and workforce (Echelon 3)	Resource Person
2	Madrasah Showcase	Semarang, Central Java	February 11, 2015	DR. Syafiudin, MA	Head of Division Development Institution	Resource Person and Opening Ceremony
3	Madrasah Showcase	Semarang, Central Java	February 11, 2015	Abdullah Faqih, MA	Head of Subsection Program	Participant
4	Madrasah Showcase	Semarang, Central Java	February 11, 2015	Drs. Rebut Irianto, M.Pd	Head of Cooperation Section	Participant
5	TTI Showcase	Aceh	April 16, 2015			
6	District Showcase Meetings	Aceh Tamiang, Aceh	March 12, 2015	Yusuf Ghazali, S.Pd	Technical Staff	Resource Person
7		Toba Samosir, N. Sumatra	April 10, 2015			
8	District Showcase Meeting	Aceh Utara, Aceh	March 18, 2015	Ruchman Basori	Technical Staff	Participant

No.	Activities	Place	Date	Name	Position	Explanation
9	District Showcase Meetings	Pidie Jaya, Aceh	March 25, 2015	Roiha, S.Pd	Technical Staff	Participant
10		Cirebon, West Java	March 18, 2015			
11	District Showcase Meeting	Aceh Barat Daya, Aceh	April 23, 2015	Jansuri, SE	Technical Staff	Participant
12	District Showcase Meeting	Bekasi, West Java	March 11, 2015	Dra. Ernawati, M.Pd	Head of Sub Section for Evaluation (Echelon 4)	Resource Person
13	District Showcase Meeting	Tana Toraja, South Sulawesi	March 26, 2015	Handi Rahim, ST	Technical Staff	Participant
14	District Showcase Meeting	Pare Pare, South Sulawesi	March 24, 2015	Firdah Thawil, M.Pd	Technical Staff	Participant
15	District Showcase Meeting	Takalar, South Sulawesi	March 19, 2015	H. Rudy N.Ambary, MA	Technical Staff	Participant
16	District Showcase Meeting	Bone, South Sulawesi	April 13, 2015	Sumandiyah, S.Sos	Technical Staff	Participant
17	Review of Leveled Reading Books I	Bali	February 11-13, 2015	Agus Umar, S.Ag, M.Hum	Technical Staff	Reviewer
18	Review of Leveled Reading Books II	Bali	April 15-17, 2015			
19	TOT on Module 3 and Leveled Reading Books	Bandung, West Java	May 26-29, 2015			
20	Review of Leveled Reading Books I	Bali	February 11-13, 2015	Dr. H. Sarpani, M.Pd	Head of Subsection for curricula (Echelon 4)	Reviewer

No.	Activities	Place	Date	Name	Position	Explanation
21	Review of Leveled Reading Books II	Bali	April 15-17, 2015			
22	Review of TNA Module	Semarang, Central Java	October 20-23, 2014	Drs. Mustofa Fahmi, MA	Head of Subsection for Institution Development (Echelon 3)	Resource Person
23	Workshop on TNA	Magelang, Central Java	November 17-20, 2014			
A.3	Center of Training and Religion					
I	Workshop PKB	Jogjakarta	June 3, 2015	Dr. Susari	Head of Center	Resource Person
IV. Ministry of Higher Education and Research and Technology						
A	Secretary General					
I	Nasional Workshop on TTI Strategic Planning	Jakarta	April 28, 2015	Prof. Ainun Na'im, Ph.D, MBA	Secretary General (Echelon I)	Resource Person
B	Special Staff of Minister					
I	TTI Showcase Meeting in South Sulawesi Province	Makassar, S. Sulawesi	May 12, 2015	Abdul Wahid Maktub	Special Staff	Resource Person
2	TTI Showcase Meeting in Malang State University	Malang, East Java	June 6, 2015			
3	TTI Showcase Meeting in East Java Province	Surabaya, East Java	August 20, 2015			
C	Directorate of Learning					
I	National Conference on Class Action Research	Jakarta	September 8, 2015	Dr. Ir. Paristiyanti Nurwadani, MP	Director (Echelon 2)	Resource Person

No.	Activities	Place	Date	Name	Position	Explanation
V. Ministry of Home Affairs						
I	National Policy Dialog on Teacher Deployment	Jakarta	October, 2014	DR. Kurniasih, SH,M.Si	Director for Local Government II (Echelon 2)	Resource Person

b) List of GOI Activities Attended by USAID PRIORITAS Team

No.	Type Of Activities	Place and Date	Institutions	Roles
1	National Seminar, Preparation of Education in facing Asian Economic Community 2015	Jakarta, October 29-30, 2014	Ministry of Home Affairs	Participant
3	Capacity Building of Monitoring and Evaluation to schools piloting 33 LPMP (Learning and SBM)	Pontianak, November 4-8, 2014	Ministry of Education and Culture	Resource Person
4	Seminar on Education Minimum Service Standards	Jakarta, December 11, 2014	Ministry of Education and Culture	Participant
7	Discussion on Grand Design Drafting Training with “Whole School Training Approach”	MOEC, Jakarta, April 2015	Agency of Development and Empowerment of Human Resources (PPSDM) and Center of Education Quality Assurance (PPMP), MOEC	Resource Person
8	Coordination Meeting with LPMP Heads from 33 Provinces, Education Office Heads from 26 District/Cities and 16 TTIs	Sawangan, Bogor March 3, 2015		
9	Education Symposium	MOEC’s office, February 25, 2015		
11	Workshop on Development of Module and PKB Instrument	Serpong, Tangerang, April 29, 2015	Center of Education Profession Development (Pusbangprodik), Agency of Development and Empowerment of Human Resources (PPSDM), MOEC	Resource Person

No.	Type Of Activities	Place and Date	Institutions	Roles
12	Needs Assessment Training	Parung, May 11-13 2015	Center of Education Quality Assurance (PPMP), Agency of Development and Empowerment of Human Resources (PPSDM), MOEC	Resource Person
13	Roadshow of Basic Education Quality Assurance	Medan, May 29, 2015	Center for Education Quality (PPMP), Agency of Development and Empowerment of Human Resources (PPSDM), MOEC	Resource Person
14	Dissemination on Learning and SBM for LPMP from 33 Provinces.	Jakarta, June 13-16 2015	Center for Education Quality Assurance (PPMP), Agency of Development and Empowerment of Human Resources (PPSDM), MOEC	Resource Person
15	Workshop on PKB in 4 partner District/cities (Cimahi, Semarang District, Maros and South Tangerang)	Cimahi and Semarang District, June 21-24, 2015 Maros and South Tangerang, June 25 -28, 2015	Center for Education Quality Assurance (PPMP), Agency of Development and Empowerment of Human Resources (PPSDM), MOEC	Resource Person
16	Training on Madrasah Work Plan Drafting	July 29-31, 2015 Hotel Rizen Premier, Cisarua Bogor	Directorate of Madrasah, MORA	Resource Person
17	Teacher Policy Forum, Center of Research and Development	1) August 5, 2015 at MOEC's office 2) August 6, 2015, At Hotel Sultan, Jakarta.	Directorate General of Teachers and Education Workers. MOEC	Participant and Display Stand
18	National Working Meeting on Teacher Policies	August 25, 2015 MOEC's office	Directorate General of Teachers and Education Workers. MOEC	Participant

c) List of Program Dissemination by GOI

No.	Types of Dissemination	Location/Date	Ministries/Directorates
1	Training for Monitoring and Evaluation Tools for 33 LPMP	Pontianak, March 2015	PPSDM–PPMP, MOEC
2	Training for Learning and MBS for Junior-Secondary school for 33 LPMP	Jakarta, June 13-16, 2015	PPSDM–PPMP, MOEC
3	Piloting for Continuing Professional Development in Four Districts		PPSDM–Pusbangprodik, MOEC
	a. Cimahi and Semarang District	June 21-24, 2015	
	b. Maros and South Tangerang	June 25-28, 2015	
4	Developing RKS for 100 Madrasah	Bogor, July 29-31, 2015	Directorate of Madrasah, MORA

ANNEX II: NEW DISTRICT REGULATIONS RESULTING FROM PPG

- Aceh Jaya: Regent Regulation regarding the equitable deployment of teachers
- Bantaeng: Circular from the Head of the Education Office regarding the transfer of civil-servant teachers
- Batang: Decision of the Regent, No. 824/10/2015: regarding the transfer of civil servants
- Bener Meriah: Regent Regulation No. 07 2014 : regarding the equitable deployment of teachers
- Ciamis: Regent Regulation No. 8, 2012, on the implementation of equitable deployment of civil servants
- Ciamis: Regent Decree on the formation a team to manage civil servant deployment
- Cimahi: Decision of the Mayor of Cimahi No. 816 / kep.199, 2014, regarding the transfer of civil servants, and functional re-assignments of primary English teachers as primary classroom teachers
- Madiun: Regent Decree No.188.45/788/ KPTS/402.031, 2015, concerning the merger or SD Buduran 1 and SD Buduran 2
- Maros: Regent Decree no. 61/2014 on the equitable deployment of civil servant teachers
- Medan: Mayor Regulation No.54, 2012, on teacher deployment.
- Ngawi: Regent Regulation No. 209, 2010, on the implementation of government internal control system
- Ngawi: Regent Regulation No. 125 of 2011 on governance
- Ngawi: Regency Decree No. 188 / 132.1 / 404 012/2014, on the regrouping of 39 schools
- Pamekasan Regent Decree No. 34, 2014, on the appointment, tasking, removal and dismissal of teachers
- Pamekasan: Regent Decree No. X.800 / 2038/432 302, 2015, on the resignation of school heads
- Pamekasan: Regent Decree No. X.800 / 4641/432 302, 2015, on the transfer of principals and teachers to new locations
- Pekalongan: Regent Decree No. 420/61, 2014, regarding the merger and changes to number, status, name, relocation and closure of state elementary schools
- Semarang: Regent Decree No. 900/0543, 2015, regarding arrangements for the regrouping/merging of schools
- Sragen: Regent Decree No. 900/442/002/2014, regarding the merging of state primary schools
- Wonosobo: Regent Decree No. 824/0001 / BKD / 2015, regarding the appointment / transfer of civil Servants

ANNEX 12: MONITORING & EVALUATION INDICATORS AND RESULTS

Indicator & Detailed Indicator	Baseline	Year 2 Target	Monitoring 2	Year 3 Target	Monitoring 3 (Midline)	Monitoring 4	Year 5 Target	Monitoring 5
<p>I RI. Teachers demonstrate good practices in teaching and assessment⁸</p> <p>Detailed Indicators:</p> <p>% of teachers demonstrating <u>at least four</u> of the following good practices:</p> <p>a. Organizing the physical environment to facilitate interactive learning (furniture, teaching aids, displays)</p> <p>b. Using 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 textbook), such as giving open ended tasks, using the environment, and using learning aids</p> <p>e. Using tools⁹ to gather data about student achievement</p> <p>f. Moving around the room, observing and assisting students to complete their tasks</p>	<p>C1: (2012) All teachers: 21.5% PS Teachers: 23.9% JSS Teachers: 18.4%</p> <p>C2: (2013) All teachers: 10.2% PS Teachers: 10.8% JSS Teachers: 7.2%</p> <p>C3: (2014) All teachers: 19.0% PS Teachers: 20.2% JSS Teachers: 17.5%</p> <p>TTI Lab School (2014) All teachers: 42.5% PS Teachers: 45.1% JSS Teachers: 38.5%</p>	50% of teachers trained	<p>C 1 : (2013) All teachers: 55.2% PS Teachers: 58.3% JSS Teachers: 50.7%</p> <p>C 2: (2014) All teachers: 68.6% PS Teachers: 71.6% JSS Teachers: 64.3%</p> <p>C3: Data available in 2016</p> <p>TTI Lab School (2015) All teachers: 66.0% PS Teachers: 72.0% JSS Teachers: 57.1%</p>		<p>C 1: All teachers: 59.6% PS Teachers: 60.7% JSS Teachers: 58.0%</p> <p>C 2: Data available 2016</p>			

⁸ For numbers of teachers trained through the project, see USAID Custom Indicator 4.

