

FINAL VERSION

*Improving the Quality of Decentralized Basic
Education Project*

**Impact, Results and Progress:
DBE 2 Monitoring and Evaluation Report
FY 2006 & FY 2007**

Prepared by:

**Karen Tietjen (RTI)
Jennifer Ho (EDC)
Mardhatillah Mardjohan (EDC)
Ibnu Surahman (EDC)**

**Data Collection Assistance by:
Irwan Rudiansyah (West Java/Banten)
Haryo Yudanto (Central Java)
Yus M Cholily (East Java)
La Malihu (South Sulawesi)
Tonny Hasibuan (North Sumatera)
Wira Dharma (Nanggroe Aceh Darussalam)**

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ACRONYMS

AUSAID	Australian Agency for International Development
AY	Academic Year
CRC	Cluster Resource Center
DBE	Decentralized Basic Education
DEPAG	Departemen Agama (Ministry of Religious Affairs – MORA)
DINAS	Province/District/Sub-district Office of Ministry of National Education
EDC	Education Development Center, Inc.
FY	Fiscal Year
GOI	Government of Indonesia
ICT	Information and Communications Technologies
IR	Intermediate Result
KKG	Kelompok Kerja Guru (Teachers Working Group)
KKKS	Kelompok Kerja Kepala Sekolah (Principals Working Group)
LPMP	Lembaga Penjaminan Mutu Pendidikan (Agency for Educational Quality Assurance)
M&E	Monitoring and Evaluation
MDT	Module Development Team
MONE	Ministry of National Education
MORA	Ministry of Religious Affairs
MTT	Master Teacher Trainer
NBSB	National Body for Educational Standards
PDA	Personal Digital Assistant
Pengawas	Supervisor (at sub-district level)
PPA	Public-Private Alliances
ppts	percentage points
Puspendik	Pusat Penilaian Pendidikan (National Testing Center)
RTI	Research Triangle Institute
SIP	School Improvement Plan
SIR	Sub-Intermediate Result
SO	Strategic Objective
STW	School Team Workshop
USAID	United States Agency for International Development
VCD	Video Compact Disc
UNICEF	United Nations Children’s Fund

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Summary of DBE 2 Monitoring and Evaluation Design and Implementation

DBE 2's Monitoring and Evaluation system is designed to deal with the major results and outputs of the project in order to track progress and make corrections ("monitoring") and evaluate and report impact of the project as a whole and the results of its major components ("evaluation").

Contract Requirements

By order of contract, DBE 2 developed a detailed Performance Monitoring and Evaluation Plan and Results Framework within four months of award (see Appendix File 1). These two pieces emphasize anticipated program monitoring methodologies and specify indicators to measure and report progress at activity and Program Objective levels, as well as to the DBE Strategic Objective, "Improved Quality of Basic Education." Although project impact has been evaluated across several criteria, disaggregated data is required only by gender. DBE 2's Results Framework thus specifically addresses potential impacts on female teachers and students, and is expected to identify problems that may hinder either males or females from participating in the program. DBE 2 has also met contract expectations by developing and applying a Student Assessment Tool in a representative sample of schools (44 DBE 2 school clusters of 57 total, or 20% of all project schools).

Conceptual Design

The project's current Results Framework is comprised of 98 indicators. While it is not expected that all the indicators will be reported on annually, or be retained if they do not prove viable or project activities change, these indicators have been selected to adequately represent the program's multi-dimensional activities, triangulate the measurement of improvements in teaching and learning, capture the successful implementation of project milestones, and conform to standards of reliability, validity, practicality and client requirements and expectations.

Methodology

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, and instruments, reporting formats and protocols have been developed for each of these interventions.

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, such as a descriptive school profile, student flow data, and the number of schools that have received specified project inputs.

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 schools 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.

Summary of Impact, Results, and Progress

Q. Has the DBE 2 Project improved teaching-learning quality in the target schools? (SO)

A. After approximately one year of project intervention in Cohort 1 schools, the data show that there are modest, but discernable, trends in improved student performance. Overall, 31 percent of Grade 3 and Grade 6 students in DBE 2 schools meet and exceed minimum competency levels compared with 28 percent of their peers in the comparison schools. From pre-test to post-test, the percentage of DBE 2 students meeting/surpassing competency increased by 22 percent compared with 19 percent of comparison school students. Repetition, promotion and drop-out rates have improved in DBE 2 schools from 2005/2006 to 2006/2007. In 2006/2007, DBE 2 schools appear to have closed the gap with comparison schools, which in 2005/2006 maintained somewhat better student flow statistics. Students in both DBE 2 and comparison schools exhibited high attendance rates, averaging 98 percent.

DBE 2-trained teachers performed notably better than their control school counterparts: in DBE 2 sample schools, 17 percent of the observed/interviewed teachers met or surpassed minimum performance levels, compared with 3 percent in control schools. DBE 2 teachers are more likely to demonstrate interactive, child-centered instruction and sound classroom management than control school teachers. Although probably not statistically significant, teachers in DBE 2 schools maintain a one percent lead in attendance over comparison schools (96% v. 95%).

DBE 2-trained principals performed somewhat better than their control school counterparts: in DBE 2 sample schools, 51 percent of the principals interviewed met minimum performance levels, compared with 47 percent in control schools.

Only 6 percent of DBE 2 target schools overall can boast that 50% or more (i.e. the majority) of the students tested and teachers observed met or surpassed minimum competency levels. Nonetheless, the DBE 2 schools performed better than the comparison schools: none (0%) of control schools had a majority of students and teachers meeting/surpassing competency.

Q. Have in-service educator professional development systems been strengthened, put in place and are functioning? (IR 1)

A. Decentralized in-service educator training systems have been created and are operating. DBE 2 has developed 14 training packages and combined delivered them 20 times to principals, teachers, and supervisors in targeted areas. A cadre of 79 qualified Master Teacher Trainers (MTTs) has been developed for Cohort 1; 98 percent of the MTTs met or surpassed the overall satisfactory performance threshold. A total of 6,373 teachers, principals, supervisors and other educators and school committee members have successfully completed the planned annual training program in Cohort 1, and 98 percent of DBE 2 teachers and principals in DBE 2 sample schools expressed satisfaction with the training provided.

Educator support systems are supporting teachers. MTT follow-up support to schools and teachers was frequent: 95 percent of MTTs visited their assigned schools at least two times per month. Teachers and principals (98%) were satisfied with the follow-up support. One hundred seventy-nine (179) sub-district supervisors participated in the DBE 2 training, to enhance their teacher support skills. Fifty-seven Cluster Resource Centers (CRC) in seven provinces have recently been created, one per Cohort 1 school cluster. One hundred fifty-two CRC administrators have been trained, approximately 3 per cluster.

University capacity to support and deliver in-service training has been strengthened. The DBE 2 Project has supported local and overseas training for 179 Indonesia university education faculty and 91 faculty from 14 universities have been involved in the creation of the 14 DBE 2 training packages. Over half (64%) of the universities have developed in-service teacher training programs based on their work with DBE 2. All but one university (93 percent) offers credit for DBE 2-delivered in-service teacher training. Individual faculty members have introduced content, methods and strategies into their own teacher training courses.

Q. Has the school learning environment improved? (IR 2)

A. The majority of DBE 2 schools have acted to improve the learning environment by creating learning-conducive classrooms, although only twenty-three percent of the DBE 2 sample schools have a majority of classrooms that are learning-conducive. Ninety-five percent of DBE 2 schools have included teaching and learning items in their School Improvement Plan (SIP). Over three-quarters (77%) of DBE 2 schools were able to demonstrate two ways parents and community members had participated in the learning process. 179 school supervisors, 541 principals and 316 school committee members have been trained in improving the learning environment, instructional leadership and quality improvement.

Student learning needs are being addressed by project schools. Virtually all (99%) of DBE schools indicated—and the sampled classrooms were able to demonstrate—that they were addressing two or more student needs, especially in the areas of active learning and gender equity. To increase primary school readiness, the DBE 2 Kindergarten Pilot project was launched in 2006/2007: 59 schools were selected to participate and existing kindergartens were “enriched” with specified materials and equipment. The first (of four) training module for kindergarten teachers has been developed and delivered to 118 kindergarten teachers and assistants at all pilot sites in the seven provinces.

The learning environment is better resourced in project schools. Seventy-three percent of the teachers in the DBE 2 classrooms sampled had used low-cost instructional materials they had made within the last two months and for which they could provide supporting evidence. Over five thousand (5,298) Cohort 1 teachers received training in the development and use of these materials through DBE 2 training. The Cluster Resource Centers (CRCs) have also trained 152 center staff in 57 CRCs in instructional material development and use. The CRCs are being stocked with basic supplies and materials so that teachers have the foundations for crafting their own materials.

Q. Have public-private alliances to support education in target areas been developed? (IR 3)

A. Since 2005, DBE 2 has signed 3 PPAs with international corporations: Beyond Petroleum, Intel and Conoco-Phillips. It is negotiating/finalizing four additional PPAs. The total value of the signed PPAs is \$2,025,000; adding the value of those in process (\$1,955,000) brings the total PPA amount to nearly \$4 million (\$3,980,000). The amount leveraged (i.e. amount received from the private sector partners) from the three signed PPAs is \$1,370,000, resulting in over a 2-to-1 ratio. Those directly receiving or expected to receive the services supported by PPAs include one university, 4,070 teacher trainers (including 50 university faculty, 3,545 schools, and 15,500 teachers.

Q. Has primary student basic skills assessment been improved? (IR 4)

A. Over 8,200 students have been tested in the 2006/2007 academic year. Ten pre- and post-test instruments were developed to assess the learning outcomes and critical thinking skills of students in Grades 3 and 6 (Language, Math and Science). About 55 Padjadjaran University faculty and graduate students took part in test item development, scoring and administration, with 50 students trained in these new skill areas. The University is incorporating the new tools and procedures into its education program. The National Body for Educational Standards attended some of the test development sessions and requested assistance with standard setting. Under discussion at Padjadjaran University is the creation of a program in psychometrics and applied measurement in partnership with the University of Massachusetts.

Q. Have best practice, knowledge and experience been shared with non-target stakeholders? (IR 5)

A. DBE 2 has received 856 requests for project materials from a broad constituency, including project stakeholders not directly involved in activities and groups not associated with the project. 1,397 resources have been disseminated and events conducted to support the GOI in project expansion. 49 formal information exchanges have been conducted, reaching 65 groups. About 254 non-targeted ministry officials, districts, schools, educators and others have participated in DBE 2 trainings.

I. INTRODUCTION

A. Purpose

Verifying the achievement of results is as essential to the effective implementation of a project as it is to demonstrating its success. The DBE 2 Project has put in place a comprehensive Monitoring and Evaluation system to collect, process and report data on a full range of indicators that allow it to track project inputs, activities, products and outputs and to assess achievement of results and impact. This document is the first comprehensive M&E report issued by the DBE 2 Project. It provides a detailed overview of the progress made since April 2005 by the DBE 2 Project towards attaining its stated goal (“strategic objective”) and results. Because of the roll-out schedule of most project interventions by school cohort, much of the data presented in this report pertains to Cohort 1 schools. Work with Cohort 2 schools has only recently been launched.

The M&E Report focuses on presenting monitoring and evaluation indicator data associated with its results framework to provide information for iterative modification and refinement of project interventions, and lay the foundation for assessing both the effectiveness and feasibility of the overall DBE 2 model and its components. This report does not provide detailed descriptions of project activities and interventions or present information about project accomplishments that are not captured by indicator-specific data. It therefore should be read in conjunction with other DBE 2 documents and reports (e.g. annual and quarterly reports). It is intended that the M&E Report, which presents systematically-collected empirical data, provide a platform for discussion among project implementers, stakeholders and evaluators to assess progress made to date, explore the issues and questions raised by the data, and compare the results with their own impressions and experience. Consequently, it is beyond the scope of this report to attempt problem diagnoses, present conclusions about long-term DBE 2 impact and effectiveness, or make recommendations for changes to project interventions or approaches.

B. Organization and Presentation

The document is organized into six sections corresponding to the DBE 2 Results Framework. Individual sections address the project’s strategic objective and five intermediate results. The DBE 2 Results Framework is presented on the following page.¹

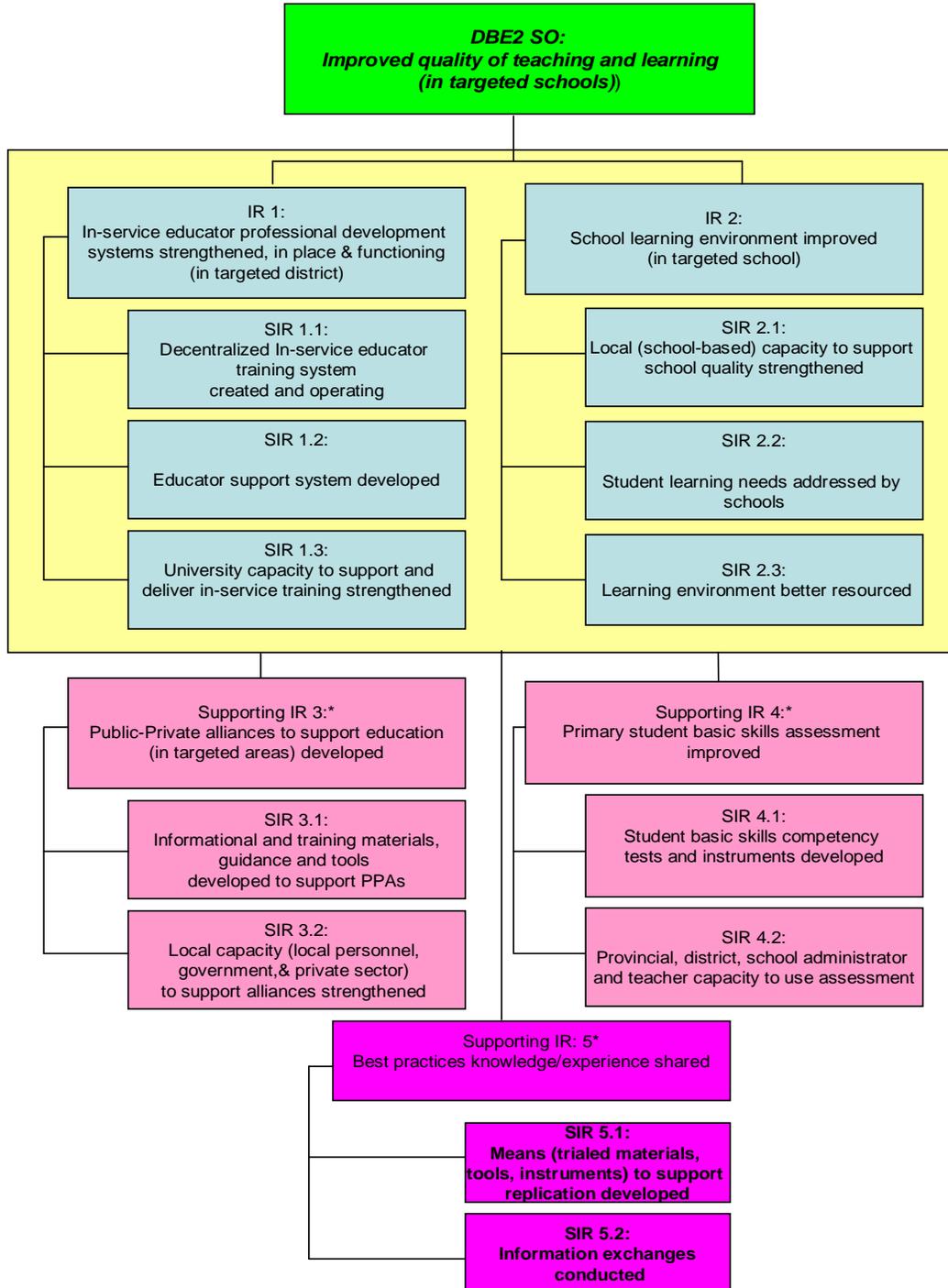
The indicators addressed in each section are listed in a text box at the beginning of the section or subsection. Although listed sequentially as they appear in the *DBE 2 Project Final Indicators List* (appended in a separate file), they are regrouped for narrative clarity. Not every DBE 2 Indicator is presented in this report. Some have been omitted due to redundancy; some are no longer applicable because of program changes; still others pertain to activities that have not yet been launched and will be included in subsequent reports.

