

Improving the Quality of Decentralized Basic Education - Component 2
(DBE 2)

Impact, Results and Progress:
DBE 2 Monitoring and Evaluation Report FY 2008

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I. Introduction

USAID's Decentralized Basic Education Program - Objective 2 (DBE 2) seeks to improve the quality of teaching and learning in Indonesia's public and private sector primary schools through new attention to strengthening teacher training and improving the school learning environment. Led by Education Development Center, Inc. (EDC), with partners the Academy for Educational Development (AED) and Research Triangle Institute (RTI), DBE 2 works with USAID/Indonesia, the Ministries of National Education and Religious Affairs, and other public and private sector partners to develop a more comprehensive system of teacher professional development by strengthening the capacity of educators and administrators to initiate, facilitate, and promote school improvement at the local level. Several strategies have been implemented to strengthen Indonesia's primary education system, including: decentralized teacher training; school-based management; early childhood education; cluster resource centers; university partnerships; Information and Communication Technologies (ICT); and public-private alliances.

A. Purpose

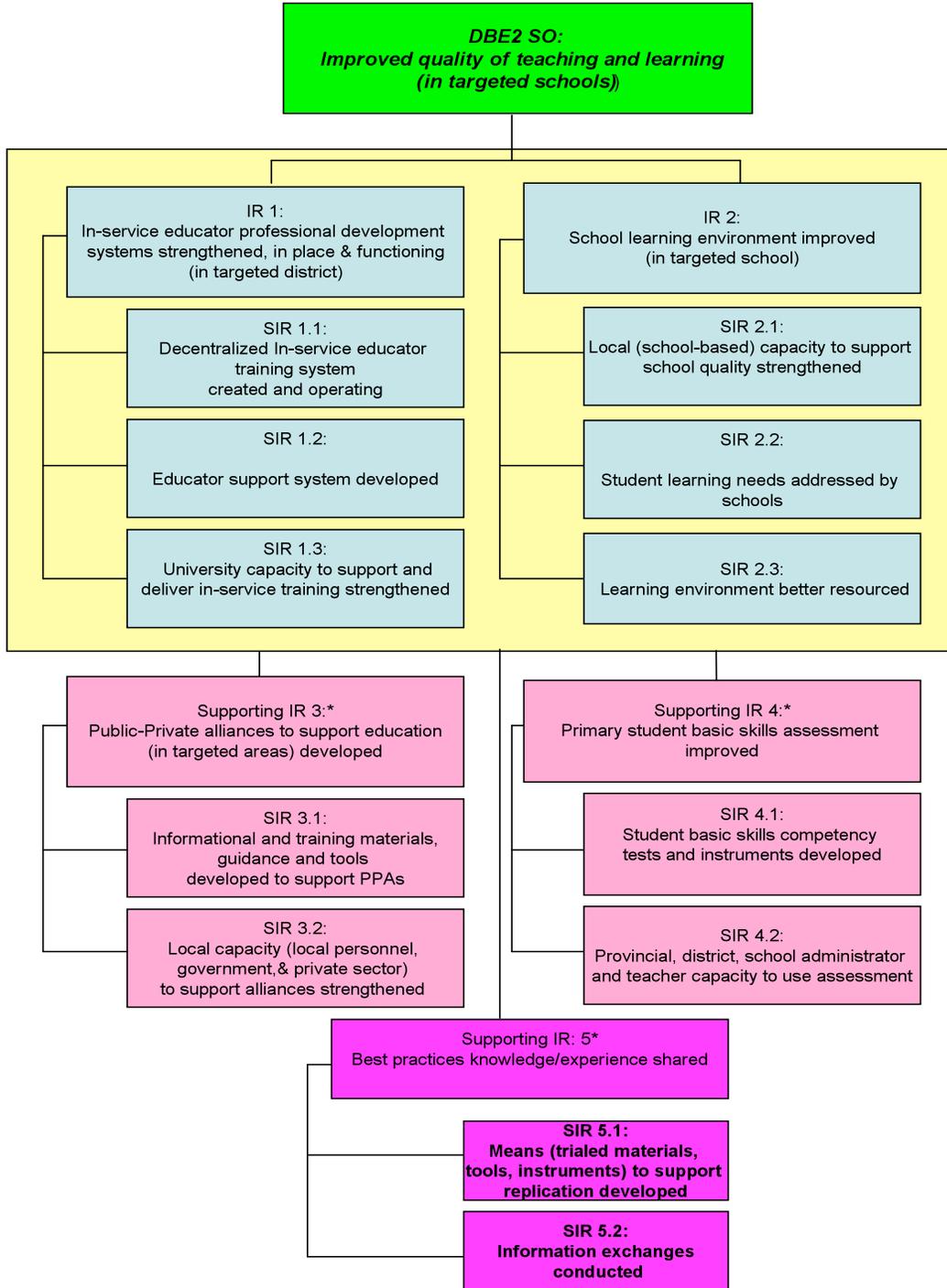
DBE 2 has established a comprehensive Monitoring and Evaluation system to collect, process, and report data on a full range of indicators allowing it to track project inputs, activities, products, and outputs to assess achievement of results and impact. The report to follow is the second M&E report issued by DBE 2 and provides an overview of project progress for Fiscal Year 2008 (or, the Academic Year spanning from July 2007 - June 2008). Data is presented for both Cohort 1 schools, which have participated in DBE 2 since FY2006, and for Cohort 2 schools, which have begun project participation this fiscal year.

Similar to last year, the M&E Report focuses on presenting monitoring and evaluation indicator data associated with its results framework. This report does not provide detailed descriptions of project activities and interventions, nor does it attempt to capture project accomplishments outside of indicator-specific data. Supplementary information may be found in other DBE 2 documents and reports (e.g., annual and quarterly reports).

B. Organization and Presentation

This report is organized into three main sections: 1) the Executive Summary highlights noteworthy results and trends gleaned from the FY2007 analysis; 2) the main body of the report is organized into six sections corresponding to the DBE 2 Results Framework and presents a thorough analysis of the data collected and reviewed this fiscal year with an emphasis on identifying areas of significant project impact, and 3) the Annex includes detailed tables illustrating collected data as they relate to each Results Framework indicator with complete breakdowns by province, gender, school location and school type. A summary of DBE 2 Results Framework is presented on the following page.

**Results Framework:
Improving the Quality of Decentralized Basic Education:
Teaching and Learning (DBE 2)**



C. Methodological Overview

The data and information provided in this report have been collected and analyzed according to the procedures and methods described in the ***DBE 2 Monitoring and Evaluation Plan Manual*** (Tietjen, August-September 2005).

DBE 2 M&E activities fall into three broad categories: (i) those that focus on and take place at the school, (ii) those that deal with systems or services (e.g. CRCs, MTTs) put in place by the DBE 2 project in a variety of areas, and (iii) those that center on project inputs or activities (e.g. training, module development, etc.).

The DBE 2 M&E system employs a “mixed methods” approach, using quasi-experimental quantitative principles and methods to ensure high validity and accuracy of the data collected. A variety of data collection methodologies have been used, including:

- student testing to measure skill acquisition (i.e. competency level) and learning gains.
- teacher observation and structured interviews to measure teacher skill acquisition and classroom behaviors, and satisfaction with DBE 2 training, support and follow-up.
- principal structured interviews to measure principal skill acquisition and practice, and changes in school management and the learning environment.
- classroom observation and checklists to measure quality of the learning environment.
- university stakeholder surveys to measure desired changes in institutional programs and individual practices.
- school-level stakeholders surveys to gauge levels of satisfaction and program impacts observed by project beneficiaries.
- structured reporting to record and/or inventory outputs (e.g. teachers trained), activities (e.g. training programs delivered), and inputs (e.g. modules/materials developed).

Instruments reporting formats and protocols have developed for the various interventions. Data has been collected and processed under the supervision of the DBE 2 M&E Team by a variety of actors. Student testing was conducted by teams from Padjadjaran University. Teacher, principal and school performance data were collected by combined teams of DBE 2 M&E personnel and hired observers. Monitoring data for project outputs and inputs has been collected by M&E provincial coordinators and other project staff. Data entry has taken place in both the provincial and central offices, and housed in a project database. Development, preparation and analysis of data reporting and analytic templates (“shells”) were conducted by M&E staff in the central office.

Data collection has been conducted on both a project-wide and sample-basis. Readily accessible data primarily used for monitoring purposes—data that deal with project outputs and inputs, such as the number of teachers trained, the number of modules developed, number of PPAs—have been collected for the project as a whole. Some data have been collected for all DBE target schools as well, such as a descriptive school profile, student flow data, and the number of schools that have received specified project inputs.

DBE 2 has expanded its reach into a second cohort of schools this year. “Cohort 1” refers to those schools working with DBE 2 since the 2005/2006 academic year. “Cohort 2” includes schools participating in DBE 2 activities beginning in academic year 2007/2008. Cohort 2 participants represent new and separate districts from Cohort 1, but are engaged in a similar program of interventions as introduced in the first year of Cohort 1 activity. Tables 1 and 2 (below) provide an overview of the numerical scope of Cohorts 1 and 2.

For the more complex, time-consuming impact measures of student, teacher, principal and school performance and satisfaction, as well as the learning environment, the data was collected on a sample of target DBE 2 school to assess the school as a whole “learning system” and the interaction among the various project inputs and outputs at the school level. Change has been (or will be) measured in two-ways: (1) longitudinally by comparing annual statistics over the course of cohort support and (2) comparison with “control” schools selected to closely reflect the characteristics of the DBE 2 project “treatment” schools. An overview of cohort samples is provided in the Annex.

D. Terminology and Presentation

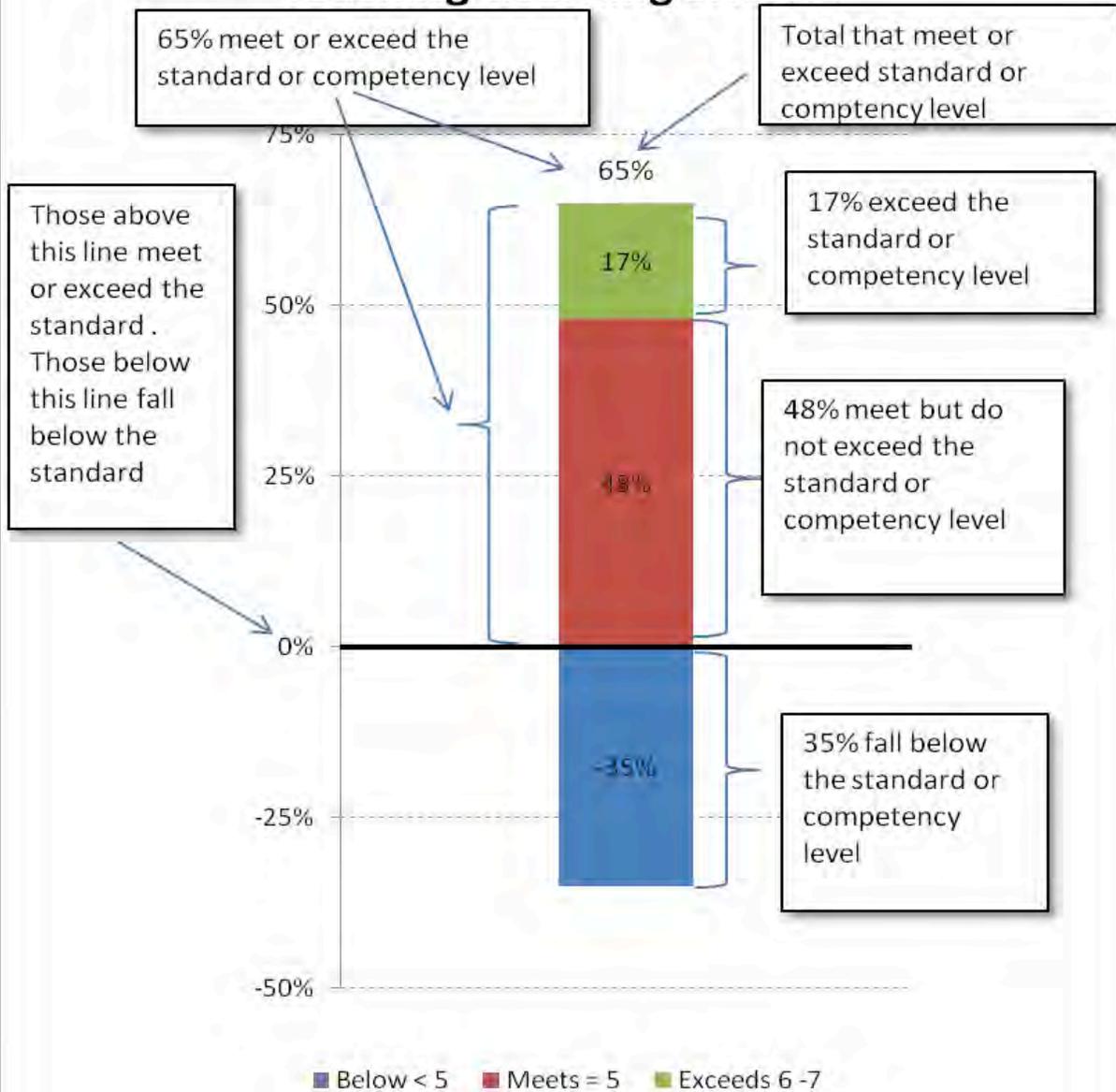
DBE 2 uses a variety of instruments to assess student learning, principal and teacher performance and school environment. In order to facilitate the analysis of DBE 2 progress and results, the DBE 2 Monitoring and Evaluation (M&E) team, in direct consultation with project staff, Indonesian Ministry of Education officials and other education sector professionals familiar with Indonesian norms, has established a structured based on several standards with which to evaluate participant performance.

Generally, the structure applied establishes two cutoff points. The first determines a minimum level of performance, or standard, below which the individual or school has failed to meet the Indonesian norm or expected level of performance. Those that score at or above the minimum level of performance are reported to meet the expected level of performance or standard. A second delineator is applied to separate high performing individuals/schools from those meeting a minimum standard, and participants achieving scores above standard are reported to exceed the norm. Using these benchmarks, individuals or schools are thus be separated into those that fall below the standard, those that meet it, and those that exceed the standard.

The proportion of individuals that fall into each of these three groups is then used to track progress among those schools targeted with DBE 2 interventions. This is done by comparing these proportions with those of previous years as well as with those detected in control schools (similar schools that have not received DBE 2 inputs). *In the sections that follow, references to competency, performance, standard, and minimal requirement refer to these DBE 2-established norms and not to government mandated standards.*

In order to facilitate analysis and communicate DBE 2 outcomes and progress, much of this report is supplemented with figures such as the one below, illustrating proportions of participants falling into the three performance bands described above. Where possible, the standards themselves are described in the data presentation, such as with a figure title that reads, “% of Teachers That Meet 5 or More of 7 Teaching-Learning Criteria,” and a legend showing that those who meet 5 criteria are said to meet competency levels, and those that meet 6 or 7 criteria are classified as exceeding competency.

% of Teachers That Meet 5 or More of 7 Teaching-Learning Criteria



		# of Districts			# of Clusters			# of MTTs			# of Schools			# of Principals			# of Teachers			# of Students		
		C1	S	Con	C1	S	Con	C1	S	Con	C1	S	Con	C1	S	Con	C1	S	Con	C1	S	Con
Province	Aceh	2	2	2	5	5	3	10	0	n/a	38	6	3	38	6	3	846	145	44	9,698	1,849	707
	North Sumatra	5	5	4	10	7	6	12	0	n/a	106	19	6	106	19	6	1,401	327	79	27,909	7,958	1,737
	West Java	3	3	2	6	6	3	10	0	n/a	63	10	3	63	10	3	720	134	31	16,430	3,405	1,211
	Banten	3	3	3	6	4	3	9	0	n/a	57	7	3	57	7	3	819	167	45	16,052	3,400	838
	Central Java	5	4	4	10	8	5	19	0	n/a	112	21	7	112	21	7	1,228	289	80	19,923	5,379	1,199
	East Java	5	5	5	10	5	3	0	0	n/a	87	15	5	87	15	5	1,138	247	65	21,861	6,101	332
	South Sulawesi	5	4	4	10	7	5	0	0	n/a	92	16	5	92	16	5	1,726	359	75	19,299	4,960	1,194
Total		28	26	24	57	42	28	60	0	n/a	555	94	32	555	94	32	7,878	1,668	419	131,172	33,052	7,218
Location	Urban										351	61	23	351	61	23	5,285	1,203	311	94,896	25,761	5,795
	Rural										204	33	9	204	33	9	2,593	465	108	36,276	7,291	1,423
Total		28	0	0	57	0	0	60	0	0	555	94	32	555	94	32	7,878	1,668	419	131,172	33,052	7,218
School Type	Public MONE										424	72	30	424	72	30	5,947	1,231	388	101,959	24,575	6,817
	Public MORA										18	4	0	18	4	0	415	97	0	4,829	1,320	0
	Private Secular										10	2	0	10	2	0	193	59	0	4,818	2,328	0
	Private Moslem										91	13	2	91	13	2	1,172	206	31	16,409	3,530	401
	Private Other Religious										12	3	0	12	3	0	151	42	0	3,157	1,299	0
Total		28	0	0	57	0	0	60	0	0	555	94	32	555	94	32	7,878	1,635	419	131,172	33,052	7,218

Table 1: Cohort 1 Description (Cohort 1, Sample and Control Groups)

		# of Districts			# of Clusters			# of MTTs			# of Schools			# of Principals			# of Teachers			# of Students		
		C2	S	Con	C2	S	Con	C2	S	Con	C2	S	Con	C2	S	Con	C2	S	Con	C2	S	Con
Province	Aceh	4	4	4	10	10	7	20	0	n/a	115	23	7	115	23	7	1,979	412	129	20,546	4,439	1,881
	North Sumatra	4	4	4	8	8	6	10	0	n/a	80	16	6	80	16	6	930	210	63	15,584	3,327	1,427
	West Java	5	5	5	10	10	7	20	0	n/a	106	21	7	106	21	7	1,256	322	87	26,613	7,638	1,910
	Central Java	5	5	5	10	10	10	20	0	n/a	104	20	7	104	20	7	1,071	218	72	17,250	3,558	1,380
	East Java	5	5	5	10	10	8	0	0	n/a	107	21	7	107	21	7	1,382	297	79	19,723	4,961	1,400
	South Sulawesi	4	4	4	8	8	6	0	0	n/a	80	15	6	80	15	6	1,088	226	67	17,749	3,900	1,433
Total		27	27	27	56	56	44	70	0	n/a	592	116	40	592	116	40	7,706	1,685	497	117,465	27,823	9,431
Location	Urban										267	53	18	267	53	18	3,837	882	244	61,765	15,605	5,214
	Rural										325	63	22	325	63	22	3,869	803	253	55,700	12,218	4,217
Total		27	0	0	56	0	0	70	0	0	592	116	40	592	116	40	7,706	1,685	497	117,465	27,823	9,431
School Type	Public MONE										434	80	40	434	80	40	5,447	1,123	497	88,936	19,907	9,431
	Public MORA										47	11	0	47	11	0	958	242	0	10,047	2,516	0
	Private Secular										4	1	0	4	1	0	73	12	0	1,068	72	0
	Private Moslem										100	22	0	100	22	0	1,163	291	0	16,400	5,092	0
	Private Other Religious										7	2	0	7	2	0	65	17	0	1,014	236	0
Total		27	0	0	56	0	0	70	0	0	592	116	40	592	116	40	7,706	1,685	497	117,465	27,823	9,431

Table 2: Cohort 2 Description (Cohort 2, Sample and Control Groups)

II. Improved Quality of Teaching and Learning in Targeted Schools (SO)

Through educator and school-based management training and support, one of DBE 2's primary objectives is to improve the quality of teaching and learning in participant schools. Outcomes of DBE 2 interventions are measured in four major areas: student performance, teacher performance, principal performance, and school performance (an aggregate of the first two).

A. Student Performance

Indicators:

1. #/% of students achieving or surpassing minimum competency levels on DBE 2 subject test
2. Average aggregate promotion rate
3. Average aggregate attendance rate
4. Average repetition rate
5. Average drop-out rate
6. #/% of kindergarten students achieving minimum school readiness standards in kindergarten pilot schools (performing and improved kindergartens)

Improved student performance is the ultimate objective of DBE 2, an expected outcome of improvements to the teaching and learning process as well as to the student learning environment. Student performance has been measured through the indicators listed above that address three major categories of performance: 1) student assessment outcomes, 2) educational participation or student progression through primary school, and 3) student behaviors, specifically attendance/absenteeism.

1. Primary Student Learning Outcomes

This fiscal year represents the first year of project participation for Cohort 2 schools, and student assessments were conducted for treatment and control groups in this sample only. Assessments were targeted to measure core competency levels in Grades 3 language and math, and Grade 6 language, math, and science. Exams were administered in August 2007, in the beginning of the academic year, and again to the same student population in April 2008 at the end of the academic year.

Pre-tests were administered to a total of 8,933 DBE 2 and control students, out of which 6,235 DBE 2 and 2,129 control school students participated in both the pre- and post-tests. As with last year, Cohort 2 student learning outcomes have been analyzed through two different lenses. The first lens of analysis captures levels of student performance in terms of the percentages of students who meet or surpass minimum competency levels in DBE 2 target and control schools in direct response to Indicator 1.¹ This allows for the review of absolute student achievement levels (i.e.,

¹ Criteria for determining standards of competency were derived using a modified "Angoff" method and established by a standard-setting committee including local test specialists, subject matter specialists teachers, and administrators. As such, definitions of competency were based on what the average student (at Grade 3 or Grade 6) should know in each subject area by the end of the academic year. The development and administration of tests were led and facilitated by the Psychometrics Department at Padjadjaran University.

levels of achievement at the end of the academic year)². The second lens of analysis examines pre- and post-test results to determine gains in student achievement over the course of the school year. The student assessment analysis to follow is a record of findings from the first lens.³

Limitations

The reader should note that the use of these categories and the analysis to follow have their limitations. The primary limitation relates to the decentralized design of DBE 2's training package development and rollout plan. While students throughout the nation participated in the same exam and were tested in all subjects noted above, each of the 6 project provinces received specific and separate training packages, which did not address all subjects alike.

Additionally, at the time of post-test administration in April 2008, subject-specific training packages had not yet been introduced to DBE 2 Cohort 2 schools. The rollout of these packages began after the post-test and will continue into the next academic year. At the time of the post-test, teachers had received training only in generic teaching and learning methodologies and activities to be incorporated into subject instruction. Training packages included introductions to active learning methodology, curriculum mapping, in-class student assessment, syllabi development, lesson planning, low-cost material development, and gender equity. While these skill sets were demonstrated using core subject material, initial training packages as of this time did not focus on any subject in isolation. The student assessment results presented for Cohort 2 schools below, therefore, do not reflect the full impact of DBE 2 training. For a more comprehensive summary of DBE 2's teacher training program, readers are referred to Section III.

Lastly, the reader should be reminded that assessments were not conducted for Cohort 1 this academic year. Cohort 1 results (detailing student achievements following one year of project participation in FY2007) presented here are drawn from the FY2006/2007 Monitoring and Evaluation report and are used for comparative purposes only against Cohort 2 (also detailing student achievements after one year of project participation in FY2008). The reader should be careful not to consider the comparison of cohorts, each comprised of separate student samples, as a longitudinal analysis of assessment results. This is especially important given that Cohort 2 exams cover students whose teachers had only general pedagogic training, while Cohort 1 teachers had received subject-specific training in addition.