⁹ Tools such as running books, portfolios, checklists, observation reports.

Indicator & Detailed Indicator	Baseline	Year 2 Target	Monitoring 2	Year 3 Target	Monitoring 3 (Midline)	Monitoring 4	Year 5 Target	Monitoring 5
<p>I R2. Early Grades teachers demonstrate good practice in teaching and assessing reading</p> <p>Detailed Indicator % of early grades teachers demonstrating <u>at least five</u> of the following:</p> <p>a. Provide specific instruction appropriate to the learner in order to build word knowledge and teach word analysis¹⁰ (for children who cannot read)</p> <p>b. Provide opportunities for students to engage in sustained reading activities¹¹ to practice their reading skills</p> <p>c. Create a literacy rich¹² student environment</p> <p>d. Check students' comprehension on what they are reading¹³</p> <p>e. Read aloud to students/asks students to read aloud using a range of materials¹⁴ to enhance children's print and phonological awareness</p> <p>f. Conduct regular and purposeful monitoring of children's progress in reading¹⁵</p>	<p>C1 : (2012) All teachers: 13.0%</p> <p>C 2 : (2013) All teachers: 15.0%</p> <p>C 3: (2014) All teachers: 5.3%</p> <p>TTI Lab.Sch (2014) All teachers: 26.6%</p>	50% of teachers trained	<p>C 1: (2013) All teachers 47.3%</p> <p>C2: (2014) All teachers 69.8%</p> <p>C3 : (2015) Data available 2016</p> <p>TTI Lab.Sch (2015) All teachers: 56.6%</p>		<p>C1: All Teachers 66.5%</p> <p>C2 : Data available 2016.</p>			

¹⁰ Phonemic awareness, phonics, word recognition, structural analysis, context clues, and vocabulary.

¹¹ This can be silent or oral reading, individual or small-group reading.

¹² Literacy rich environment includes displaying words and print in and possibly outside the classroom, providing 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.

¹³ Talks to students about what they are reading, asks them to re-tell events and details, asking them to predict next events.

¹⁴ Including repetitive texts, rhymes, poems, and songs.

¹⁵ This includes listening to individual children read aloud, keeping progress records, and observation of students reading.

Indicator & Detailed Indicator	Baseline	Year 2 Target	Monitoring 2	Year 3 Target	Monitoring 3 (Midline)	Monitoring 4	Year 5 Target	Monitoring 5
<p>I R3. Teachers of all subjects support the development and reinforcement of students reading skills</p> <p>Detailed indicator % 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 textbook¹⁶ Check students' comprehension as they are reading¹⁷ Discuss new words and concepts in texts to build word recognition and vocabulary 	<p>C1 (2012) All teachers: 8.7% PS teachers: 8.7% JSS teachers: 8.7%</p> <p>C2 (2013): All teachers: 39.5% PS teachers: 42.1% JSS Teachers: 36.1%</p> <p>C3 (2014): All teachers: 8.2% PS teachers: 9.5% JSS Teachers: 6.3%</p> <p>TTI Lab Sch (2014) All teachers: 32.5% PS teachers: 31.3% JSS Teachers: 34.4%</p>	40% of teachers trained	<p>C 1 (2013) All teachers: 40.1% PS Teachers : 41.9% JSS Teachers: 37.7%</p> <p>C2: (2014) All teachers: 38.1% PS teachers: 41.1% JSS Teachers: 33.9%</p> <p>C3 (2014): Data available 2016</p> <p>TTI Lab Sch (2015) All teachers: 40.7% PS teachers: 41.6% JSS Teachers: 39.9%</p>		<p>C1:(2014) All teachers: 48.4% PS Teachers: 53.1% JSS Teachers: 42.0%</p> <p>C2: (2015) Data available 2016</p>			
<p>I R5. Students demonstrate positive learning behaviors</p> <p>Detailed Indicator % of students 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) Demonstrating problem solving skills Their work is the result of their own thinking (e.g. written in their own words) They are expressing their feelings and opinions during lessons or asking questions (verbally) They are participating in cooperative activities such as experiments or discussion 	<p>C 1 (2012) All students: 16.8% PS Students: 16.7% JSS Students: 16.9%</p> <p>C 2 : (2013) All Students: 22.6% PS Students: 21.7% JSS Students: 23.9%</p> <p>C 3: (2014) All Students: 22.6% PS Students: 21.7% JSS Students: 23.9%</p> <p>TTI Lab Sch (2014) All teachers: 62.1% PS teachers:58.3% JSS Teachers: 67.7%</p>	50% of students observed	<p>C 1: (2013) All students: 73.1% PS Students: 71.7 % JSS Students: 74.9%</p> <p>C 2 : (2014) All Students:74.2% PS Students: 74.2% JSS Students: 74.2%</p> <p>C3 (2015): Data available 2016</p> <p>TTI Lab Sch (2015) All teachers: 80.4% PS teachers: 80.8% JSS Teachers: 79.8%</p>		<p>C 1 : (2014) All students: 80.1% PS Students: 80.7 % JSS Students: 82.0%</p>			

¹⁶ Such as newspapers, magazines, Websites, text, story books.

¹⁷ For example, asking students to talk about what they have read.

Indicator & Detailed Indicator	Baseline	Year 2 Target	Monitoring 2	Year 3 Target	Monitoring 3 (Midline)	Monitoring 4	Year 5 Target	Monitoring 5
<p>I R6 Early grades reading materials are regularly used</p> <p>Detailed Indicator % of early grades classes where there are a. Regular reading periods b. Students take books home to read</p>	<p>C 1: (2012) 21.7%</p> <p>C2: (2013) 30%</p> <p>C 3: (2014) 31.6%</p> <p>TTI Lab Sch. (2014) 38.5%</p>	50% of classes	<p>C1: (2013) 43.5%</p> <p>C2: (2014) 61.6%</p> <p>TTI Lab Sch. (2015) 53.0%</p>		C1 : (2014) 50%			
<p>I R7. Students' performance in district or national examinations improves</p> <p>Detailed Indicator % Average improved performance as measured by results in GOI tests by subject PS: Mathematics, Science, and Indonesian JSS: Mathematics, Science, and Indonesian</p>	<p>C 1: JSS Grade 9 Mathematics: 7.41 Science: 7.42 Indonesian: 8.02</p> <p>C 2: JSS Grade 9 Mathematics: 5.51 Science: 5.69 Indonesian: 6.59</p> <p>C 3: Data not available</p>	3% improvement of scores on each subjects compared to baseline	<p>C 1 JSS Grade 9 Mathematics: 6.71 Science : 6.83 Indonesian : 7.45</p> <p>C 2: Data not available</p>		Data not available			
<p>I R8A. Reading performance in early grades improves</p> <p>Detailed Indicator % of early grade students demonstrate that they can read and understand the meaning of grade-level text (as measured by EGRA tests)</p>	<p>C 1: (2012) 47.3%</p> <p>C2 : (2013) 55.6%</p> <p>C3: (2014) 75.3%</p> <p>TTI Lab Sch (2014) 55.4%</p>			60%	C1 : (2014) 71.1%			

Indicator & Detailed Indicator	Baseline	Year 2 Target	Monitoring 2	Year 3 Target	Monitoring 3 (Midline)	Monitoring 4	Year 5 Target	Monitoring 5
<p>I R8b Performance of students in grades 4 and 5 in reading, writing, mathematics, and science improves</p> <p>Detailed Indicator % average improved student performance by subject as measured by specially designed tests in reading, writing, mathematics, and science</p>	<p>C 1: (2012) Grade 4: Reading: 43.0% Writing: 41.8% Mathematics: 40.7% Grade 5: Science: 35.6%</p> <p>C 2: (2013) Grade 4: Reading: 37.1% Writing: 38.7% Mathematics: 39.2% Grade 5: Science: 33.8%</p> <p>C 3: (2014) Grade 4: Reading: 42.1% Writing: 35.6% Mathematics: 47.8% Grade 5: Science: 38.5%</p> <p>TTI Lab Sch.: (2014) Grade 4: Reading: 47.1% Writing: 46.9% Mathematics: 49.6% Grade 5: Science: 43.5%</p>			5% improvement of scores in each subject compared to base-line	<p>C 1: (2014) Grade 4 Reading: 47.1% Writing: 44.4% Mathematics: 43.7% Grade 5 Science: 42.3%</p> <p>C 2:(2015) Will be available in 2016</p> <p>C 3: Will be available in 2016</p> <p>TTI Lab Sch.:(2017) Will be available in 2017</p>			

Indicator & Detailed Indicator	Baseline	Year 2 Target	Monitoring 2	Year 3 Target	Monitoring 3 (Midline)	Monitoring 4	Year 5 Target	Monitoring 5
<p>I R9 Performance of students in grade 8 in reading, writing, mathematics, and science improves</p> <p>Detailed Indicator % average improved student performance by subject as measured by specifically designed tests in reading, writing, mathematics, and science.</p>	<p>C1: (2012) Grade 8 Reading: 64.0% Writing: 50.1% Mathematics: 33.9% Science: 38.4%</p> <p>C2: (2013) Reading: 65.6% Writing: 49.1% Mathematics: 34.0% Science: 39.1%</p> <p>C 3 : (2014) Reading: 70.4% Writing: 47.2% Mathematics: 35.8% Science: 46.2%</p> <p>TTI Lab Sch: (2014) Reading: 69.8% Writing: 49.8% Mathematics: 42.9% Science: 47.3%</p>			5% improvement of scores in each subject compared to base-line	<p>C 1: (2014) Grade 8 Reading: 69.7% Writing: 52.5% Mathematics: 43.8% Science: 42.3%</p> <p>C 2: (2015) Data will be available in 2016</p> <p>C 3: Will be available in 2016</p> <p>TTI Lab Sch.(2017): Data will be available 2017.</p>			

Indicator & Detailed Indicator	Baseline	Year 2 Target	Monitoring 2	Year 3 Target	Monitoring 3 (Midline)	Monitoring 4	Year 5 Target	Monitoring 5
<p>I R10 Lecturers in TTIs model active learning behaviors ¹⁸</p> <p>Detailed Indicator % of lecturers in partner TTI's who demonstrate <u>at least five</u> of the following:</p> <ul style="list-style-type: none"> a. Use a mix of whole class/group/ partner and individual work with students b. Ask non-recall questions and expecting and allowing student teachers time to answer c. Use varied learning approaches (other than lecturing and text book) such as giving open ended tasks, using the environment, and using learning aids d. Move around the room, observing and assisting student teachers to complete their tasks e. Allow student teachers to ask questions f. Allow students to provide feedback g. Use authentic problems and experiences that link the theory of teaching to the practice of teaching 	41%	50% of lecturers trained	79%		64.2%			
<p>I R11 TTIs integrate project training materials and programs into pre-service teacher education curricula</p> <p>Detailed Indicator # of trained lecturers who use the project's training programs/materials in pre-service and/or in-service teacher education curricula.</p>	Data collection will be carried out in Nov 2015							

¹⁸ The baseline and monitoring 3 data was based on FGD among students assessing their lecturer' teaching performance. Monitoring 2 was based on direct observation of the lecturers.