Data is presented in tabular format accompanied by a narrative analysis. The tables presented in the main body of the document reflect the major applicable categories of disaggregation, including province, urban or rural location, school type and gender. Indicators are disaggregated by other criteria as appropriate (e.g. grade level, subject, etc.). Appended in a separate document are detailed back-up data tables with more extensive disaggregation (i.e. each variable is reported by gender).

Where appropriate, indicator targets are noted in the indicator data tables. In some instances, however, indicators have not yet been established because the data presented in this report will inform target setting. When data for multiple years is available, the tables present data by project year (i.e. 2005/2006, 2007/2008). School-level data, such as student and teacher performance, corresponds to academic years (i.e. AY 2005/2006 and/or AY 2006/2007). Comparison school data is also included for relevant indicators.

¹ The complete DBE 2 Results Framework with lower level results delineated can be found in the *DBE 2 Project Monitoring and Evaluation Plan Manual* (August-September 2005) which is appended in a separate file.

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



* Supporting Intermediate Results interact with IRs 1 and 2 to facilitate and increase their effectiveness and range but are not essential to achieving the SO.

C. Methodological Overview

The data and information provided in this report have been collected and analyzed according to the parameters, procedures and methods described in the *DBE 2 Monitoring and Evaluation Plan Manual* (Tietjen, August-September 2005), with some variations noted in the text. [See Appendix File 1.]

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 interviews and surveys to measure desired changes in institutional programs and individual practices.
- 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 Unit 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 data base. Development, preparation and analysis of data reporting and analytic templates (“shells”) were conducted at the central M&E 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. Table 1 (below) provides an overview of the numerical scope of Cohort 1 of the DBE 2 Project. It covers 7 provinces, comprising: 28 target districts, 57 school clusters, 560 schools, 560 principals, 6,883 teachers, and 132,201 students.

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. Table 2 (below) provides an overview of the Cohort 1 sample. It comprises 98 sample and 32 control schools, approximately 20 percent of the full Cohort 1 schools. Every school principal was approached for interview, an average of 3 teachers per school were observed and interviewed, students of each observed teacher were tested, and at each school, one classroom per grade was observed to assess the learning environment.

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

		# Districts			# Clusters			#MTTs			# Schools			# Principals			# Teachers			# 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	5	n/a	43	8	3	43	8	3	756	135	44	9,459	1,792	706
	North Sumatra	5	5	4	10	7	6	13	7	n/a	106	19	6	106	19	6	1,409	326	79	28,909	8,059	1,737
	Banten	3	3	3	6	6	3	10	6	n/a	57	9	3	57	9	3	737	170	32	16,119	3,555	790
	West Java	3	3	2	6	4	3	12	4	n/a	64	10	3	64	10	3	581	106	40	16,706	3,444	1,557
	Central Java	5	4	4	10	8	5	14	8	n/a	112	21	7	112	21	7	1,140	249	78	19,681	5,041	1,078
	East Java	5	5	5	10	5	3	10	5	n/a	86	15	5	86	15	5	1,124	247	65	22,195	6,098	1,226
	South Sulawesi	5	4	4	10	7	5	10	7	n/a	92	16	5	92	16	5	1,136	231	68	19,132	5,007	1,162
	Total	28	26	24	57	42	28	79	42	n/a	560	98	32	560	98	32	6,883	1,464	406	132,201	32,996	8,256
Location	Urban										356	65	23	356	65	23	4,690	1087	313	96,499	25,923	6,901
	Rural										204	33	9	204	33	9	2,193	377	93	35,702	7,073	1,355
	Total	28			57			79			560	98	32	560	98	32	6,883	1,464	406	132,201	32,996	8,256
School Type	Public (MONE)										426	74	29	426	74	29	5,127	1,072	360	10,3078	24,366	7,922
	Public (MORA)										18	9	0	18	9	0	365	80	0	4,729	1,185	0
	Private secular										29	4	3	29	4	3	450	156	46	9,806	4,478	334
	Private Muslim										78	11	0	78	11	0	837	156	0	12,843	2,967	0
	Private Other Religious										9	n/a	n/a	9	n/a	n/a	104	n/a	n/a	1,745	n/a	n/a
	Total	28			57			79			560	98	32	560	98	32	6,883	1,464	406	132,201	32,996	8,256

Table 2: Cohort 1 School Sample Description

		# schools		# principals interviewed		#classrooms observed (Learning Environment)		# teachers observed and interviewed		# students tested	
		Sample	Control	Sample	Control	Sample	Control	Sample	Control	Sample	Control
Province	Aceh	8	3	7	3	42	18	21	9	351	176
	North Sumatra	19	6	19	6	114	36	57	18	1,171	376
	Banten	9	3	7	3	42	16	22	8	570	181
	West Java	10	3	9	3	52	17	27	9	608	204
	Central Java	21	7	21	7	124	41	63	21	1,251	330
	East Java	15	5	15	5	90	30	45	15	1,058	359
	South Sulawesi	16	5	16	5	96	30	48	15	871	200
	Total	98	32	94	32	560	188	283	95	5,880	1,826
Location	Urban	65	23	61	23	366	135	183	68	4,180	1,416
	Rural	33	9	33	9	194	53	100	27	1,700	410
	Total	98	32	94	32	560	188	283	95	5,880	1,826
School Type	Public (MONE)	74	29	72	29	430	170	217	86	4,516	1,741
	Public (MORA)	9	0	4	0	24	0	12	0	196	0
	Private secular	4	3	7	3	42	18	21	9	551	85
	Private Muslim	11	0	11	0	64	0	33	0	617	0
	Private Other Religious	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Total	98	32	94	32	560	188	283	95	5,880	1,826

II. IMPROVED QUALITY OF TEACHING AND LEARNING IN TARGETED SCHOOLS (SO)

The DBE 2 project posits that its resource inputs to the schools, educator training and support, and the introduction of new practices and procedures for school-based management will result in improved teaching and learning. Improved teaching and learning in the targeted DBE 2 schools comprises four areas of measurement: 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 outcome of the DBE 2 Project, a product of improved teacher behaviors and better learning environment. Student performance falls into three categories: (1) student learning outcomes, (2) educational participation or student progression through primary school, and (3) student behaviors, specifically attendance/absenteeism. The student data presented below was collected from the 98 sample and 32 control schools.

1. Primary Student Learning Outcomes

Pre-and post-tests aimed at testing critical thinking skills were administered to 8,263 students—4,088 in Grade 3 and 4,175 in Grade 6—enrolled in DBE 2 project and controls schools at the beginning and end of the 2006/2007 school year. All students were tested in language and mathematics; Grade 6 students were also tested in science. Results were tabulated for 7,706 students (3,714 in Grade 3 and 3,992 in Grade 6).

The data has been analyzed by two different approaches. The first compares the learning gains (i.e. the difference between pre-and post-test average scores) of the “treatment” or project schools and the control schools. This analysis is presented in the report, “2006-2007 Student Learning Evaluation Final Report” prepared by James Royer (August 2007). The comparison of pre-test scores reveals that the DBE 2 sample schools and the control schools are comparable to each other, with no statistically significant differences. Pre- and post-test learning gain analysis found that so far “little evidence the DBE 2 students are outperforming their control counterparts on the learning tests. Even differences that are statistically significant are small in absolute magnitude and certainly not practically important.”

Presented below are the findings from the second analytic approach which reports student outcomes in terms of the percentages of student who meet or surpass minimum competency level and responds directly to Indicator # 1. The intent of this indicator is to capture both the degree and the breadth of improvement in student learning. Competency cut points were established by a standard-setting committee, comprising testing specialists, subject matter specialists, teachers and administrators, using a modified “Angoff” method.

Initially it was planned that a baseline would be established by administering the post-test to students in each cohort prior to the start-up of DBE 2 interventions in the school. Comparisons would then be made with subsequent groups of students in the cohort, during and at the end of project interventions, to demonstrate change over time. Problems associated with test development and ownership precluded the development of this baseline. Consequently, the “baseline” for Cohort 1 schools is the 2006/2007 post-

test, which will be compared with the test results of the following academic year. This makes more than one year of student testing in each cohort essential both for comparative purposes and to capture the full impact of DBE 2 interventions in the target schools. However, for comparative purposes, a “proxy” baseline used in this report is the pre-test administered to students before the beginning of the 2006/2007 school year, at the outset of interventions in Cohort 1. The DBE 2 target for Indicator #1 will be established based on the competency levels of the 2006/2007 post-test for the final (i.e. second) year of Cohort intervention. While the analysis does not claim statistical significance, it does point to trends and directions of change early in the project’s life (top of page 6).

It is also important to note that, per project design, subject-specific training packages delivered by DBE 2 vary by province. Thus, at the time of post-test administration (April 2007), not all schools had received training in the subject areas tested. (See Table 17 for training packages delivered.)

Table 3: Percentage of students meeting or surpassing competency levels on relevant tests (Indicator #1)

	2006/2007 (post-test only)				
		DBE 2 Schools (n=5880)		Control Schools (n=1826)	
	Target	Below	Competent +Exceeds	Below	Competent+Exceeds
Grade					
Grade 3		63.8%	36.2%	66.7%	33.3%
Grade 6		73.2%	26.8%	76.2%	23.9%
Grades 3&6		68.6%	31.4%	71.6%	28.4%
Province					
Aceh		91.3%	8.7%	87.0%	13.0%
North Sumatra		78.1%	21.9%	84.8%	15.2%
Banten		70.0%	30.0%	60.8%	39.2%
West Java		88.0%	12.0%	88.2%	11.8%
Central Java		53.2%	46.8%	46.1%	53.9%
East Java		54.8%	45.2%	59.9%	40.1%
South Sulawesi		71.9%	28.1%	87.5%	12.5%
Location					
Urban		66.7%	33.3%	72.9%	27.1%
Rural		73.4%	26.6%	67.3%	32.7%
School Type					
Public (MONE)		69.3%	30.7%	72.2%	27.8%
Public (MORA)		79.6%	20.4%	--	--
Private Secular		61.2%	38.8%	60.0%	40.0%
Private Muslim		66.8%	33.2%	--	--
Private other religious				--	--
Gender					
Grade 3 Boys		66.4%	33.6%	69.7%	30.3%
Grade 3 Girls		61.3%	38.7%	63.7%	36.3%
Grade 6 Boys		70.7%	29.3%	76.4%	23.6%
Grade 6 Girls		75.5%	24.5%	75.9%	24.1%
Grades 3&6 Boys		68.6%	31.4%	73.2%	26.8%
Grades 3&6 Girls		68.7%	31.3%	70.1%	29.9%
TOTAL	Na (tbd)	68.6%	31.4%	71.6%	28.4%

The percentage of students meeting or surpassing minimum competency levels in all relevant subjects on the end-of-year post-test is modest in both DBE 2 and comparison schools. (Table 3) **Overall, 31 percent of Grade 3 and Grade 6 students in DBE 2 schools meet and exceed minimum competency levels compared with 28 percent of their peers in the comparison schools. Following a year of project intervention, DBE 2 students are somewhat more likely—by 3 percentage points--than those**

in comparison schools to meet or exceed minimum competency levels in all subjects, an encouraging but modest harbinger of improved teaching learning quality.²

This 3 percent margin in favor of DBE2 school students over comparison school students is maintained for both Grade 3 and Grade 6 individually, although the percentage of Grade 6 students meeting/surpassing competency levels is notably lower—by 9 percentage points—than the percentage of Grade 3 students meeting/surpassing competency levels in both project and control schools. Only one-quarter of Grade 6 students are ‘competent’ in contrast to one-third of Grade 3 students.

By province, the highest percentages of students meeting/exceeding competency levels in DBE 2 schools were in East Java (45%) and Central Java (47%), although in the latter case students in comparison schools outperformed students in DBE 2 schools (54% v. 47%). The lowest percentage of DBE 2 students meeting/exceeding competency levels was in Aceh (9%). Of the seven provinces, DBE 2 students outperformed their comparison school peers in three provinces (North Sumatra, East Java, and South Sulawesi), were tied with the comparison school students in one province (West Java), and were outperformed by comparison school students in three provinces (Aceh, Banten and Central Java.) The widest difference in favor of DBE 2 students was in South Sulawesi (28% v. 13%); the widest difference in favor of comparison school students was in Banten (39% v. 30%).

By location, DBE 2 students in urban schools were more likely to meet/exceed minimum competency levels than students in rural schools (33% v. 27%). The pattern is exactly reversed among comparison school students: rural students outperformed urban students (27% v. 33%). A greater percentage of DBE 2 students in urban schools (33%) met/surpassed competency than comparison school students in urban schools (27%), and vice versa for rural school students.