² An analysis of average pre-test scores shows no significant differences between treatment and control groups (Royer, September 2008). Thus the comparison of DBE 2 target and control student assessment results is considered representative.

³ The "2007-2008 Student Learning Evaluation," prepared by Dr. James M. Royer, provides a full analysis of Cohort 2 student assessment results, including an examination of pre- to-post test gains.

Analysis

General Trends

Assessment results observed in both DBE 2 and control schools reveal general trends in student achievement that are worthy of note. The low outcomes achieved in both Grade 3 and 6 math are striking, particularly in comparison to the percentages of students that meet or exceed competency in language and science. With more than 70% of all students tested falling below standard, math instruction readily presents itself as a subject area that deserves further attention in Indonesian primary schools (as shown in Figure 1).

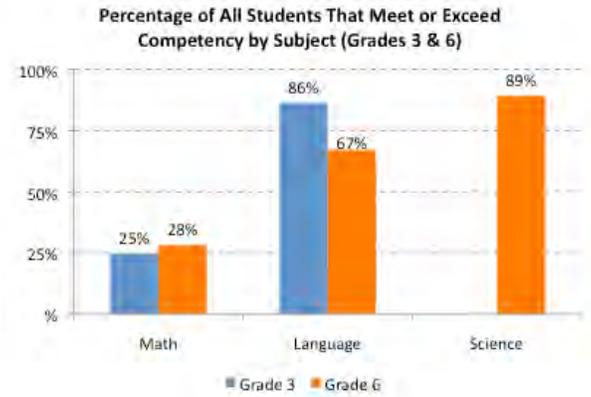


Figure 1: Percentage of All Students Meeting/Exceeding Competency by Subject

Language results, too, bring to light discrepancies in learning achievements across grades: from Grade 3 to Grade 6 the percentage of all students falling below competency more than doubles while the percentages of students meeting advanced criteria in language conspicuously declines. These domains are not only suggested areas of concentration for DBE 2, but are also highlighted as focus points for educators and policymakers alike (See Figure 2).

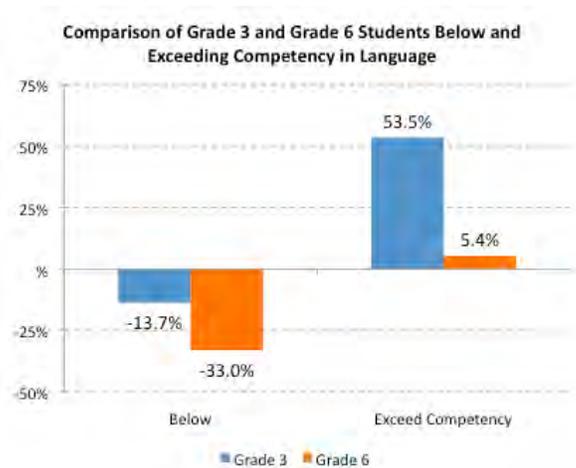


Figure 2: Comparison of Grade 3 & 6 Students Below and Exceeding Competency in Language

Comparison of DBE 2 and Control Students by Grade and Subject for Cohort 2

Grade 3 Language

Consistent with results seen in the pre- to post-test gains analysis, the percentage of Grade 3 students meeting or surpassing minimum standards is greater in control schools than DBE 2 schools in language (by 2 percentage points) in Cohort 2 (87.3% v. 85.3%). While percentages of students “below” minimum competency in both DBE 2 and control schools are higher than those observed last year in Cohort 1, the percentage of “advanced” students in both treatment groups are also higher (See Figure 3).

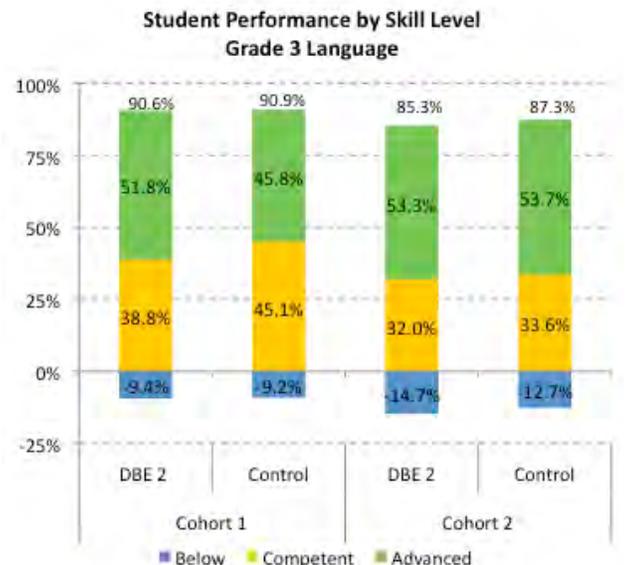


Figure 3: Student Performance by Skill Level - Grade 3 Language

Grade 3 Math

As depicted in Figure 4, math is a weak area for Grade 3 students, with more than 70% of both DBE 2 and control school students in Cohort 2 falling below minimum competency, a level approximately 10% higher than for Cohort 1 schools in the previous year. However, the percentage of DBE 2 students meeting “competency” this year in Cohort 2 exceeds that of control school students (24.1% v 21.6%), as does the percentage of DBE 2 students categorized as “advanced” (2.4% v 1.0%). This combined 4 percentage point advantage among DBE 2 students in the “meet or exceed category” represents a 17% increase above control schools (a 3.9 point gain from a base of 22.6).

Grade 6 Language

Results show a more outstanding gap in performance between treatment groups in Cohort 2, with the percentage of control students categorized as “below” greater than that of DBE 2 students by 5.3 percentage points (35.6 v 30.3). Additionally, the percentage of DBE 2 students categorized as “advanced” exceeds that of control school students by 2.7 percentage points (6.7 v 4.0). Again, a brief comparison against Cohort 1 results shows a greater percentage of students “below” standard observed this year, though the percentage point difference between DBE 2 and control students in this category (in favor of DBE 2 learners) remains the same across both cohorts (See Figure 5).

Grade 6 Math

The percentage of Cohort 2 DBE 2 students meeting or surpassing competency exceeds that of their control school counterparts by 3.2 percentage points (29.8 v 26.6), and in the “advanced” category, by 1.6 percentage points (2.8 v 1.2). No real differences in results are observed between Cohorts 1 and 2 (See Figure 6).

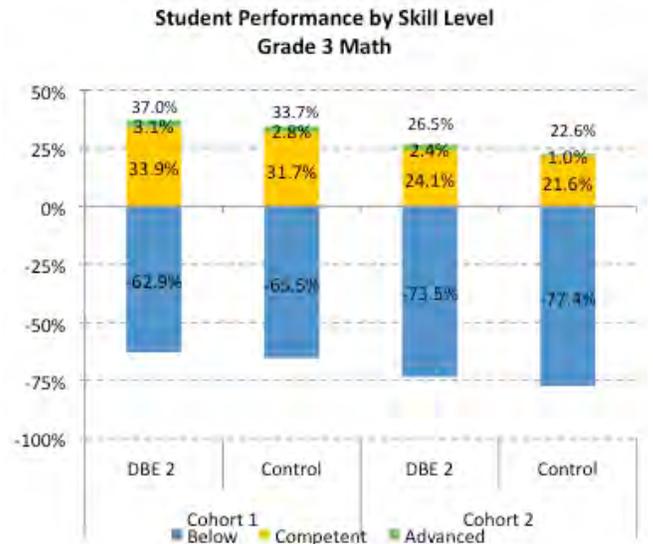


Figure 4: Student Performance by Skill Level - Grade 3 Math

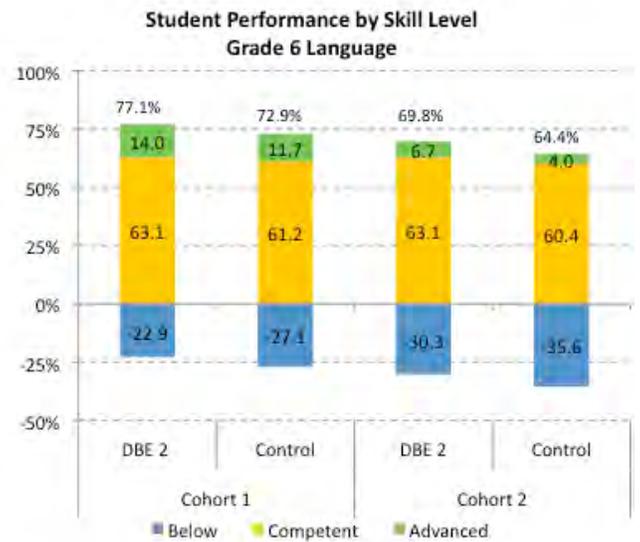


Figure 5: Student Performance by Skill Level - Grade 6 Language

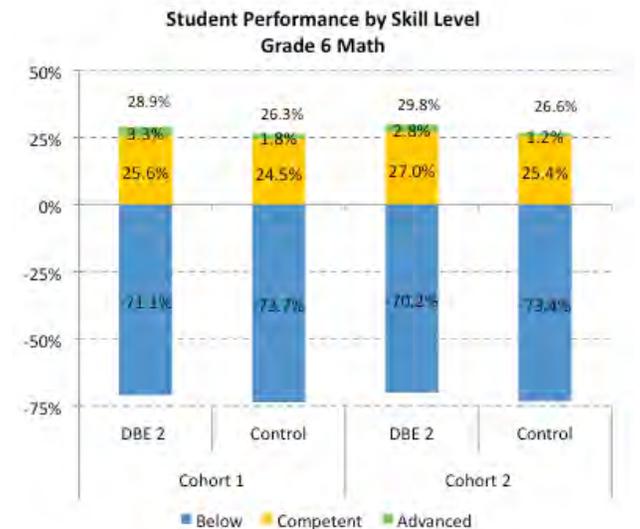


Figure 6: Student Performance by Skill Level - Grade 6 Math

Grade 6 Science

Although a slightly greater percentage of Cohort 2 control school students than DBE 2 students meet or exceed competency in science (by 1 percentage point), the percentages of DBE 2 students that meet “advanced” criteria exceed that of control school students by 3.7 percentage points (22.8 v 19.1). Cohort 2 statistics for control students are slightly better than those observed in Cohort 1 of last year, while DBE 2 “advanced” achievements are slightly more muted in Cohort 2 in comparison to results attained by the Cohort 1 sample, possibly reflecting the impact of science-specific training received by Cohort 1 teachers (See Figure 7).

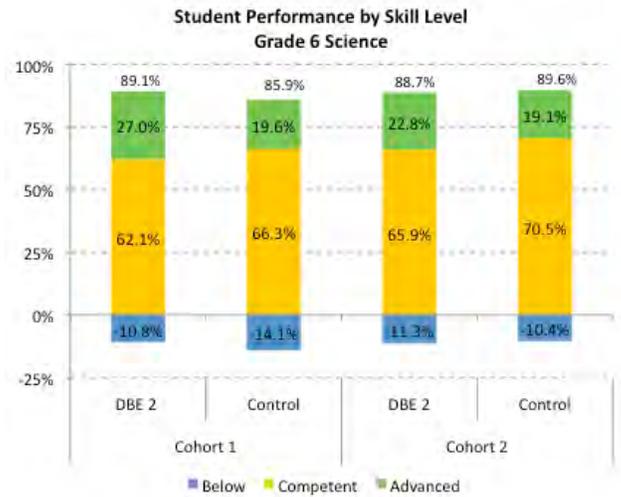


Figure 7: Student Performance by Skill Level - Grade 6 Science

Gender Variations

A gender breakdown of subject area scores reveals that DBE 2 interventions disproportionately benefit girls in all areas. The difference in math is particularly striking. As in Figures 8 & 9 below, in Grade 3, the proportion of DBE 2 girls that meet or exceed competency in math is 22% greater than the proportion in control schools (28.3% v 23.2%) and in Grade 6 the proportion is 25% higher (30.0% v 23.9%).

Equally striking is the proportion of girls that exceed competency in math in both grades, which in DBE 2 schools is brought up to the level of boys and is several times higher than percentage of girls exceeding competency in control schools (approximately 2.8% in DBE 2 schools compared to approximately 0.5% in control schools, as seen in Figure 8). This suggests that the component of DBE 2 training devoted to gender equity is particularly effective in math.

Student Performance by Gender - Grade 3 Math

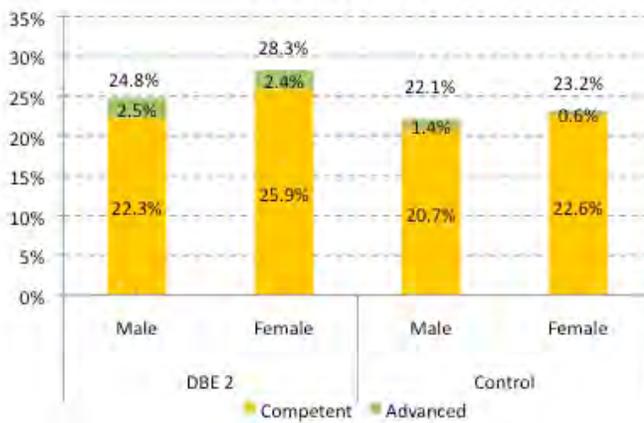


Figure 9: Student Performance by Gender - Grade 3 Math

Student Performance by Gender - Grade 6 Math

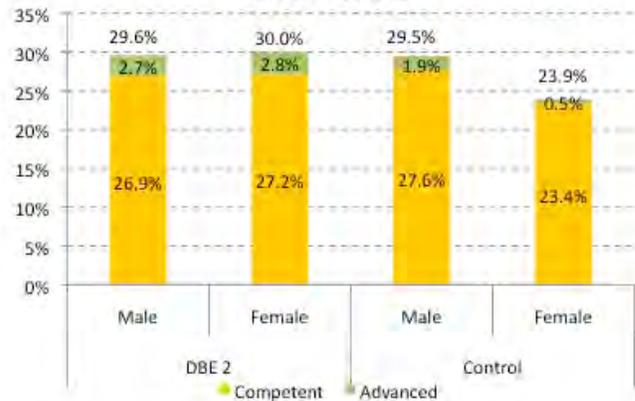


Figure 8: Student Performance by Gender - Grade 6 Math

A similar gender impact is found for Grade 6 language and science where the proportion of girls that exceed competency in these two subjects is considerably higher in DBE 2 schools than in controls (See Figures 10 & 11). It is nearly twice as high in language (8.3% v 4.9%) and 30% higher in science (21.3% v 16.4%). The percentage of boys that exceed competency in these two subjects is

also significantly higher for DBE 2 school boys compared to their control counterparts, although the difference is less (4.9% v 3.0% in language and 24.4% v 22.0% in science).

% of Students That Exceed Competency in Grade 6 Language



Figure 10: % of Student Exceeding Competency in Grade 6 Language

% of Students That Exceed Competency in Grade 6 Science

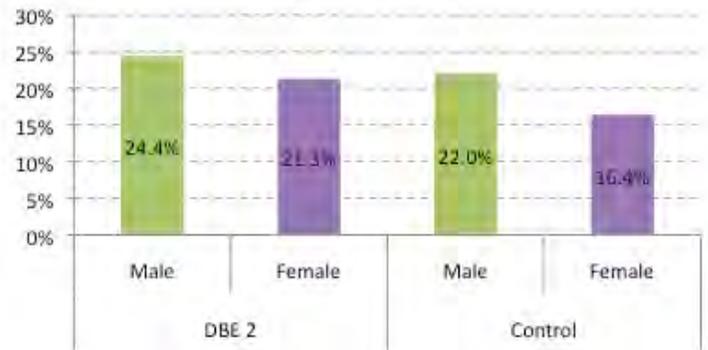


Figure 11: % of Students that Exceed Competency in Grade 6 Science

Pre- to Post-Test Movement for Cohort 2

The analysis to follow details the percentage increase of students from pre- to post-test meeting or surpassing competency in each subject tested as well as the percentage of students remaining “below” subject standard. This perspective takes into consideration learning achieved over the course of the school year, rather than to observe only “absolute” levels of achievement at the end of the school year. Not included in this picture of movement between categories is the percentage of students meeting or surpassing minimum competency in both the pre- and the post-test as well as the percentage of students moving from meeting or surpassing competency to “below.”

Overall math results (Grade 3 and 6 combined) show that the percentage of control school students remaining “below” competency from pre- to post-test exceeded that of DBE 2 students by 4 percentage points. By grade, the percentage of both DBE 2 and control students advancing from below to “competent” or “advanced” remained relatively similar from Grade 3 to Grade 6, although the percentages remaining below decreased. Consistent with earlier findings, and as seen in Figures 13 and 14, DBE 2 girls’ performance in math is notable, where the percentages of control school girls remaining “below” in control schools noticeably outweighed that of DBE 2 girls by 5.9 percentage points in Grade 3 (73.7% v 67.8%), and by 5.9 percentage points in Grade 6 (69.3% v 63.4%).

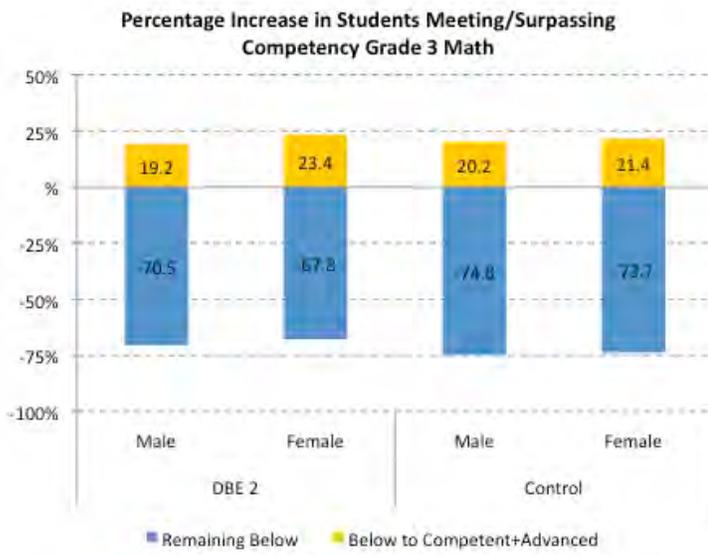


Figure 13: Percentage Increase in Students Meeting/Surpassing Competency in Grade 3 Math

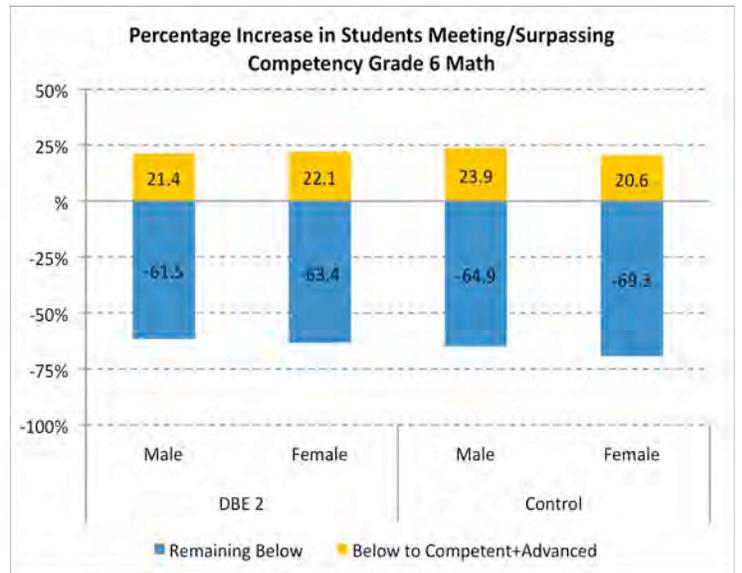


Figure 14: Percentage Increase in Students Meeting/Surpassing Competency in Grade 6 Math

In science, the percentage of students remaining “below” competency from pre- to post-test was the lowest of all three subject areas for both control and DBE 2 participants (See Figure 15). Again, improvements to DBE 2 girls’ performance in science is supported by the fact that while the percentage of control school boys advancing from “below” to “competent” or “advanced” exceeded that of control school girls by 3.4 percentage points (21.8% v 18.4%), this gap was only 1.1 percentage point wide in DBE 2 schools and favored girls (18.2% v 19.3%). Additionally, while the percentage of students remaining below was the same for both control boys and girls, the percentage of DBE 2 girls “below” standard was less than that of DBE 2 boys by 1.4 percentage points (6.3% v 7.7%).

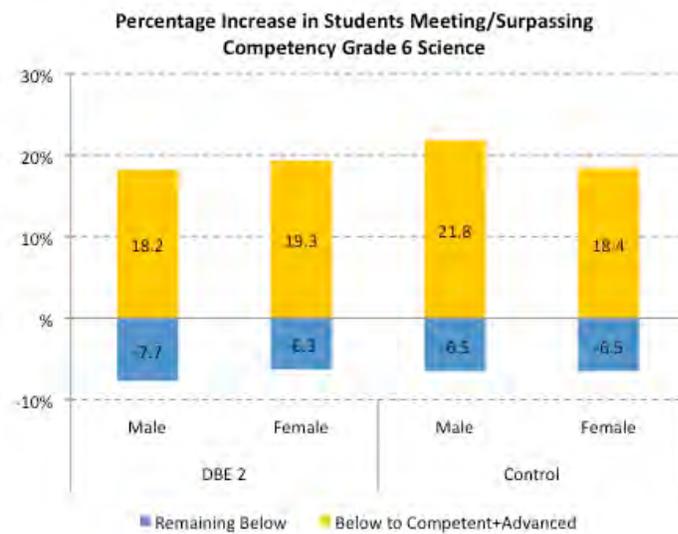


Figure 15: Percentage Increase in Students Meeting/Surpassing Competency - Grade 6 Science

Provincial Variations

As earlier described, due to the nature of the DBE 2 program's decentralized design, the comparison of student assessment results between provinces is not intended to be more than a general view to regional outcomes. Indications of provincial progress would best be conducted through individual longitudinal analyses of student outcomes from year-to-year rather than to compare provincial results side-by-side. This said, the percentage of students meeting or surpassing minimum competency is highest across all subject areas in Central Java, East Java, and West Java. On a relative scale, student performance appears lowest in Aceh. These trends are true for both DBE 2 and control schools. A complete breakdown of Provincial student learning outcomes can be found in the Annex.

Urban and Rural Variations

In both DBE 2 and control schools, greater percentages of students meeting or exceeding minimum competency are seen in urban schools than in schools in rural areas. Urban DBE 2 students are seen to outperform their control school counterparts in both language and math by about 5 percentage points and 11 percentage points, respectively (Grades 3 and 6 combined). Results from DBE 2 and control schools in rural areas were within 1 percentage point of each other in all subject areas. This suggests that DBE 2 interventions are particularly effective for urban schools, and less effective for rural schools. Since the training received by urban and rural schools was the same, the difference in effectiveness could stem from differences between urban and rural teachers (urban teachers may be better able to benefit from the training) or from differences in the follow-up support that urban and rural teachers receive. Details on urban and rural variations may be found in the Annex.

School Type Variations

Across DBE 2 school types for which data is available, the percentage of students meeting or surpassing competency is highest in private religious schools (not including private Muslim schools) and, contrary to those results seen in Cohort 1 last year, lowest in private secular schools. Control school comparisons are only available for public MONE schools, and the percentage of DBE 2 students meeting or surpassing competency exceed that of public MONE control school students in all three subject areas (by 3 percentage points in language, 6 percentage points in math, and by one percentage point in science). Student learning outcomes by school type are provided in the Annex.