Indicator & Detailed Indicator	Baseline	Year 2 Target	Monitoring 2	Year 3 Target	Monitoring 3 (Midline)	Monitoring 4	Year 5 Target	Monitoring 5
<p>I R12 TTIs offer a more practice-oriented practicum</p> <p>Detailed Indicator % of TTIs which did <u>all</u> of the following:</p> <p>a. Have a teacher practicum program which includes:</p> <ul style="list-style-type: none"> • 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 <p>b. Teaching practice makes use of at least 60% of the TTI lab and partner schools trained by USAID PRIORITAS</p> <p>c. 50% of students sampled were observed by their in-school mentor (teacher) or lecturer while implementing lessons at least twice a month</p>	NA (The criteria of the indicator were revised)	NA						
<p>I R13 Student teachers demonstrate good practices in teaching and learning</p> <p>Detailed Indicator % of student teachers in partner TTI demonstrating <u>at least four</u> of the following good practices:</p> <p>a. Organizing the physical environment to facilitate interactive learning (furniture, teaching aids, displays)</p> <p>b. Using 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 textbook), such as giving open ended tasks, using the environment, and using learning aids</p> <p>e. Using tools¹⁹ to gather data about student achievement</p> <p>f. Moving around the room, observing and assisting students to complete their tasks</p>	63% (2013)	70%	68.0% (2015)					

¹⁹ Tools such as running books, portfolios, checklists, observation reports.

Indicator & Detailed Indicator	Baseline	Year 2 Target	Monitoring 2	Year 3 Target	Monitoring 3 (Midline)	Monitoring 4	Year 5 Target	Monitoring 5
<p>I R14 TTI function effectively as hubs for continuing professional development</p> <p>Detailed Indicator % of assisted TTI, the staff of which have been involved in <u>at least four</u> of the following project activities:</p> <ol style="list-style-type: none"> Facilitating training for teachers, school principals, or school supervisors Mentoring teachers or school principals in the field Implementing monitoring & evaluation activities Implementing students' action research Preparing training materials or resources Providing consulting services to districts or provinces using USAID PRIORITAS approaches 	0% (Baseline data presents the condition before the project starts; thus, there are no project activities)		2013/2014: 45.5% 2014/2015: 63.6%					
<p>IR15 Good Practice Schools are functioning in each District</p> <p>Detailed Indicator % of Good Practice Schools which:</p> <ol style="list-style-type: none"> Have been used by the TTI for teaching practicums during the last 12 months, or Have received study visits by schools principals and/or teachers from other schools at least three times for the last 12 months 	(2015) 70,3%	75%						
<p>I R16 Instructional Leadership in Schools is Improving</p> <p>Detailed Indicator % of schools where the school principal or delegated senior staff member²⁰ does <u>at least four</u> of the following:</p> <ol style="list-style-type: none"> Holds meetings with teachers to discuss curricular matters at least once a month Makes regular²¹ monitoring and mentoring visits to class to observe teaching and learning Regularly²² evaluates teachers Organizes or allows teachers to participate in professional development activities for teachers²³ Provides the resources for learning to take place²⁴ 	<p>C 1: (2012) All schools: 7.4% PS Schools: 10.9% JSS Schools: 2.9%</p> <p>C2: (2013) All schools: 16.4 % PS Schools: 20.0% JSS Schools: 11.7%</p> <p>C3: (2014) All schools: 8.2 % PS Schools: 10.7% JSS Schools: 4.8%</p> <p>TTI Lab : (2014) All schools: 25.0% PS Schools: 29.2% JSS Schools: 18.8%</p>	50% of schools trained	<p>C 1: All schools: 14.3% PS Schools: 19.6% JSS Schools: 7.2%</p> <p>C 2 All schools: 13.8 % PS Schools: 17.5% JSS Schools: 8.7%</p> <p>TTI Lab : (2015) All schools: 21.4% PS Schools: 23.8% JSS Schools: 17.9%</p>	30% of schools trained	<p>C 1: All schools: 19.8% PS Schools: 24.4% JSS Schools: 13.4%</p>			

²⁰ In some large schools, the principal may delegate instructional leadership responsibilities to other senior staff such as the vice principal for curriculum.

Indicator & Detailed Indicator	Baseline	Year 2 Target	Monitoring 2	Year 3 Target	Monitoring 3 (Midline)	Monitoring 4	Year 5 Target	Monitoring 5
<p>I R17. Teacher Working Groups are more effective and quality training is being provided</p> <p>Detailed Indicator % assisted KKG and MGMP in early grades, mathematics, science, and Bahasa 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)</p> <p>a. The KKG or MGMP has regular meetings (at least once a month). b. At least 50% of teachers in the cluster/district regularly attend meetings c. Activities conducted in the meetings directly relate to improving teaching and learning.</p>	<p>C 1: (2012) All assisted teacher working groups: 31.1% Assisted KKG: 31.3% Assisted MGMP: 30.9%</p> <p>C 2: All assisted teacher working groups: 43.4% Assisted KKG: 45.5% Assisted MGMP: 42.3%</p>	50% of KKGs and MGMPs	<p>CI: (2013) All Assisted: 47.1% KKG : 64.7% MGMP : 36.8%</p>		<p>CI : (2014) All assisted: 49.7% KKG: 60.9% MGMP: 30.9%</p>			
<p>I R19. Project Programs are disseminated in line with quality assurance standards²⁵</p> <p>Detailed Indicator # of schools/other educational institutions where project programs have been disseminated which meet <u>all</u> 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 sufficient²⁶ # of participants from a single school/institution</p>	36 institutions (1.3% of all institutions benefiting from dissemination)	1,000 schools/ institutions	7,502 schools/ institutions					

²¹ Regular is defined as at least two per semester (four times per year) per teacher.

²² At least twice per year

²³ At least two 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.

²⁴ (1) non-textbook materials, (2) learning aids/learning kits, and (3) funds for photocopying.

²⁵ USAID PRIORITAS will conduct an impact evaluation in Years 3 and 5 to assess improvements in instruction and/or management in dissemination schools.

²⁶ Sufficient is defined as: three persons from a primary school, five from a junior-secondary school, and five from a teacher training institute or LPMP for teaching and learning training (PAKEM, CTL), and two persons per school (PS and JSS) for School-Based Management training.

Indicator & Detailed Indicator	Baseline	Year 2 Target	Monitoring 2	Year 3 Target	Monitoring 3 (Midline)	Monitoring 4	Year 5 Target	Monitoring 5
<p>I R20. Non-US Government funds are used to support/disseminate project programs²⁷</p> <p>Detailed Indicator 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>	USD 216,723 (99.5% of total dissemination spending)	USD 400,000	USD 627,241		USD 1,354,803			

²⁷ For number of institutions contributing funds for dissemination of project programs see USAID Customs Indicator 9

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	Year 2 Target	Monitoring 2	Year 3 Target	Monitoring 3 (Midline)	Monitoring 4	Year 5 Target	Monitoring 5
<p>2R1 Schools produce annual budgeted plans in a transparent and participative manner</p> <p>Detailed Indicator % 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</p>	<p>C 1: (2012) All schools: 14.9% Primary: 17.4% JSS: 11.6%</p> <p>C2: (2013) All schools: 8.6% Primary: 7.5% JSS: 10.0%</p> <p>C3: (2014) All schools: 12.2% Primary: 10.7% JSS: 14.3%</p> <p>TTI Lab Sch. (2014) All schools: 22.5% Primary: 18.8% JSS: 28.1%</p>	40%	<p>C 1: All schools: 28.0% Primary: 26.1% JSS: 30.4%</p> <p>C 2: (2014) All schools: 30.4% Primary: 33.8% JSS: 25.9%</p> <p>C3: (2015)</p> <p>TTI Lab Sch.(2015) All schools: 30.0% Primary: 31.0% JSS: 28.6%</p>		<p>C1: (2014) All schools: 26.1% Primary: 22.2% JSS: 31.3%</p> <p>C2 (2015)</p>			

Indicator & Detailed Indicator	Baseline	Year 2 Target	Monitoring 2	Year 3 Target	Monitoring 3 (Midline)	Monitoring 4	Year 5 Target	Monitoring 5
<p>2R2 Increased parent and community participation in activities which focus on teaching and learning and/or improving the school environment</p> <p>Detailed Indicator % 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):</p> <ol style="list-style-type: none"> Assisting teachers in teaching and learning activities in the students 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 <p><i>Note: a and b apply to primary school only</i></p>	<p>C1: (2012) PS : 27.2%</p> <p>C2: (2013) PS : 27.5%</p> <p>C3: (2014) Ps : 42.9%</p> <p>TTI Lab Sch. (2014) PS: 43.8%</p>	50% of project schools	<p>C1: (2013) PS : 50.0%</p> <p>C 2:(2014) PS 66.3%</p> <p>TTI Lab Sch. (2015) PS: 52.4%</p>	60% of project schools	<p>C1: (2014) Primary: 65%</p>			
<p>2R3 School managers initiate activities to create a school reading culture</p> <p>Detailed Indicator % of schools which plan for and implement initiatives to support reading <u>at least three</u> 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 	<p>C 1: (2012) All schools: 24.8% PS : 30.4% JSS: 17.4%</p> <p>C2: (2013) All Schools: 42.1% PS : 46.3% JSS: 36.7%</p> <p>C3: (2014) All Schools: 14.3% PS : 10.7% JSS: 19.0%</p> <p>TTI Lab Sch (2014) All Schools: 56.3% PS : 58.3% JSS: 53.1%</p>	60% of sample of partner schools	<p>C 1: (2013) All schools: 64.0% PS : 75% JSS: 50.7%</p> <p>C2: (2014) All Schools: 65.2% PS : 76.3% JSS: 50.0%</p> <p>C3 (2015) Data available in 2016</p> <p>TTI Lab Sch (2015) All Schools: 77.1% PS : 73.8% JSS: 82.1%</p>	70% of sample of partner schools	<p>C1: (2014) Total: 78.3% Primary: 82.2% JSS : 73.1%</p> <p>C2 (2015) Data available 2016</p> <p>TTI Lab Sch (2017) Data Available 2017</p>			