As expected, private secular schools had the highest percentage of students meeting/exceeding competency, with 39 percent of students in DBE 2 schools and 40 percent of students in comparison schools meeting/surpassing competency. Lowest percentages of “competent” students were enrolled in public MORA schools (20%) and public MONE schools (31%), although students in the latter modestly exceeded comparison schools by 4 percentage points.

With Grade 3 and Grade 6 combined, there were no gender differences in the percentage of performing students in DBE 2 schools. However, by grade level gender differences emerged. In Grade 3, girls in DBE 2 schools outperform boys (39% v. 34%). In Grade 6, the inverse is true: boys outperform girls (29% v. 25%). While greater percentages of both boys and girls in both grades in DBE 2 schools met/surpassed competency levels than in comparison schools, the margin is widest between boys—by 4 percentage points at Grade 3 and 5 percentage points at Grade 6.

A comparison of the percentage increases in the percentage of students advancing from below competency to meeting/exceeding competency (Table 4 below) showed a modest advantage for DBE 2 students: the percentage of DBE 2 students meeting/surpassing competency increased by 22 percent compared with 19 percent of comparison school students. The percentage increase was comparable for boys and girls in DBE 2 schools, with the same pattern found in control schools.

Percentage increases were greatest among Grade 3 students in both DBE 2 project and comparison school (27% and 22%, respectively). Grade 3 students also exhibited the widest difference between DBE 2 students and comparison school students (5 points), with the difference between girls at 6 points and between boys at 2 points. In Grade 6, percentage increases narrow between DBE 2 students (18%) and comparison school students (16%). This 2 point difference is maintained for both boys and girls.

² In absence of a baseline, it is possible to compare sample and control school results, given that analysis of pre-test result found the students in each group generally comparable.

Whereas percentage increases are greater for girls than boys in both groups in Grade 3, the inverse is true in Grade 6.

Table 4: Percentage increase* (pre- to post-test) in students meeting/surpassing competency (all subjects)

Grade		DBE-2 School		Control School	
		Advance From "Below" to "Competent + Exceeds"	Remain in "Below"	Advance From "Below" to "Competent + Exceeds"	Remain in "Below"
Grade 3	Male	24.4%	59.6%	21.5%	64.4%
	Female	29.2%	54.4%	23.1%	57.3%
	Total	26.8%	57.0%	22.3%	60.8%
Grade 6	Male	19.7%	63.2%	16.9%	69.2%
	Female	16.0%	68.6%	14.6%	71.8%
	Total	17.8%	65.9%	15.8%	70.5%
Overall	Male	22.0%	61.4%	19.1%	66.9%
	Female	22.3%	61.8%	18.7%	64.8%
	Total	22.2%	61.6%	18.9%	65.9%

*Percentage Increase = 2006/2007 post-test less 2006/2007 pre-test divided by 2006/2007 pre-test.

Tables 5 and 6 (below) present the data by subject and skill level. Competency is divided into two categories: competent and advanced.

A greater percentage of students in both the sample and control schools meet or surpass competency levels in language than mathematics (Table 5). While about 9 percent of Grade 3 students in both project and control schools fall below competency in language, 63-66 percent falls below competency in mathematics. While competency percentages worsen in Grade 6, a similar pattern is found by subject: only 23-27 percent of students do not achieve competency in language compared with 71-74 percent in math. Highest competency levels are found in science among Grade 6 students: only 11-14 percent are not competent.

Although the percentage of Grade 3 students meeting/surpassing competency in language is the same in both sample and control schools (91%), the percentage of students surpassing competency (“advanced”) in sample schools (52%) exceeds that in control schools (46%) by a notable 6 percentage point margin. A similar trend exists for mathematics, although very slight. A somewhat larger percentage of Grade 3 students in control schools (66%) do not meet the math competency level, compared with students in target schools (63%). The percentages with “advanced” competency are virtually the same (3%).

In Grade 6, the percentages of DBE 2 school students meeting or surpassing competency is somewhat greater than those for control schools in language (77% v. 73%), in math (29% v. 26%), and in science (89% v. 86%). Moreover, a greater percentage of project school students exceed competency standards (i.e. advanced) in comparison with control school students, with the greatest difference in science (7 percentage points)—a subject particularly amenable to active learning. This is followed by language (2 percentage points), and math (1 percentage point).

Gender differences are revealed by subject. In DBE 2 schools, Grade 3 girls modestly outperform boys in language (1 percentage point) and more notably in math (6 percentage points). However, among the girls meeting/surpassing competency levels in language, 57 percent exceed competency compared to 47 percent of boys, a 10 point margin. A similar pattern is found in comparison schools. In Grade 6, the same percentage of boys and girls fall below competency in language (23%), although the gap between girls and boys who exceed competency narrows (15% v. 13%). Grade 6 boys outperform girls in math (by 6 percentage points), although there is no difference in the percentages achieving advanced

competency. The percentage of girls and boys falling below competency in science is the same, but a higher percentage of boys exceed competency than girls (29% v. 25%).

Table 5: Student Performance by Grade, Subject and Skill Level

		2006/2007 (post-test only)					
		DBE 2 Schools			Control Schools		
Sex		Below	Competent	Advanced	Below	Competent	Advanced
Grade 3		(n=2844)			(n=870)		
Language	Male	10.2%	43.2%	46.6%	12.5%	46.3%	41.2%
	Female	8.7%	34.5%	56.9%	5.9%	43.8%	50.2%
	Total	9.4%	38.8%	51.8%	9.2%	45.1%	45.8%
Math	Male	65.5%	31.6%	2.8%	68.1%	30.1%	1.9%
	Female	60.4%	36.2%	3.4%	63.0%	33.3%	3.7%
	Total	62.9%	33.9%	3.1%	65.5%	31.7%	2.8%
Grade 6		(n=3036)			(n=956)		
Language	Male	22.6%	64.8%	12.6%	27.6%	63.4%	9.0%
	Female	23.2%	61.5%	15.3%	26.6%	59.0%	14.4%
	Total	22.9%	63.1%	14.0%	27.1%	61.2%	11.7%
Math	Male	68.4%	28.5%	3.2%	74.1%	24.5%	1.5%
	Female	73.7%	22.9%	3.4%	73.4%	24.5%	2.1%
	Total	71.1%	25.6%	3.3%	73.7%	24.5%	1.8%
Science	Male	10.8%	59.9%	29.3%	12.6%	62.8%	24.7%
	Female	10.9%	64.2%	24.9%	15.7%	69.9%	14.4%
	Total	10.8%	62.1%	27.0%	14.1%	66.3%	19.6%

Percentage increases in competency from pre-test to post-test (Table 6 below) reveal interesting patterns. **In language, the data suggest that there was a stronger effect on the already competent students than the below competency students.** The percentages of students in both DBE 2 and control schools increased very slightly (2%) in the below competency category, due to the weaker performance of Grade 6 students (6% increase in below competency at the end of the school year). However, at the same time, the percentages of students moving from competency to advanced competency grew notably by 6 percent in DBE 2 schools and 5 percent in control schools. This trend was more pronounced among Grade 3 DBE 2 students (8%) than Grade 6 students (5%), with a 2 point advantage over Grade 3 control school students and 1 point advantage over Grade 6 students.

In math, greater percentages of DBE 2 students moved from below competency (15%) than to advanced competency (3%). While control school students exhibit the same trend, they performed somewhat less well than DBE 2 students with 13 percent moving from below competency and 2 percent moving to advanced competency. Among project students, percentage increases in math competency were greater for Grade 3 students (18%) than Grade 6 students (8%); percentage increases in the advanced category for each grade were the same (3%).

In science, 7 percent of DBE 2 students and control students moved from below competency, showing no difference between the project and comparison schools. However, the percentage increase in greater exceeding competency was greater in DBE 2 schools (21%) than comparison schools (14%), suggesting the project had a greater impact on already competent students than below competency students. Moreover, the increase in the percentage of girls exceeding competency in DBE 2 schools was equal to that of boys and far greater than that of girls in control schools (20% v. 9%)

Table 6: Percentage increase* in students meeting/surpassing competency by subject and skill level

		2006/2007 (post-test only)					
		DBE 2 Schools (n=5880)			Control Schools (n=1826)		
Sex		Below	Competent	Advanced	Below	Competent	Advanced
Grade 3							
Language	Male	-2.8	-5.7	8.5	-2.1	-4.2	6.3
	Female	-2.7	-4.8	7.5	-5.7	0.0	5.7
	Total	-2.7	-5.3	8.0	-3.9	-2.1	6.0
Math	Male	-18.1	15.7	2.3	-17.1	15.5	1.6
	Female	-22.4	19.5	2.9	-16.7	13.7	3.0
	Total	-20.2	17.6	2.6	-16.9	14.6	2.3
Grade 6							
Language	Male	5.5	-10.3	4.8	6.5	-9.6	3.1
	Female	6.5	-11.6	5.1	6.9	-11.7	4.8
	Total	6.0	-10.9	5.0	6.7	-10.7	4.0
Math	Male	-12.6	9.4	3.2	-9.0	7.5	1.5
	Female	-9.4	5.9	3.4	-10.0	8.0	2.1
	Total	-10.9	7.6	3.3	-9.5	7.7	1.8
Science	Male	-7.9	-13.8	20.9	-7.3	-11.7	19.0
	Female	-6.9	-13.3	20.2	-6.5	-2.7	9.2
	Total	-7.0	-13.5	20.5	-6.9	-7.2	14.1
TOTAL Grade 3&6							
Language	Male	1.5	-8.1	6.6	2.4	-7.0	4.6
	Female	2.1	-8.3	6.2	0.9	-6.1	5.2
	Total	1.8	-8.2	6.4	1.6	-6.6	4.9
Math	Male	-15.2	12.5	2.8	-12.9	11.3	1.5
	Female	-15.6	12.5	3.2	-13.2	10.7	2.5
	Total	-15.4	12.5	3.0	-13.0	11.0	2.0
Science (G6)	Male	-7.1	-13.8	20.9	-7.3	-11.7	19.0
	Female	-6.9	-13.3	20.2	-6.5	-2.7	9.2
	Total	-7.0	-13.5	20.5	-6.9	-7.2	14.1

*Percentage Increase = 2006/2007 post-test less 2006/2007 pre-test divided by 2006/2007 pre-test.

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

Student flow data was collected on all DBE 2 students (123,633), as well as comparison schools (9,147) for two academic years (Table 7 below).

From Academic Year 2005/2006 to Academic Year 2006/2007, repetition, promotion and drop-out rates have improved in DBE 2 schools. Moreover, in 2006/2007, DBE 2 schools appear to have closed the gap with comparison schools, which in 2005/2006 maintained somewhat better student flow statistics. Although the DBE 2 improvements have been slight in numerical terms, they are notable given the generally high promotion and low repetition and drop-out rates that prevail in the intervention areas. Notably, comparison schools did not exhibit improvement from one year to the next except in the case of drop-out (which fell from 0.2 percent to 0 percent.)

In DBE 2 schools, repetition fell from 3.1 percent to 2.4 percent. Repetition rates are highest in the lower grades, progressively decreasing as the grade level increases. In 2005/2006, 6.1 percent of students in Grade 1 repeated compared with 0.2 percent in terminal Grade 6. In 2006/2007, there were small—but appreciable—improvements (averaging about 1 percentage point) in the repetition rates in Grades 1-4 in DBE 2 schools. No change was evidenced in Grade 6. In comparison schools, repetition worsened in Grade 1, 2, 4 and 5, and improved in Grades 3 and 6. Among DBE 2 schools, repetition rates fell in all provinces, except Central and East Java. The greatest decreases occurred in South Sulawesi (from 3.6% to 0.7%) and West Java (from 3.2% to 2.2%). Repetition rates fell in DBE 2 schools in both urban and rural locations, although it remains marginally higher in rural schools (2.7%) than urban schools (2.2%). Among school types, the most notable improvements in the repetition rates occurred in public (MONE), private Muslim and other religious private schools participating in the DBE 2 project. Similar changes are not found in control schools. Both boy's and girls' repetition rates decreased, although boys are almost twice as likely as girls to repeat (3.0% v. 1.7%), similar to the comparison schools.

Among DBE 2 students, the promotion rate increased from 96 percent in 2005/2006 to 97 percent in 2006/2007. Promotion rates also increase as the grades advance, with 93 percent of first graders promoted in 2005/2006 compared to 99% of sixth graders³. Promotion rates among DBE 2 students increased in all grades, with the largest increases in Grade 1-4. DBE 2 schools in all provinces except East Java experienced increases in promotion rates, with the largest occurring in South Sulawesi (from 95.6% to 98.8%) and Aceh (from 94.6% to 96.8%). Promotion rates improved in DBE schools in both urban and rural locations, as well as in all five school types, with most notable increases taking place in private Muslim and public MORA schools. Girls lead boys in promotion rates (98% v. 96%) in 2006/2007, but both groups improved from 2005/2006 to 2006/2007.

The drop-out rate fell in both DBE 2 and control schools, although control schools experience a slightly greater improvement, falling from 0.2 percent to 0.0 percent while it fell from 0.2 percent to 0.1 percent in DBE 2 schools. Given these small percentages, it is unlikely that either the reduction or the differences between DBE 2 and control schools are significant. North Sumatra experienced the greatest reduction in the drop-out rate. Although sharing the same 0.2 percent drop-out rate in 2005/2006, drop-out was eliminated in rural school supported by DBE 2 in 2006/2007 while urban schools reported a 0.1 percent rate. Although drop-out is reported to be non-existent in project public religious and private secular schools, the drop-out rate was halved in project private Muslim schools (from 0.4 % to 0.2%) and public MONE schools (from 0.2% to 0.1%). Among DBE 2 students, girls and boys drop-out in equal percentages (0.2% in 2005/2006) and show equal improvement (0.1% in 2006/2007).

³ A comparison of the generally low percentage of DBE 2 students meeting competency standards in Grade 6 and the high Grade 6 promotion rate reveals that promotion is not closely tied to student mastery of language, math and science skills, a discrepancy that is one of the rationales for the DBE 2 Project.