Cohort 1 Analysis Revised

The analysis of Cohort 1 conducted last year was comprised of all student test results collected in all DBE 2 provinces. The nature of DBE 2's teacher training model, however, is such that while a student had been tested in math, language, and science, it was possible her teacher would only have received subject-specific training in language by the time of post-test administration. Thus, while last year's analysis may have captured potential changes in student learning related to all trainings received by DBE 2 teachers and principals (addressing both general pedagogical and select subject skill development), a revised analysis has been conducted to examine the assessment results only of those students whose teachers had received DBE 2 training in that subject. This refined analysis has not been conducted for Cohort 2, as concentration on subject-specific trainings took place following the period of post-test administration.

The revised analysis of Cohort 1 results incorporated assessment scores in language for students in East Java and South Sulawesi, in math for students in Banten, West Java, and Central Java, and in science for students in North Sumatra.

Results did not alter greatly in all subjects, although noteworthy differences did arise in the case of Grades 3 and 6 language, as well as in Grade 6 science.

In the revised analysis of Grade 3 language, the percentage of students that meet or exceed competency in DBE 2 and control schools is the same, as was the case in the first Cohort 1 analysis. However, whereas the gap between DBE 2 and control schools in the percentage of students meeting “advanced criteria” was 6 percentage points wide in the first analysis, the revised analysis shows this gap has broadened significantly, revealing a 12.8 percentage point difference in favor of DBE 2 schools. Thus, 26% more DBE 2 Grade 3 students exceed competency in language than their control school counterparts—a remarkable difference achieved over the course of less than one year (See Figure 16).

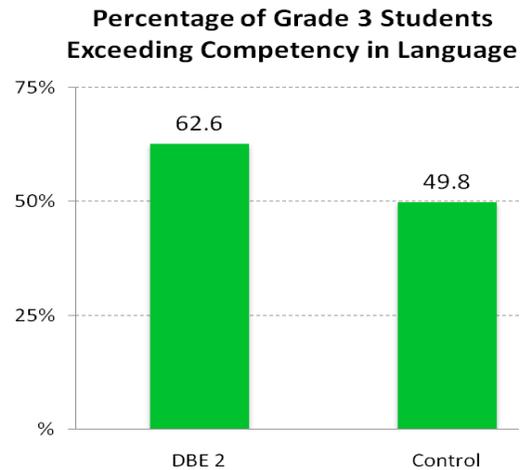


Figure 16: Percentage of Grade 3 Students Exceeding Competency in Language (Cohort 1 Revised)

Similarly, in Grade 6 language, the percentage of DBE 2 students that exceed competency in the first analysis was 2 percentage point higher than for control students, and in the revised analysis this difference increases to 3.4 percentage points (See Figure 17).

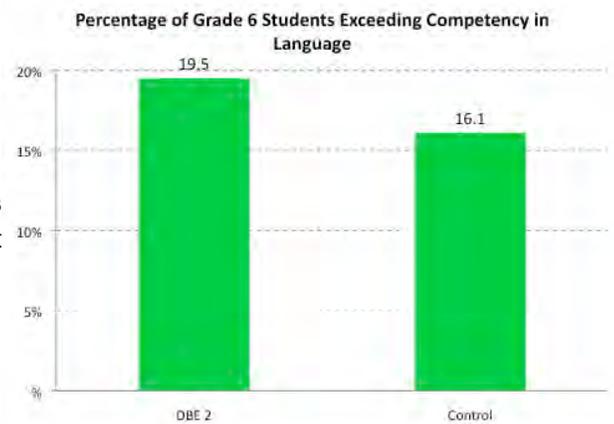


Figure 17: Percentage of Grade 6 Students Exceeding Competency in Language (Cohort 1 Revised)

In Grade 6 science, the difference in the percentage of students that meet or exceed competency widens dramatically from 3 percentage points, in favor of DBE 2 students, to 11 percentage points in the revised analysis. Girls contribute the greater share of this difference, with a 16.2 percentage point advantage over controls (87.2% v 71.0%), compared to a 5.7 percentage point advantage for DBE 2 boys (86.1% v 80.4%). Thus 19% more girls and 7% more boys meet or exceed Grade 6 competency in DBE 2 schools than in control schools. Detailed assessment data capturing the percentage of students meeting or surpassing competency by subject, skill level, province, location, school type, and gender are available in the Annex.

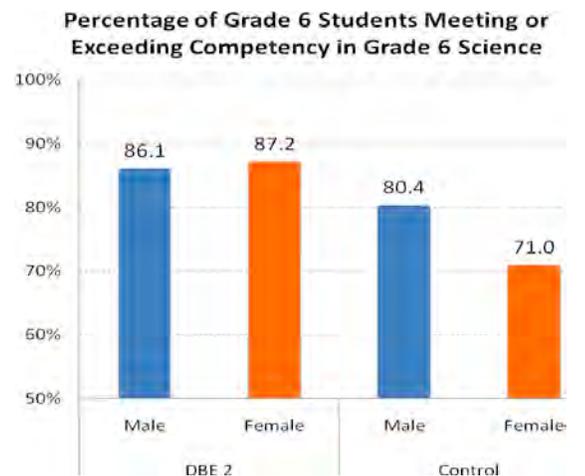


Figure 18: Percentage of Grade 6 Students Meeting or Exceeding Competency in Grade 6 Science (Cohort 1 Revised)

2. Primary Student Flow (Promotion, Repetition and Drop-Out)

Student flow data was collected on all DBE 2 students in both Cohorts 1 and 2, as well as on all students in comparison schools. Across all variables (grade, province, location, school type, gender), treatment groups, and cohorts, student flow statistics were observed to be substantially positive. Repetition rates were consistently very low (never above 6%), promotion rates very high (never below 93%), and drop-out rates extremely low (never above 2%). For detailed student flow data, readers are referred to the Annex.

3. Primary Student Attendance and Absenteeism

The collection of student attendance rates this year differed somewhat from the procedures implemented last year. Rather than collect attendance records from school registers periodically throughout the academic year, unannounced spot checks were performed only once per year wherein present students were hand counted by visiting data collectors.

Consistent with results observed in FY2007, student attendance rates are extremely high, averaging about 94%, in both DBE 2 and control schools. Large variations by grade, location, school type, and gender were not observed. Slight variation appeared by province, where schools in South Sulawesi reported attendance rates just below 90% in Cohort 1 DBE 2 and control schools (87% and 84%, respectively), and in Cohort 2 DBE 2 schools (89%). For detailed student attendance data, readers are referred to the Annex.

4. Kindergarten Student School Readiness Outcomes

This academic year DBE 2 introduced a kindergarten student assessment instrument aimed at measuring both the number of students in DBE 2 pilot kindergartens achieving minimum school readiness, as well as the potential development gains of participant kindergarten students as a result of their participation in the project's Interactive Audio Instruction (IAI) program. This program, developed by DBE 2 together with the Center for Educational Information and Communications Technology (Pustekkom) and the Open University/Universitas Terbuka (UT), includes an audio and print-based materials package for participating kindergartens and early childhood education centers. Targeting 5-6 year old children and their teachers, the programs respond to Indonesia's national kindergarten curriculum and focus on providing kindergarten classrooms with active, hands-on teaching and learning content.

The kindergarten student assessment instrument evaluates three major areas of early childhood development tied to standards for school readiness: Gross and fine motor skills, language, and cognition. Students tested were Level B enrollees—in their second and final year of kindergarten.⁴ Post-tests were administered in May and June of 2008 to 525 DBE 2 and 141 control kindergartners in the same school samples. The discussion that follows pertains only to those students who participated in both the pre- and post-tests for whom a more detailed breakdown can be found in the Annex.

⁴ Twelve kindergarten teachers were trained in test administration. Following a period of drafting, piloting, and revision, the pre-test was administered in August and September 2007 to 591 students in all 55 DBE 2 kindergartens and 167 students in 17 control kindergartens (approximately eight randomly selected students per kindergarten). The tester, kindergarten teacher, and where possible, the child's parent or caregiver were present at the time of examination was.

General Trends

As shown in Figure 19 below, an overwhelming majority of children graduating from Indonesia's kindergartens are ready for school in the developmental areas assessed. Additionally, the progress made over the course of the year in the language and cognitive domains is substantial. While 20% to 25% of children fail to meet school readiness standards in these two critical areas at the beginning of the academic year, these proportions are reduced to well under 5% by the end of the academic session, suggesting that Indonesia's kindergartens are doing a good job of preparing children for primary school.

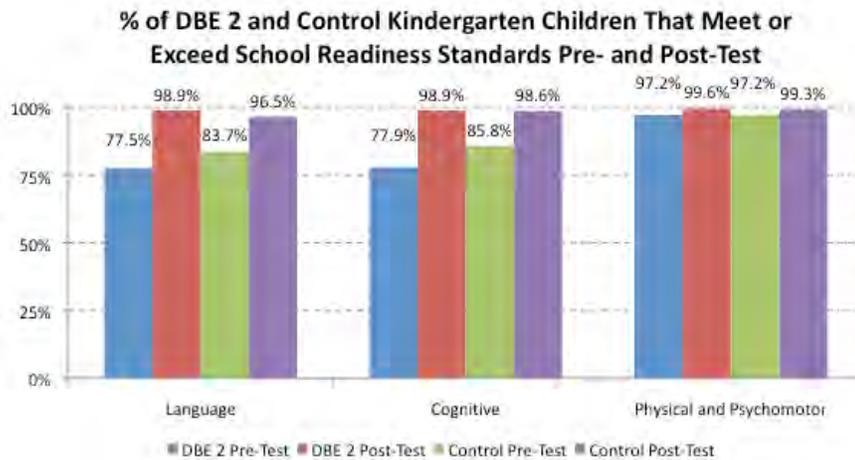


Figure 19: % of DBE 2 & Control Kindergarten Children Meeting/Exceeding School Readiness Standards

Comparison of DBE 2 and Control Kindergartens

When one examines the percentages of students that fall below school readiness standards at the beginning of the academic year compared with those who remain below at the end of their kindergarten experience, the results of the DBE 2 kindergarten intervention prove to be dramatic. In Figure 20 below, it is clear that in the areas of language and cognitive development, a much higher percentage of children in DBE 2 kindergartens (more than 35% more) were below school readiness standard at the time of the pre-test compared to control kindergartens, suggesting that the DBE 2 kindergarten children began the year at a considerable disadvantage in these two developmental areas.

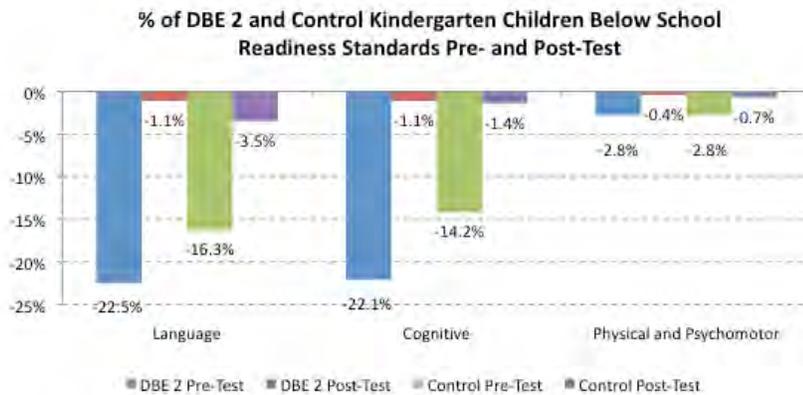


Figure 20: % of DBE 2 & Control Kindergarten Children Below School Readiness Standards Pre- and Post-Test

By the end of the academic year, the percentage of children below school readiness standard in DBE 2 kindergartens was well below that of control kindergartens in all three areas—a remarkable achievement.

In the case of language, the proportion of children remaining below standard in the DBE 2 kindergartens was one third of the proportion in controls (1.1% compared to 3.5%). At this stage language development is critical for learning, and children that fall below school readiness standard in language are at risk of falling ever further behind their peers in their ability to benefit from schooling. The success of DBE 2 kindergartens in bringing boys in particular up to school readiness level in language is even stronger as illustrated by Figure 21. **The percentage of boys that remain below school readiness standard in DBE 2 kindergartens is 63% lower than in control kindergartens (1.6% compared to 4.3%).**

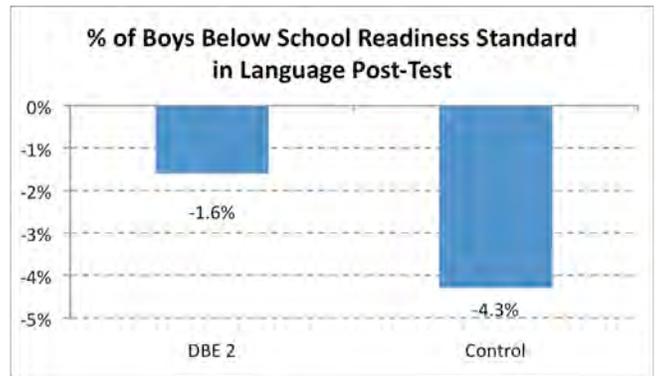


Figure 21: % of Boys Below School Readiness Standard in Language Post-Test

Boys are particularly vulnerable to delays in language development, and this reduction in the at-risk group will almost certainly reduce the numbers of students needing remedial attention as they progress through primary school.

The DBE 2 impact in language goes even further than this. The proportion of DBE 2 kindergarten children that exceed school readiness standards in language is 12% greater than in controls (58.9% compared to 51.8%) as illustrated in Figure 22.

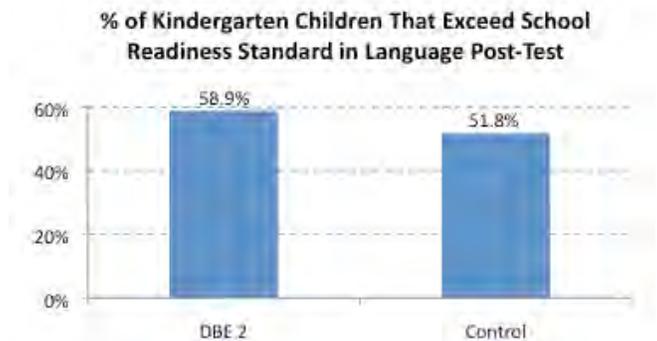


Figure 22: % of Kindergarten Children that Exceed School Readiness Standards in Language Post-Test

DBE 2 kindergarten accomplishments in the area of cognitive development are also noteworthy, particularly with respect to boys as illustrated in Figure 23 below. Despite having a much higher percentage of boys below school readiness standard at the time of the pre-test as compared to control boys (27.3% compared to 18.8%, representing 45% more boys), the percentage that remain below standard at the time of the post-test is less than half of that for control boys (1.2% compared to 2.9%).

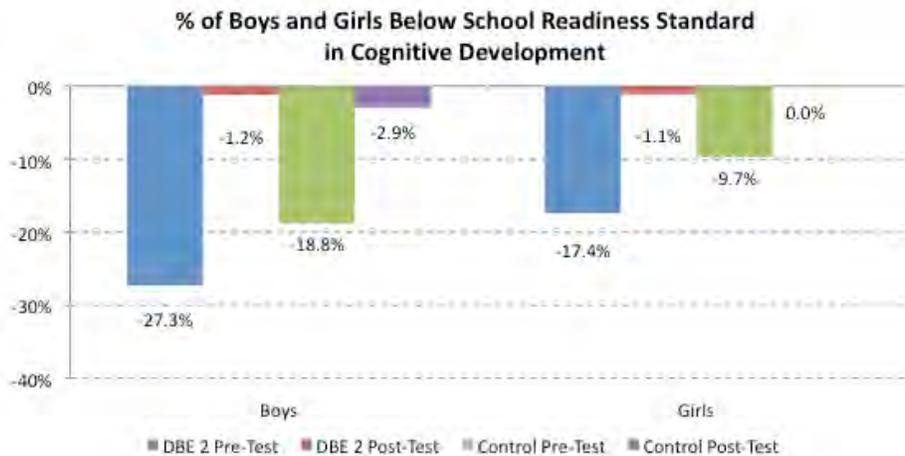


Figure 23: % of Boys and Girls Below School Readiness Standards in Cognitive Development

The gains in the area of motor skills are less dramatic primarily because so few kindergarten children at the time of the pre-test were below school readiness standard (2.8% in both DBE2 and control (See Figure 20)).

It is particularly impressive that DBE 2 impact on the developmental progression of kindergarten children in language and cognitive domains was achieved with a relatively low level of inputs in the pilot's early stages, including the introduction of 2 of 4 IAI units and five days of teacher training. Based on the large body of early child development research, the return on this investment in terms of improved primary school outcomes will be measurable and substantive.

B. Teacher Performance

Indicators:

7: #/% of project trained primary school teachers meeting or surpassing minimum performance levels

8: Average aggregate teacher attendance rate (% teachers in attendance on unscheduled inspection day)

1. Classroom Instruction and Management Practices

The quality of instruction that students receive is the largest single factor determining their learning outcomes, and DBE 2 has devoted considerable time and effort to provide teachers training and support in targeted schools that will enable them to improve classroom practice. DBE 2 seeks to improve teacher ability and practice in four main areas: classroom management, improved teaching and learning, instructional planning, and learning assessment. In order to evaluate progress across these four areas, DBE 2 monitors and evaluates teachers at the end of each school year in a sample of target and control schools. Third-party data collectors observe classroom instruction and conduct teacher interviews using a standardized instrument covering 14 observational items summarized in Table 3 to follow:

Table 3: % Teachers Meeting/Exceeding Performance Criteria (By Item)

Item Description	Cohort 1 - 2006/2007*		Cohort 1 - 2007/2008		Cohort 2 2007/2008	
	DBE 2	Control	DBE 2	Control	DBE 2	Control
	n = 280	n = 95	n = 199	n = 62	n = 78	n = 309
	%	%	%	%	%	%
Classroom Management						
1. Displayed learning aids are in new/good condition	60.1	49.5	64.8	46.8	75.3	57.7
2. Displayed learning aids are appropriate for grade level	77.4	65.3	86.4	66.1	93.1	75.6
3. Teacher is present in classroom for entire lesson	97.2	97.9	95.5	93.5	95.2	97.4
% Meet/Exceed Classroom Management (Competency = 2 of 3 points)	78.1	65.3	84.9	64.5	91.3	76.9
Teaching-Learning						
4. Teacher exhibits use of interactive methods	84.8	83.2	89.9	80.6	94.4	87.2
5. Teacher lecture/talks no more than 50% of class period	59.4	43.2	55.8	43.5	55.4	39.7
6. Teacher interacts with students 25% or more	84.5	85.3	89.9	77.4	91.3	88.5
7. Teachers questions students at least 1-2 times per lesson to check understanding	92.9	91.6	94.5	88.7	96.1	94.9
8. Teacher encourages students to answer questions	89.8	86.3	88.4	88.7	87.4	84.6
9. Students ask questions or initiate discussions with teacher at least 1-2 times per lesson	62.5	52.6	66.3	51.6	63.6	38.5
10. Teacher integrates student personal experience into lesson	67.8	61.1	62.3	59.7	65.8	53.8
% Meet/Exceed Teaching-Learning (Competency = 5 of 7 points; Exceeds Competency = 8-13 points)	27.9	22.1	32.7	29	32.5	15.4
Planning						
11. Teacher can provide copy of prepared lesson plan	62.5	9.5	59.3	6.5	60.6	6.4
12. Teacher has created or guided students in making learning materials	72.8	60.0	72.4	48.4	73.2	50.0
% Meet/Exceed Planning (Competency = 2 of 2 points)	9.2	1.1	8	1.6	9.5	1.3
Assessment						
13. Teachers demonstrates authentic assessment of student mastery	84.8	67.4	80.4	67.7	78.4	69.2
14. Teacher has students actively demonstrate understanding of lesson	89.4	82.1	83.9	74.2	79.7	76.9
% Meet/Exceed Assessment (Competency = 2 of 2 points; Exceeds Competency = 3-5 points)	78.4	58.9	73.4	58.1	67.5	60.3
% Meet/Exceed Across All Skill Areas (Competency = 11-14 points; Exceeds Competency = 15+ points)	16.6	3.2	20.6	6.5	21.2	5.1

*Cohort 1 observations conducted in 2006/2007 included Grades 3 and 6 teachers as well as one teacher from a grade selected at random. Cohorts 1 and 2 observations conducted in 2007/2008 included only Grades 3 and 6 teachers and, subsequently, represent smaller sample sizes.

Teacher attendance is also monitored through unscheduled inspections. Together, these observations allow comparisons of DBE 2 trained teachers with their counterparts in control schools in both Cohorts 1 and 2. Additionally, longitudinal analyses may be conducted with Cohort 1 participants now completing their second year of participation in DBE 2. Although Cohort 2 target and control schools cannot be directly compared to those of Cohort 1 (since they have only received one year of DBE 2 training and because they belong to different districts, which may represent significant differences in schools), a comparison with the first year observations of Cohort 1 teachers may reflect some of the improvements made to DBE 2 training and support programs over the course of the past year.

Immediate Observations

The 14 classroom observation items in Table 3 above illuminate several specific areas where DBE 2 trained teachers have moved ahead of their control counterparts. The greatest area of difference between DBE 2 and control teachers is in the area of lesson planning. **60% of DBE 2 teachers can provide a copy of the plan for their lesson compared to only 6.5% of their control counterparts.** Importantly, Cohort 1 teachers have maintained this practice at similar levels to last year despite the significant time and effort this requires. That positive teacher performance is nearly 10 times greater in DBE 2 schools than control schools in the critical area of instructional planning and represents a significant change in practice for DBE 2 teachers, one that provides a substantial foundation on which future efforts can build.

In DBE 2 schools learning aids are in better condition and appropriate for age by a nearly 20% margin than for control schools. In the area of teaching and learning a smaller percentage of DBE 2 teachers talk more than 50% of the class period and a higher percentage interact with students 25% or more of the time compared to control teachers. Interestingly, high percentages (more than 80%) of both DBE 2 and control teachers exhibit the use of interactive methods and encourage students to ask questions. However, students in DBE 2 classrooms are more likely to ask questions or initiate discussions with their teachers. More than 50% of both DBE 2 and control teachers integrate student personal experience into their lessons.

General Trends

For analysis purposes only, the 14 skills assessed in Table 3 have been divided into four general skill areas: Classroom Management, Teaching-Learning, Planning and Assessment. This categorization facilitates the identification of areas of relative strength and weakness among teachers in general as well as an evaluation of DBE 2's impact on teacher performance. Illustrations of these analyses may be more thoroughly examined in Figures 24-28 below.

Among both target and control schools, a high percentage (65% or more) of observed teachers meet at least two of the three criteria under Classroom Management, and a majority meet both criteria under Student Assessment. On the other hand, less than 35% meet at least five of the seven criteria under Teaching-Learning and fewer than 10% meet both Planning standards⁵.

⁵ To be rated competent in planning the teacher must be able to provide a copy of a prepared lesson plan **and** demonstrate that he/she has created or guided students in making learning materials. This second criterion, which few teachers meet, leads to the low overall competency levels in Planning.