Indicator & Detailed Indicator	Baseline	Year 2 Target	Monitoring 2	Year 3 Target	Monitoring 3 (Midline)	Monitoring 4	Year 5 Target	Monitoring 5
<p>2R4 Districts use the teacher deployment tool for improving the efficiency of the education system</p> <p>Detailed Indicators</p> <p>% of districts using the teacher deployment tool where:</p> <p>a. The number of over and under sized classes is reduced as measured by a decrease in the student to teacher ratio (STR) outliers</p> <p>b. The number of over- and under staffed schools is reduced</p>	<p>C1: (2014): Class size: Primary Under size: 3.3% Over size : 4 % JSS Under size : 1.6% Oversize : 5.2%</p> <p>C1 (2014): Staffing Primary Only Under staffed: 14.6% Over staffed: 73.2%</p>							
<p>2R5 Districts develop needs based in-service training plans and collaborate with provincial training providers to implement these plans</p> <p>Detailed Indicator</p> <p>% of the districts which fulfill all the following criteria:</p> <p>a. a targeted strategic needs based in-service training plan²⁸ have been made</p> <p>b. An adequate budget has been allocated²⁹</p> <p>c. The in-service training utilize the service providers (TTI, LPMP, others)</p>	<p>C.1 (2013) 43.5%</p> <p>C.2 (2014) 25%</p> <p>C.3 (2015) 57.1</p>	45%	<p>C.1 (2014) 47.6%</p> <p>C.2 (2015) 45%</p>					

²⁸ For examples: the training is based on UKG results and for targeted teachers

²⁹ The budget provided is sufficient to cater designated teachers and the # of training days

Indicator & Detailed Indicator	Baseline	Year 2 Target	Monitoring 2	Year 3 Target	Monitoring 3 (Midline)	Monitoring 4	Year 5 Target	Monitoring 5
<p>2R6 Districts use financial analysis to allocate more resources to quality improvement</p> <p>Detailed Indicator # of districts or provinces allocating increased funds for at least two of the following:</p> <ul style="list-style-type: none"> 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 	<p>C.1 (2013) 78.3%</p> <p>C.2 (2014) 75.0%</p> <p>C.3 (2015) 85.7%</p>		<p>C.1 (2014) 76.2%</p> <p>C.2 (2015) 75.0%</p>					
<p>2R7 District have better reading program</p> <p>Detailed Indicator # of districts and provinces have implemented a program to support reading development, including one of the following:</p> <ul style="list-style-type: none"> a. publicity campaign, b. creating facilities, c. supplying books, d. providing training for teachers 	<p>C.1 (2013) 91.3%</p> <p>C.2 (2014) 90.0%</p> <p>C.3 (2015) 100%</p>		<p>C.1 (2014) 85.7%</p> <p>C.2 (2015) 95.0%</p>					

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 I
3R1	Provincial Government coordinates the management and provision of education staff development	# Provincial Government, LPMP, TTI and Districts produce coordinated plans for teacher professional development and upgrading ³⁰	NA (The indicator and its criteria was completely revised)		
3R2	Provincial Government channels funds for education staff development	# of provinces providing funds to support the implementation of needs-based teacher professional development and upgrading plans and total amount of funds provided by the provinces.	NA (The indicator and its criteria was completely revised)		
3R3	Provincial Government holds Public Policy Forums to consult on policies and plans for improvements in education	# multi-stake holder forums held at provincial level # multi-stake holder forums held at district level			
3R4	National, Provincial and district Government have better policies and plans to improve education	# of policies and plans at the national or provincial or district level to improve basic education as a result of project activities.			20 Regent's decrees related to teacher deployment were issued in 20 districts during 2014-2015

³⁰ Based on the district plans

USAID CUSTOM INDICATORS

#	Indicator	Detailed Indicator	Data Collection Method	Frequency	Baseline Oct 2012	Monitoring 2 (2013)	Estimate Year 3	Monitoring 3 (2014)	Monitoring 4 (2015)	2012–2015 (Cumulative)
1	Higher education institutions reached by the project	# of host country institutions with increased management or institutional capacity as a result of USG investments involving higher education institutions	Project Records	Annually	0		16 higher education institutions	32 (16 partner TTIs and 16 members of TTI consortium)	48 (17 partner TTIs and 31 members of TTI consortium)	
2	Organizational improvements made in higher education institutions as a result of the project	# of USG supported organizational improvements that strengthen the institutional capacity of host country higher education institutions	Project Records	Annually	0			11	13	
3	Higher education staff trained by the project	# of individuals trained as a result of USG investments involving higher education institutions	Project Records	Annually	0		1000	1,112 (annual report 2013)	1,450 (annual report 2015)	
4	Teachers/educators trained by the project	# of Teachers/educators trained with USG support	Project Records	Annually	0	Total: 16,550 Partner: 5,200 Dissemination: 11,350	5,500	Total: 34,143 Partner: 9,500 Dissemination: 24,643	Total: 50,957 Partner: 10,400 Dissemination: 40,557	Dissemination: 76,550
5	Schools affected	# of schools receiving USG support	Project Records	Annually	0	Total: 2,173 Partner: 557 Dissemination: 1,616	552	Total: 6,220 Partner: 1,035 Dissemination: 5,185	Total: 11,872 Partner: 1,442 Dissemination: 10,430	Dissemination: 17,231

#	Indicator	Detailed Indicator	Data Collection Method	Frequency	Baseline Oct 2012	Monitoring 2 (2013)	Estimate Year 3	Monitoring 3 (2014)	Monitoring 4 (2015)	2012–2015 (Cumulative)
6	Learners reached by the project	# of learners enrolled in USG supported primary and secondary schools	Project Records	Annually	0	Total: 1,093,080 Partner: 169,561 Dissemination: 923,522	300,000	Total: 1,775,430 Partner: 391,600 Dissemination: 1,383,830	Total: 3,176,293 Partner: 473,887 Dissemination: 2,702,406	Dissemination: 5,009,758
7	Learners with special needs reached by the project	# of OVC and special needs children in USG-supported primary and secondary schools	Project Records	Annually	0		500	712	1,904	3,520
8	TTI address regional, national, and local development needs	# of US-assisted higher education institutions activities that address regional, national, and local development needs	Project Records	Annually	0			11	13	
9	GOI and others fund the dissemination of the project	# of institutions which expend own budget to replicate USG education assistance	Project Records	Annually	0	1,616 (mainly schools)		5,185	10,430	17,231
10	Textbooks and other materials or equipment provided through the project	# of textbooks and other teaching and learning materials provided with USAID assistance	Project Records	Annually	0			113,250	72,000	185,250
11	Educators, administrators and officials reached by the project	# of educators participating in USG sponsored exchange programs	Project Records	Annually	0	0		0	0	
		# of administrators and officials trained	Project Records	Annually	0	1,503		3,047	2,901	

USAID STANDARD INDICATORS

#	Indicator	Detailed Indicator	Data Collection Method	Frequency	Baseline	Monitoring 2 (2013)	Estimate Year 3	Monitoring 3 (2014)	Monitoring 4 (2015)	Cumulative (2012–2015)
1	School committees reached by the project	# of PTA or similar “school governance structures” supported	Project Records	Annually	0	Total: 4,029 Partner: 557 Dissemination: 1,616		Total: 6,220 Partner: 1,035* Dissemination: 5,185	Total: 11,872 Partner: 1,442* Dissemination: 10,430	Dissemination: 17,231
2	Reading program at the primary level strengthened	Proportion of students, who by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text	EGRA results	Year 1, 3, and 5	Cohort 1 (2012) : 50.0% Cohort 2 (2013): 55.6% Cohort 3 (2014): 75.3%			Cohort 1: 71.1%		
		The proportion of students who, by the end of the primary cycle are able to read and demonstrate understanding as defined by a country curriculum, standards and national experts	Primary School “National” Examination Results (Indonesian)	Annually	TBD	NA – There are no relevant national standards or assessments for this indicator		N/A	N/A	
		# of laws, policies, regulations or guidelines developed or modified to improve primary grade reading programs or increase equitable access	Project Records	Annually	0	3		6	14	

#	Indicator	Detailed Indicator	Data Collection Method	Frequency	Baseline	Monitoring 2 (2013)	Estimate Year 3	Monitoring 3 (2014)	Monitoring 4 (2015)	Cumulative (2012–2015)
3	Primary school students reached by the project	# of learners receiving reading interventions at the primary level	Project Records	Annually	0	Direct beneficiaries: 242,461 Indirect Beneficiaries: 14,909		Direct beneficiaries: 706,129 Indirect Beneficiaries: 64,049	Direct beneficiaries: 1,508,437 Indirect Beneficiaries: 187,923	Direct beneficiaries: 2,457,027 Indirect Beneficiaries: 266,881
4	Schools reached by the ICT4E program and shown to be using ICT as a result	# of schools using Information and Communications Technology due to USG support	Project Records	Annually	0	This indicator has been discontinued				
5	Evaluations conducted to measure change in a particular area as a result of a specific project intervention	# of impact evaluations conducted	Project Records	Annually	0	0		0	0	
		# of standardized learning assessments supported by USG	Project Records	Annually	7 (tests of Math, Indonesian Language, and Science in primary and junior secondary level plus EGRA at primary level)	7 (tests of Math, Indonesian Language, and Science in primary and junior secondary level plus EGRA at primary level)	7	7 (tests of Math, Indonesian Language, and Science in primary and junior secondary level plus EGRA at primary level)	7 (tests of Math, Indonesian Language, and Science in primary and junior secondary level plus EGRA at primary level)	28 tests
6	Person hours of in-service training for teachers	Total # of person hours of teachers/educators/teaching assistants who successfully completed in-service training or received intensive coaching or mentoring with USG support ³¹	Project Records	Annually	0	397,200 (N of teachers/educators trained by the project x 3 days x 8 hours – see Custom Indicator no 4)		819,432	1,222,968	2,439,600