Table 7: Student Repetition, Promotion, and Drop-Out (Indicators # 2, 4, and 5)

	2005/2006								2006/2007							
	DBE 2 Schools (all)				Comparison Schools				DBE 2 Schools (all)				Comparison Schools			
	Enroll #	Repetition %	Promotion %	Drop-out %	Enroll #	Repetition %	Promotion %	Drop-out %	Enroll #	Repetition %	Promotion %	Drop-out %	Enroll #	Repetition %	Promotion %	Drop-out %
Grade																
Grade 1	21,657	6.1	93.1	0.2	1,651	5.1	93.1	0.5	22,237	5.1	94.4	0.0	1,735	5.2	94.5	0.0
Grade 2	20,181	4.0	95.2	0.1	1,565	1.7	97.8	0.1	20,930	3.1	96.3	0.0	1,588	2.8	96.8	0.0
Grade 3	20,369	3.7	95.4	0.1	1,461	2.2	96.4	0.3	20,551	2.7	96.7	0.0	1,563	2.0	97.7	0.0
Grade 4	20,317	2.4	96.6	0.2	1,491	1.9	97.5	0.1	20,320	1.6	97.8	0.0	1,449	2.3	97.5	0.0
Grade 5	19,451	1.4	97.9	0.1	1,438	0.8	98.7	0.0	20,358	1.1	98.3	0.2	1,414	1.1	98.3	0.0
Grade 6	18,797	0.2	99.4	0.2	1,423	0.2	99.1	0.3	19,237	0.2	99.6	0.2	1,398	0.1	99.4	0.3
Province																
Aceh	8,017	3.6	94.6	0.0	721	3.9	93.1	0.0	8,586	2.7	96.8	0.0	706	4.0	95.0	0.0
North Sumatra	26,062	4.0	94.6	0.5	1,838	4.1	94.3	0.7	26,016	3.6	95.7	0.1	1,717	7.0	92.9	0.0
Banten	15,087	2.3	97.1	0.1	800	1.8	97.0	0.1	15,024	2.1	97.4	0.0	811	0.0	100.0	0.0
West Java	14,695	3.2	96.4	0.0	1,499	1.3	98.7	0.0	14,691	2.2	97.5	0.0	1,532	0.5	99.4	0.0
Central Java	18,320	3.6	95.6	0.1	1,270	2.8	97.1	0.0	18,588	3.7	95.9	0.1	1,330	2.2	96.9	0.0
East Java	20,621	1.1	98.9	0.0	1,687	0.2	99.8	0.0	22,460	1.4	98.0	0.0	1,774	0.2	99.8	0.0
South Sulawesi	17,970	3.6	95.6	0.2	1,214	0.9	97.2	0.5	18,268	0.7	98.8	0.1	1,277	2.3	96.8	0.3
Location																
Urban	86,024	2.9	96.3	0.2	7,175	1.9	97.3	0.2	88,146	2.2	97.2	0.1	7,280	2.3	97.5	0.0
Rural	34,563	3.5	96.0	0.1	1,854	2.8	96.0	0.2	35,487	2.7	96.9	0.0	1,867	2.8	96.4	0.1
School Type																
Public (MONE)	93,152	3.3	96.0	0.2	8,521	2.1	97.0	0.2	94,242	2.7	96.9	0.1	8,568	2.4	97.2	0.0
Public (MORA)	4,005	2.4	96.0	0.0					4,785	2.3	97.0	0.0				
Private secular	9,178	1.2	98.3	0.0	508	0.6	97.0	0.8	9,497	1.0	98.4	0.0	579	1.4	97.8	0.3
Private Muslim	12,715	3.3	95.7	0.4					13,355	1.6	97.9	0.2				
Private other religious	1,722	1.3	97.9	0.1					1,754	0.6	98.4	0.1				
Gender																
Boys	61,892	3.8	95.4	0.2	4,645	2.6	96.3	0.3	63,175	3.0	96.4	0.1	4,732	3.1	96.5	0.1
Girls	58,880	2.3	97.0	0.2	4,384	1.4	97.7	0.2	60,458	1.7	97.9	0.1	4,415	1.6	98.1	0.0
TOTAL	120,772	3.1	96.2	0.2	9,029	2.1	97.0	0.2	123,633	2.4	97.1	0.1	9,147	2.4	97.3	0.0
Target		na	na	na						2.5	97.0	0.1				

3. Primary Student Attendance and Absenteeism

Students in both DBE 2 and comparison schools exhibited high attendance rates, averaging about 98 percent, comparing favorably with international standards (Table 8 below). Since 2006/2007 attendance data will serve as Cohort 1's baseline, it is reassuring that target and control schools are comparable. Data for DBE schools show that student attendance varies slightly over the academic quarters, with attendance generally lowest in Quarter 1 and increasing through Quarter 4. That attendance is highest in the last quarter of the academic year is most likely due to student interest in preparing and sitting for final exams.

Interestingly, unlike student flow statistics, student attendance does not notably vary by grade in either the DBE 2 or comparison schools. All grades maintain a high attendance rate, although there is a discernable pattern in DBE 2 schools of attendance increasing slightly with the grade.

Table 8: Average Aggregate Student Attendance Rate by Grade (sample only) (Indicator #3)

	2006/2007									
	DBE 2 Schools					Comparison Schools				
	Qtr 1	Qtr 2	Qtr 3 ⁴	Qtr 4	Avg	Qtr 1	Qtr 2	Qtr 3	Qtr 4	Avg
Grade										
Grade 1	96.28	96.63	97.26	98.17	97.08				97.88	97.88
Grade 2	96.38	96.68	97.55	98.47	97.27				97.78	97.78
Grade 3	96.34	97.25	97.96	98.60	97.53				97.88	97.88
Grade 4	96.89	96.66	97.73	98.56	97.46				96.84	96.84
Grade 5	96.97	97.95	97.95	98.34	97.80				98.39	98.39
Grade 6	96.50	97.30	98.57	98.96	97.82				98.67	98.67
Province										
Aceh	93.52	90.02	n/a	95.33	92.93				95.06	95.06
North Sumatra	97.55	98.05	96.98	98.26	97.71				97.84	97.84
Banten	96.24	95.48	96.05	97.75	96.38				98.12	98.12
West Java	97.48	94.25	96.78	96.84	96.38				98.34	98.34
Central Java	97.42	98.93	98.80	99.88	98.76				100.00	100.00
East Java	98.95	99.06	99.44	99.29	99.19				99.21	99.21
South Sulawesi	93.26	97.69	97.69	99.37	97.01				95.14	95.14
Location										
Urban	97.08	97.24	97.91	98.49	97.68				98.03	98.03
Rural	95.70	96.76	97.70	98.56	97.17				97.62	97.62
School Type										
Public (MONE)	96.62	96.85	97.66	98.51	97.41				98.09	98.09
Public (MORA)	93.86	94.70	100.00	96.71	95.47				n/a	n/a
Private secular	98.63	98.34	98.14	98.79	98.47				96.23	96.23
Private Muslim	96.09	98.71	98.59	99.03	98.08				n/a	n/a
Private other religious	n/a	n/a	n/a	n/a	n/a				n/a	n/a
Gender										
Boys	96.23	97.10	97.60	98.33	97.31				97.75	97.75
Girls	97.04	97.06	98.11	98.71	97.73				98.08	98.08
TOTAL	96.61	97.08	97.84	98.52	97.51				97.92	97.92
Target					95%					

⁴ A change in M&E protocol in Quarter 3 2006/2007 resulted in the reporting of attendance data over a period of one week by schools. Since the day of the week was not identified (only numbered), a single day could not be selected. Therefore data in this Quarter represents an average for the week.

Among provinces, students in Aceh are marginally less likely to be present at school in both the project and control schools than in the other provinces. The highest attendance rate among DBE 2 school students is in East Java (99%). **Between urban and rural schools, there is little difference either in the project or the control schools on average.** DBE school students in rural areas appear to get a slower start in regular attendance in the initial quarters of the school year (96% v. 97%), but enjoy the same high attendance rate as urban students in the final quarter of the year. **There is also little variation in the attendance rate among school types in the project schools, with the exception of public MORA schools which lag by 2-3 percentage points behind the others.** Gender parity is maintained in boys' and girls' attendance rates, with no notable difference between them.

4. Kindergarten Student School Readiness Outcomes

DBE 2 has designed a student assessment instrument and plans to measure both the number of students in DBE 2 pilot kindergartens achieving minimum school readiness, as well as the potential developmental gains of participant kindergarten students. The instrument evaluates three major areas of early childhood development: Gross and fine motor skills, language, and cognition. Following a period of drafting, piloting, and revision, the pre-test was administered in August and September 2007 to 362 boys and 391 girls in a combination of all 55 DBE 2 kindergartens and 17 control kindergartens (approximately eight randomly selected students per kindergarten). Students tested were Level B enrollees—in their second and final year of kindergarten—ages 6-7 years old. Twelve kindergarten teachers were trained in test administration by Dra. Rusyda Rusli, a consultant to the project and lecturer in early childhood education at the University of Jakarta/Open University. Present at the time of examination was the tester, kindergarten teacher, and where possible, the child's parent or caregiver. Plans to implement the post-test are tentatively scheduled for June 2008. Analysis of pre-test data is currently underway.

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)

Teacher performance is expected to have a direct and positive effect on student learning outcomes. It is a pivotal area of intervention for the DBE 2, which has provided training and support to teachers in targeted DBE 2 schools. Teacher performance is measured in two areas: (1) use of learner-centered instruction methods and effective classroom management practices, and (2) attendance/absenteeism. Regular teacher presence in the classroom is obviously the foundation of sound teaching practice and a key factor in student learning. In April/May 2007, following a year of intervention, DBE 2 conducted classroom observation and teacher interviews to determine whether minimum competency levels were met. It also monitored teacher attendance with periodic spot checks.

1. Classroom Instruction and Management Practices

DBE 2-trained teachers performed notably better than their control school counterparts, although teacher performance levels in both groups are low (Table 9 below). In DBE 2 sample schools, 17 percent of the observed/interviewed teachers met or surpassed minimum performance levels, compared with 3 percent in control schools. DBE 2 teachers are more likely to demonstrate interactive, child-centered instruction and sound classroom management than control school teachers. Competent teachers were likely to exceed minimum standards: nearly all of the DBE and control school “performing” teachers exceeded minimum competency standards. [DBE 2 and control school teacher performance on individual performance items are presented in Table 10.]

Table 9: Percentage of teachers meeting or surpassing minimum performance levels (Indicator #7)

		2006/2007						
		DBE 2 Schools (n=283)				Control Schools (n=95)		
		Target*	Below	Meets	Exceeds	Below	Meets	Exceeds
Grade level	Grade 3		77 (81.1)	2 (2.1)	16 (16.8)	30 (93.8)	0 (0.0)	2 (6.3)
	Grade 6		81 (87.1)	0 (0.0)	12 (12.9)	31 (100.0)	0 (0.0)	0 (0.0)
	Other		78 (82.1)	1 (1.1)	16 (16.8)	31 (96.9)	0 (0.0)	1 (3.1)
Skill Area	Planning		257 (90.8)	26 (9.2)	0 (0.0)	94 (98.9)	1 (1.1)	0 (0.0)
	Learning		204 (72.1)	15 (5.3)	64 (22.6)	74 (77.9)	6 (6.3)	15 (15.8)
	Classroom Mgt		62 (21.9)	221 (78.1)	0 (0.0)	33 (34.7)	62 (65.3)	0 (0.0)
	Assessment		61 (21.6)	23 (8.1)	199 (70.3)	39 (41.1)	0 (0.0)	56 (58.9)
Province	Aceh		21 (100.0)	0 (0.0)	0 (0.0)	9 (100.0)	0 (0.0)	0 (0.0)
	North Sumatra		47 (82.5)	1 (1.8)	9 (15.8)	18 (100.0)	0 (0.0)	0 (0.0)
	Banten		20 (90.9)	0 (0.0)	2 (9.1)	8 (100.0)	0 (0.0)	0 (0.0)
	West Java		22 (81.5)	0 (0.0)	5 (18.5)	9 (100.0)	0 (0.0)	0 (0.0)
	Central Java		44 (69.8)	0 (0.0)	19 (30.2)	18 (85.7)	0 (0.0)	3 (14.3)
	East Java		40 (88.9)	0 (0.0)	5 (11.1)	15 (100.0)	0 (0.0)	0 (0.0)
	South Sulawesi		42 (87.5)	2 (3.2)	4 (6.3)	15 (100.0)	0 (0.0)	0 (0.0)
Location	Urban		148 (80.9)	3 (1.6)	32 (17.5)	68 (100.0)	0 (0.0)	0 (0.0)
	Rural		88 (88.0)	0 (0.0)	12 (12.0)	24 (88.9)	0 (0.0)	3 (11.1)
School Type	Public (MONE)		179 (82.5)	3 (1.4)	35 (16.1)	83 (96.5)	0 (0.0)	3 (3.5)
	Public (MORA)		12 (100.0)	0 (0.0)	0 (0.0)	n/a	n/a	n/a
	Private secular		14 (66.7)	0 (0.0)	7 (33.3)	9 (100.0)	0 (0.0)	0 (0.0)
	Private Muslim		31 (93.9)	0 (0.0)	2 (6.1)	n/a	n/a	n/a
	Private other religious		n/a	n/a	n/a	n/a	n/a	n/a
Gender	Male		57 (85.1)	n/a	10 (14.9)	29 (96.7)	n/a	1 (3.3)
	Female		179 (82.9)	3 (1.4)	34 (15.7)	62 (96.9)	0 (0.0)	2 (3.1)
TOTAL	TOTAL	80%	236 (83.4)	3 (1.1)	44 (15.5)	92 (96.8)	0 (0.0)	3 (3.2)

DBE 2 school teachers outperformed control school teachers at every grade level (Grade 3, Grade 6, and Other⁵). In DBE 2 schools, a greater percentage of Grade 3 teachers (19%) met or surpassed minimum levels than did Grade 6 teachers (13%) and “Other” Grade teachers (18%), with a similar grade-level pattern exhibited in control schools. Grade 3 and “Other” Grade teachers in DBE 2 schools are more likely to exceed minimum competency than Grade 6 teachers by 4 percentage points (17% v.13%). Notably, however, all “competent” DBE 2 Grade 6 teachers exceed minimum performance levels, while no Grade 6 teachers in control schools met or surpassed minimum standards.

A greater percentage of DBE 2 teachers exhibited mastery in all four skill areas than control school teachers, with the widest differences in Assessment (19 percentage points) and Classroom Management (13 pts). Among DBE 2 teachers, the greatest percentage (78%) met or exceeded minimum standards in Classroom Management and Assessment with 70 percent of performing teachers exceeding minimum standards in the latter. DBE 2 teachers were weakest in Planning with 91 percent below minimum standards, followed by Learning (72% below standards).