% of Teachers Meeting 2 of 2 Criteria Points in Planning

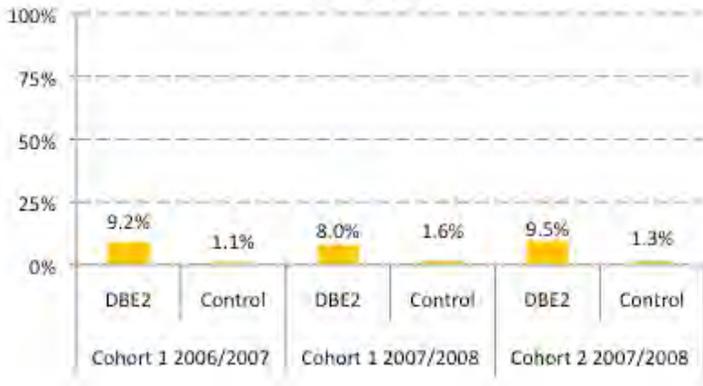


Figure 24: % of Teachers Meeting Criteria in Planning

% of Teachers Meeting 2 of 3 Criteria Points in Classroom Management

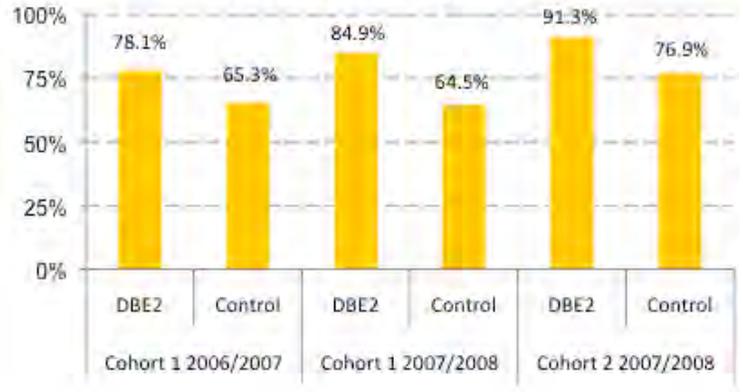


Figure 25: % of Teachers Meeting Criteria in Classroom Management

% of Teachers Meeting 2 or more of 5 Criteria Points in Assessment



Figure 26: % of Teachers Meeting Criteria in Assessment

% of Teachers Meeting 5 or More of 7 Criteria Points in Teaching-Learning

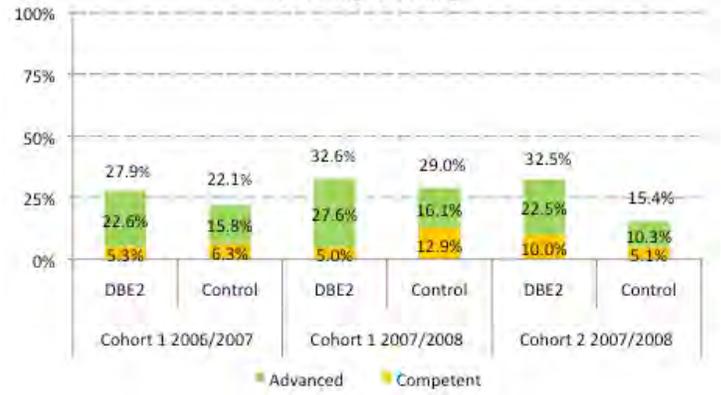


Figure 27: % of Teachers Meeting Criteria in Teaching-Learning

% of Teachers Meeting 11 or More of 14 Criteria Points Across Skill Areas

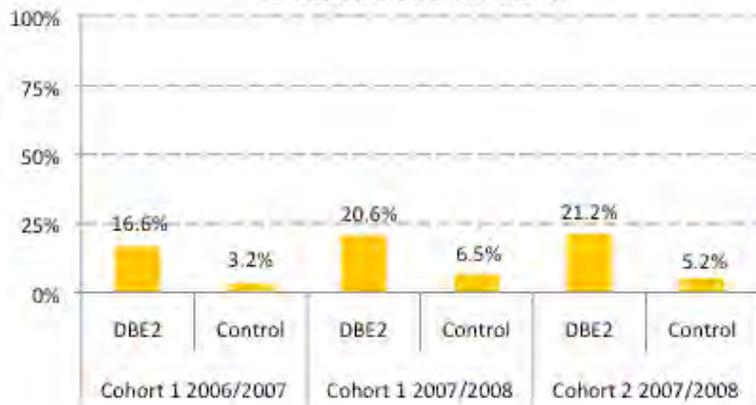


Figure 28: % of Teachers Meeting Criteria Across All Skill Areas

Comparison of DBE 2 and Control School Teachers

In all four skill areas a higher percentage of teachers in DBE 2 target schools meet or exceed the standards outlined in Table 3 than their control school counterparts with notable, though not large, margins ranging from a low of approximately 4% in Teaching-Learning (Figure 26) to a high of 15% or more in Classroom Management (Figure 24). Classifying teachers that score 11 or more out of the 14 observation points as competent, more than 20% of teachers trained under DBE 2 are competent compared to less than 7% of control teachers (Figure 28).

Progress of Cohort 1 Teachers from 2006/2007 to 2007/2008

Applying the competence criteria in Table 3, this year Cohort 1 teachers trained by DBE 2 increased their Classroom Management advantage over control school teachers by 5.2 percentage points compared to 2006/2007. Similarly the percentage of Cohort 1 DBE 2 teachers that exceed standard over control school teachers in Teaching-Learning increased by 4.7 percentage points. In the areas of Planning and Assessment, however, the percentage of Cohort 1 teachers that meet or exceed standard fell by 1.2 and 5.0 percentage points respectively, while their control counterparts remained at levels largely unchanged from last year in these skill areas.

Cohort 2 Teachers

Applying the competence criteria in Table 3, Cohort 2's advantage over control schools was by 17.1 percentage points in the critical area of Teaching-Learning. This is a remarkable achievement compared to Cohort 1 whose lead over control schools has not averaged more than 5.8 percentage points, and is a reflection of the improvements in DBE 2's training program in its second iteration in the 7 observational areas captured by this measure. Cohort 2's lead over control schools in Planning (8.2 percentage points) and Classroom Management (14.4 percentage points) is similar to that of Cohort 1 in the first year. In the area of Assessment, however, the Cohort 2 advantage over control teachers is 7.9 percentage points compared to 19.5 for Cohort 1 in 2006/2007 and 15.4 percentage points in 2007/2008.

Provincial Variations

In 2007/2008, both cohorts of DBE 2 teachers outperformed control schools in all provinces (See Figure 30 below) with the exception of East Java, where a remarkable 30% of teachers in Cohort 1 control schools exceed the minimum standard compared to 12.9% in target schools.⁶ In all provinces apart from South Sulawesi (which stayed constant) and North Sumatra (which declined), the percentage of Cohort 1 teachers meeting 11 or more performance criteria increased significantly from 2006/2007 to 2007/2008. Cohort 1 teachers in Central Java made the greatest gains, increasing from 31% (in 2006/2007) to 45% (the highest percentage of any province in either cohort) of teachers this year compared to no teachers in control schools. Cohort 1 in Aceh made significant gains in 2007/2008, with 18.7% meeting or exceeding the standard compared with none in 2006/2007. This year, the lowest percentage of performing Cohort 1 teachers in DBE 2 schools was in South Sulawesi (9.4%). For Cohort 2 teachers, the lowest performing province was North Sumatra at 12.5% while Central Java topped the group at 35% (See Figure 31 below). A detailed breakdown of these results on a variety of variables can be found in the Annex.

⁶ In 2006/2007 no teachers observed in control schools met the minimum standard, so it is surprising that in 2007/2008 30% of teachers in control schools exceeded the standard. The East Java control sample contained only 10 teachers, with the 30% representing only 3 teachers. It is possible that the random sample led to a statistical artifact, as it is unlikely that 30% of teachers in all non-DBE 2 target schools exceed the standard.

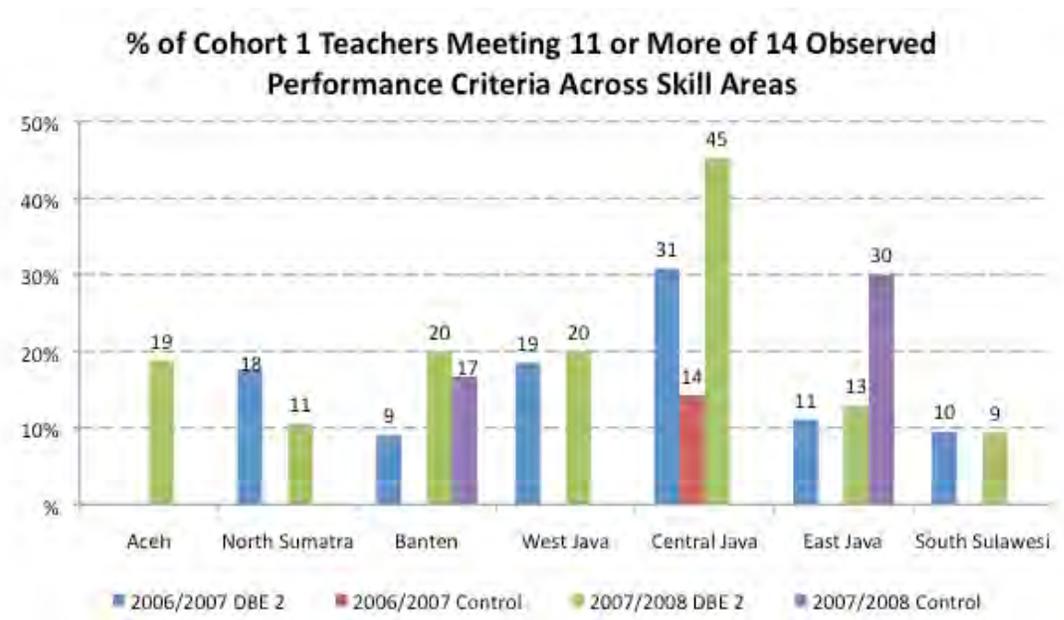


Figure 29: % of Cohort 1 Teachers Meeting Performance Criteria Across All Skill Areas (By Province)

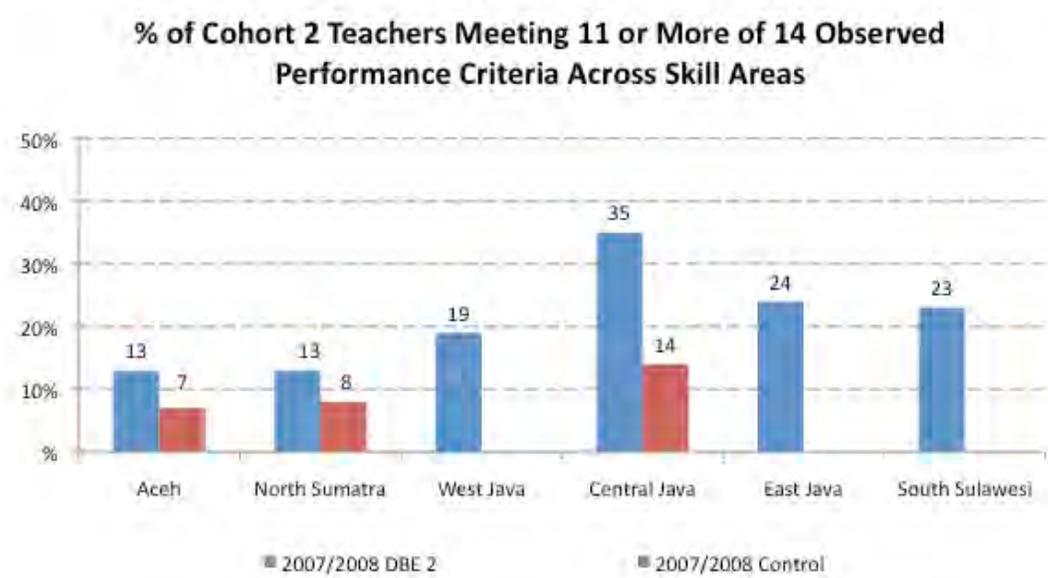


Figure 30: % of Cohort 2 Teachers Meeting Performance Criteria Across All Skill Areas (By Province)

Relationship Between Teacher and Student Competency

To determine whether teacher competency in the observed skill areas is associated with student competency across subjects, Table 4 below compares the relative proportions of students below and above competency levels for teachers classified below and above standard in the analysis above (teachers meeting 11 or more of the 14 criteria being defined as meeting or exceeding competency). As expected, in both DBE 2 target and control schools, performing teachers are associated with significantly higher proportions of students meeting or exceeding standards across subject areas.

Table 4: Relationship Between Teacher and Student Competency

Cohort 2		% Students			
		DBE 2		Control	
		Below	Meets/ Exceeds	Below	Meets/ Exceeds
Teachers	Below	75.1%	24.9%	78.7%	21.3%
	Meets/Exceeds	69.3 %	30.7%	67.4%	32.6%

2. *Teacher Attendance and Absenteeism*

Teacher attendance rates for 2007/2008 remained in the 93% to 95% range across DBE 2 and control schools, with little variation by gender or across provinces. These rates are remarkably high by developing country standards and leave little room for improvement. Teacher attendance data for Cohort 1 and Cohort 2 DBE 2 and control schools can be found in the Annex.

C. *Principal Performance*

Indicators:

- 9: #/% of project trained school principals meeting or surpassing minimum performance levels
- Average aggregate principal attendance rate (% in attendance on unscheduled inspection day)

Educational research from around the world highlights the link between strong school principals and successful schools. Well managed schools where a principal provides instructional leadership and support for teachers are more likely to exhibit better classroom practice and higher levels of student learning. DBE2 has thus provided training and support to school principals in the areas of instructional support, planning, resource management and leadership. To gauge the impact of this training on their practice in these areas, principals have been interviewed using a standardized questionnaire summarized in Table 5 below and spot checks have been made on their attendance. Data from these interviews allow analysis between DBE 2 participant cohorts and control principals similar to that for teachers.

Table 5: % of Principals Meeting/Exceeding Performance Criteria (By Item)

Item Description	Cohort 1 - 2006/2007		Cohort 1 - 2007/2008		Cohort 2 - 2007/2008	
	DBE 2	Control	DBE 2	Control	DBE 2	Control
	n = 94	n = 32	n = 96	n = 31	n = 114	n = 39
	%	%	%	%	%	%
Instructional Support						
1. Can provide copy of national curriculum	98.9	100.0	94.8	93.5	98.2	92.3
2. Can provide two examples teacher-developed syllabi	91.5	84.4	86.5	93.5	89.5	64.1
3. Can provide copy of student summative evaluation instrument	98.9	100.0	99	100.0	99.1	100.0
4. Can specify who analyzes the evaluation results	98.9	100.0	97.9	100.0	99.1	100.0
5. Meets with teachers to discuss individual performance at least once per semester	75.5	78.1	59.4	61.3	65.8	71.8
6. Observes teacher at least once per semester	41.5	40.6	28.1	35.5	31.6	35.9
7. Can provide copy of current school improvement plan	97.9	75.0	84.4	48.4	88.6	33.3
8. Can provide concrete example of how school is addressing active learning or gender equity	98.9	96.9	97.9	93.5	99.1	89.7
% Meet/Exceed Instruction Support (Competency = 6 of 8 points)	98.9	87.5	87.5	74.2	94.7	56.4
Planning						
9. Can provide copy of academic calendar	97.9	100.0	92.7	100.0	97.4	97.4
10. Can provide copy of written class timetable	96.8	96.9	89.6	96.8	94.7	97.4
% Meet/Exceed Planning (Competency = 2 of 2 points)	94.7	96.9	87.5	96.8	93.0	94.9
Resource Management						
11. Can provide copy of school supply and equipment inventory	95.7	100.0	92.7	80.6	89.5	85.6
12. Purchased books for school within academic year	56.4	50.0	56.3	41.9	54.4	51.3
13. Purchased learning aids within current academic year	71.3	56.3	66.7	38.7	54.4	53.8
% Meet/Exceed Resource Management (Competency = 3 of 3 points)	44.7	40.6	43.8	19.4	33.3	30.8
Leadership						
14. Holds staff meetings with teachers at least one per month	76.6	84.4	66.7	61.3	73.7	64.1
% Meet/Exceed Leadership (Competency = 1 of 1 point)	76.6	84.4	66.7	61.3	73.7	64.1
% Meet/Exceed Across All Evaluation Areas (Competency = 11 of 14 points)	69.1	56.3	54.2	25.8	46.5	28.2

Immediate Observations

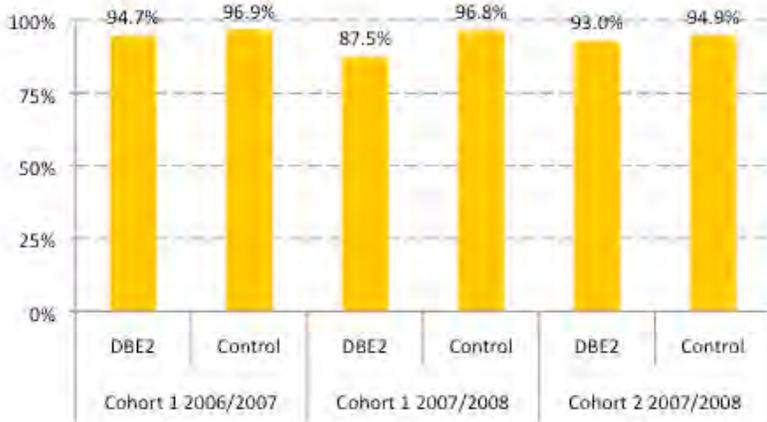
Table 5 above reveals several areas where DBE 2 trained principals show consistent improvement compared to controls. A greater percentage of DBE 2 trained principals can provide concrete examples of steps to address active learning and gender equity, provide a copy of the school equipment and supply inventory, as well as present a copy of their current school improvement plan. Another area of advantage for DBE 2 trained principals was in the area of purchasing books and learning aids, and again, in holding staff meetings with teachers at least once per month.

One area of weakness for both DBE 2-trained and control principals draws particular concern. Although more than 50% of principals hold regular staff meetings, **only about one-third of principals in target or control schools observe teachers at least once per semester.** This is indicative of a critical shortcoming in the ability of principals to provide teacher support and instructional leadership, and presents opportunities for targeted intervention that could result in marked impact on teacher performance in the classroom.

General Trends

In the same way that teachers in DBE 2 and control schools had similar areas of strength and weakness, principals in observed schools also exhibit similar patterns in performance. In Figures 31-35 below, in both DBE 2 and control schools, approximately 90% of principals meet two of two criteria in Planning, whereas less than 75% of principals meet the criteria for Leadership and fewer than 50% meet all Resource Management criteria. Both DBE 2 and control schools experienced a drop of 10 points or more in the percentage of Cohort 1 principals meeting Leadership criteria from 2006/2007 to 2007/2008.

% of Principals Meeting 2 of 2 Criteria Points in Planning



% of Principals Meeting 6 or More of 8 Criteria Points in Instructional Support

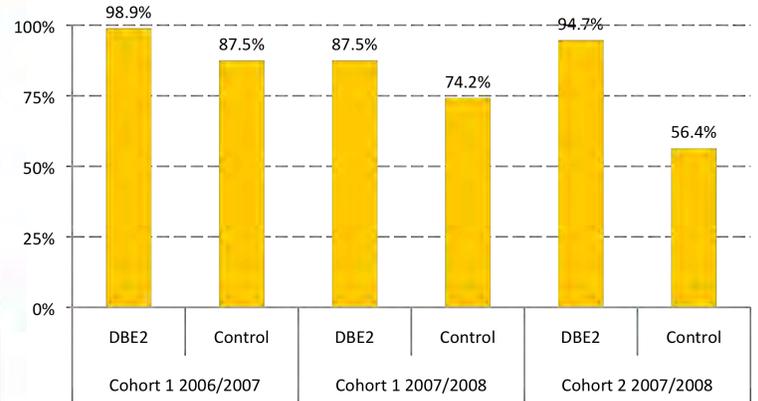


Figure 31: % of Principals Meeting Criteria in Planning

Figure 32: % of Principals Meeting Criteria in Instructional Support

% of Principals Meeting 3 of 3 Criteria Points in Resource Management



% of Principals Meeting 1 of 1 Criteria Points in Leadership

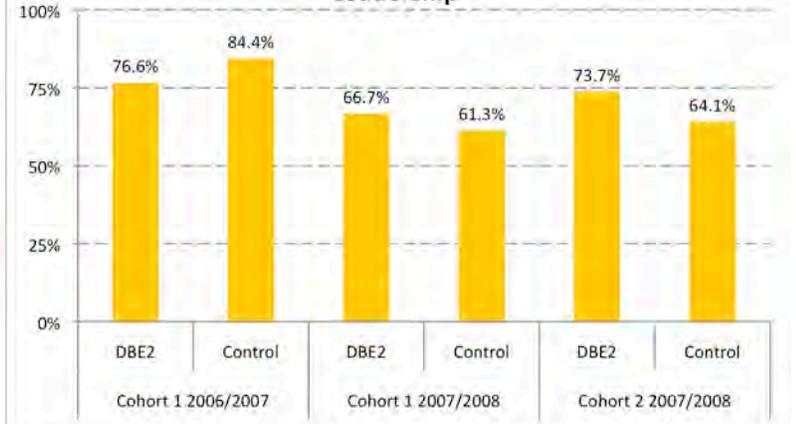


Figure 33: % of Principals Meeting Criteria in Resource Management

Figure 34: % of Principals Meeting Criteria in Leadership

% of Principals Meeting 11 or More of 14 Criteria Points Across All Skill Areas

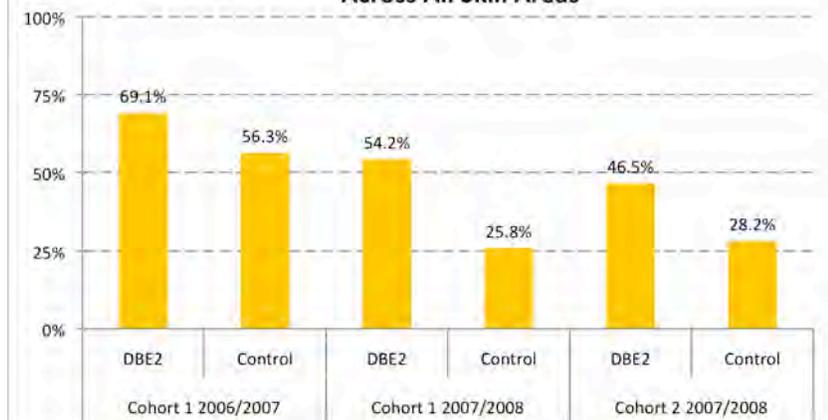


Figure 35: % of Principals Meeting Criteria Across All Skill Areas

Comparison of DBE 2 and Control School Principals

In addition to the immediate observations above, comparing DBE 2 principals with their control school counterparts across all areas observed, more than twice the percentage of DBE 2 principals meet criteria in 11 or more of the 14 items (54.2% v. 25.8% in Cohort 1, and 46.5% v. 28.2% in Cohort 2).

Progress of Cohort 1 Principals from 2006/2007 to 2007/2008

While the percentage of DBE 2 principals meeting 11 or more of the 14 performance criteria decreased from 69.1% in 2006/2007 to 56.3% in 2007/2008, the percentage of control principals meeting this criteria experienced a sharper decline over this period, falling by 31 percentage points. For control schools, this was largely due to a drastically reduced percentage of principals holding regular meetings with their teaching staff by 23 points. DBE 2 schools also experienced a reduction in the percentage of principals meeting Leadership criteria by a margin of 10 percentage points. In the area of Planning, the percentage of DBE 2 principals meeting criteria fell by 7 percentage points while control principals remained at 2006/2007 levels. Both DBE 2 and control principals saw declines in percentages meeting Instructional Support and Resource Management criteria, although these differences from year-to-year were greater for control principals than for their DBE 2 peers.