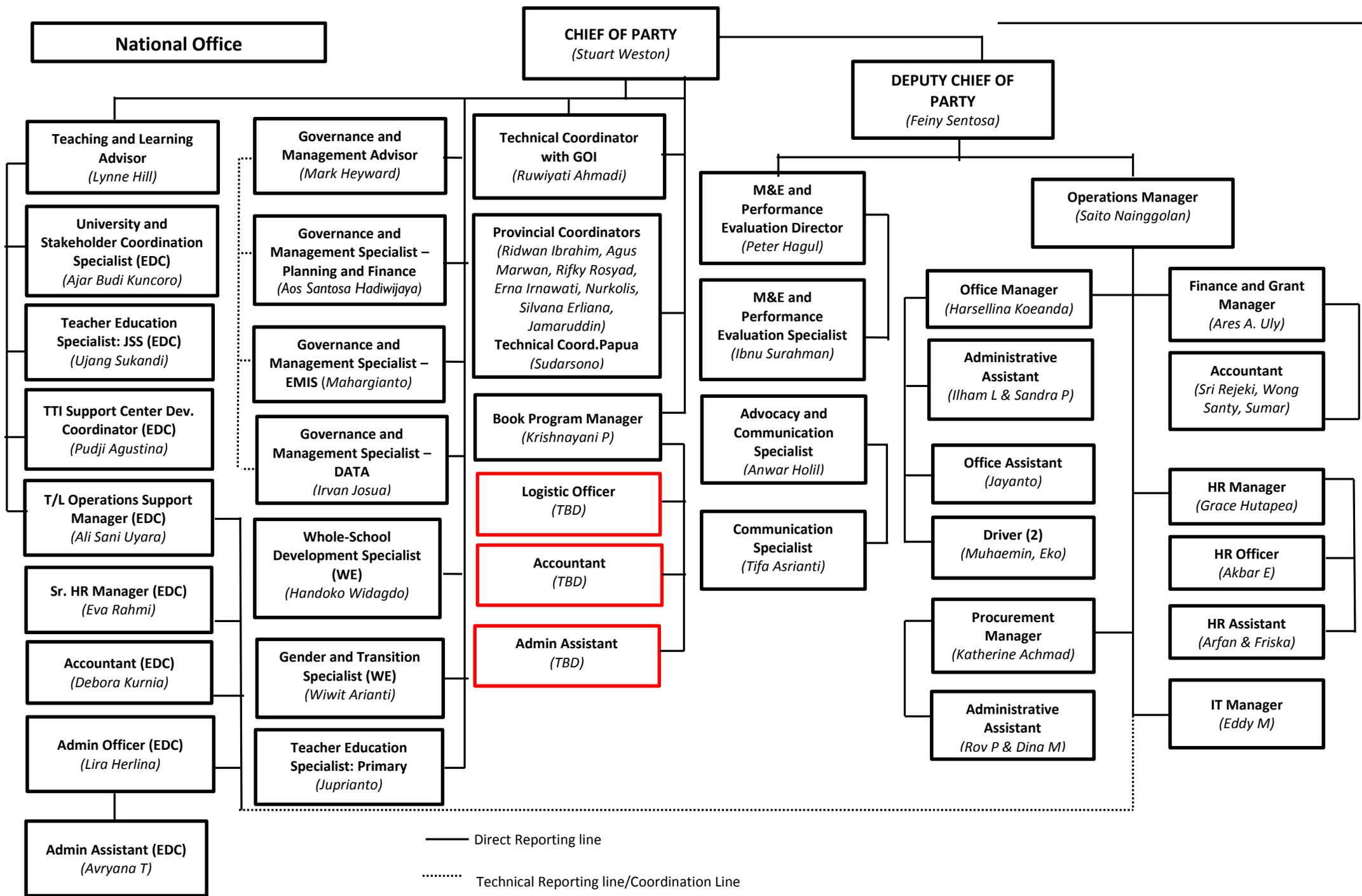
³¹ Calculated as the total number of training hours it takes to complete the course x by the total number of people completing the training course

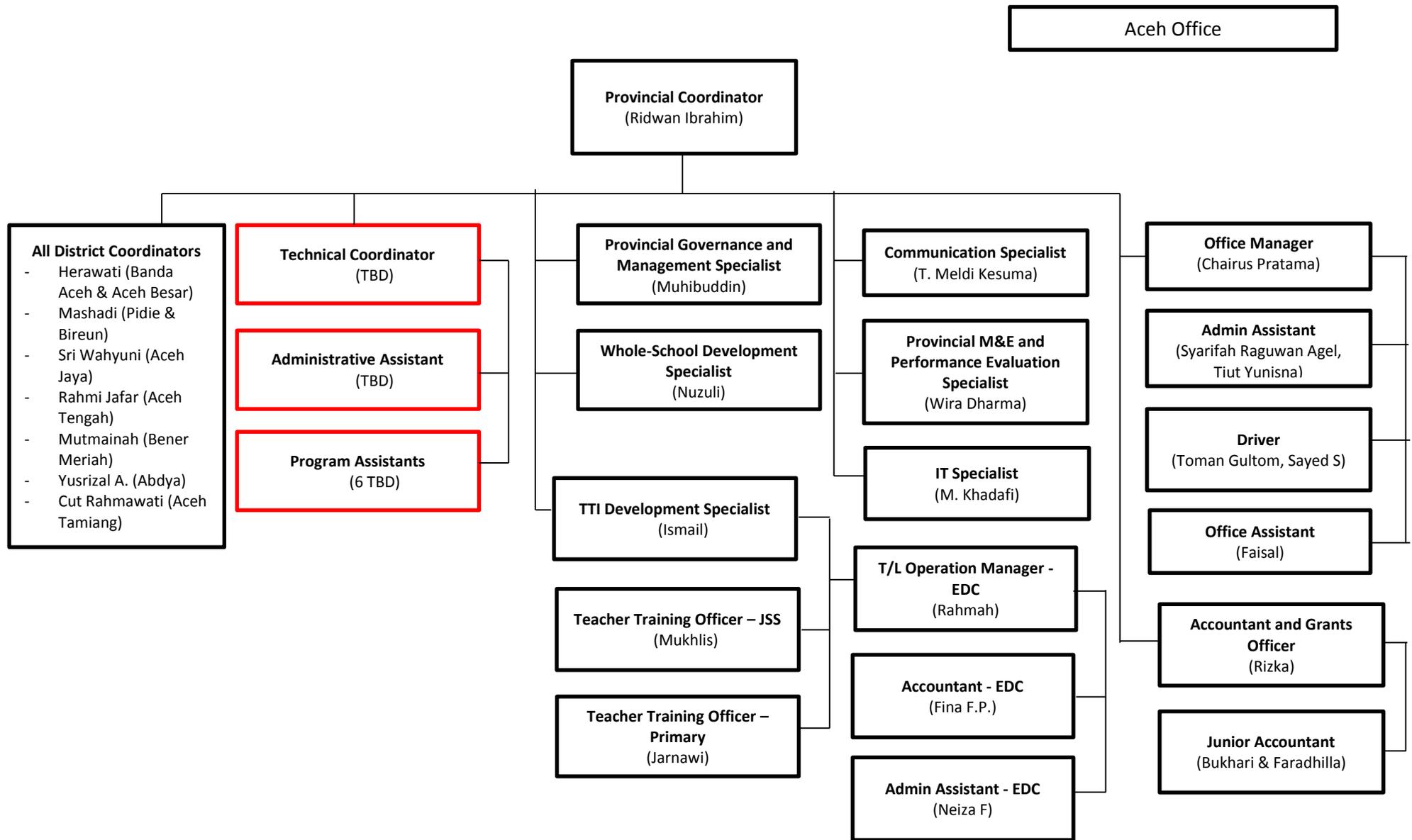
#	Indicator	Detailed Indicator	Data Collection Method	Frequency	Baseline	Monitoring 2 (2013)	Estimate Year 3	Monitoring 3 (2014)	Monitoring 4 (2015)	Cumulative (2012–2015)
7	Person hours of pre-service training for student teachers	Total # of person hours of teachers/educators/teaching assistants who successfully completed pre-service training or received intensive coaching or mentoring with USG support	Project Records	Annually	0	7,747 N of TTI 4th/final year students in the departments supported by USAID PRIORITAS (Math, Science, Indonesian Language, and Primary Teacher Education)		8,134 N of TTI 4th/final year students in the departments supported by USAID PRIORITAS (Math, Science, Indonesian Language, and Primary Teacher Education)	8,541 N of TTI 4th/final year students in the departments supported by USAID PRIORITAS (Math, Science, Indonesian Language, and Primary Teacher Education)	
8	Person hours of in- and pre-service training for school principals, administrators, GOI officials	Total # of person hours of administrators and officials successfully trained	Project Records	Annually	0	Principal: 96,696		Principal: 149,280 GOI Officials (Mainly Teacher Deployment Activities): 11,352	Principal: 285,024 GOI Officials (Teacher Deployment & Teacher Professional Development Planning Activities): 36,024	