DBE 2 teachers outperformed control schools in all provinces, except Aceh. The largest differences between DBE 2 and control schools are in Central Java (23% difference), West Java (22% difference), and North Sumatra (20% difference). The least gains made between DBE 2 and control schools are in Banten (8% difference) and Aceh (0% difference). Teacher training and school support activities in Aceh had only recently begun at the time of teacher observation/interview. The province with the greatest percentage of DBE 2 teachers meeting/surpassing minimum standards is Central Java with 30 percent of teachers actually exceeding competency levels; the province with the lowest percentage is Aceh, where no teachers meet/surpasses minimum standards.

⁵ “Other” includes a random selection of primary school grades 1, 2, 4 and 5.
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DBE 2 treatment has had a greater impact in urban schools, although in both urban and rural areas, DBE 2 teachers were more likely to meet or surpass minimum standards than control schools. DBE 2 teachers in urban schools (19%) performed better than DBE 2 teachers in rural schools (12%). This pattern was reversed in control schools where teachers in rural schools (11%) outperformed those in urban schools.

Among the five school types, DBE 2 teachers outperformed those in control schools (Public MONE and private secular schools) with the widest DBE 2-control school difference achieved in private secular schools where 33 percent of DBE2 met/surpassed minimum competency compared with none (0%) in the control schools.⁶ Among the DBE 2 schools, teachers performed best in private secular schools (33%) and public MONE schools (18%); teachers performed worst in public MORA schools (0%) and private Muslim schools (6%).

Overall, female teachers slightly outperformed male teachers in DBE 2 schools (17% v. 15%). Virtually the same percentage of female and male teachers exceeded competency levels. Male teachers demonstrated better skills in Planning (5 percentage points), while female teachers performed notably better in Learning (10 ppts). There were little or no gender differences in Assessment and Classroom Management. Male teacher performance was stronger in rural schools; female teacher performance was stronger in urban schools. Only in Banten and North Sumatra did greater percentages of male teachers met/surpassed competency levels; in the other five provinces, females outperformed males. Although at lower percentages, similar gender patterns were found in the control schools. (Detailed tables appended.)

Table 10: Teacher Performance by Item (Frequencies and Percentages of Teachers Observed)

	Item number	Item Description	DBE 2 n (%)	Control n (%)
Classroom Management				
1	15a	Displayed learning aids are in new/good condition	170 (60.1)	47 (49.5)
2	15b	Displayed learning aids are appropriate for grade level	219 (77.4)	62 (65.3)
3	25	Teacher is present in classroom for entire lesson	275 (97.2)	93 (97.9)
Teaching-Learning				
4	26c-h	Teacher exhibits use of interactive methods	240 (84.8)	79 (83.2)
5	29 a (n)	Teacher lecture/talks no more than 50% of class period	103 (36.4)	26 (27.4)
6	29 b (o)	Teacher interacts with students 25% or more	239 (84.5)	81 (85.3)
7	30	Teachers questions students at least 1-2 times per lesson to check understanding	16 (5.7)	9 (9.5)
8	30a (r)	Teacher encourages students to answer questions	254 (89.8)	82 (86.3)
9	31	Students ask questions of initiate discussions with teacher at least 1-2 times per lesson	37 (13.1)	13 (13.7)
10	37	Teacher integrates student personal experience into lesson	192 (67.8)	58 (61.1)
Planning				
11	42a	Teacher can provide copy of prepared lesson plan	177 (62.5)	9 (9.5)
12	44b	Teacher has created or guided students in making learning materials	46 (16.3)	22 (23.2)
Assessment				
13	40 a, b, c, d, f, h	Teachers demonstrates authentic assessment of student mastery	240 (84.8)	64 (67.4)
14	45b-g	Teacher has students actively demonstrate understanding of lesson	253 (89.4)	78 (82.1)

⁶ School types which are not numerous in Cohort 1 could not be included in sufficient numbers among control schools to provide robust or significant data. See DBE 2 Monitoring and Evaluation Plan for discussion of sampling.
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2. Teacher Attendance and Absenteeism

Both DBE 2 and comparison schools exhibit high teacher attendance rates, with rates in many provinces, locations and school types approaching 100 percent. Although probably not statistically significant, teachers in DBE 2 schools maintain a one percent lead in attendance over comparison schools (96% v. 95%). Data for DBE schools show that attendance varies slightly over the academic quarters, with teacher attendance generally highest in Quarter 1. Teacher attendance in most cases tends to pick up in the final quarter, probably due to the need for final exam preparation and administration. (Table 11 below.)

Table 11: Average Aggregate Teacher⁷ Attendance and Absenteeism Rates (sample) (Indicator #8)

Status	2006/2007									
	DBE 2 Schools					Comparison Schools				
	Qtr 1	Qtr 2	Qtr 3 ⁸	Qtr 4	Avg	Qtr 1	Qtr 2	Qtr 3	Qtr 4	Avg
Presence/absence										
Present	97.60	95.02	94.20	98.78	96.39	Nd	Nd	Nd	95.32	95.32
Absent	2.40	4.98	5.80	1.22	3.61	Nd	Nd	Nd	4.68	4.68
Province (% present)										
Aceh	91.58	87.31	n/a	n/a	89.14	Nd	Nd	Nd	n/a	n/a
North Sumatra	96.25	99.77	97.94	97.88	97.96	Nd	Nd	Nd	98.33	98.33
Banten	96.33	96.32	100.00	99.38	98.01	Nd	Nd	Nd	78.67	78.67
West Java	98.89	91.90	90.00	97.35	94.53	Nd	Nd	Nd	100.00	100.00
Central Java	99.40	97.35	99.17	99.40	98.83	Nd	Nd	Nd	100.00	100.00
East Java	100.00	100.00	100.00	100.00	100.00	Nd	Nd	Nd	100.00	100.00
South Sulawesi	96.77	86.71	77.16	98.46	89.78	Nd	Nd	Nd	88.57	88.57
Location (% present)										
Urban	97.65	95.46	94.00	98.62	96.43	Nd	Nd	Nd	95.11	95.11
Rural	97.51	94.15	94.60	99.12	96.32	Nd	Nd	Nd	95.83	95.83
School Type (% present)										
Public (MONE)	97.45	94.43	95.45	98.56	96.45	Nd	Nd	Nd	96.09	96.09
Public (MORA)	97.73	92.64	100.00	100.00	96.15	Nd	Nd	Nd	n/a	n/a
Private secular	98.75	98.75	100.00	98.91	99.10	Nd	Nd	Nd	88.89	88.89
Private Muslim	97.73	97.20	81.52	100.00	94.11	Nd	Nd	Nd	n/a	n/a
Private other religious	n/a	n/a	n/a	n/a	n/a	Nd	Nd	Nd	n/a	n/a
Gender (% present)										
Male	97.76	95.52	94.90	99.23	96.83	Nd	Nd	Nd	96.75	96.75
Female	97.46	95.06	94.28	99.06	96.45	Nd	Nd	Nd	95.47	95.47
TOTAL	97.60	95.02	94.20	98.78	96.39	Nd	Nd	Nd	95.32	95.32
Target					na					na

Average teacher attendance in DBE target schools is lowest in Aceh (89%) and South Sulawesi (90%). Although comparative data is not available for Aceh, similarly low average rates are exhibited by comparison schools in South Sulawesi, which could reflect either typical teacher behavior patterns or intervening variables, such as inclement weather, etc. Comparison schools slightly lead DBE 2 schools in

⁷ Teachers are classroom and “home room” teachers (i.e. those in charge of a class) only; not subject teachers whose schedules make attendance difficult to track through spot checks.

⁸ A change in M&E protocol in Quarter 3 2006/2007 resulted in the reporting of attendance data over a period of one week by schools. Spot checks were made once during the week. Since the day of the week was not identified (only numbered), a single day could not be selected. Therefore data in this Quarter represents an average for the week. Also in Quarter 3, data reporting included the grade level of the teacher, but not for the other quarters. Although not required indicators, reasons for teacher absence were also recorded. However, a change in methodology and reporting formats make it impossible to combine data. Moreover, these changes resulted in inconsistent and missing data in some cases (some blanks for principals’ attendance). Finally, a change in protocol dropped data collection on principals in this quarter; this will be re-instated.

4th quarter teacher attendance in three provinces—North Sumatra, West Java and Central Java. However, the greatest difference between DBE 2 and comparison schools is found in Banten where 4th quarter teacher attendance varies by 20 percentage points in favor of DBE 2 schools. Although exhibiting nearly identical average rates, a similar point spread is found between DBE 2 and comparison schools in South Sulawesi.

Among DBE 2 schools, teacher attendance is highest in private secular schools (99%) and lowest in private Muslim schools (94%). Although teacher attendance is slightly higher in DBE 2 public MONE schools, it is much higher in DBE 2 private secular school than comparison schools (99% v. 89%). There is virtually no gender difference in teacher attendance in DBE 2 schools, and although lower overall, very little difference (1 percentage point) between men and women teachers in comparison schools.

C. Principal Performance

Indicators:

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

Principals who adapt sound school management practices, provide pedagogical leadership and support their teachers are likely to head schools with better performing teachers and students. In April/May 2007, principals were interviewed about their school and management practices, as well as periodic spot checks made on their attendance. Principal performance is measured in two categories: (1) use of effective school management and pedagogical leadership practices, and (2) regular attendance/absenteeism.

1. Principal Competency in Management, Leadership and Support

DBE 2-trained principals performed somewhat better than their control school counterparts, with roughly half the principals in each group meeting minimum competency standards. In DBE 2 sample schools, 51 percent of the principals interviewed met minimum performance levels, compared with 47 percent in control schools. (Table 12 below.)

DBE 2 principals are more likely to support the Learning Environment and work/consult with teachers (“Inclusivity”) than those in control schools, although control school principals performed slightly better on Management and virtually the same on Teaching-Learning. Skill level competency varied notably. As a group, DBE 2 principals demonstrated better mastery of Teaching- Learning (99% competent) and Management (95% competent) than Learning Environment support (45%) and Inclusivity (25%). [DBE 2 and control school principal performance on individual performance items are presented in Table 13.]

DBE 2-trained principals outperformed control schools in four provinces—Aceh, North Sumatra, West Java, and South Sulawesi. A greater percentage of control school principals met competency levels in Banten, Central Java, and East Java. DBE 2 appears to have had the greatest impact on principal performance in West Java and North Sumatra which exhibit the widest percentage differences between DBE 2 and control school principals meeting competency. The least impact appears to have occurred in East Java, where control school principals are twice as likely to have met competency as DBE 2 school principals. Among provinces, there is a wide disparity in DBE 2 principals meeting minimum standards, ranging from 84 percent in North Sumatra to 20 percent in East Java. DBE 2 principal performance does not always exhibit a direct relationship with DBE 2 teacher performance: in Aceh, for example, 71 percent of principals meet competency but none of the teachers do.

DBE 2 treatment has had a greater impact in urban schools, where DBE 2 principals outperform (54%) both control schools (44%) and their DBE 2 rural counterparts (46%). However, in rural areas, control school principals modestly outperform DBE 2 principals, a similar trend exhibited by teachers (see above). Principal performance also varies widely by school type and reveals a public sector-private sector divide. Among DBE 2 principals, the greatest percentages meeting minimum standards are in public MORA (75%) and MONE (54%) schools, compared with private secular (43%) and private Muslim

(27%) schools. DBE2 principals in both public MONE and private secular schools are more likely to meet competency than the control schools counterparts. Interestingly, while the best performing principals are in public MORA schools, the least performing teachers are also in public MORA schools (see above).

Table 12: Percentage of principals meeting or surpassing minimum performance levels (Indicator #9)

		2006/2007				
		DBE 2 Schools (n=94)			Control Schools (n=32)	
		Target*	Below	Meets/Exceeds	Below	Meets/Exceeds
Skill Area	Teaching- Learning		1 (1.0)	93 (99.0)	0 (0.0)	32 (100.0)
	Management		5 (5.3)	89 (94.7)	1 (3.1)	31 (96.9)
	Learning Environment		52 (55.3)	42 (44.7)	19 (59.4)	13 (40.6)
	Inclusivity		71 (75.5)	23 (24.5)	25 (78.1)	7 (21.9)
Province	Aceh		2 (28.6)	5 (71.4)	1 (33.3)	2 (66.7)
	North Sumatra		3 (15.8)	16 (84.2)	3 (50.0)	3 (50.0)
	Banten		5 (71.4)	2 (28.6)	2 (66.7)	1 (33.3)
	West Java		6 (66.7)	3 (33.3)	3 (100.0)	0 (0.0)
	Central Java		9 (42.9)	12 (57.1)	2 (28.6)	5 (71.4)
	East Java		12 (80.0)	3 (20.0)	3 (60.0)	2 (40.0)
	South Sulawesi		9 (56.3)	7 (43.8)	3 (60.0)	2 (40.0)
Location	Urban		28 (45.9)	33 (54.1)	13 (56.5)	10 (43.5)
	Rural		18 (54.5)	15 (45.5)	4 (44.4)	5 (55.6)
School Type	Public (MONE)		33 (45.8)	39 (54.2)	15 (51.7)	14 (48.3)
	Public (MORA)		1 (25.0)	3 (75.0)	n/a	n/a
	Private secular		4 (57.1)	3 (42.9)	2 (66.7)	1 (33.3)
	Private Muslim		8 (72.7)	3 (27.3)	n/a	n/a
	Private other religious		n/a	n/a	n/a	n/a
Gender	Male		28 (56.0)	22 (44.0)	7 (53.8)	6 (46.2)
	Female		18 (40.0)	26 (59.1)	10 (52.6)	9 (47.4)
TOTAL	TOTAL	50%	46 (48.9)	48 (51.1)	17 (53.1)	15 (46.9)

DBE 2 school female principals significantly outperformed their male DBE 2 peers (59% v. 44%), as well as both male (46%) and female (47%) control school principals. The percentage of DBE 2 male principals (44%) meeting competency levels was less than male (46%) and female (47%) control school principals. As revealed in the detailed tables found in Appendix File 2, male principals in DBE 2 schools demonstrated better skills in Management (3 percentage points) and Learning Environment (7 pts), while female principals performed notably better in Inclusivity (14 pts). There was little gender difference in Teaching-Learning. In both urban and rural areas, DBE 2 female principals outperformed DBE 2 male principals. In Aceh, North Sumatra and East Java greater percentages of DBE 2 male principals meet competency levels than females. The provinces where DBE 2 females outperformed males exhibited the largest gender differentials—24 percentage points in South Sulawesi, 30 percentage points in East Java, and 67 percentage points in Banten. (Detailed tables found in Appendix File 2.)