Cohort 2 Principals

Nearly all DBE 2 Cohort 2 principals (94.7%) meet 6 or more of the 8 observation criteria the area of Instructional Support, compared to 56.4% of control school principals. A slightly higher percentage (33.3% v. 30.8%) of DBE 2 Cohort 2 principals meet all three Resource Management criteria compared to controls, and a notably higher percentage of DBE 2 principals meet Leadership criteria compared to their control school peers (73.7% v. 64.1%). In the area of Planning, however, a slightly lower percentage of DBE 2 Cohort 2 principals meet all criteria compared to their control counterparts, although it has not been determined whether this difference is significant.

Provincial Variations

With reference to Figure 36 below, at the provincial level, the greatest improvement in Cohort 1 principal performance was made in Banten, where the percentage of DBE 2 principals meeting 11 or more of the 14 observation areas rose from 42.9% in 2006/2007 to 66.7% in 2007/2008. For the same cohort, North Sumatra saw the greatest decrease in DBE 2 principals meeting this standard, dropping from 89.5% in 2006/2007 to 31.6% in 2007/2008. In all provinces, except Aceh and North Sumatra, a higher percentage of DBE 2 Cohort 1 principals met 11 or more of the 14 criteria compared to controls in 2007/2008. This difference was particularly notable in West Java and South Sulawesi, where no control principals were observed to meet minimum performance criteria.

In all provinces, except for West Java, a higher percentage of DBE 2 Cohort 2 principals were classified as competent (meeting 11 or more of the 14 performance criteria) compared to principals in control schools (*See Figure 37*). One of the more prominent gaps was observed in Aceh, where 34.8% of DBE 2 principals met minimum performance criteria in comparison to 0% of control school principals. The highest percentage of DBE 2 trained principals meeting this standard was in East Java (70%), whereas the lowest percentage was observed in South Sulawesi at 26.7%. A complete breakdown of provincial level statistics can be found in the Annex.

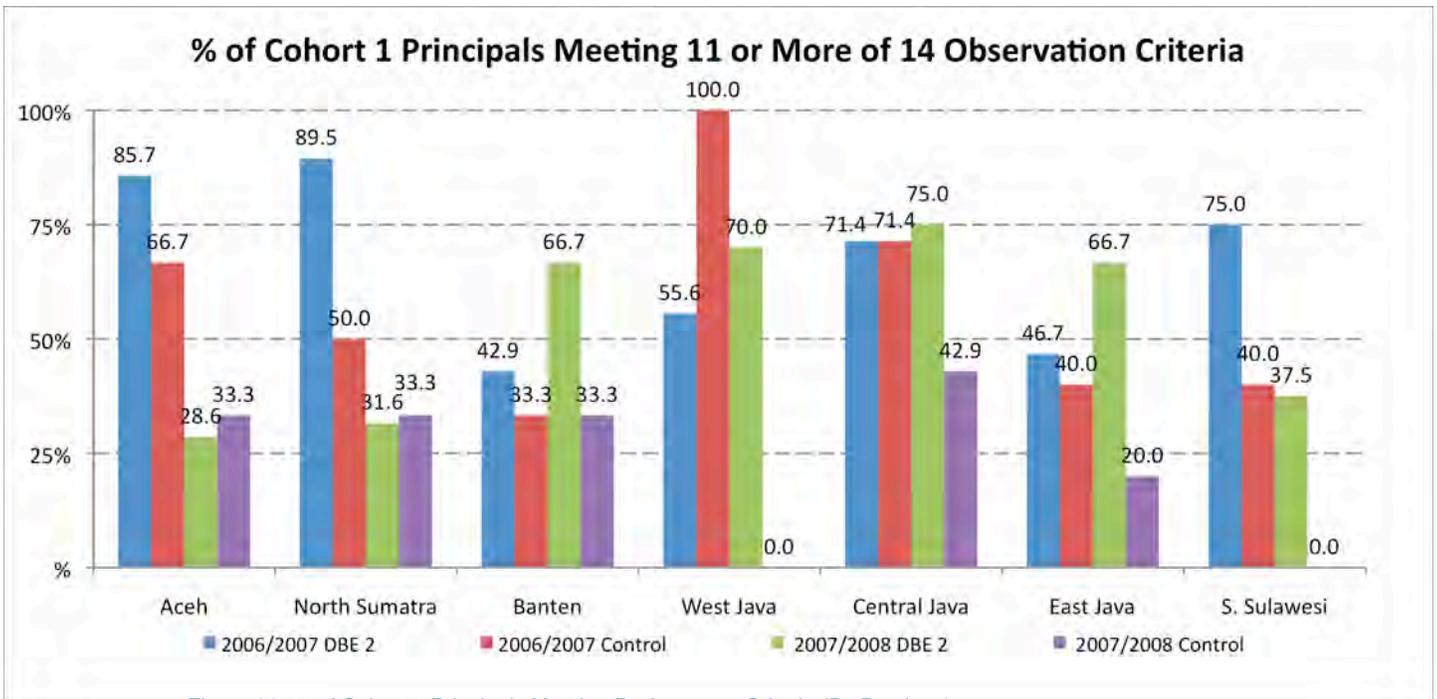


Figure 36: % of Cohort 1 Principals Meeting Performance Criteria (By Province)

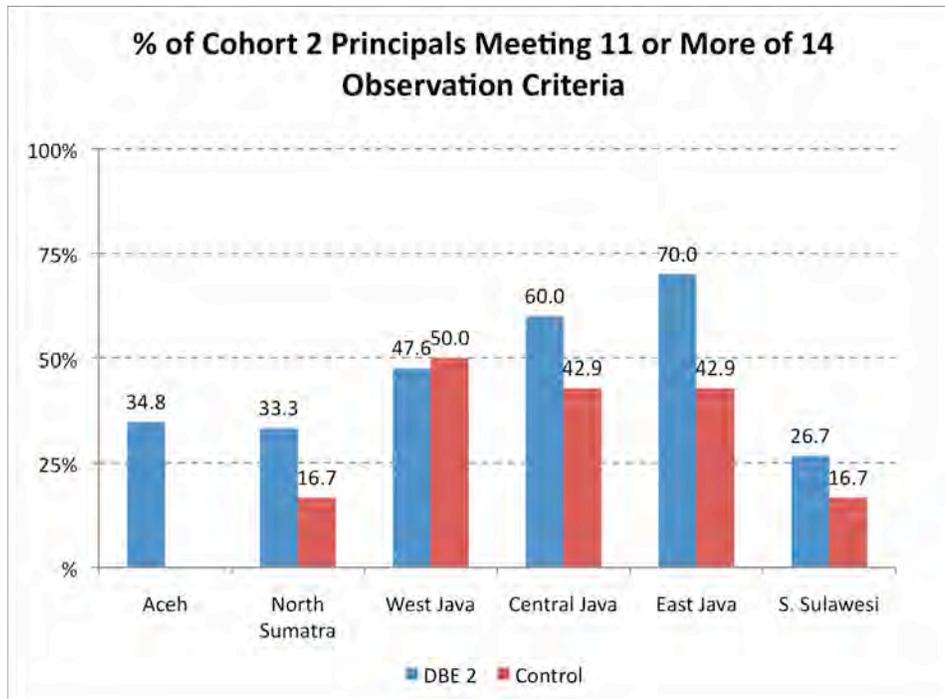


Figure 37: % of Cohort 2 Principals Meeting Performance Criteria (By Province)

Relationship Between Principal and Teacher Performance

Table 6 below table cross-tabulates teachers meeting or falling below minimum teacher performance criteria with principals who meet or fall below 11 of 14 minimum principal performance criteria. If principals were providing effective teacher support one would expect to see a higher percentage of competent teachers associated with competent principals. In the first year for Cohort 1, this relationship appears to be weakly operational, with the percentage of competent teachers slightly higher in schools with competent heads for both DBE 2 target and control schools. If principal training has an effect on teachers, one would expect to see the relationship increase in the second year. Indeed, this appears to be the case for DBE 2 schools, where the percentage of teachers meeting or exceeding competency is 10 percentage points higher in schools with principals who have also met minimum performance criteria (24.8% v. 14.8%). This relationship, however, is not observed in control schools, where the percentage of performing teachers is about 6% irrespective of whether or not their principals met minimum competency.

Table 6: Relationship Between Principal and Teacher Performance

		Year 1 - 2006/2007				Year 2 - 2007/2008			
		Teacher				Teacher			
		DBE 2		Control		DBE 2		Control	
		Below	Meets/Exceeds	Below	Meets/Exceeds	Below	Meets/Exceeds	Below	Meets/Exceeds
Principal	Below	85.1%	14.9%	100.0%	0.0%	85.2%	14.8%	93.5%	6.5%
	Meets	82.7%	17.3%	94.3%	5.7%	75.2%	24.8%	93.8%	6.3%

While this augmented relationship between good DBE 2 teachers and good DBE 2 principals is encouraging, improvements in principal performance should continue to be a main area of focus. Overall percentages of principals meeting minimum performance criteria are low in an absolute sense complementing the observed percentage of respondents within stakeholder groups—representing parents, school committee members, school supervisors and district officials—who were uniformly less likely to strongly agree or agree with a statements, “The principal’s ability to provide instructional guidance has improved,” or, “The principal supports teachers to use new teaching strategies,” than to other statements regarding student learning, teaching practice or the school learning environment (See Section II.A.3).

1. Principal Attendance and Absenteeism

The data on principal attendance is unremarkable. Average attendance across target and control schools was higher than 90%, with fewer than 2% of absences unexcused. These rates are high and are unlikely to be affected by project interventions, and the relevance of this indicator for project performance is questionable. A detailed breakdown of the attendance results can be found in the Annex.

2. Primary School Performance

Indicators:

10: #/% of performing school (i.e. 50% of both teachers and students meeting competency levels) (revised)

Indicator 10 is a compound indicator that requires that 50 percent of both teachers and students within a school meet minimum competency levels as an indicator of school performance. This is a very high bar, as it requires that 50% of individual students meet competency levels in all subjects. If a student falls below competency in even one subject he/she cannot contribute towards success in this indicator. Similarly, if more than 50% of Grade 3 students meet competency, but less than 50% of Grade 6 students meet competency, then the school is excluded from the performing school pool. Applying the student performance criteria alone, twice the proportion of Cohort 2 DBE 2 schools (13.9%) meet the definition of performing schools in comparison to controls schools (7.7%).⁷

A similar comparison of DBE 2 versus control schools can be made on the basis of teacher competency. For this year, the proportion of DBE 2 schools with 50% or more of teachers meeting competency standards was three times (34.8%) greater than controls (10.3%). This is a very large margin of improvement which, over time, should yield significant improvements in student learning outcomes given the positive association between teacher and student performance establish

These results are st

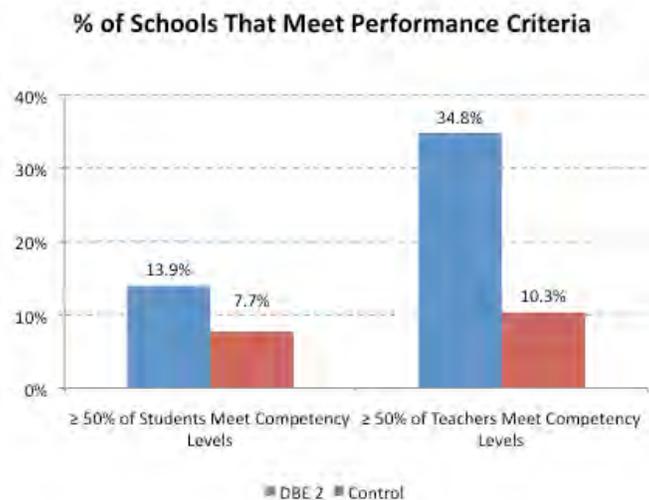


Figure 38: % of Schools Meeting Performance Criteria

If the student and teacher performance requirements are combined, only 1.7% of DBE 2 schools and no control schools can be classified as performing. The bar set by the Indicator 10 definition

⁷ Student assessments were not administered to Cohort 1 schools this year and are, subsequently, not included in this year's performing schools analysis.

of “performing” is unrealistically high for the current stage of teaching and learning in schools in Indonesia. A more extensive breakdown of schools for varying levels of student performance can be found in the Annex.

3. Stakeholder Perceptions and Satisfaction

Indicators:

11. #/% of stakeholders surveyed stating teaching-learning quality has improved and able to provide at least one concrete example

A project’s success is perhaps best gauged by its direct beneficiaries. Similarly, whether DBE 2 has effected any improvements in the quality of teaching and learning in schools may be most readily detected by participant schools and their communities. A Stakeholder Survey was administered to Cohort 1 participants this year at the close of its second full year of involvement with DBE 2. Four basic instruments were developed and implemented—one for students, one for teachers, one for parents, and another for principals, school committee members, school supervisors and sub-district officials—to determine stakeholder satisfaction with the project to date.

Findings and Analysis

Across all adult stakeholder groups, which included parents, teachers, principals, school committee members, school supervisors and sub-district officials (students were not asked to respond to this statement), **90% or more of respondents strongly agreed or agreed to the statement, “Your school’s/district’s involvement with DBE 2 has improved the quality of teaching and learning within your school/district,” and were able to give a concrete example supporting their response** (See Text Box 1 for examples). A table outlining frequencies of various examples by stakeholder group can be found in the Annex.

From a sample of 434 students, more than 99% affirmed that they like coming to school, they like their teacher and they are looking forward to school next year. Favorite schools activities included sports (37%), study (18%) and laboratory work (6%). Mathematics was the favorite subject for 40% of students, with 26% preferring science and 12% preferring Indonesian language.

Among the adult stakeholder groups, the proportion of respondents who positively agreed with individual survey items was consistently above 90%, and was above 95% for the majority of items. The only exceptions were one item in the parent survey, and two items relating to principals (these are discussed in greater length below). Stakeholder satisfaction with the project is clearly very high, although a closer look at the variation between “strongly agree” and “agree” responses shows some informative patterns that are consistent with other, independent findings. The discussion below explores some of these variations and also highlights any areas where 5% or more of respondents chose “somewhat disagree.”

Text Box 1

Examples given as evidence that teaching and learning has improved:

- Students are growing to be brave in solving problems
- Students are more creative and bold
- Teachers use discussion forums
- Teachers are trying more to use learning aids
- Students are more independent and don’t always wait for teacher instructions.

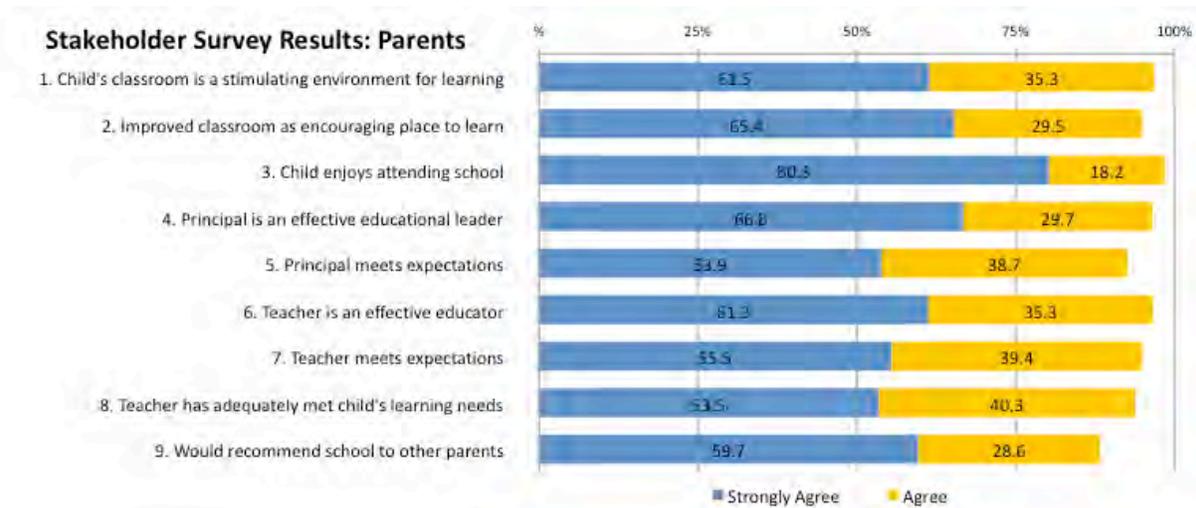


Figure 39: Stakeholder Survey Results - Parents

Beginning with the Parent Survey summarized in Figure 39 above, a resounding 80% of parents strongly agreed with the statement “Your child enjoys attending school”. This was the highest level of “strongly agree” responses to any item by any surveyed group of respondents by a margin of more than 10 percentage points. Although we cannot compare this positive feedback from parents to the parents of children in non-target schools, the DBE 2 target schools have clearly provided students with a positive experience in ways that parents can observe. However, this student enthusiasm for school may reflect the prominence of sports as a favorite activity at school (highlighted by 37% of students) rather than enthusiasm for learning. Both teachers and principals were much less likely to agree that students showed increased enthusiasm for learning, a finding that is discussed in greater detail below.

Parents were less effusive (only 54% strongly agreed) in their response to the statement that the “principal meets expectations” (item 5), a finding that is consistent with the low percentage of principals classified as “competent” in DBE 2 evaluations as well as with the responses of other stakeholders (a finding that is examined below). This suggests that parents, as a group, are perceptive in their evaluation of school staff. With that in mind, the similarly reduced strong agreement of parents with items 7 (“teacher meets expectations”) and 8 (“teacher has adequately met child’s learning needs”), warrant closer examination, particularly as these responses are distinguished from the 61% of parents’ who strongly agreed with item 6 (“teacher is an effective educator”).

Item 9 of the parent survey (for which 88% of parents strongly agreed or agreed) was one of only three statements in all the surveys for which the sum of “strongly agreed” and “agreed” was less than 90% of respondents. For this statement, “You would recommend this school to other parents”, 8% of parents chose “somewhat disagree” or “disagree.” The survey did not offer respondents the chance to explain this response, so it is not clear if this level of dissatisfaction is the result of frustration with their own school or of direct comparisons to other schools in the area.

Similar instruments (with minor variations) were used to survey Teachers, Principals, School Committee Members, School Supervisors and Sub-District Officials. In order to capture the varying perspectives of these stakeholders, the findings have been summarized in Table 7 below. In the first column, the two survey statements with the highest number of “strongly agree” responses for each stakeholder group (identified by a letter corresponding to the key below) are identified. In the second column, the two survey statements with the lowest number of “strongly agree” responses are identified, and statements where more than 5% of stakeholders somewhat disagreed are identified in the third column. Detailed breakdowns for Teachers and Principals are presented in the analysis to follow.

Table 7: Comparison of Variations in Stakeholder Responses

Item	High Percentage Strongly Agree	Lower Percentage Strongly Agree	5% or more Somewhat Disagree
1. Classroom environment more stimulating	T P C S D		
2. Teachers more actively engage students	P C S D		
3. Teachers more confident in curricular delivery			T
5. Increased teacher skill in student assessment		P S	S
6. Increased student enthusiasm for learning			P S D
7. Increased student understanding of lesson content		T P C S D	T P
8. Improved principal ability to provide instructional guidance	T		C
9. Principal supports teachers to use new teaching strategies		T C D	C D

T = Teacher, **P** = Principal, **C** = School Committee Member, **S** = School Supervisor, **D** = Sub-District Official

Looking at column 1 in the table above, there was a remarkable level of agreement between stakeholders on items 1 and 2, a finding that is consistent with the agreement of all stakeholders that teaching-learning has improved in DBE 2 schools. **There is no doubt that all stakeholder groups overwhelmingly agree that classroom environments are more stimulating and that teachers more actively engage students in DBE 2 schools.** Clearly the project’s efforts in this regard are not only noticeable, but prominent in stakeholder’s minds. Curiously, teachers were alone in their high level of agreement with statement 8, and this is discussed in greater detail below.

Moving to column 2, each stakeholder group gave the lowest level of strong agreement with the statement, “Your school’s involvement with DBE 2 has contributed to increased student understanding of lesson content.” This sentiment is consistent with the finding that student competency in DBE 2 target schools is only somewhat higher than in control schools. This should not be interpreted as a lack of project impact, but more a reflection of the time it takes for improvements in teaching and the learning environment to lead to measureable gains in student learning.

In column 2 we also see that teachers, school committee members and sub-district officials were least likely to strongly agree with Statement 9: “Your principal’s capacity as an educational leader

has improved since his/her involvement in DBE 2.” In fact, all non-school stakeholder groups surveyed with this instrument (school committee members, school supervisors, and sub-district officials), responded with less than 90% “strongly agree” or “agree” to both items 8 and 9. This is a striking finding, since the combined “strongly agree” and “agree” responses were above 90% for all other items. This perception among stakeholders, however, is consistent with DBE 2 principal evaluation results classifying less than 40% of those surveyed as meeting minimum standards.

In column 3, more than 5% of principals, school supervisors and sub-district officials disagreed with the statement: “Your school’s involvement with DBE 2 has contributed to increased student enthusiasm for learning.” Interestingly, teachers were the only group in which more than 5% disagreed with the statement: “Teachers more confident in curricular delivery.”

Teachers and Principals

Moving to a more detailed examination of stakeholder survey results for teachers and principals, in Figure 40 below, more teachers strongly agreed with the statement: “Your principal’s capacity to assist teachers with the teaching-learning process has improved since his/her involvement with DBE 2,” (item 8) than to any other item.

This result is perplexing since 16% of surveyed teachers reduced their level of agreement with item 9 (the second highest level of reduction), and because statements 8 and 9 consistently stood out for lower levels of strong agreement among all other respondents. Furthermore, less than one-third of principals reported observing teachers at least once per semester and less than two-thirds reported meeting with teachers to discuss individual performance at least once per semester (See Table 13), leaving one to wonder how teachers formed this impression.

6.7% of teachers “somewhat disagreed” or “disagreed” with item 7 regarding improvements in student understanding of lesson content, a sentiment shared by a similar percentage (6.9%) of principals.

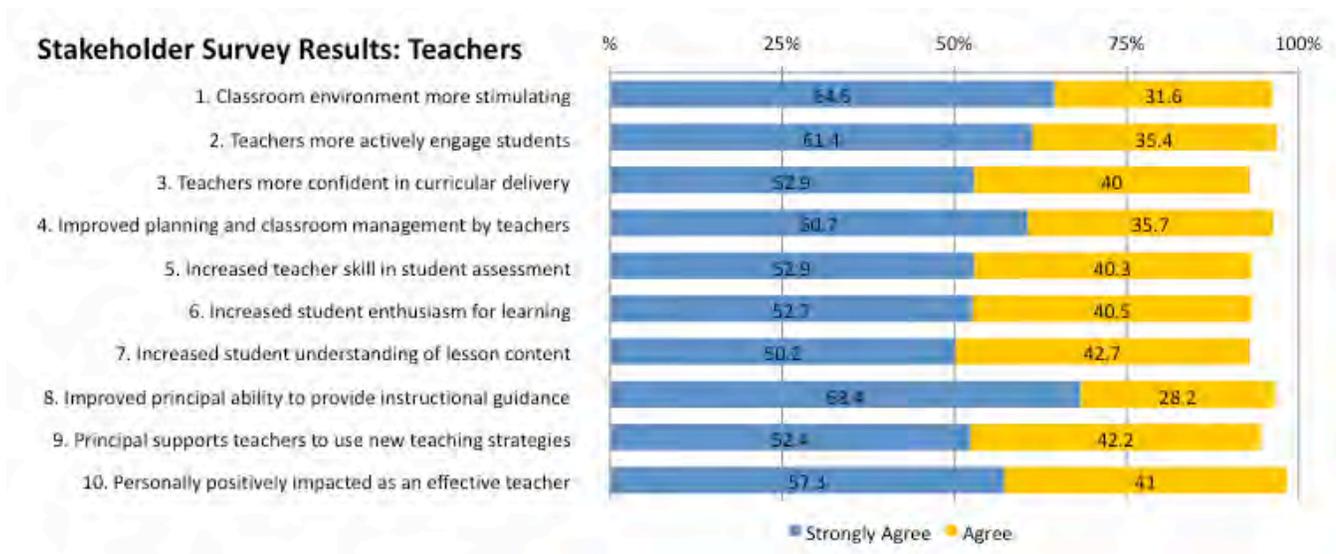


Figure 40: Stakeholder Survey Results - Teachers

Principals also expressed lower levels of strong agreement (30.4%) with item 7 as illustrated in Figure 41 below.