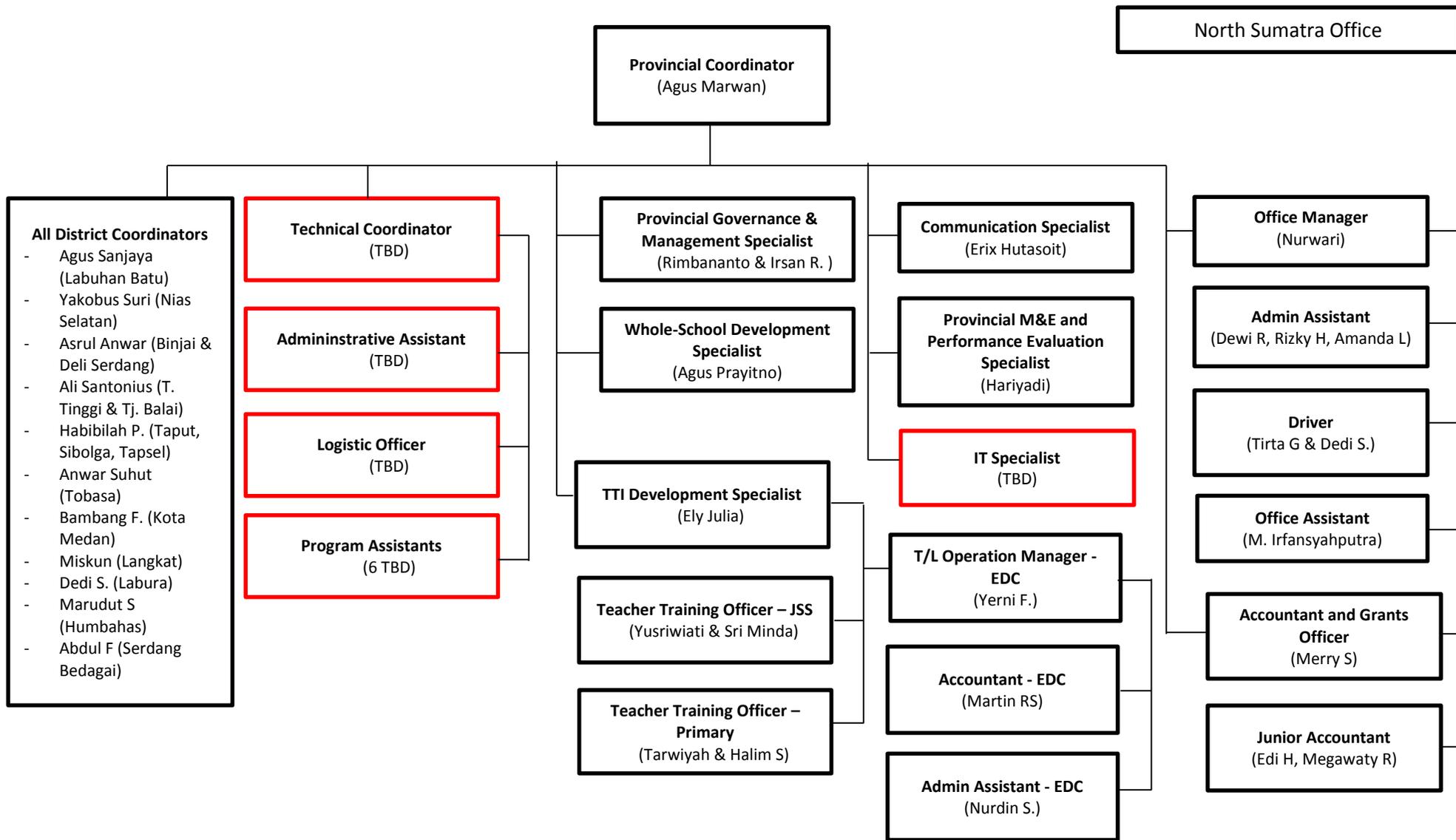
*Cumulative number

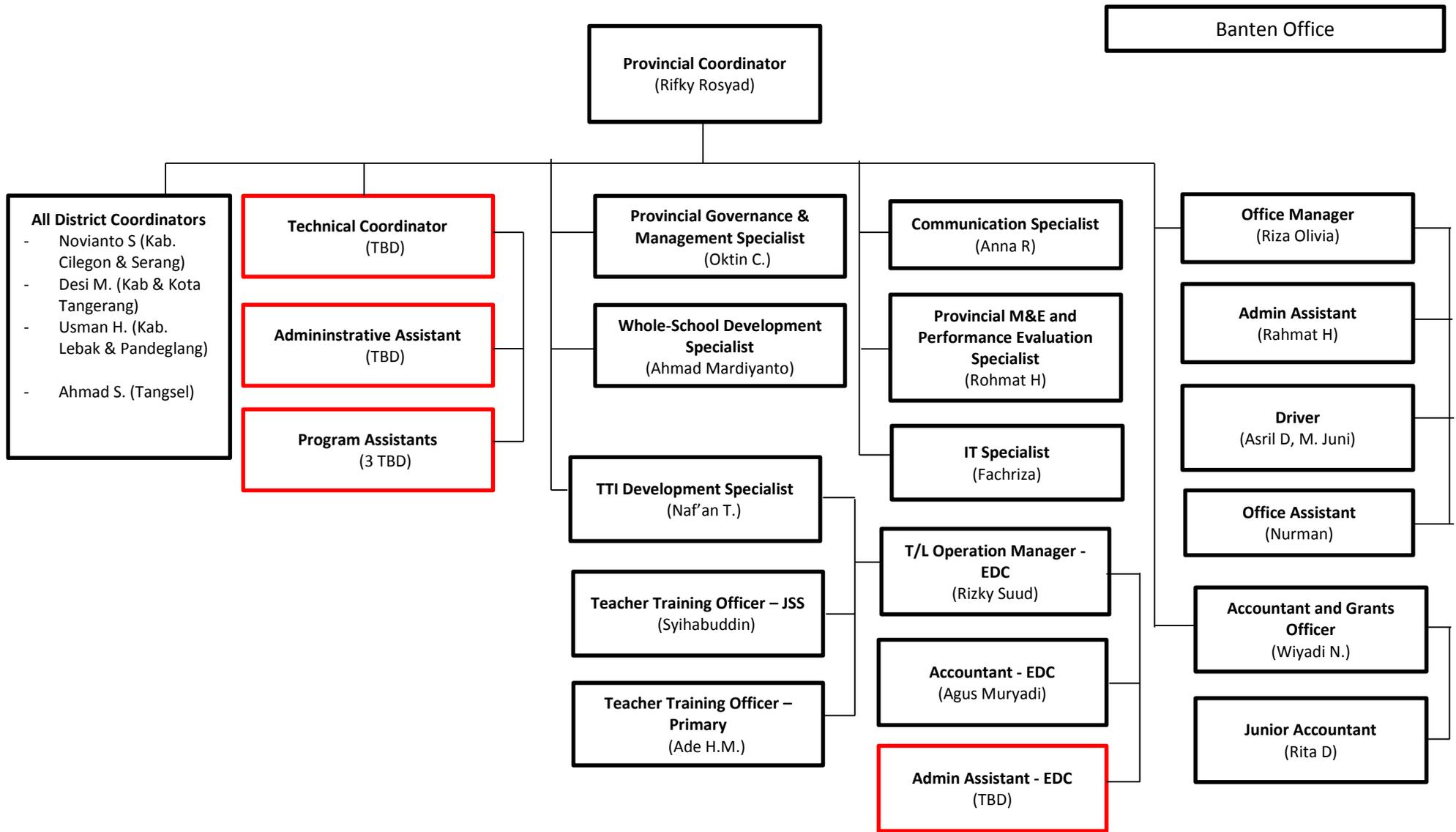
ANNEX 13: PROJECT ORGANIZATIONAL CHARTS AND STAFFING

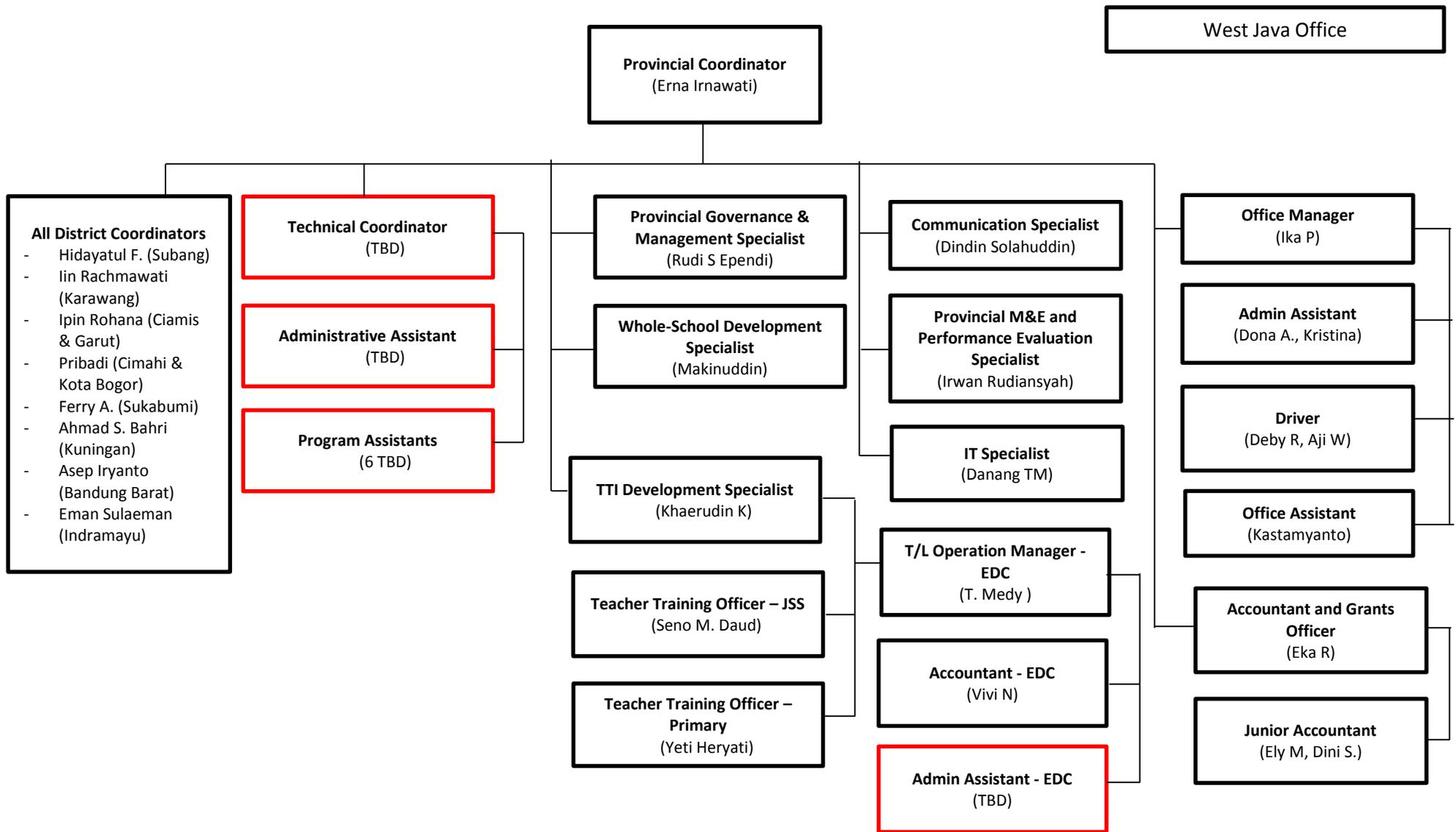
(Note: Red borders in organizational charts indicate staff still to be hired.)