Table 13: Principal Performance by Item (Frequencies and Percentage of Principals)

	Item number	Item Description	DBE 2 n (%)	Control n (%)
		Teaching-Learning		
1	8a	Can provide copy of national curriculum	93 (98.9)	32 (100.0)
2	10a	Can provide two examples teacher-developed syllabi	86 (91.5)	27 (84.4)
3	13a	Can provide copy of student summative evaluation instrument	93 (98.9)	32 (100.0)
4	14	Can specify who analyzes the evaluation results	93 (98.9)	32 (100.0)
5	23	Meets with teachers to discuss individual performance at least one per semester	71 (75.5)	25 (78.1)
6	24	Observes teacher at least once per semester	39 (41.5)	13 (40.6)
7	32l	Can provide copy of current school improvement plan	93 (98.9)	32 (100.0)
8	34	Can provide concrete example of how school is addressing active learning or gender equity	93 (98.9)	31 (96.9)
		Management		
9	11 a	Can provide copy of academic calendar	92 (97.9)	32 (100.0)
10	12a	Can provide copy of written class timetable	91 (96.8)	31 (96.9)
		Learning Environment		
11	16h	Can provide copy of school supply and equipment inventory	90 (95.7)	32 (100.0)
12	19	Purchased books for school within academic year	53 (56.4)	16 (50.0)
13	21	Purchased learning aids within current academic year	67 (71.3)	18 (56.3)
		Inclusivity		
14	27	Holds staff meetings with teachers at least one per month	23 (24.5)	7 (21.9)

2. Principal Attendance and Absenteeism

Although not a DBE 2 project indicator, data was collected on principal attendance. However, changes in data methodology and reporting formats made it impossible to calculate principal attendance rates. This will be remedied in the 2007/2008 academic year.

D. 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 combines both student and teacher performance, raising the bar for project impact. It requires that 50 percent of both teachers and students meet competency levels as an indicator of school performance.

At present, only 6 percent of DBE 2 target schools overall can boast that 50% or more (i.e. the majority) of the students tested and teachers observed met or surpassed minimum competency levels, whereas 17 percent of DBE 2 schools have a majority of students meeting/surpassing competency and 11 percent have a majority of teachers meeting/surpassing competency levels. Despite the low school performance rate, the DBE 2 schools performed notably better than the comparison schools: none (0%) of control schools had a majority of students and teachers meeting/surpassing competency. Moreover, no control school had a majority of teachers meeting or surpassing competency, although a slightly greater percentage of control schools (19%) had the majority of students meeting/surpassing competency. (Table 14 below.)

DBE 2 schools in Banten, West Java and Central Java outperformed the sample average at—respectively—22 percent, 10 percent and 14 percent; none of the remaining provinces showed a majority of students and teachers meeting/surpassing competency levels. DBE 2 schools in urban areas (8%) are more than twice as likely as schools in rural areas (3%) to have the majority of students and teachers meet or surpass competency levels. Among DBE 2 schools, only in public MONE schools (8%) were cases of the majority of students and teachers meeting/surpassing competency level reported. Lowest performance

levels were found in public MORA schools, where 100 percent of schools had less than ten percent of the majority of students and teachers meeting competency levels, showing no difference with control schools.

Table 14: Performing schools (Indicator 10)

		% of schools where X% of students, teachers and/or principals meet/surpass competency										
	% of schools	% competent students & teachers competent→	2006/2007									
			DBE 2 Schools					Control Schools				
			0%-10%	11-25%	26-50%	51-75%	76-100%	0-10%	11-25%	26-50%	51-75%	76-100%
		% of schools					% of schools					
TOTAL	Overall	students only	4.1	50.0	28.6	12.2	5.1	3.1	65.6	12.5	12.5	6.25
		teachers only	62.1	0.0	27.4	9.5	1.1	90.6	0.0	9.4	0.0	0.0
		students+teachers	60.2	15.3	18.4	6.1	0.0	90.6	6.3	3.1	0.0	0.0
Province	Aceh	students+teachers	100.0	0.0	0.0	0.0	0.0	100.0	0.0	0.0	0.0	0.0
	North Sumatra	students+teachers	57.9	26.3	15.8	0.0	0.0	100.0	0.0	0.0	0.0	0.0
	Banten	students+teachers	66.7	11.1	0.0	22.2	0.0	100.0	0.0	0.0	0.0	0.0
	West Java	students+teachers	50.0	40.0	0.0	10.0	0.0	100.0	0.0	0.0	0.0	0.0
	Central Java	students+teachers	42.9	9.5	33.3	14.3	0.0	57.1	28.6	14.3	0.0	0.0
	East Java	students+teachers	66.7	6.7	26.7	0.0	0.0	100.0	0.0	0.0	0.0	0.0
	South Sulawesi	students+teachers	62.5	12.5	25.0	0.0	0.0	100.0	0.0	0.0	0.0	0.0
Location	Urban	students+teachers	53.8	18.5	20.0	7.7	0.0	100.0	0.0	0.0	0.0	0.0
	Rural	students+teachers	72.7	9.1	15.2	3.0	0.0	40.0	13.3	6.7	40.0	0.0
School Type	Public MONE	students+teachers	57.3	16.0	18.7	8.0	0.0	89.7	6.9	3.4	0.0	0.0
	Public MORA	students+teachers	100.0	0.0	0.0	0.0	0.0	n/a	n/a	n/a	n/a	n/a
	Private secular	students+teachers	37.5	25.0	37.5	0.0	0.0	100.0	0.0	0.0	0.0	0.0
	Private Muslim	students+teachers	81.8	9.1	9.1	0.0	0.0	n/a	n/a	n/a	n/a	n/a
	Private other Religious	students+teachers	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Target						tbd						

E. Relation of Student Learning Outcomes to Teacher and Principal Performance

As the project database becomes more robust and project intervention implementation progresses to provide a fairer measure of impact, several statistical analyses can be conducted to assess the causal relationship among different variables, such as teacher characteristics and/or school inputs/activities on student learning. At this early stage in the project, the data are not sufficiently robust to conduct this sort of analysis. However, Table 15 (below) presents a very preliminary look at the correlation (not causality) between teacher and principal competency, on one hand, and student competency, on the other. It cross-tabulates the teachers and principals that met or surpasses performance competency levels with the percentage of students in the DBE 2 sample schools that met or surpassed student competency thresholds. It does not control for other intervening variables, such as student socio-economic background, school endowments (e.g., learning materials), etc. which could cause performing teachers to have poorly performing students or vice versa.

As expected, cross-tabulation shows that a higher percentage (42%) of students who met/surpassed competency levels were taught by teachers who also met/surpassed competency levels than those students (28%) taught by teachers who fell below the competency threshold. Similarly, a greater percentage of below competency students (72%) were taught by teachers who did not meet minimum competency standards, compared with 58 percent of below competency students taught by teachers meeting/surpassing competency standards. In other words, better performing students are associated with (not necessarily caused by) better performing teachers and poorer performing students are associated with poorer performing teachers. However, it is also obvious that given the generally low performance levels of students, a “competent” teacher does not yet correlate with a majority of performing students; nearly 58% of students of competent teachers still fall below competency levels.

In contrast to the robust teacher-student relationship, there is virtually no correlation evidenced so far between “competent” principals and “competent” students, or below-competency principals and below-competency students. The percentages are so close, there likely to be no statistical significance. On one hand, this is not surprising as the relationship between principal and student learning is less direct. While teachers can have an immediate impact on what happens in the classroom, it generally takes longer for competent principals to act on and put in place the conditions that affect student learning, such as teacher support/mentoring/supervision, improvement in the material conditions of the school, etc. Nonetheless, the worldwide literature shows a powerful impact of the principal in creating effective schools conducive to student learning and well-being. A stronger relationship should be evidenced in the DBE 2 project school over time.

Table 15: Correlation of Teacher and Principal Competency with Student Competency (sample)

		% Students	
		Below	Meets/Surpasses
Teachers	Below	71.7%	28.3%
	Meets/Surpasses	57.7%	42.3%
Principals	Below	70.3%	29.7%
	Meets/Surpasses	69.0%	31.0%

III. IN-SERVICE EDUCATOR PROFESSIONAL DEVELOPMENT SYSTEMS STRENGTHENED, IN PLACE AND FUNCTIONING (IR 1)

Improving the quality of teaching and learning in Indonesia's primary schools requires an effective in-service professional development system to deliver support to teachers, school principals and administrators on an on-going basis. In targeted areas, the DBE 2 project has begun to 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 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

DBE 2 has developed a total of 14 training packages, 5 in 2005/2006 and 9 in 2006/2007 (Table 16 below). The package topics cover pedagogy, management, assessment, counseling, and subject instruction. The package content was developed to meet both the Primary School Teacher Curriculum and respond to the needs of the DBE target group, which were diagnosed through baseline assessment and situational analysis. Integrated through each package is an emphasis on interactive learning and child-centered practices. Twelve of the fourteen training packages were developed collaboratively with local university partners in each province.⁹ Each university was responsible for preparing the selected training package and materials.¹⁰ In some cases, where multiple universities existed in a province, they partnered on training package development, generally with the stronger government institutions taking the lead. Module Development Teams (MDT) were formed to develop each package, including 20-25 representatives from the universities, provincial and district education offices (DINAS and DEPAG), target schools, and DBE 2 field staff. The training packages have been certified by the respective universities, so that participants will be given credit that can provide them with advanced standing toward a BA degree, incite additional consideration for promotion in the government system, or count toward the international training requirements of the MONE's new teacher upgrading certificate.

Table 16: Training Packages Developed (Indicator #22)

No.	Package Name	Planned	Actual	By Province
2005/2006				
1	Initial Teacher Training	1	1	DBE 2
2	Science	1	1	North Sumatra
3	Bahasa Indonesia	1	1	East Java
4	Bahasa Indonesia	1	1	South Sulawesi

⁹ The math training package developed in West Java was done without the assistance of a university partner, following UPI's withdrawal from DBE 2 project activities. The Initial Teacher Training package was also developed without the assistance of a university partner. As a result, these two training packages have not been assigned university credit.

¹⁰ During the first two rounds of module development, in certain cases two training packages were developed on the same topic in different provinces (e.g. Bahasa Indonesia in East Java and South Sulawesi). This was done for both capacity building and quality control purposes.

5	Mathematics	1	1	Central Java, West Java
	Total, 2005/2006	5	5	
2006/2007				
1	What is Active Learning? ¹¹	1	1	DBE 2
2	Planning and Assessment	1	1	North Sumatra
3	Learning Communities	1	1	East Java
4	Learning Communities	1	1	South Sulawesi
5	Class and Personnel Management	1	1	Central Java
6	Class and Personnel Management	1	1	West Java
7	Guidance and Counseling	1	1	Aceh
8	Civic Education	1	1	Aceh
9	Foundation Package	1	1	DBE2
	Total, 2006/2007	9	9	
	TOTAL	14	14	

Combined, the training packages have been delivered a total of 20 times to principals, teachers, and supervisors in targeted areas, including both Cohort 1 and Cohort 2 schools (Table 17 below). In 2005/2006, an initial teacher training package was developed by DBE 2 and delivered to Cohort 1 stakeholders in early 2006, while the certified DBE training packages were under development. In 2006/2007, the remaining 13 packages were delivered for a total of 19 times. Each province is required to participate in a basic teaching skills/pedagogy package: for Cohort 1, *Initial Teacher Training* and, for Cohort 2, *What is Active Learning?* followed by the Foundation Package, titled *Introduction to Effective Teaching and Learning in Core Subjects*. In addition, the provincial authorities may also select the packages they feel are most needed by teachers in their province. Training is delivered by selected members of the MDT, including university lecturers and the DBE 2 Master Teacher Trainers (MTTs). *What is Active Learning?* has recently been conducted for Cohort 2 schools. Participants in the training packages are DBE 2 school teachers and principals, target district supervisors (Pengawas), provincial officials and other educators involved in the program.

Table 17: Training Packages Delivered (Indicators #23)

No.	Package Name	Planned	Actual	Cohort 1 (# of provinces)	Cohort 2 (# of provinces)
2005/2006					
1	Initial Teacher Training	1	1	6 provinces ¹²	na ¹³
2	Science	0	0	na	na
3	Bahasa Indonesia	0	0	na	na
4	Bahasa Indonesia	0	0	na	na
5	Mathematics	0	0	na	na
	Total, 2005/2006	1	1	na	na
2006/2007					
1	Initial Teacher Training	0	0	na	na
2	Science	1	1	1 (N. Sumatra)	
3	Bahasa Indonesia	1	1	1 (E. Java)	
4	Bahasa Indonesia	1	1	1 (S. Sulawesi)	
5	Mathematics	2	2	2 (W. Java, C. Java)	
6	What is Active Learning?	6	6	na	6 (less Aceh)
7	Planning and Assessment	1	1	1 (N. Sumatra)	
8	Learning Communities	1	1	1 (E. Java)	

¹¹ Replaces Initial Teacher Training.

¹² Aceh not yet included in DBE 2.

¹³ Cohort 2 not yet selected.

9	Learning Communities	1	1	1 (S. Sulawesi)	
10	Class and Personnel Management	1	1	1 (C. Java)	
11	Class and Personnel Management	1	1	1 (W. Java)	
12	Guidance and Counseling	1	1	1 (Aceh)	
13	Civic Education	1	1	1 (Aceh)	
14	Foundation Package	1	1	na	7 (except Jakarta)
	Total, 2006/2007	19	19	na	na
	TOTAL	20	20		

A cadre of 79 qualified Master Teacher Trainers (MTTs) has been developed for Cohort 1 (Table 18 below). Based in each school cluster, Master Teacher Trainers (MTT) manage, deliver and follow-up trainings at the cluster level and facilitate 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. MTTs are seconded or former MONE teachers, principals, and supervisors, recruited on the basis of their performance in the initial teacher training program and demonstrated knowledge of active learning methods. Recently, DBE 2 has decided to add an additional MTT per cluster for Cohorts 1 and 2 to deal with the additional responsibilities as training activities increase and the Cluster Resource Centers start operations.

DBE 2 has made a particular effort to recruit female MTTs, with the result that 39 percent of MTTs are female. Although in the minority, this proportion of women compares favorably with the prevailing gender distribution found among principals and supervisors, where men predominate (work and travel conditions and family approval can be problematic for some qualified female candidates).