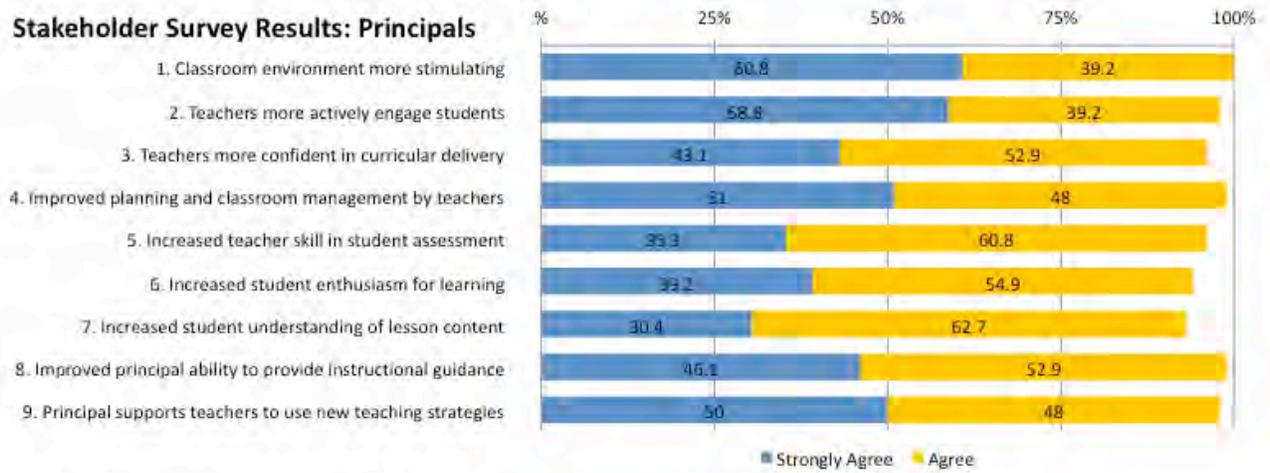


Figure 41: Stakeholder Survey Results - Principals

III. In-Service Education Professional Development Systems Strengthened, In Place and Functioning (IR I)

To effect the improvements in the quality of teaching and learning discussed in Section II, one of DBE 2's primary interventions is the provision of support in further developing an effective in-service professional education system. In targeted areas, DBE 2 has put in place an effective cluster-based decentralized in-service training system, an educator support system, and strengthened university capacity to support and deliver in-service teacher training.

A. Decentralized In-Service Educator System Created and Operating

Indicators:

12. #/% of DBE 2 trainees satisfied with training
18. # of teachers school principals, supervisors, and others having successfully completed full DBE2 training program
19. # of qualified MTTs selected (revised)
20. #/% of MTTs function per criteria
21. # of training packages developed
22. # of training packages delivered

1. University Certified In-Service Training

To date, DBE 2 has developed and delivered 19 training packages, 5 in 2005/2006, 8 in 2006/2007, and 6 in 2007/2008. Table 8 below details packages developed and delivered this academic year. Training packages have been initially developed by Indonesian university partner-led Module Development Teams (MDTs)⁸, primarily over the past two academic years, and are university certified. DBE 2 training participants are expected to receive three training packages over the course of approximately three school semesters, allowing them to earn up to a total of thirteen university credits.

Cohorts 1 and 2 have received, or will receive a combination of three types of training packages:

1. Introduction – Provides foundational skills in active learning strategies, initial training in methodologies to facilitate core subject instruction, introductory training in the development of school-based curriculum, and an introduction to the DBE 2 model and approach;
2. Core Subject – Subject-specific training, including more extensive training in the methodologies and procedures addressed in the Introduction package, in Bahasa Indonesia, Math, Science, or Social Studies;
3. School Development – Training addressing one of the following topics: Civic Education, Guidance and Counseling, Planning and Assessment, Learning Communities, Classroom and Personnel Management.

⁸ Module Development Teams consist of university faculty, local government education stakeholders, teachers and DBE 2 field staff who work together to develop a series of training modules that together make up a DBE 2 training package.

Per project design, DBE 2 training package development follows a decentralized pattern where each DBE 2 province selects its own combination of Core and/or School Development packages to be developed for, and delivered to participating schools.⁹ This year, Cohort 1 and 2 schools selected training packages from DBE 2's library of those already developed for localization by Module Adaptation Teams (MATs)¹⁰ and subsequent implementation. The adaptation of previously developed packages is intended to draw upon project resources generated during its first two years rather than to undergo reiterative rounds of full-scale package development.

Table 8: Training Packages Developed and Delivered

No.	Package Name	Cohort 1 By Province	Cohort 2 By Province
2005/2006			
1.	Initial Teacher Training*	All Provinces (except Aceh)	n/a
2.	Science	North Sumatra	n/a
3.	Bahasa Indonesia	East Java	n/a
4.	Bahasa Indonesia	South Sulawesi	n/a
5.	Mathematics	Central Java	n/a
6.	Mathematics	West Java	n/a
2006/2007			
7.	What is Active Learning?*	n/a	All Provinces (except Aceh)
8.	Planning and Assessment	North Sumatra	--
9.	Learning Communities	East Java	--
10.	Learning Communities	South Sulawesi	--
11.	Class and Personnel Management	Central Java	--
12.	Class and Personnel Management	West Java	--
13.	Guidance and Counseling	Aceh	--
14.	Civic Education	Aceh	--
15.	Foundation Package	n/a	All Provinces
2007/2008			
16.	Mathematics (Adapted)	North Sumatra East Java	North Sumatra East Java
17.	Science (Adapted)	West Java South Sulawesi	West Java South Sulawesi
18.	Bahasa Indonesia (Adapted)	Central Java	Central Java
19.	Civics Education	Aceh	Aceh
20.	Guidance and Counseling	Aceh	Aceh

*Training delivered to participant teachers, although package neither university-developed nor accredited by DBE 2 partner universities

2. Master Teacher Trainer (MTT) Performance

Based in each school cluster, Master Teacher Trainers (MTTs) manage, deliver, and follow-up trainings at the cluster level and facilitate activities (in large part, CRC activities), at the district and school levels. They provide leadership and support to make school clusters function effectively and to help schools adopt improved management and instructional practices.

⁹ This means that each province has received a tailored program of training, and not all provinces have received subject-specific training in the same Core areas (although all schools participating in the student assessment are tested in the same subjects).

¹⁰ These are generally comprised of the same groups of actors composing the Module Development Teams.

To better assist in managing and monitoring DBE 2's many activities, including certified trainings, the cadre of 79 Master Teacher Trainers in Cohort 1 was expanded to 112 this year – approximately two per cluster. 105 MTTs were also selected to support Cohort 2 schools. For a detailed breakdown of MTTs hired by province, see the Annex.

Overall, MTTs have been performing very well as determined by a set of 25 criteria capturing the practices and activities required by the MTT model, including teaching and learning training activities, follow-up school assistance, cluster resource center and kindergarten activities, as well as monitoring and reporting responsibilities. MTTs were evaluated by their respective DBE 2 Provincial Coordinators and supervising District Learning Coordinators.

As illustrated in Figures 42 and 43, 88% of Cohort 1 MTTs and 95% of Cohort 2 MTTs achieved satisfactory or excellent ratings for their overall performance this school year. Strengths in MTT performance for both Cohorts 1 and 2 were particularly notable in the administration of kindergarten activities (with 45.8% and 38.3% rated “excellent” for Cohorts 1 and 2, respectively) and follow-up assistance provided to schools (with 28.9% and 28.6% rated “excellent” in Cohorts 1 and 2, respectively). Potential areas for improvement for MTTs in Cohort 1 may be in support to CRC activities, where 15.7% of MTTs were rated “needs improvement.” Cohort 2 performance ratings were higher in every component than the ratings achieved by Cohort 1 MTTs, which may be indicative of higher levels of enthusiasm (and energy) of Cohort 2 MTTs in their initial stages of involvement with DBE 2.

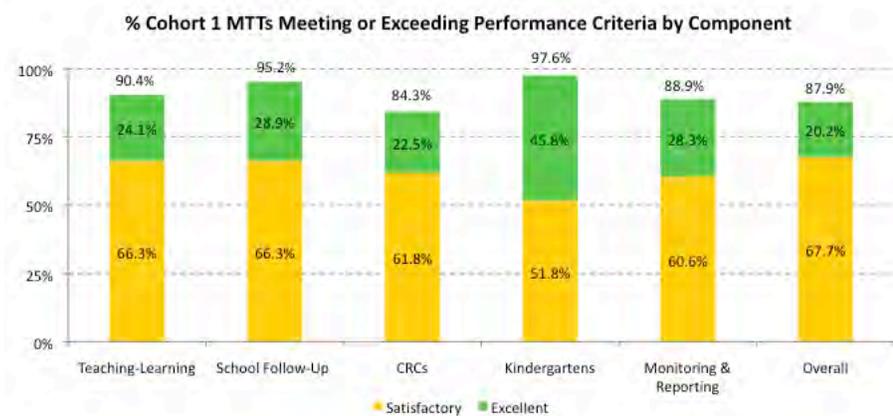


Figure 42: % Cohort 1 MTTs Meeting/Exceeding Performance Criteria (By Component)

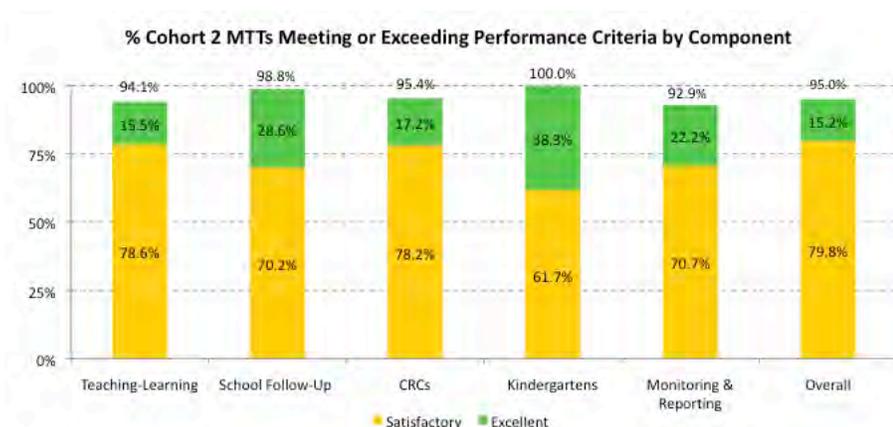


Figure 43: % Cohort 2 MTTs Meeting/Exceeding Performance Criteria (By Component)

Also of note, overall Cohort 1 MTT performance in East Java was relatively poor, with 45% of MTTs evaluated as “needs improvement,” and the remaining 55% as “satisfactory,” indicating the need for DBE 2’s further attention in this area. For additional details on MTT performance, see the Annex.

3. Training Participants

The number of trainees reached by DBE 2 this year, and who had successfully completed the annual training program totals 7,147 participants in Cohort 1 and another 8,092 in Cohort 2. Figures 44 and 45 detail the number of principals, teachers, school committee members, district supervisors, and other educators (ex., from Dinas), who attended university certified training sessions. Additional details as to participants by location, school type, and gender can be found in the Annex.



Figure 44: Cohort 1 Trainees Completing Training

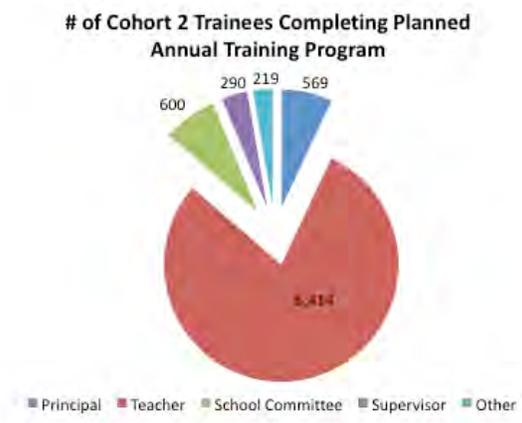


Figure 45: Cohort 2 Trainees Completing Training

4. Training Participant Satisfaction

To assess trainee satisfaction with the DBE 2 training program delivered this year, participants were asked to complete a year-end survey evaluating their overall satisfaction with the program, the relevance of training content to their own educational practices, the utility and usability of the methodologies and practices introduced, the effectiveness of intended in-service training objectives on their actual performance, and the impact of trainings on their general approach to teaching and learning.

As can be viewed in Figure 46, Cohort 1 and Cohort 2 participants were overwhelmingly satisfied with the in-service trainings provided by DBE 2. In Cohort 1, this meant that 94% of respondents were satisfied or extremely satisfied with this year’s program overall, as were 98% of Cohort 2 respondents. In comparison with trainee satisfaction responses collected in 2006/2007, Cohort 1 trainees this year were less effusive about in-service trainings this year. While levels of satisfaction were still extremely strong, the percentage of respondents indicating they were “not satisfied” with the overall program rose from 2% in 2006/2007 to 6% this year. Respondents indicating they were “extremely satisfied” across all areas experienced a slight drop from 2006/2007 to 2007/2008. This decrease in exceptional praise was particularly true in terms of respondents’ view to the impact of trainings on their regular practice, where the percentage of “extremely satisfied” respondents fell from 54% in 2006/2007 to 9% in 2007/2008.

Cohort 2 respondents this year were most satisfied with the usefulness of DBE 2’s in-service training in their daily practice, with 19% of respondents “extremely satisfied” in this area. The percentages of unsatisfied Cohort 2 respondents were small across all areas.

Further detail on participant satisfaction with DBE 2 training may be found in the Annex.

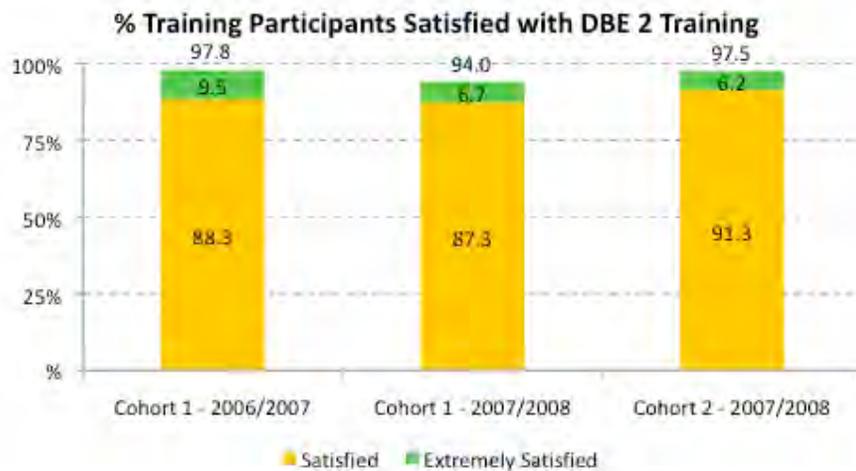


Figure 46: % Training Participants Satisfied with DBE 2 Training

B. Educator Support System Developed

Indicators:

13. #/% of DBE 2 trainees satisfied with follow-up support
14. #/% of users satisfied with cluster resource center services
23. # of MTTs having provided follow-up support per criteria (revised)
24. #/% of district supervisors trained through the DBE 2 training packages
25. #/% of cluster resource centers functioning per criteria
26. # of CRC user visits
27. #/% of designated users trained in using ICT to improve teaching and management practices
32. # of cluster resource centers created or enriched to DBE 2 standards
33. # of cluster center administrators trained in center operations, service provision and equipment use
34. # of ICT applications developed and trialed
36. # of ICT training events held
71. #/% of teachers trained in audio/video/VCD/multi-media used to support student learning (subsumed under Indicator # 27)

Follow-up support is provided to DBE 2 schools in combination with in-service training. In addition to conducting regular school visits, MTTs also meet with DBE 2 participant teachers in their classrooms up to two times per semester to conduct classroom observations, provide individual feedback, and at times, conduct group discussions after school hours.

1. Master Teacher Trainer (MTT) Performance - Follow-Up Support to Schools

As seen in Figures 42 and 43 above, overall MTT follow-up support provided to DBE 2 schools this year largely met or exceeded expected levels, with 95.2% and 98.8% of Cohort 1 and 2 MTTs

meeting or surpassing performance criteria in this area, respectively. More specifically, as in Figure 47 below, 97.8% of Cohort 1 and 98.2% of Cohort 2 MTTs visited their assigned schools at least twice per month throughout the academic year. 88.9% of Cohort 1 MTTs and 87.1% of Cohort 2 MTTs ensured that their assigned teachers were observed throughout the school year and also personally conducted classroom observations. Cohort 1 performance levels, however, were 11 percentage points lower than those observed last year.

While it is clear that a sound majority of MTTs carried out their responsibilities in providing schools follow-up support, the quality of in-class support provided seems to have varied. In the case of Cohort 1, 31% of MTTs providing follow-up training support were rated as “needs improvement.” This is of some concern as only 1.3% of Cohort 1 MTTs fell below “satisfactory” in 2006/2007. A closer look at evaluation results by province reveals that while most provinces boasted a strong majority of MTTs providing “satisfactory” or “excellent” follow-up support to teachers, in East Java, 95% of MTTs were rated “needs improvement” in this particular area. This pattern is seen also in Cohort 2 where, nationwide, 82% of evaluated MTTs provided “satisfactory” or “excellent” follow-up support, although in East Java, 60% of MTTs were rated as “needs improvement.” This again suggests that while MTT follow-up support performance is on the whole strong, directed attention is deserved in East Java.

Detailed follow-up evaluation results may be found in the Annex.

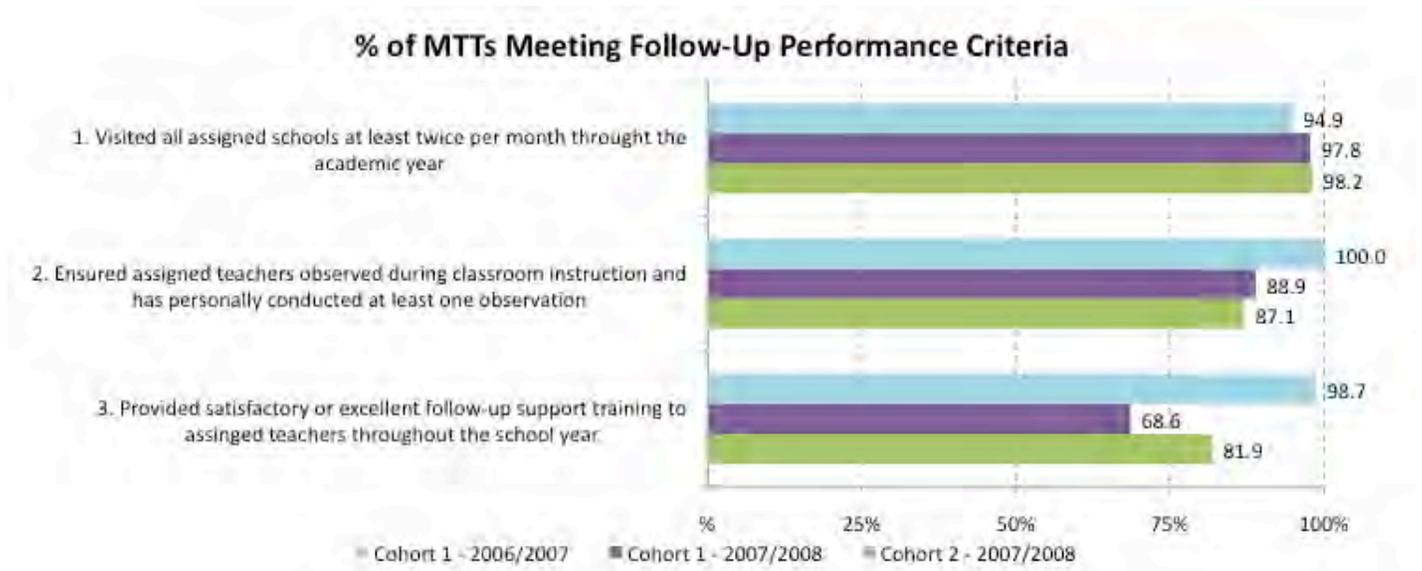


Figure 47: % MTTs Meeting Follow-Up Performance Criteria

2. Training Participant Satisfaction – Follow-Up Support

As with last year, the vast majority of teachers surveyed were satisfied with the follow-up support they received from DBE 2 (See Figure 48 below). Overall, about 94% of Cohort 1 respondents and 98% of Cohort 2 respondents stated they were either “satisfied” or “extremely satisfied” with the follow-up support provided by MTTs. Following a pattern similar to that seen in training participant responses, while Cohort 1 teachers were resolutely satisfied with DBE 2 follow-up, the percentage of those reporting they were “extremely satisfied” fell from those reporting the same in 2006/2007. Again, the biggest difference was identified in terms of the impact follow-up support had on teachers’ classroom practices, where the 46% of “extremely satisfied” teachers in

2006/2007 fell to 7% in 2007/2008. In Cohort 2, respondents were most satisfied with the relevance follow-up support had to their own teaching experience (9% extremely satisfied), and least satisfied in terms of impact (3% not satisfied).

Although MTT performance in providing follow-up support to teachers was given varied ratings by supervisory staff in East Java, teachers in East Java consistently reported their satisfaction with follow-up support received from these same MTTs. In Cohort 1, 97% of respondents were satisfied or extremely satisfied with overall follow-up support, and in Cohort 2, 98% of respondents reported the same.

Additional details regarding participant satisfaction with DBE 2 follow-up support may be found in the Annex.

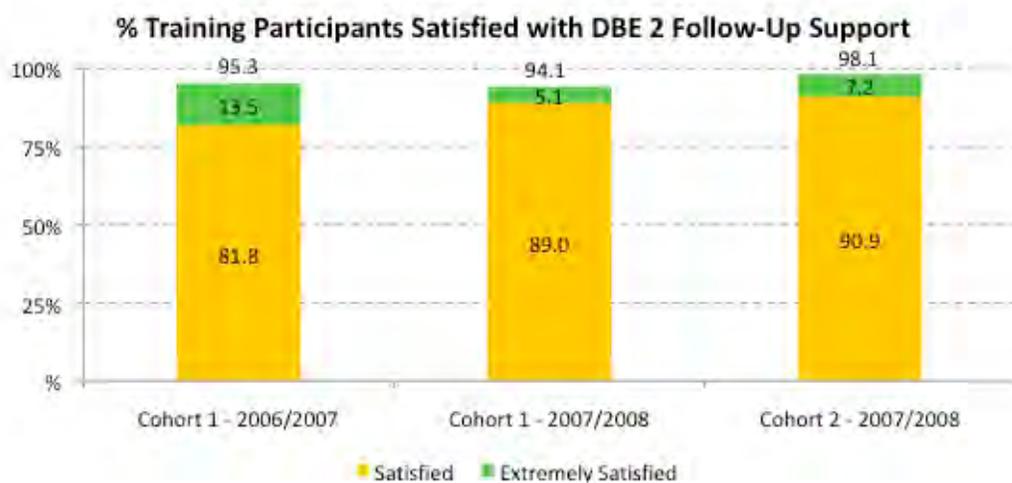


Figure 48: % Training Participants Satisfied with DBE 2 Follow-Up Support

3. Cluster Resource Centers (CRCs)

Centrally located Cluster Resource Centers (CRCs) facilitate and reinforce DBE 2 activities in each cluster, housing trainings and offering a place where teachers and other education stakeholders can gather to discuss training content, classroom applications and innovations, as well as access reference materials, create low-cost learning materials, and collaborate with colleagues. DBE 2 has implemented a grants program as the primary mechanism for equipping CRCs where all centers are entitled to receive grants in the form of goods and/or services through a staged development process. Tier 1 grants cover “starter kits” made up of supplies, materials, and simple technology, while Tier 2 and 3 grants cover additional educational resources, including technology.