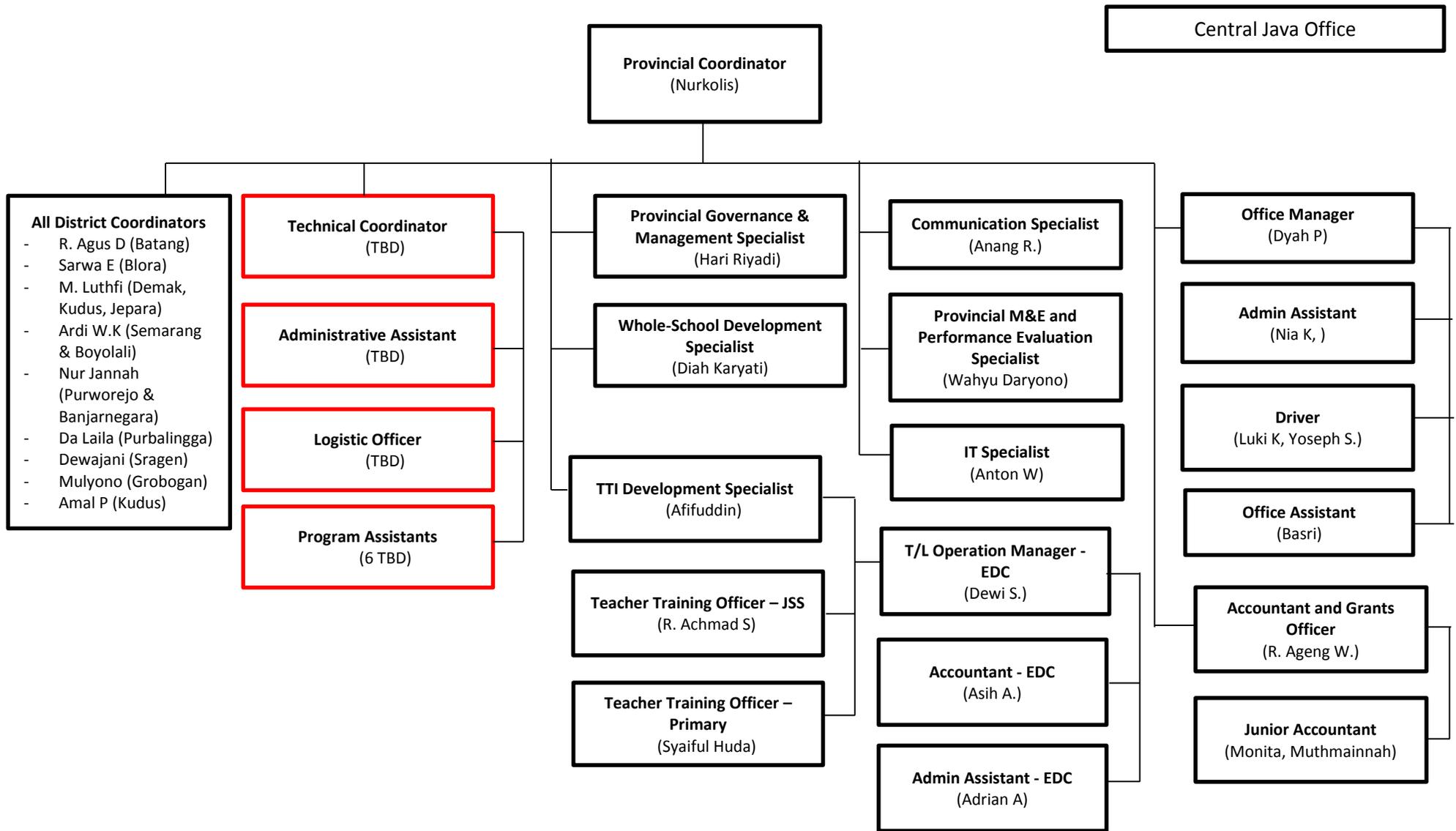


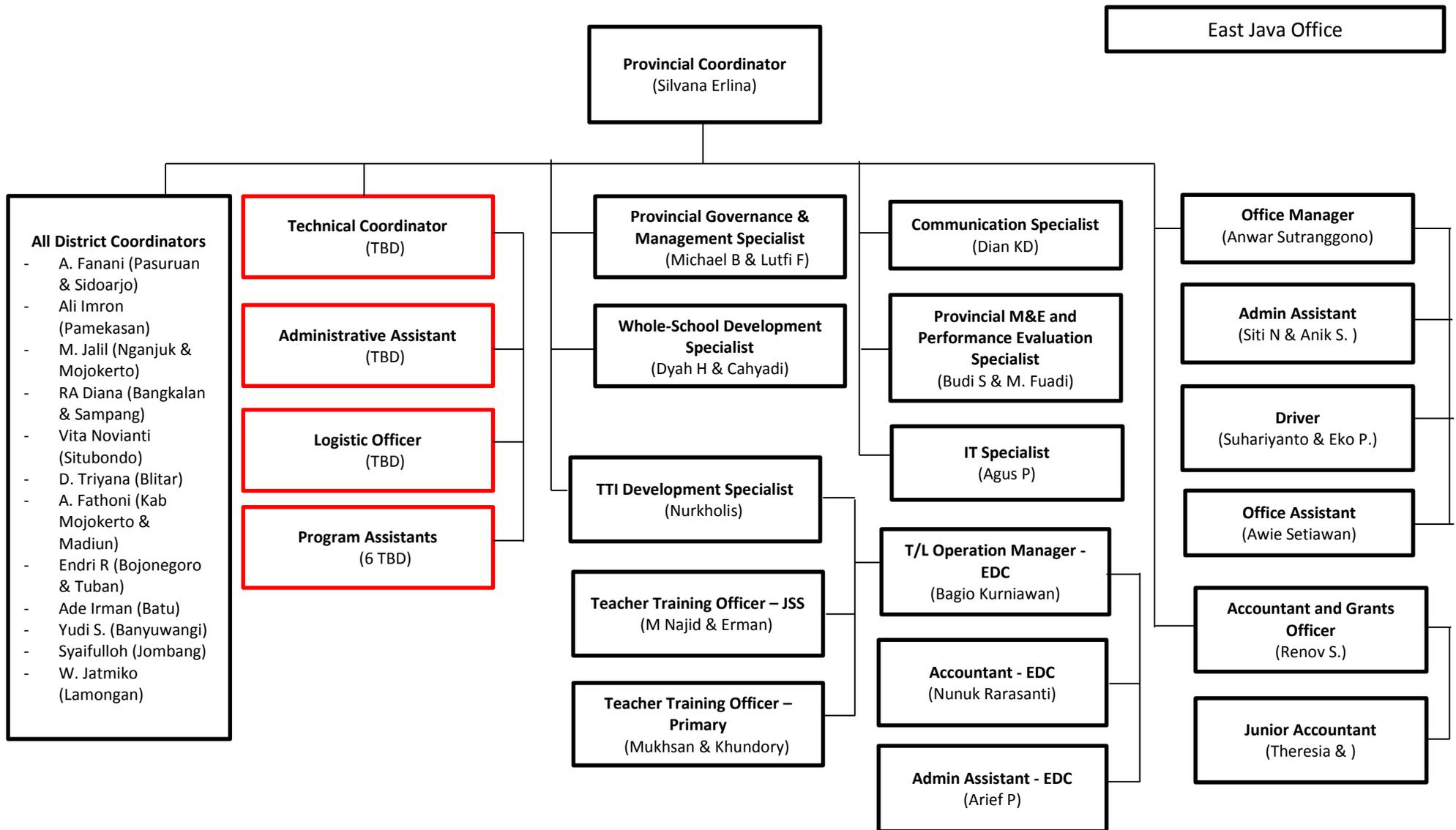


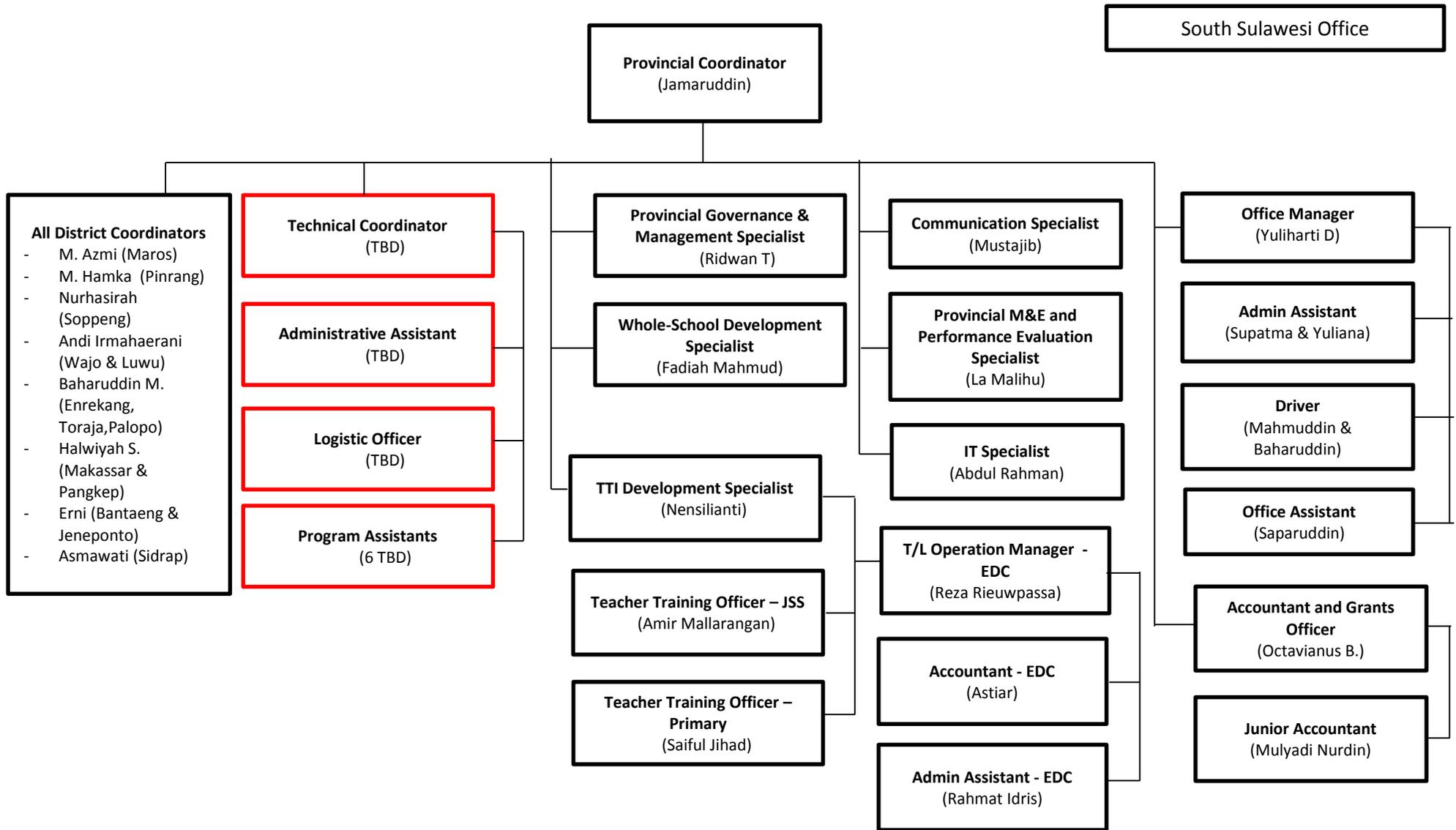


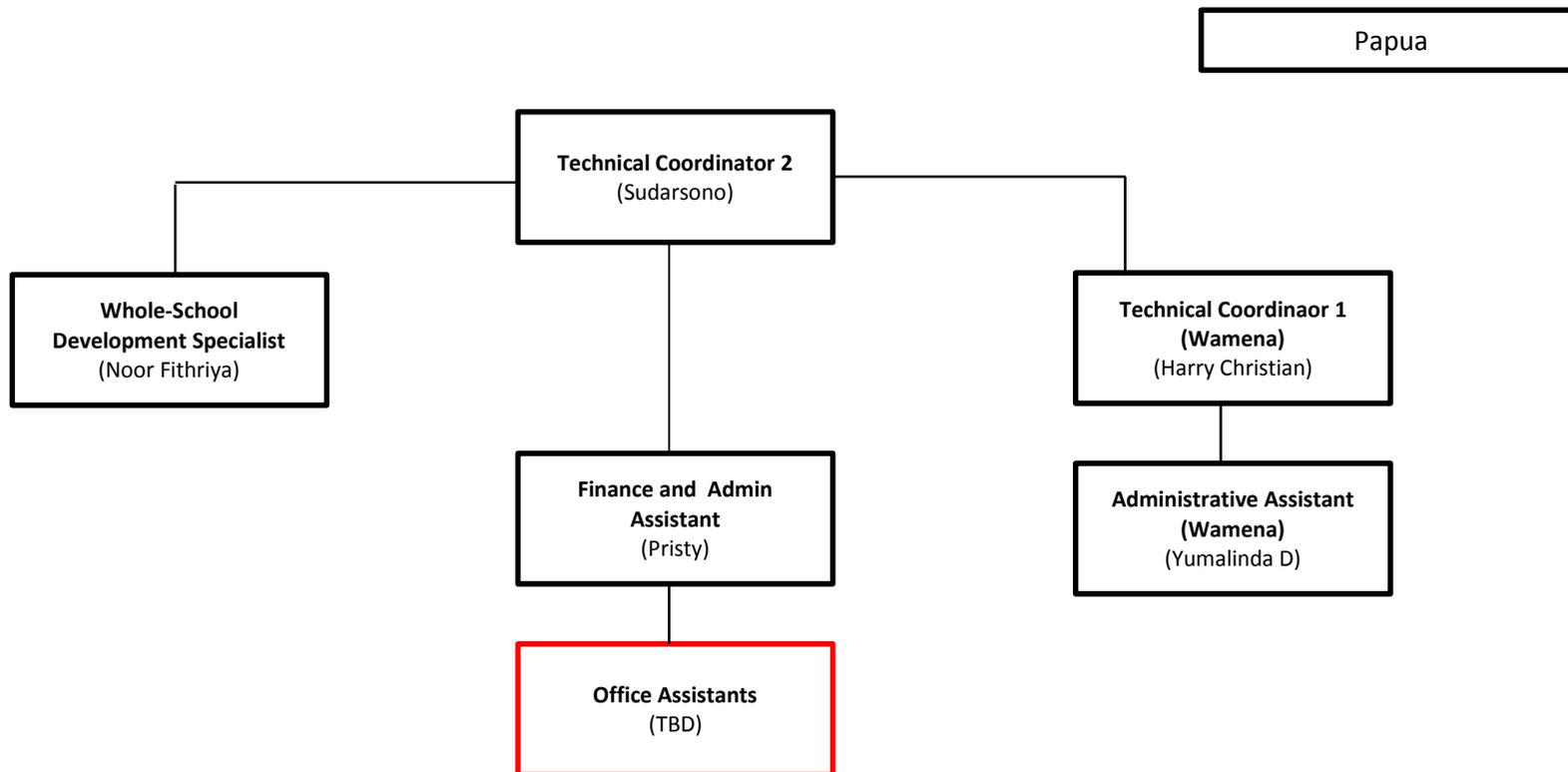












ANNEX 14: LIST OF STTA CONSULTANTS

No	Position	Name of Consultant	Work Period	
			Start	Finish
Teaching and Learning				
1	Early Grades and Primary School Specialist	Angie Siti Anggari	July 30, 2012	December 30, 2015
2	Mathematic Education Specialist	Ardhi Prabowo	October 1, 2015	August 31, 2015
3	Early Grades Reading (EGRA)	Siti Mariya Ulfah	September 3, 2012	December 31, 2015
4	Early Grades Reading (EGRA)	Furaidah	September 3, 2012	December 31, 2015
5	Science Education Specialist (and Teacher Management – see below)	Hadi Suwono	November 1, 2012	February 29, 2016
Higher Education				
1	Higher Education – Teacher Education	Muchlas Samani	September 29, 2014	August 31, 2016
Governance, Management, and Linkages				
1	Teacher Management	Supriyono Koes_Handayanto	February 18, 2012	April 30, 2016
2	Teacher Management	Hadi Suwono	November 1, 2012	February 29, 2016
3	Teacher Distribution	Teguh Triwiyanto	March 6, 2014	December 31, 2015
4	Teacher Distribution	Jajang Kusnendar	March 24, 2014	December 31, 2015
5	Teacher Distribution	Musyuhito Solin	May 22, 2014	December 31, 2015
6	Education Finance	Eddy Priyono	November 26, 2014	June 30, 2015
7	Liason with Local Government	Hamsah	June 27, 2014	February 29, 2016
8	Liason with Local Government	M. Ikhyar	December 4, 2014	September 30, 2015
Communications				
1	Website Maintenance	Adhitya Ramadhan Putra	June 5, 2014	June 30, 2016
2	Communication Assistant	Eka Dalanta	December 1, 2014	November 24, 2015
3	Communication Assistant	Hadi Kuswoyo	December 1, 2014	November 24, 2015

ANNEX 15: RTI RESPONSE TO MAJOR RECOMMENDATIONS OF THE USAID PRIORITAS MIDTERM EVALUATION TEAM

USAID PRIORITAS considers that the observations and recommendations contained in the project mid-term evaluation report are generally fair and reasonable. We have set out below (in blue) our response to the major recommendations contained in the executive summary of the report.

Recommendations:

1. **Facilitators:** Provide refresher training in the more difficult active learning topics such as authentic assessment, gender-balanced teaching strategies, and higher order questioning. This will give more support to teachers as they have requested and assist them to expand and refine their use of active learning methods in classrooms.

The training facilitators from the Cohort 1 districts will receive at least one additional round of training. The module for this training has been designed to cover more difficult active learning topics, including authentic assessment and higher-order questioning, as well as focusing on students expressing themselves in their own words. Our proposals on gender training are set out below under recommendation 2.

2. **Gender:** Modify the gender unit in Module 2 to be more reflective of the different cultural environments in provinces and districts. As a socially constructed concept, gender cannot be a “one size fits all.”

The current gender unit in Module 2 addresses issues including (i) how teachers deal differently with boys and girls in their teaching; (ii) how the roles of boys and girls are depicted in books and learning materials; (iii) giving equal development opportunities to boys and girls; and (iv) whether the school facilities, especially the toilets, cater for the differing needs of boys and girls. The project acknowledges that gender awareness in these and other areas varies greatly from school to school and teacher to teacher. The project also is aware of the reverse gender issue, where boys generally score considerably lower on formal assessments than girls. We propose to institute a study to inform the project more on these issues in the very near future and to address the issues urgently based on the results of the study.

3. **Generally:** Respond to requests for additional training in: librarianship, office administration, and the design and development of appropriate teaching aids to assist in expanding capacity of school-based education personnel.

The school-based management training for school principals and committees focuses on issues of managing resources and especially on the supply of, management, and use of books in schools. Future training will continue to focus on these issues, but we consider that the training of librarians and office administration staff is beyond the project scope of work.

4. **Inclusive Education:** Develop a unit on instructional techniques for teachers, principals, and parents that will assist special needs children already mainstreamed in local schools. This may be included in the A-L training.

While recognizing the importance of the issue of inclusive education, the issue only has a relatively small focus in the project compared to the other issues of general teaching methodologies and school management and governance. Given the limited resources of the