Table 18: Number of Qualified MTTs Selected¹⁴ (Indicator #19)

Province	Sex	Target	Actual # (%*)
Aceh	Male		1 (2.1)
	Female		9 (29.0)
	Total		10 (12.7)
Northern Sumatra	Male		9 (18.8)
	Female		4 (12.9)
	Total		13 (16.5)
Banten	Male		5 (10.4)
	Female		5 (16.1)
	Total		10 (12.7)
West Java	Male		8 (16.7)
	Female		4 (12.9)
	Total		12 (15.2)
Central Java	Male		10 (20.8)
	Female		4 (12.9)
	Total		14 (17.7)
East Java	Male		9 (18.8)
	Female		1 (3.2)
	Total		10 (12.7)
South Sulawesi	Male		6 (12.5)
	Female		4 (12.9)
	Total		10 (12.7)
Total	Male		48 (60.8)
	Female		31 (39.2)
	Total	79	79 (100.0)

* Percentages refer to (i) # of males in province as percentage of total male MTTs, (ii) # of females per province as a percentage of total female MTTs, and (iii) number of total in province as a percentage of total MTTs.

¹⁴ Note: MTTs may be in charge of clusters that contain urban, rural and various school types, so cannot be disaggregated by these categories.

The MTT system for providing decentralized in-service training and follow-up support is functioning extremely well (See Table 19 below). MTT performance was rated according to a set of 25 criteria that capture the practices and activities required by the MTT model. Ninety-eight percent of the MTTs met or surpassed the overall satisfactory performance threshold. Ninety-seven (97) percent of the Cohort 1 MTTs performed satisfactorily; 1 percent performed extremely well. As revealed in the detailed tables appended in Appendix File 2, the strongest MTTs—both women--are found in North Sumatra, although the overall high performance of all MTTs makes this a relative distinction.

Areas where room for very modest improvement is suggested are in Teaching-Learning (3% need improvement), Kindergarten Activities (1% need improvement), and Cluster Resource Centers (4% need improvement).¹⁵ It should be noted that these latter two activities have only recently been launched, so MTTs are less familiar with these requirements than in other areas.

Table 19: MTT Performance Summary by Component (Indicator #20)

		Target	Needs Improvement	Satisfactory	Excellent
Skill Area	Teaching-Learning		2 (2.5)	72 (91.1)	5 (6.3)
	Follow-Up School Assistance		0 (0.0)	60 (75.9)	19 (24.1)
	Cluster Resource Centers		3 (3.8)	74 (93.7)	2 (2.5)
	Kindergarten Activities*		1 (1.3)	51 (66.2)	25 (32.5)
	Monitoring and Reporting		0 (0.0)	67 (84.8)	12 (15.2)
	Overall Performance		1 (1.3)	75 (97.4)	1 (1.3)
Province	Aceh		0 (0.0)	10 (100.0)	0 (0.0)
	North Sumatra		0 (0.0)	12 (92.3)	1 (7.7)
	Banten		0 (0.0)	10 (100.0)	0 (0.0)
	West Java		0 (0.0)	12 (100.0)	0 (0.0)
	Central Java		0 (0.0)	12 (100.0)	0 (0.0)
	East Java		0 (0.0)	10 (100.0)	0 (0.0)
	South Sulawesi		1 (10.0)	9 (90.0)	0 (0.0)
Gender	Male		1 (2.1)	45 (95.7)	1 (2.1)
	Female		0 (0.0)	30 (100.0)	0 (0.0)
TOTAL	Total	85%	1 (1.3)	75 (97.4)	1 (1.3)

*77 of 79 MTTs were assessed, as two MTTs from Central Java were not involved in kindergarten activities.

Proof of the effectiveness of the in-service training delivery system developed and put in place by DBE 2 are the number of trainees and their degree of satisfaction with training and follow-up (Table 20 below.). **So far, a total of 6,373¹⁶ teachers, principals, supervisors and other educators and school committee members have successfully completed the planned annual training program in Cohort 1.**¹⁷ DBE 2 training was launched in 2005/2006 with a total of 4,003 participants, and added 2,370 additional participants in 2006/2007. Teachers (5,289) and principals (541) in the DBE 2 target school followed the course of DBE training, as did the 179 supervisors (pengawas) responsible for the schools. In addition, 164 other educators (e.g. from Dinas) and 316 school committee members were trained.

The distribution of trainees according to province, school type and gender simply reflects the geographic and demographic composition of the DBE 2 project schools, rather than specific project-level trainee selection policies. Overall, two-thirds (67%) of the trainees were female. The preponderance of female

¹⁵ The skill area percentages do not perfectly align with the total, due to the scoring system which aimed primarily at identifying overall competency.

¹⁶ Since the DBE 2 training approach call for personnel associated with its schools to participate in the course of the DBE 2, the numbers presented refer to individuals that have attended all the training provided rather than adding together (and double-counting) the number of participants per training session or training year.

¹⁷ This indicator has been modified to allow for annual reporting, although the full Cohort training program for each province will span multiple years.

participants is due to the fact that the majority of primary school teachers are women. Men progressively dominate the majority among principals (53%), supervisors (72%), and others (80%).

Table 20: Number of trainees having successfully completed planned annual training program (Indicator #18)

	Year 1 (2005/2006)					Year 2 (2006/2007)				
	Trainees (Cohort 1 only)					Trainees (Cohort 1 only)				
	Teachers	Principals	Supervisors	Other	Total	Teachers	Principals	Supervisors	Other	Total
Province:										
Aceh	0	0	0	0	0	186	23	0	4	213
North Sumatra	1,197	95	34	25	1,351	1422	119	54	120	1,715
Banten	193	51	8	13	265	470	58	17	39	584
West Java	306	61	15	14	396	428	64	14	33	539
Central Java	704	101	35	9	849	1049	113	52	87	1,301
East Java	759	73	3	6	841	786	84	14	98	982
South Sulawesi	238	63	2	6	309	957	80	28	99	1,164
Location:										
Urban	2,319	273			2,592	3,577	341			3,918
Rural	1,078	171			1,249	1,721	200			1,921
Other			97	73	170			179	480	659
School Type:										
Public (MONE)	2,547	338			2,885	4,031	415			4,446
Public (MORA)	63	9			72	156	17			173
Private secular	119	10			129	134	10			144
Private Muslim	581	76			657	859	89			948
Private Other Religious	87	11			98	118	10			128
Other			97	73	170			179	480	659
Gender:										
Male	886	235	69	65	1,255	1,419	288	131	396	2,234
Female	2,511	209	28	8	2,756	3,879	253	48	84	4,264
TOTAL	3,397	444	97	73	4,011	5,298*	541	179	480	6,498
Target	100%	100%	100%			100%	100%	100%		

*Although all teachers from all project schools (6,883) were invited to participate in DBE 2 trainings, not all attended.

Ninety-eight percent of DBE 2 teachers and principals in DBE 2 sample schools expressed satisfaction with the training provided (Table 21 below). Teachers were satisfied (88%) or extremely satisfied (10%) with the training, finding it relevant, useful and effective for their needs and to their work, and having a positive impact on their teaching abilities. Only 2 percent were not satisfied. Because satisfaction levels are so high for training, there is virtually no meaningful difference among the four different areas of satisfaction —there was a negligibly higher degree of dissatisfaction with the relevance of the training. However, teachers expressed the highest degree of satisfaction with the impact of the training on their performance.

Among the DBE provinces, the most satisfied teachers were in South Sulawesi where 100 percent expressed satisfaction. Relative to the other program provinces, the least satisfied teachers were in Aceh, where 89% expressed satisfaction. A slightly greater percentage of teachers in urban areas were satisfied (98%) than rural areas (97%), although the difference is insignificant. Teachers in public schools were more likely to be satisfied with the training (98%) than those in private Muslim schools (93%). Female teachers (98%) were modestly more satisfied with the training than male teachers (96%).

Table 21: Teacher Satisfaction with DBE 2 Training (Indicator #12)

2006/2007 (DBE 2 sample schools only)							
		Satisfaction with Training					
		Target	Overall	Relevance	Usefulness	Effectiveness	Impact
Degree	Not satisfied		23 (2.2)	17 (1.6)	6 (0.6)	7 (0.7)	7 (0.7)
	Satisfied		915 (88.3)	761 (73.5)	581 (56.1)	591 (57.0)	471 (45.5)
	Extremely satisfied		98 (9.5)	258 (24.9)	449 (43.3)	438 (42.3)	558 (53.9)
Province	Aceh		23 (88.5)	24 (92.3)	24 (92.3)	26 (100.0)	25 (96.2)
	North Sumatra		300 (98.0)	300 (98.0)	305 (99.7)	303 (99.0)	305 (99.7)
	Banten		53 (94.6)	55 (98.2)	55 (98.2)	56 (100.0)	56 (100.0)
	West Java		59 (98.3)	60 (100.0)	60 (100.0)	60 (100.0)	59 (98.3)
	Central Java		228 (97.0)	231 (98.3)	235 (100.0)	231 (98.3)	231 (98.3)
	East Java		100 (97.1)	103 (100.0)	103 (100.0)	103 (100.0)	103 (100.0)
	South Sulawesi		250 (100.0)	246 (98.4)	248 (99.2)	250 (100.0)	250 (100.0)
Location	Urban		740 (98.3)	737 (97.9)	750 (99.6)	748 (99.3)	749 (99.5)
	Rural		273 (96.5)	282 (99.6)	280 (98.9)	281 (99.3)	280 (98.9)
School Type	Public (MONE)		795 (98.4)	797 (98.6)	803 (99.4)	805 (99.6)	804 (99.5)
	Public (MORA)		35 (97.2)	36 (100.0)	35 (97.2)	35 (97.2)	35 (97.2)
	Private secular		83 (97.6)	82 (96.5)	85 (100.0)	84 (98.8)	84 (98.8)
	Private Muslim		100 (93.5)	104 (97.2)	107 (100.0)	105 (98.1)	106 (99.1)
	Private other religious		n/a	n/a	n/a	n/a	n/a
Gender	Male		297 (96.4)	303 (98.4)	306 (99.4)	307 (99.7)	304 (98.7)
	Female		716 (98.4)	716 (98.4)	724 (99.5)	722 (99.2)	725 (99.6)
TOTAL	TOTAL	85%	1,013 (97.8)	1,019 (98.4)	1,030 (99.4)	1,029 (99.3)	1,029 (99.3)

B. Educator Support System Developed

Indicators:

13. #/% of DBE 2 trainees satisfied with follow-up support
23. # of MTTs having provided follow-up support per criteria (revised)
24. #/% of district supervisors trained through the DBE 2 training packages
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
40. # of supervisors trained in topics that are relevant to their supervisory role (revised and subsumed under #24)

Follow-up support to the DBE 2 schools aims at helping teachers and principals put into practice what they learned during formal training. The MDTs (university staff and MTTs) visit schools up to two times per semester¹⁸ to conduct classroom observations, provide individual feedback, and conduct group discussions after school hours. In general, training is followed by two visits per school and teacher. Other support includes bi-monthly professional exchanges in the cluster organized by the MTT and regular school visits by the MTT.

MTT follow-up support to schools and teachers was frequent and satisfactory. Nearly all (95%) of MTTs visit their assigned schools at least two time per month. Only in South Sulawesi is this standard met by only 60 percent of the MTTs. However, 100 percent of the MTTs ensured that every teacher who participated in training was observed by himself or other MDT members at least three times per year. All MTTs had conducted at least one observation per assigned teacher. Ninety-eight percent of the MTTs provided satisfactory (73%) or excellent (24%) follow-up support. (See Table 22 below.)

¹⁸ This corresponds to time per training package.
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Table 22: MTT Follow-Up Performance (Indicator #22)

		Target	Visited assigned schools twice/mth	Ensured each teacher observed 3 times/yr & conducted 1 observation	Provides follow-up support to teachers throughout the year		
					Needs Improvement	Satisfactory	Excellent
Province	Aceh		10 (100.0)	10 (100.0)	0 (0.0)	7 (70.0)	3 (30.0)
	North Sumatra		13 (100.0)	13 (100.0)	1 (7.7)	12 (92.3)	0 (0.0)
	Banten		10 (100.0)	10 (100.0)	0 (0.0)	8 (80.0)	2 (20.0)
	West Java		12 (100.0)	12 (100.0)	0 (0.0)	8 (66.7)	4 (33.3)
	Central Java		14 (100.0)	14 (100.0)	0 (0.0)	7 (50.0)	7 (50.0)
	East Java		10 (100.0)	10 (100.0)	0 (0.0)	8 (80.0)	2 (20.0)
	South Sulawesi		6 (60.0)	10 (100.0)	0 (0.0)	8 (80.0)	2 (20.0)
Gender	Male		46 (95.8)	47 (100.0)	1 (2.1)	36 (76.6)	10 (21.3)
	Female		29 (93.5)	32 (100.0)	0 (0.0)	22 (68.8)	10 (31.3)
TOTAL	Total		75 (94.9)	79 (100.0)	1 (1.3)	58 (73.4)	20 (25.3)

The vast majority of teachers and principals were satisfied with the follow-up support provided. Overall, ninety-six percent of those surveyed were satisfied (82%) or extremely satisfied (14%) with the follow-up support received. Only 5 percent were not satisfied. There was slightly more variation among the areas of satisfaction: four percent were not satisfied with the training topic relevance, 3 percent with impact on their abilities, and one percent each with usefulness and effectiveness. (See Table 23 below.)