Material inputs are complemented by a series of CRC trainings. The first of these workshops introduces training participants to basic CRC management issues, including grants and procurement, and allow for hands-on practice completing grants applications. Additionally, participants are guided through possible applications of the various starter kit materials, including low-cost learning material development. The second workshop targets CRC managers and staff, MTTs and District Learning Coordinators (DLCs), and covers issues related to CRC staff roles and responsibilities, workplan development, and center sustainability.

Of the 57 Cluster Resource Centers (CRCs) created or enriched last year in Cohort 1, 100% of them are functioning per DBE 2 criteria. That is, all Cohort 1 CRCs have achieved Tier 2 status having appointed a governing head and developed an organizational structure, completing necessary minor repairs, and meeting their self-designed milestones as set forth in their Tier 2 grant applications (e.g., conducted regular meetings with teachers and provided training to CRC staff and teachers in the use of learning aids and materials provided in the CRC “starter kits”). Answering to Indicator #33, 152 Cohort 1 CRC administrators have been trained by the project. In addition, 1,744 teachers and principals and 228 MTTs have also participated in CRC workshops to date.

An additional 56 CRCs have been created or enriched in Cohort 2, and all of these have appointed a governing head and developed an organizational structure as per Tier 1 qualifications. 226 Cohort 2 CRC administrators, 2,952 teachers and principals, 104 MTTs, 890 supervisors and school committee members, and 112 sub-district officials (Dinas and Depag) have thus far participated in CRC workshops.

Additional data on CRCs developed and administrators trained can be found in the Annex.

CRCs keep a log of user visits, for which a summary of users is provided in Figure 50 below and a summary of the purposes of these visits in Figure 49 below. Nationwide, the large majority of CRC users are teachers (79%), followed by principals (10%). Currently, the most commonly cited reason for CRC visits is for meeting, followed by lesson planning, with ICT use coming a distant third. As some CRCs progress to Tier 3, it is likely that number of ICT-related visits will increase.

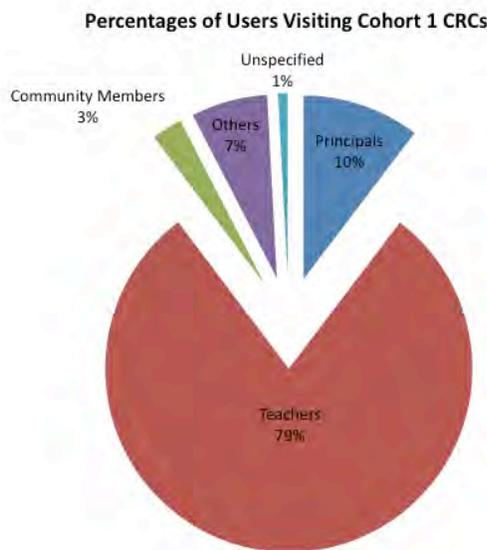


Figure 49: % of Users Visiting Cohort 1 CRCs

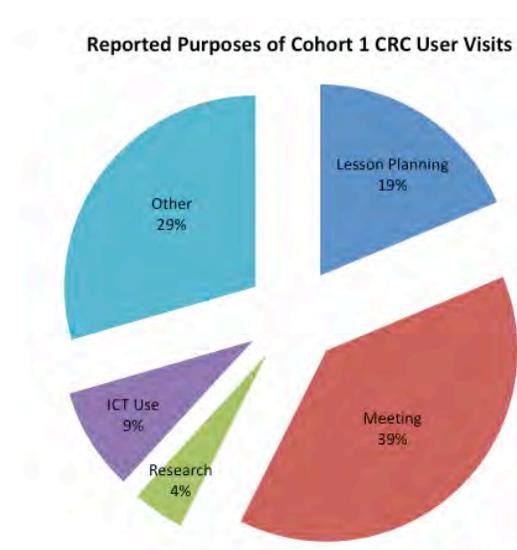


Figure 50: Reported Purposes of Cohort 1 CRC User Visits

As part of the Stakeholder Survey conducted this year, teachers and principals were asked about their degree of satisfaction with CRCs on a number of criteria. Nationwide results show 87% of surveyed teachers and 90% of surveyed principals were satisfied with Cluster Resource Center services. Rates of general satisfaction among teachers were extremely high in all provinces except Aceh. Rates of general satisfaction were also high among principals, apart from South Sulawesi

where the level of agreement fell to 72.7%. Figure 51 gives a summary of the responses by teachers and principals by province.

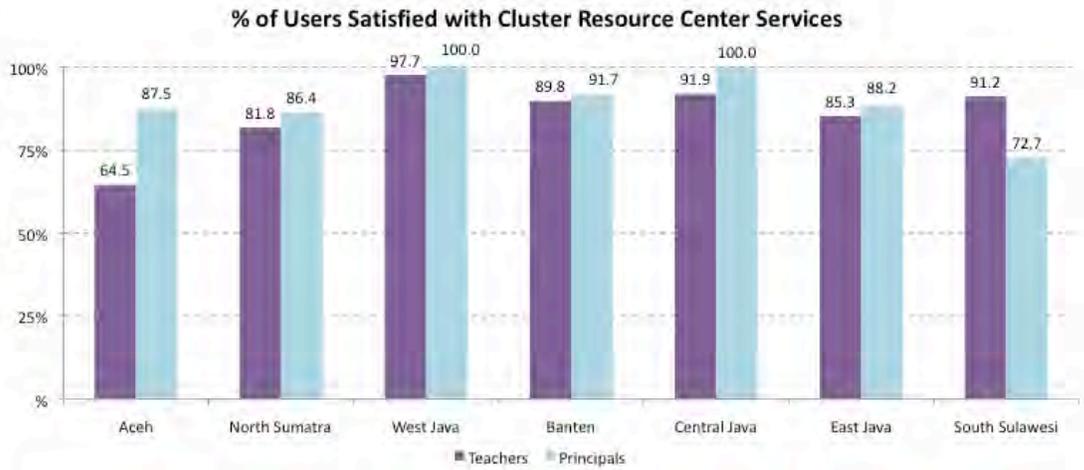


Figure 51: % Users Satisfied with Cluster Resource Center Services

When teachers and principals were asked more specific questions regarding how they have been affected by CRCs, nationwide levels of agreement (*See Figure 52 below*) were higher than for the more generally phrased statement regarding satisfaction with CRC services.

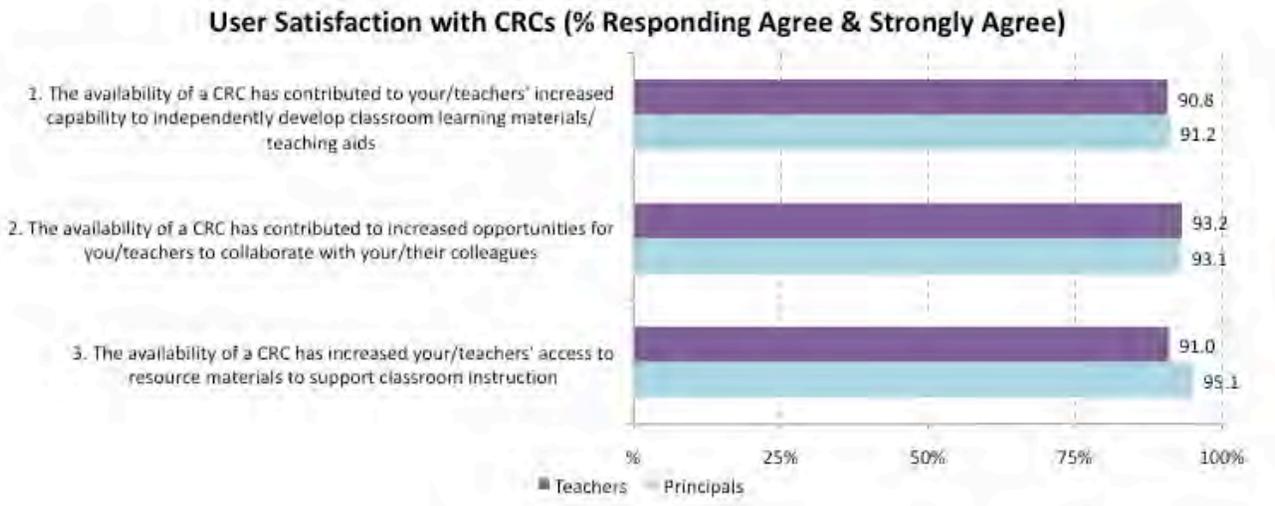


Figure 52: User Satisfaction with CRCs

4. Information and Communication Technology (ICT)

DBE 2 is using Information and Communication Technology (ICT) in a variety of ways to improve the quality of teaching and learning:

Under its public-private alliance component, efforts are focused on introducing technology as a productivity tool for teachers with partner Intel Teach. Through this program, DBE 2 and Intel have collaboratively reached 961 participants (299 male, 662 female) through 14 trainings held this year. Trainings are targeted towards Indonesia's teachers with little to no ICT experience and

largely focus on the operation of computers and software applications, as well as introducing computers as tools for classroom management, lesson planning, and classroom exercises.

Complementing the material introduced by Intel Teach, DBE 2 itself has also developed an ICT training package : Integrating/Developing Active Learning with ICTs (DALI), through which it has trained 533 teachers (250 male, 283 female) in 10 training events in the use of laptop computers, digital cameras, software applications, and video cameras as resources imbedded into active learning activities. Trainings are largely dedicated to understanding technology as hands-on tools to be used for instructional purposes—rather than learning how to use the equipment—with a focus on collaborative learning.

DBE 2 has also facilitated ICT trainings in collaboration with external institutions, primarily the Teacher and Education Personnel Quality Improvement Directorate General (PMPTK of the Ministry of National Education) and Curriki. Curriki, an online environment supporting the open-source exchange of educational materials, has worked with DBE 2 in introducing 65 university faculty (from 10 partner universities) and 20 PMPTK education personnel to the organization and its web-based application.

C. University Capacity to Support and Deliver In-Service Training Strengthened

Indicators:

15. #/% of partner university staff who have changed the way they educate teachers based on what they learned through DBE 2
16. #/% of partner universities that have adopted components of DBE 2 in-service training as part of their pre-service training program
17. #/% of partner universities that have developed in-service training programs based on their DBE 2 experience
41. #/% of university staff who participated in creating and delivering DBE 2 training packages
42. #/% of institutions offering credit for DBE 2 in-service training packages
43. # of university and UT faculty having participated in fellowships, study tours, and other U.S.-based training
44. # of university and UT faculty members trained locally through DBE 2 course or U.S. partner universities

The DBE 2 project partners with 14 Indonesian universities, located in all target provinces and/or with national coverage (i.e., Universitas Terbuka, or the Open University), on the development, adaptation, and delivery of training packages. In addition, the project works with Padjadjaran University on student test development and administration. As a result of building strong partnerships with local universities, is expected that DBE 2 will bridge the gap between universities and schools, create local ownership of training methods and materials, and strengthen the capacity of participating universities' faculty and programs.

This year, 535 Indonesia university education faculty (280 men and 255 women) were trained in at least one locally-held workshop delivered by U.S. partner universities Florida State University, Pittsburgh University, and the University of Massachusetts-Amherst. Trainings covered technology-based learning and instructional methods, action research design and planning, as

well as student assessment test construction, standard setting, and score reporting and policy development.

In addition to the locally-held trainings this academic year, 2 long-term fellows from DBE 2's Indonesia partner universities in Aceh participated in degree programs at Pittsburgh University and the University of Massachusetts beginning in August 2007. DBE 2 also supported one long-term fellow from the Center for Educational Assessment, Ministry of National Education (at Puspendik).

Fifty-six (56) faculty from 14 universities have been involved in the development and adaptation of DBE 2 training packages. Forty-nine (49) faculty have also delivered – with other DBE 2 team members – training packages to participating educators.

As seen in Figure 53 below, partner universities within Indonesia continue to incorporate new teaching practices and methods into their instruction and teacher education programs. A survey conducted amongst participating universities shows that 86% of partner universities currently offer credit for DBE 2-delivered in-service training, and 36% have developed in-service training programs based on their experiences with DBE 2—percentages slightly lower than those observed last year.

The notable increase in the percentage of universities adopting components of DBE 2 in-service trainings as part of their pre-service programs from 0% in 2006/2007 to 57% this year may explain the lower percentage of universities developing DBE 2-influenced in-service programs this year, representing a shift in focus from in-service to pre-service training development. This attention to pre-service training is particularly encouraging for DBE 2, which has supported university adaptation of program materials into pre-service training, though the program itself has not specifically concentrated on pre-service training development.

Further details on partner university participation in DBE 2 may be found in the Annex.

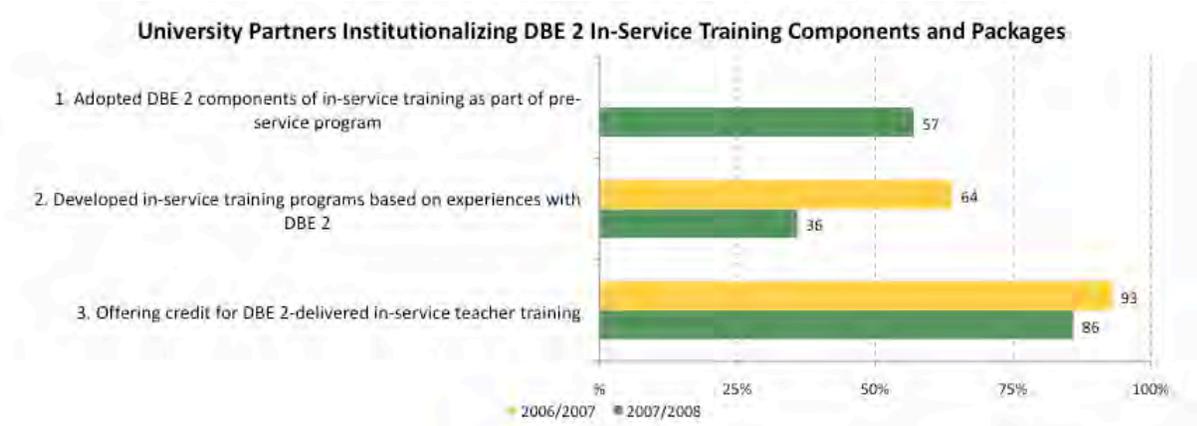


Figure 53: University Partners Institutionalizing DBE 2 In-Service Training Components

Reviewing survey items posed to individual university faculty members, this year increasing percentages of respondents report making use of DBE 2 training methods and content (See Figure 54). While a slightly smaller percentage of respondents indicate that the DBE 2 content introduced this year was new to them, this is expected given 2007/2008 marks DBE 2's third year of training development and delivery. More importantly, **greater percentages of university**

faculty are recommending DBE 2 training content and methods to their students and colleagues this year than last. Additionally, 90% of university faculty report implementing the strategies, content, or method addressed by DBE 2 trainings in their own instruction.

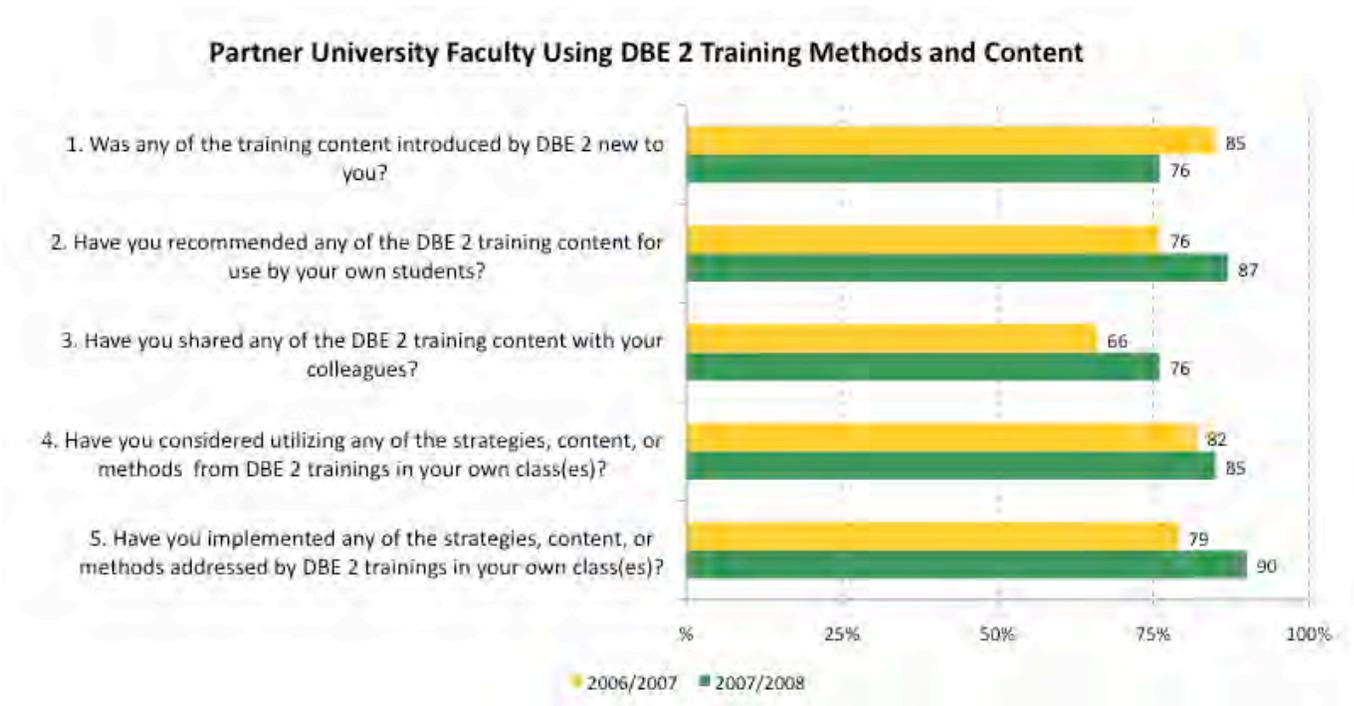


Figure 54: Partner University Faculty Using DBE 2 Training Methods and Content

IV. School Learning Environment Improved (IR 2)

DBE 2 recognizes that a supportive learning environment at the school is essential to achieve improvements in both teaching and learning. DBE 2 seeks to build local capacity to evaluate and improve the learning environment by training school supervisors, principals, parents, school committee members and members of the community. DBE 2 then monitors progress by directly observing classrooms as well as by examining School Improvement Plans and identifying involvement by parents and the community in learning environment improvement efforts. In the targeted schools, the data presented below show that the DBE 2 project has strengthened school capacity to support school quality, enabled schools to identify and address student learning needs, and helped schools achieve a better resourced learning environment.

A. Local (School-Based) Capacity to Support School Quality Strengthened

Indicators:

- 46. #/% of schools with majority of classrooms meeting learning-conducive standards
- 47. #/% of schools having included improved teaching and learning items in their school improvement plans
- 48. #/% of schools able to demonstrate two ways in which parents and community members are actively involved in the learning process
- 51. # of supervisors trained to improve learning environment (revised and subsumed under #24)
- 53. # of school principals trained in instructional leadership
- 54. # of school committee members trained in quality improvement

DBE 2 assesses the classroom learning environment using a 15 point observation checklist that examines criteria that are within reasonable control of the teacher: the display and use of learning aids, student comfort levels, and classroom conditions. The 15 items are outlined in Table 9 below. Classrooms that meet 12 or more of these criteria are classified as learning conducive. By this definition, in approximately 72% of DBE 2 schools (73% of Cohort 1 and 70% of Cohort 2), 50% or more of classrooms are learning conducive, and in approximately 25% of DBE 2 schools (24% of Cohort 1 and 26% of Cohort 2), 50% or more of classrooms meet all 15 criteria. In 10 of these 15 criteria, a significantly larger percentage of DBE 2 classrooms meet the criteria compared to controls, in most cases by a margin of 15% or more.

Table 9: Schools Meeting Learning Conducive Classroom Criteria (By Item)

Item No	Item Description	DBE 2 Cohort 2 n (%)	Control n (%)
1	Learning aids are displayed	762 (92.9)	206 (76.6)
2	Learning aids are in good or new condition	536 (65.4)	136 (50.6)
3	Learning aids are appropriate to the grade level	735 (89.6)	195 (72.5)
4	Student work is displayed	741 (90.4)	117 (43.5)
5	Every student has a seat and writing surface	811 (98.8)	268 (99.6)
6	Classroom is adequately lit and ventilated	798 (97.3)	263 (97.8)
7	Classroom is neat and tidy	737 (89.9)	226 (84.0)
8	All students can see what is written on the blackboard	741 (90.4)	251 (93.3)
9	All students can comfortably see displayed learning aids	755 (92.1)	202 (75.1)
10	All students can hear the teacher	806 (98.3)	259 (96.3)
11	Teachers or students have made learning materials	689 (84.0)	195 (72.5)
12	Learning material have been made with last 2 months	588 (71.7)	133 (49.4)
13	Teacher is able to provide examples of materials	557 (67.9)	114 (42.4)
14	Teacher is able to provide example of use	537 (65.5)	113 (42.0)
15	Learning material have been used with last two months	503 (61.3)	90 (33.5)

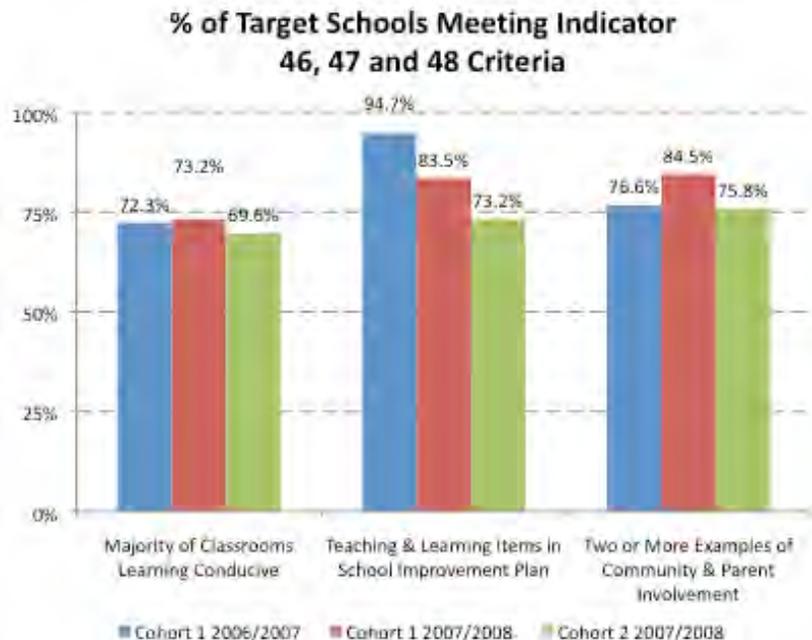


Figure 55: % Target Schools Meeting Indicator 46, 47, and 48 Criteria

In Figure 55 above, approximately 75% of DBE 2 schools meet the criteria introduced by indicators 46, 47, and 48, with Cohort 1 schools making gains in the areas of learning-conducive classrooms and community and parent involvement from 2006/2007 to 2007/2008. Provincial breakdowns for each of these indicators are given below.