project in this area, teacher and school principal training has focused more on general issues of differentiated learning for students of differing abilities within the normal classroom. This touches on the issue of working with students with special needs but is not exclusive to them. The project has also been identifying and recording good practices in inclusive education in the project partner districts. It has been recording these practices and circulating them to other districts. The project has also wanted to respond to district requests to support a number of workshops on inclusive education. For the future, the project proposes to raise the issue of inclusive education and the good practices observed in schools at provincial meetings at which each of the partner districts are present. By this means, it is hoped to increase their awareness of unwillingness to support the provision of inclusive education.

5. **KKGs and MGMPs:** Use KKGs/MGMPs as the vehicle for in-service teacher training, as they are local and can provide immediate access to a ‘community of good practice’ for teachers.

We note the positive observations on the implementation of teachers working groups (KKG and MGMP) activities in the mid-term evaluation report. Each of the three teacher training modules addresses the issue of how to manage and implement effective teachers working group meetings. We also agree with the mid-term evaluation team that these working groups are the key to successful dissemination of project programs. In year 4 of the project, workshops will be held in all the project provinces and districts to plan for effective dissemination. These will include sessions on how to increase effectiveness of the teachers working groups, including ensuring that they have qualified trainers, access to project training materials, and reliable sources of funding.

6. **Principals:** Provide a stronger principal leadership component in MBS training to improve school management effectiveness and efficiency. MBS training has an emphasis on organizational and management skills, while principals could benefit from training that builds leadership and character capacities.

The project agrees with the mid-term evaluation team that principals are a key element in the successful development of schools. Each of the three project school training modules includes units on school management and leadership. However, we agree that the issue needs to be tackled even more strongly and are proposing to adapt a training module in school leadership developed under the DBE program. The project will then use this module to train school principals and supervisors from all USAID PRIORITAS project districts, starting in the coming project year (year 4).

7. **Reading Culture:** Provide more reading and reference books for schools actively engaged in supporting a school reading culture to expand the variety and levels of available books.

The project acknowledges that a shortage of reading materials in most schools is a significant factor holding back the development of student reading and reading culture. The project has already provided over 100,000 books to Cohort 1 and TTI lab and partner schools and will continue to provide a similar number to Cohort 2 and 3 schools. The project will also provide sets of leveled readers to all partner schools in Cohort 1, 2, and 3 districts and in TTI lab and partner schools. However the project does not have the resources to address the problem comprehensively or countrywide by providing books directly. The government and schools themselves must be convinced to allocate more resources for providing books. As part of the school-based management program, the project is training schools to develop ways to increase the supply of books, including allocating more resources from the BOS and harnessing

community support. The project is also addressing policy issues, related to the provision of books in discussions, with government at national, provincial, and district levels.

8. **TTIs:** Provide TTI lecturers with refresher training in AL methods, micro-teaching, classroom observation, and teacher assessment to ingrain these competencies into both TTI staffs and new student teachers. This will serve to institutionalize active learning methodologies and build TTI capacities.

The project has already provided two rounds of active learning training to TTI lecturers and will shortly provide a third round, which will address these issues. The project is also involving TTI lecturers in Classroom Action Research (CAR) working alongside experienced teachers. It continues to support lecturers in observing and supporting teachers in good practice schools, that have been identified jointly by the TTIs and the project and observing their students as part of a new 'developing teacher practicum', which will start in the coming year. The project is also supporting the TTIs in incorporating the principles of active learning into their pre-service teacher training curricula. We believe that all these programs should address the issues raised by the mid-term evaluation team.