On the other hand, the percentage of Cohort 1 schools including teaching and learning items in the School Improvement Plan (SIP) has declined. This is an area that requires consultation with DBE 1, which also plays a role in school governance and school improvement planning.

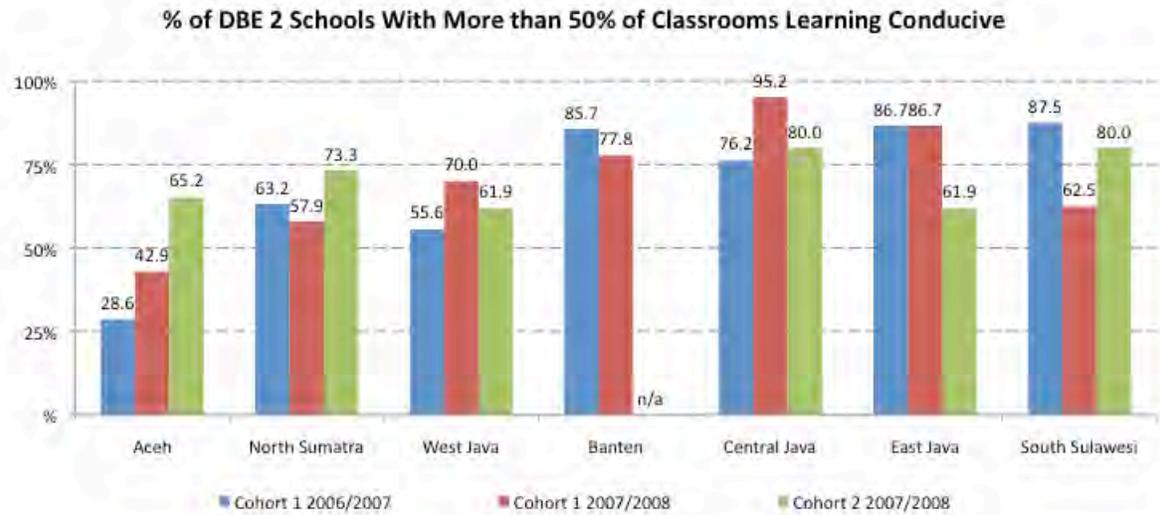


Figure 56: % DBE 2 Schools with More than 50% Classrooms Learning Conducive (By Province)

Nationwide results show 84% of Cohort 1 schools and 73% of Cohort 2 schools include teaching and learning items in their School Improvement Plans. As seen in Figure 57 below, in all provinces except East Java and Central Java, the percentage of Cohort 1 schools that have teaching and learning items in their School Improvement Plan fell from 2006/2007 to 2007/2008. This trend warrants renewed focus by DBE 2 over the course of this next year, and will require coordination with DBE 1, which also has a role in school planning.

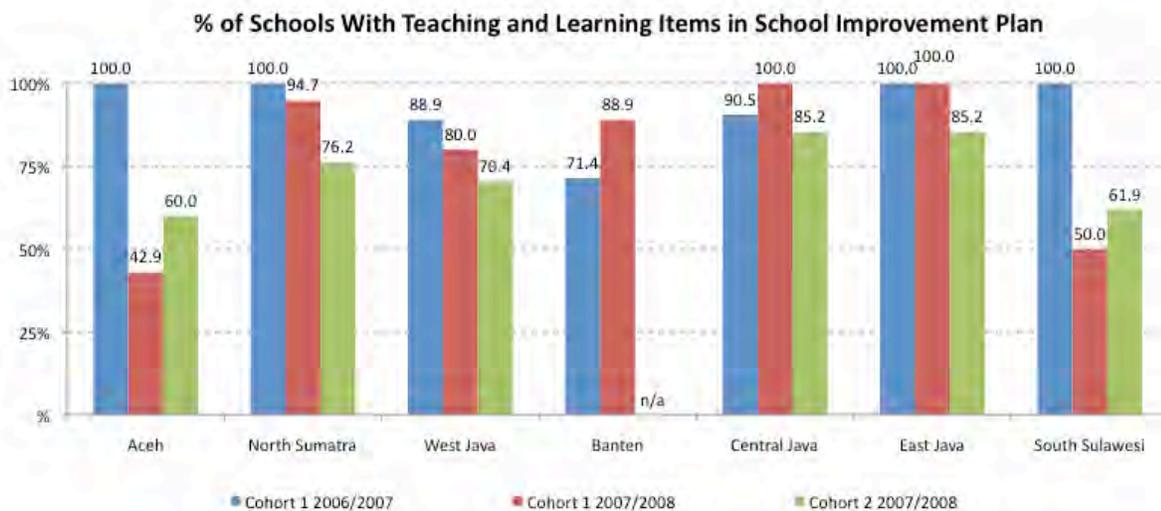


Figure 57: % Schools with Teaching and Learning Items in School Improvement Plan (By Province)

In Cohort 1, 85% of surveyed schools were able to demonstrate two or more examples of involving community members and parents in the learning process. In Cohort 2, 76% of surveyed schools did the same. Figure 58 below illustrates that, with the exception of South Sulawesi, an increased percentage of Cohort 1 schools in all provinces met this criteria. In Aceh, the proportion of schools meeting this criteria doubled, and in both West Java and Banten all schools have reached this goal.

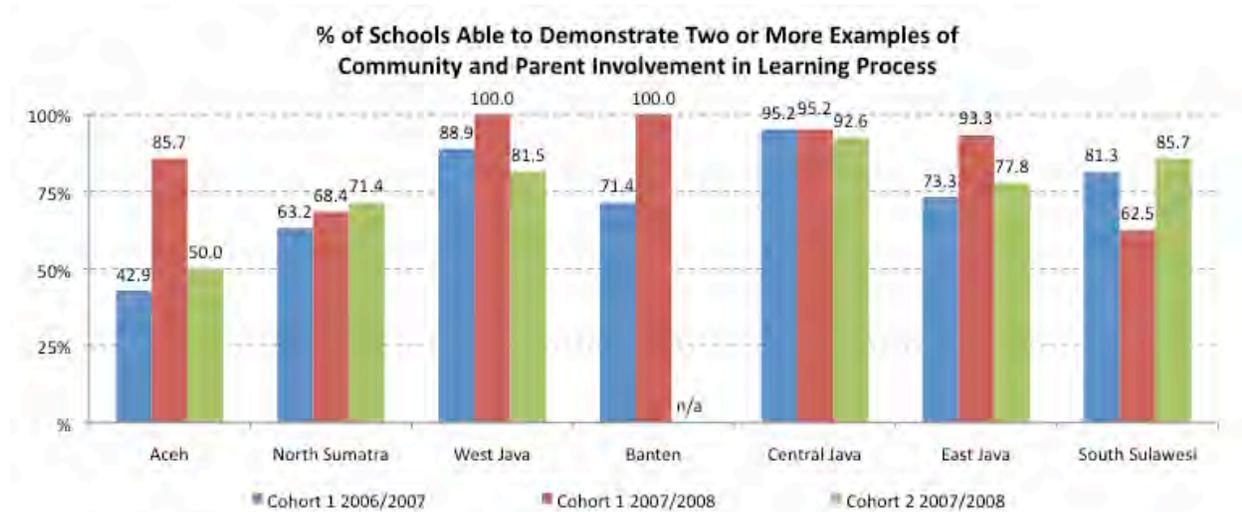


Figure 58: % Schools Able to Demonstrate Examples of Community and Parent Involvement in Learning Process (By Province)

In support of these school capacity improvements, DBE 2 has this year trained 499 school supervisors in improving the learning environment, 1,088 principals in instructional leadership, and 922 school committee members in school quality improvement. A detailed breakdown of these training statistics can be found in the Annex.

1. Student Learning Needs Addressed by Schools

Indicators:

- 49. #/% of schools addressing two or more student learning needs
- 56. #/% of schools with sampled classrooms demonstrating at least two interventions to support student learning
- 57. #/% of schools implementing a civics education program after participating in DBE 2 civics training
- 59. #/% of training modules that address active learning, gender sensitivity, and multi-grade instruction
- 60. #/% of schools trained in civics education through DBE 2
- 61. #/% of kindergartens enriched or established per DBE 2 criteria
- 62. #/% of kindergarten teachers/assistants trained in primary school readiness
- 63. #/% of kindergarten training modules created and delivered

Students Needs Addressed by Primary Schools

As was true in 2006/2007, 99% of DBE 2 schools communicated – and sampled classrooms were able to demonstrate – that they were addressing two or more student needs. Figure 59 below gives a breakdown of the percentages of schools that demonstrated interventions across the four areas of Active Learning, Gender Equity, Civics Education and Multi-Grade Teaching. 98% of schools demonstrated interventions in Active Learning and Gender Equity, and 85% of schools demonstrated interventions in Civics Education in addition to Active Learning and Gender Equity, thereby exceeding the target of at least two interventions. The effectiveness of Gender Equity interventions is supported by the reduced gender gap observed in DBE 2 student assessment results in Grade 6 math and science (See Figures 8, 11, 13 and 14).

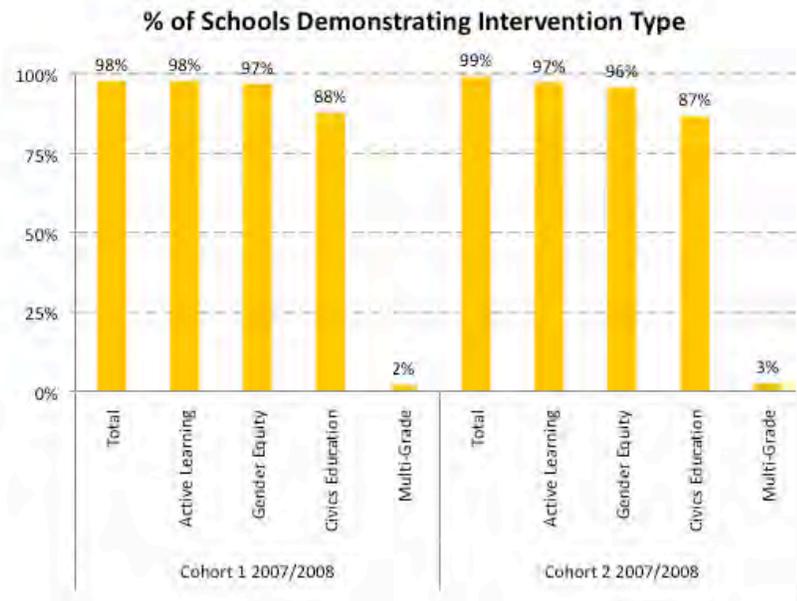


Figure 59: % Schools Demonstrating Intervention Type

Interventions in Multi-Grade Teaching appear in few DBE 2 schools only because few of the target schools operate in a multi-grade environment. Although slightly less than 90% of schools could demonstrate an intervention in Civics Education, provincial breakdowns of progress from 2006/2007 to 2007/2008 in Cohort 1 schools show that **the percentage of DBE 2 schools addressing Civics Education has increased from 76% to 87%** (See Figure 60 below). **In Cohort 2, 87% of schools surveyed reported addressing Civics Education.** The 50 percentage point rise in Aceh is attributed to the introduction of the Civics Education training package introduced by DBE 2 this year, although the percentages of schools addressing this topic in other provinces have also increased by a notable degree. In fact, a greater percentage of Cohort 1 schools have focused on Civics Education this year in all provinces with the exception of North Sumatra (which dropped from 100% of schools to 63%) and Central Java (which dropped from 100% to 95%).

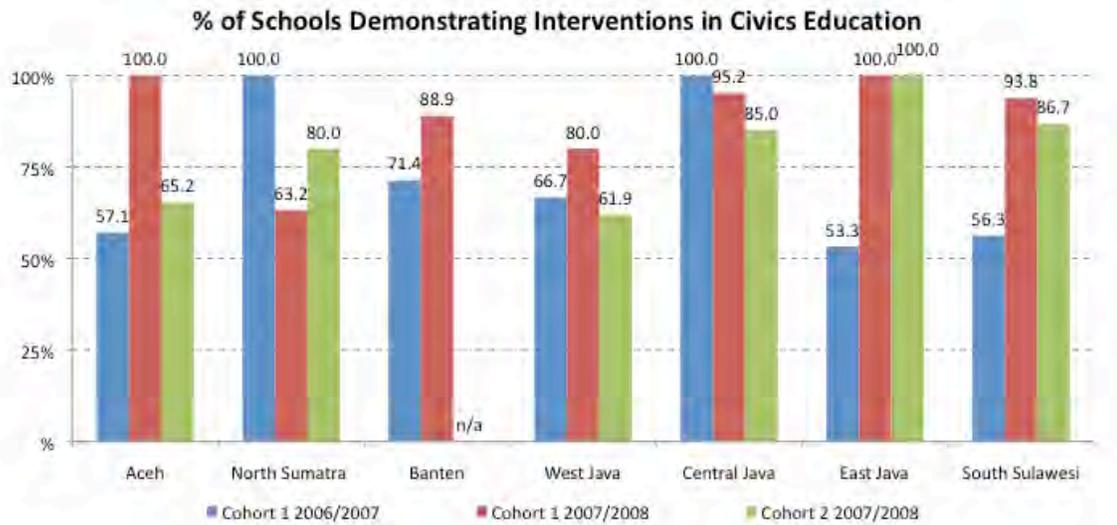


Figure 60: % Schools Demonstrating Interventions in Civics Education

It is worthy of note that 87% of Cohort 2 schools could demonstrate Civics Education interventions in the first year of involvement with DBE 2, a level not reached by Cohort 1 schools until the second year. Detailed breakdowns for both Cohort 1 and Cohort 2 can be found in the Annex.

Primary School Training and Enrichment

In 2007/2008 all 54 of the planned Cohort 2 kindergartens were enriched, and one training for kindergarten teachers and assistants has been completed, with a second planned for December of this year. DBE 2 support to 59 Cohort 1 kindergartens (two more than originally planned) continued in 2007/2008, with two trainings designed and delivered to 137 kindergarten teachers/assistants (23 more than originally planned). A third training module has been designed and will be delivered over the course of this next year.

Classroom observations were conducted at the end of the academic year to determine whether participating Cohort 1 kindergartens were functioning per minimal criteria. Kindergartens were evaluated in three key areas: Program Implementation (whether Interactive Audio Instruction (IAI) programs were being implemented correctly), Teacher Instruction (whether instructors were following the methods introduced through IAI programming and face-to-face training), and Student Engagement (whether students were reasonably knowledgeable of IAI program content).

In all, 81% of kindergartens met or exceeded 15 of 15 minimum criteria with performance above 80% in each skill area (See Table 10 below). In all provinces except for Aceh and South Sulawesi, all kindergartens were observed to have met or surpassed minimum criteria. In Aceh and South Sulawesi, about half of all kindergartens observed met this standard, indicating the need for focused attention in these areas.

In addition, Cohort 1 kindergarten students in target and control schools were assessed using a standard school readiness assessment instrument. The results of this assessment can be found in Section II.A on student learning outcomes. Detailed breakdowns of kindergarten numbers and performance by cohort and province can be found in the Annex.

Table 10: % of DBE 2 Kindergartens Functioning Per Minimum Criteria

Cohort 1 - 2007/2008		
Item Description		% Meet/Exceeds n = 37
Program Implementation		
1	Teacher uses IAI program at least once per week	64.9
3	Teacher has used at least 50% of all worksheets and can provide an example of completed work	97.3
4	Teacher is able to produce the IAI poster	97.3
5	Teacher is able to produce the IAI number and letter cards	94.6
% Meet/Exceed Program Implementation (Competency = 5 of 10 points; Exceeds Competency = 7-10 points)		83.8
Teacher Instruction		
6	Teacher follows instructions specified by program	70.3
7	Teacher acts out activity examples with program	67.6
8	Teacher ensures students follow program instructions	70.3
9	Teacher provides positive feedback to students during program	73.0
10	Students respond to program activities	83.8
% Meet/Exceed Teacher Instruction (Competency = 3 of 5 points; Exceeds Competency = 4-5 points)		81.1
Student Engagement		
11	Children can sing "Circle Song"	27.0
12	Children can sing "Lagu Bulan"	86.5
13	Children can sing "Sayonara"	100.0
14	Children can sing one letter song	81.1
15	Class can play "Kata Pak Kumis"	54.1
16	Class can play "Oper Bola"	67.6
17	Children can name at least 2 program characters	94.6
% Meet/Exceed Teacher Instruction (Competency = 4 of 7 points; Exceeds Competency = 5-7 points)		83.8
% Meet/Exceed Across All Skill Areas (Competency = 12 of 17 points; Exceeds Competency = 13-17 Points)		81.1

2. School Learning Environment Better Resourced

Indicators:

- 64. #/% of classrooms where teachers are using low-cost (self-made) instructional materials
- 67. #/% of teachers trained on how to develop and use low-cost instructional materials

In approximately 60% of Cohort 1 and Cohort 2 DBE 2 classrooms (63% and 61%, respectively), teachers had used low-cost instructional materials made within the two months prior to observation and for which they could provide supporting evidence. Instructional materials made by teachers and students offer a sustainable and low-cost supply of teaching-learning materials. This academic year, 5,600 participants were trained in the development and use of low-cost instructional materials through DBE 2's university-certified training program, and an additional 105 participants through trainings held for Cluster Resource Center activities.

A detailed breakdown of participants trained in developing, and using low-cost materials can be found in the Annex.

V. Public-Private Alliances to Support Education (IR₃)

Indicators:

- 72. # of public-private alliances agreements signed
- 73. \$ amount of PPAs to support education
- 74. \$ amount leveraged from PPA partners
- 75. USG funds invest-non-USG fund leveraged ratio
- 76. # of direct beneficiaries (subsumes Indicator # 77)

Public Private Alliances (PPAs) seek to leverage additional resources for project activities and serve as a catalyst in replicating best practices and scaling-up project activities. Each of DBE 2's PPAs is unique in terms of objectives, financial commitments, partner responsibilities and time frame. Under the guidance of USAID, the project is concentrating its efforts to form alliances focused on several key areas, such as libraries, information and communication technology, and the geographic expansion of DBE 2.

No significant changes have been made to DBE 2's list of private partnerships, and many of the initial plans drafted last year continue to be developed this year. As with last year, the current total value of all three signed PPAs is \$2,025,000. Three additional PPAs are in the process of negotiation.

The amount leverage from the three signed PPAs is \$1,370,000, resulting in over a 2-to-1 ratio, where for every USAID dollar provided, two dollars are contributed from the private sector partner. Those beneficiaries directing receiving the services support by the PPAs thus far include 50 university faculty and teacher trainers, 2 MTTs per DBE 2 cluster, and 929 teachers. These numbers are expected to increase as training continues into next year.

More specific details on PPAs and expected beneficiaries may be found in the Annex.

VI. Primary Student Basic Skills Assessment Improved (IR 4)

Indicators:

- 83. # of schools where new test and assessment instruments have been implemented
- 84. # of students tested with new tests
- 85. # of schools for which test results are tabulated and analyzed (subsumed under #83)
- 86. # of test instruments developed
- 87. Alternative test instruments assessed
- 88. # of persons trained in test development/design, scoring & implementation (subsumes #90)
- 89. # of universities developing or integrating principals of DBE 2 test design into program
- 92. # of testing training modules/materials developed
- 93. # of training programs or modules in test development and administration delivered

Valid assessment tools to measure student learning and school performance are central to better school-based planning and instruction, as well as necessary to respond to a key measure of DBE 2 project progress towards its strategic objective of improving the quality of teaching and learning in Indonesian classrooms—student learning outcomes.

This academic year, 8,364 students participated in pre- and post-tests in 156 DBE 2 and control schools. Partner Padjadjaran University was charged with developing and administering the 10 testing instruments (Grade 3 language and math and Grade 6 language, math, and science) used this year and also trained a team of 36 people in test development, scoring and administration. Further details can be reviewed in Table 11 to follow.

Padjadjaran University continues to incorporate elements of DBE 2's test design principles into its own educational program. Further, students and staff alike are able to apply their academic studies to practice by participating in DBE 2 student assessment item development, field testing, and exam scoring. As a result of the increasing popularity of its programs, the Department of Psychometrics at Padjadjaran University continues to engage the University of Massachusetts - Amherst in negotiating the development of a joint Masters degree program in Applied Psychometrics. Outside of its own campus, Padjadjaran University continues to support the National Body for Educational Standards in developing student assessment standards. Additionally this year, the head of Padjadjaran's Psychometrics Department, Dr. Urip Purwono, is actively involved in establishing a consortium of Indonesian psychometrics professors wherein their work and practice may be more openly shared.

Table 11: Primary Student Basic Skills Assessment Improved

	Indicator #92 and #93	Indicator# 88 and #90			Indicator #86			Indicator#89	Indicator #83	Indicator # 84		
	# of testing training modules developed and delivered	# persons trained in test development, scoring and administration			# test instruments			# of universities developing or integrating DBE2 test design principles into curriculum	# of schools where tests were implemented and results tabulated and analyzed	# of students tested		
		Total	Male	Female	Total	Grade Levels	Subjects					
	3	36	12	24	5	2	3	1	156	Grade 3	Grade 6	Total
Male										2,014	2,117	4,131
Female										2,002	2,231	4,233
Total										4,016	4,348	8,364

VII. Best Practice, Knowledge and Experience Shared with Non-Target Schools and Districts (IR 5)

Indicators:

94: # of requests for DBE 2 materials

95: # of resources and events developed to assist GoI to expand DBE 2 reach

96: # of formal information exchanges on DBE 2 successful practices and innovation conducted

97: # of groups reached through formal information exchange

98: # of non-targeted districts, schools, educators, and others participating in DBE 2 training programs

In an effort to broaden the range of its impact and engage a variety of educational stakeholders as project beneficiaries, it is expected that DBE 2 will share the knowledge, experiences, and eventually, best practices gleaned from program implementation with non-target schools and districts.

DBE 2 has this year received 549 requests for program materials from universities, donor organizations, and largely, from schools. 523 resources have been disseminated and events conducted to support the Government of Indonesia in project expansion, and again, these have been targeted primarily to schools, but include also district officials from the Ministry of National Education (MONE), universities, and donors.

DBE 2 has conducted 31 formal information exchanges and reached 138 groups from a broad constituency through those exchanges. Participants have represented provincial educational officials from the Ministry of National Education (MONE) and the Ministry of Religious Affairs (MORA), in addition to district MONE and MORA officials, schools, universities, and donors.

This year, approximately 100 non-target educators and educational staff participated in DBE 2 trainings. While many attendants were from schools, participants also included provincial and district MONE and MORA officials. Frequent drop-in visits by various sub-district officials, supervisors, head teachers, and teachers for parts of DBE 2 trainings are difficult to capture here, although from what data has been collected, it is clear that DBE 2 training presents an appealing draw to non-program educators.