Table 23: Teacher Satisfaction with DBE 2 Follow-Up (Indicator #13)

		2006/2007 (DBE 2 sample schools only)					
		Satisfaction with Follow-Up					
		Target	Overall	Relevance	Usefulness	Effectiveness	Impact
Degree	Not satisfied		34 (4.7)	26 (3.6)	10 (1.4)	9 (1.3)	19 (2.6)
	Satisfied		587 (81.8)	425 (59.2)	528 (73.5)	500 (69.6)	372 (51.8)
	Extremely satisfied		97 (13.5)	180 (25.1)	180 (25.1)	209 (29.1)	327 (45.5)
Province	Aceh		15 (100.0)	9 (60.0)	15 (100.0)	14 (93.3)	10 (66.7)
	North Sumatra		158 (96.9)	159 (97.5)	160 (98.2)	162 (99.4)	157 (96.3)
	Banten		52 (94.5)	54 (98.2)	55 (100.0)	55 (100.0)	55 (100.0)
	West Java		57 (96.6)	57 (96.6)	58 (98.3)	58 (98.3)	57 (96.6)
	Central Java		187 (93.0)	191 (95.0)	196 (97.5)	197 (98.0)	106 (97.5)
	East Java		83 (92.2)	88 (97.8)	89 (98.9)	88 (97.8)	90 (100.0)
	South Sulawesi		132 (97.8)	134 (99.3)	135 (100.0)	135 (100.0)	134 (99.3)
Location	Urban		471 (95.7)	482 (98.0)	487 (99.0)	487 (99.0)	483 (98.2)
	Rural		213 (94.2)	210 (92.9)	221 (97.8)	222 (98.2)	216 (95.6)
School Type	Public (MONE)		528 (96.2)	537 (97.8)	542 (98.7)	543 (98.9)	537 (97.8)
	Public (MORA)		29 (100.0)	24 (82.8)	29 (100.0)	29 (100.0)	24 (82.8)
	Private secular		60 (93.8)	61 (95.3)	62 (96.9)	63 (98.4)	62 (96.9)
	Private Muslim		67 (88.2)	70 (92.1)	75 (98.7)	74 (97.4)	76 (100.0)
	Private other religious		n/a	n/a	n/a	n/a	n/a
Gender	Male		190 (91.8)	194 (93.7)	201 (97.1)	201 (97.1)	200 (96.6)
	Female		494 (96.7)	498 (97.5)	507 (99.2)	508 (99.4)	499 (97.7)
TOTAL	TOTAL	85%	684 (95.3)	692 (96.4)	708 (98.6)	709 (98.7)	699 (97.4)

Among the provinces, the lowest satisfaction rate with follow-up support was in East Java (92% satisfied), the highest in Aceh (100% satisfied) in contrast to the relative dissatisfaction with training in this province.¹⁹ A slightly larger percentage of urban teachers (96%) were satisfied with follow-up in contrast to rural teachers (94%). Teachers in public MORA school were most satisfied; and again, teachers in private Muslim school were the least satisfied with follow-up support. Ninety-seven (97) percent of female teachers were satisfied compared with male teachers (92%).

One hundred seventy-nine (179) district supervisors (Pengawas) have participated in the DBE 2 training packages, so that they share the same understanding and skills as school personnel do and can incorporate it into their supervisory and teacher support duties. (See Table 20 above).

Fifty-seven Cluster Resource Centers (CRC) in seven provinces have recently been created for Cohort 1 school clusters (Table 24 below).²⁰ In each district, two clusters of 6-10 schools serve as hubs for project tasks and activities. In each cluster, Cluster Resource Centers (CRCs) are intended to support and facilitate cluster activities, house trainings, provide a venue for professional information exchange, and support teachers in the development of learning aids and materials. Each cluster selects an appropriate school (with available space and centrally located) to house the CRC. So far, the 57 CRC have received “starter kits,” consisting of reference books, VCD, T.V., math and science kits, and basic supplies with which to create learning materials. In some cases, security bars have been installed.

One hundred fifty-two CRC administrators have been trained, approximately 3 per cluster. These personnel include the principal of the school where the CRC is housed, the designated manager (a teacher), and support staff. The MTTs will provide assistance and oversight. Each CRC will be eligible to apply for two additional grants: if the CRC shows adequate use and good management, it will be awarded additional equipment, such as computers; if the CRC continues to operate effectively, it can apply for connectivity to the internet. Through its PPA activities, DBE 2 is already experimenting with ICT applications to support the teaching-learning process. However, activities for full ICT application and hotspots have not yet been launched.

Table 24: Cluster Resource Centers by Province and School Type²¹ (Indicators #32 and 33)

2006/2007						
Province		Target*	# CRCs created or enriched	# CRC administrators trained		
				Total	Male	Female
Province	Aceh		5	25	Nd	Nd
	North Sumatra		10	15	Nd	Nd
	Banten		6	6	Nd	Nd
	West Java		6	6	Nd	Nd
	Central Java		10	38	Nd	Nd
	East Java		10	32	Nd	Nd
	South Sulawesi		10	30	Nd	Nd
School Type	Public (MONE)		53	139	Nd	Nd
	Public (MORA)		--	--	--	--
	Private secular		1	5	Nd	Nd
	Private Muslim		2	7	Nd	Nd
	Private Other Religious		1	1	Nd	Nd
TOTAL	TOTAL	50	57	152	Nd	Nd

¹⁹ It is important here to note that a full training package delivery cycle has yet to be completed in Aceh given that Aceh province entered the DBE 2 project approximately one year later than the original six provinces. While data indicates a high level of participant satisfaction with DBE 2 follow-up, in relation to the other DBE provinces, participants in Aceh to date have received comparatively limited follow-up support.

²⁰ In addition to the 57 Cohort 1 CRCs, a Learning Resource Center (LRC) was also established to support teachers and Syiah Kuala University students and faculty in Aceh.

²¹ Note: School location is not applicable as CRC may serve a mixed of urban and rural schools.

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 and delivery of the DBE 2 training packages. In addition, it works with Padjadjaran University on test development and implementation. This work, in turn, contributes to and informs improved educator/teacher training programs and services offered by the universities.

Starting in 2006, the DBE 2 Project has supported local and overseas training for 179 Indonesia university education faculty, 93 men and 86 women (Table 25 below). One hundred fifty-seven (157) faculty members from 7 universities participated in a least one locally-held training workshop delivered by U.S. partner universities--Florida State University and University of Massachusetts-Amherst. Training included workshops on curriculum, development, and evaluation, technology-based learning and instructional methods, action research, and non-parametric statistical research related to student assessment.

Twenty-two Indonesian faculty from 13 universities in every target province participated in U.S.-based training at the partner university campuses (Table 25 below). Training included designing and developing standards-based student assessments, building university partnerships with schools, the private sector, and other universities, as well as action research, local adaptations of teaching materials and methods, and the use of technology in teacher training delivery.

A total of 91 faculty from 14 universities have been involved in the creation of 12 of the 14 DBE 2 training packages, 30 in 2005/2006 and 61 in 2006/2007 (Table 25 below). Nearly one-third have been female. Eighty-two (82) faculty have delivered—with other DBE 2 team members—the various training packages. Nearly one-fifth has been women. The low female participation rate reflects the under-representation of women in academic positions at Indonesian universities.

Table 25: University Capacity to support and deliver in-service training strengthened (Indicators #41, 43, 44)

		2005/2006			2006/2007			
		Indicator #41	Indicator #43	Indicator #44	Indicator #41	Indicator #43	Indicator #44	
Province	Sex	# staff who participated in creation & delivery of delivered training packages	# faculty participating in U.S.-based training	# faculty trained locally	# staff who participated in creation & delivery of delivered training packages	# faculty participating in U.S.-based training	# faculty trained locally	
		Created			Delivered			Created
Aceh:								
Syiah Kuala University (Unsyiah)	Male	-	-		3	2	2	3
	Female	-	-		-	-	1	2
	Total	-	-		3	2	3	5
Muhammadiyah University (Unmuha)	Male	-	-		1	1	1	-
	Female	-	-		-	-	-	-
	Total	-	-		1	1	1	-
Institut Agama Islam Negeri (IAIN)	Male	-	-		1	-	1	3
	Female	-	-		1	-	1	2
	Total	-	-		2	-	2	5
North Sumatra:								
Universitas Negeri Medan (Unimed)	Male	5	5		5	4	-	5
	Female	2	2		2	2	1	4
	Total	7	7		7	6	1	9
Institut Agama Islam Negeri (IAIN)	Male	-	-		5	5	1	4
	Female	-	-		2	2	-	2
	Total	-	-		7	7	1	6
West Java/Banten:								
Universitas Sultan Ageng Tirtayasa (Untirta)	Male	-	-		7	7	2	7
	Female	-	-		-	-	-	7
	Total	-	-		7	7	2	14
Central Java:								
Universitas Negeri Semarang (Unnes)	Male	4	4		4	4	1	-
	Female	1	1		1	1	-	-
	Total	5	5		5	5	1	-
Institut Agama Islam Negeri (IAIN)	Male	2	2		2	2	1	-
	Female	-	-		-	-	-	-
	Total	2	2		2	2	1	-
Universitas Negeri Sebelas Maret (UNS)	Male	-	-		3	3	2	-
	Female	-	-		3	3	-	-
	Total	-	-		6	6	2	-

East Java:									
Universitas Negeri Surabaya (Unesa)	Male	-	-			3	3	1	-
	Female	-	-			2	2	-	-
	Total	-	-			5	5	1	-
Universitas Negeri Malang (UNMalang)	Male	3	3			1	1	1	-
	Female	3	2			3	3	1	-
	Total	6	5			4	4	2	-
South Sulawesi:									
Universitas Negeri Makassar (UN Makassar)	Male	5	5			8	8	-	-
	Female	-	-			-	-	-	-
	Total	5	5			8	8	-	-
Universitas Muhammadiyah (UM)	Male	2	2			4	3	2	-
	Female	1	-			-	-	-	-
	Total	3	2			4	3	2	-
Other:									
Universitas Terbuka (Open University)	Male	-	-			0	0	2	46
	Female	2	-			0	0	1	58
	Total	2	-			0	0	3	104*
Padjadjaran University	Male	-	-			-	-	-	8
	Female	-	-			-	-	-	6
	Total	-	-			-	-	-	14**
TOTAL:	Male	21	21			47	43	17	76
	Female	9	5			14	13	5	81
	Total	30	26			61	56	22	157

*Participants counted once for each training/workshop attended and may have participated in more than one training/workshop.

**Includes 2 male participants from Achmad Yani University, 2 male participants from Dinas Psikologi Angkatan Darat, and 2 female participants from Maranatha University.

The DBE 2 Project has influenced both the individual faculty members and their institutions to incorporate new teaching practices and methods into their instruction and teacher education programs. **Over half (64%) of the universities have developed in-service teacher training programs based on their work with DBE 2 (Table 26 below).** Those that have not are the universities in Aceh and East Java. In most cases, as with Universitas Negeri Medan and Institut Agama Islam Negeri in North Sumatra, development and delivery of in-service programs have been undertaken by working groups of university professors involved with DBE 2 training, although these modules have not yet been formally adopted by their affiliated institutions. This is expected to take time, as the Government of Indonesia has only recently approved in-service training delivery by selected universities and only in a distance-learning capacity. In other instances, as with Syiah Kuala University in Aceh, individual DBE 2 participant professors have been asked to serve as references for the Agency for Educational Quality Assurance (LPMP) in its development of in-service teacher programming.

All but one university (93 percent) offers credit for DBE 2-delivered in-service teacher training (Table 26 below). This means that teachers are awarded credit for attending DBE 2 courses which provides them with advanced standing toward a BA degree, provided additional consideration for promotion in the government system, or counts toward the international training requirements of the MONE's new teacher upgrading certificate. **Although the universities indicate that these changes are in process, so far none of the 14 universities have adopted components of the DBE 2 training packages as part of their official pre-service program (Table 26 below).** There has not yet been sufficient time to make the official changes in curriculum, program, courses or syllabi. However, DBE 2 participant university professors are incorporating methodologies promoted through DBE 2 training, such as active learning, into their own classes for aspiring primary teachers.

On an individual level, 79 percent of the faculty with whom DBE 2 has worked at the partner universities report that they have introduced content, methods and strategies into their own teacher training courses (Table 27 below). The DBE training introduced new content and approaches to 85 percent of the faculty members, and the majority (66%) have shared it and materials with colleagues

Table 26: Institutionalization of DBE 2 in-service training components and packages (Indicators #15, 16, 42)

2006/2007				
Province	University Partner	Indicator #16 Adopted DBE 2 components of in-service training as part of pre-service program.	Indicator #17 Developed in-service training programs based on experiences with DBE 2.	Indicator #42 Offering credit for DBE-delivered in-service teacher training.
Aceh	Syiah Kuala University (Unsyiah)	No	No	Yes
	Muhammadiyah University (Unmuha)	No	No	yes
	Institut Agama Islam Negeri (IAIN)	No	No	yes
Northern Sumatra	Universitas Negeri Medan (Unimed)	No	Yes	yes
	Institut Agama Islam Negeri (IAIN)	No	Yes	yes
West Java/Banten	Universitas Sultan Ageng Tirtayasa (Untirta)	No	Yes	yes
Central Java	Universitas Negeri Semarang (Unnes)	No	Yes	yes
	Institut Agama Islam Negeri (IAIN)	No	Yes	No
	Universitas Negeri Sebelas Maret (UNS)	No	Yes	yes
East Java	Universitas Negeri Surabaya (Unesa)	No	No	yes
	Universitas Negeri Malang (UNMalang)	No	No	yes
South Sulawesi	Universitas Negeri Makassar (UN Makassar)	No	Yes	yes
	Universitas Muhammadiyah (UM)	No	Yes	yes
Jakarta	Universitas Terbuka (Open University)	No	Yes	yes
TOTAL	TOTAL	0 (0%)	9 (64%)	13 (93%)

Table 27: Partner University Faculty Use of DBE 2 Training Methods and Content (Indicator # 15)

Province	University	Gender	Q10: Was any of the training content introduced by DBE 2 new to you?		Q 13: Have you recommended any of the DBE 2 training content for use by your own students		Q 14: Have you shared any of the DBE 2 training content with your colleagues?		Q 15: Have you considered utilizing any of the strategies, content, or methods from DBE 2 trainings in your own class(es)?		Q 16: Have you implemented any of the strategies, content, or methods addressed by DBE 2 trainings in your own class(es)?	
Aceh:	Syiah Kuala University (Unsyiah)	M	3	4.5%	2	3%	2	3%	2	3%	2	3%
		F	0		0		0		0		0	
		T	3	4.5%	2	3%	2	3%	2	3%	2	3%
	Muhammadiyah University (Unmuha)	M	1	1.5%	1	1.5%	1	1.5%	1	1.5%	1	1.5%
		F	0		0		0		0		0	
		T	1	1.5%	1	1.5%	1	1.5%	1	1.5%	1	1.5%
	Institut Agama Islam Negeri (IAIN)	M	1	1.5%	0		0		0		0	
		F	0		1	1.5%	0		0		1	1.5%
		T	1	1.5%	1	1.5%	0		0		1	1.5%
North Sumatra:	Universitas Negeri Medan (Unimed)	M	5	7.5%	5	7.5%	3	4.5%	5	7.5%	4	6%
		F	2	3%	2	3%	1	1.5%	2	3%	2	3%
		T	7	10%	7	10%	4	6%	7	10%	6	9%
	Institut Agama Islam Negeri (IAIN)	M	5	7.5%	5	7.5%	3	4.5%	5	7.5%	5	7.5%
		F	2	3%	2	3%	2	3%	2	3%	2	3%
		T	7	10%	7	10%	5	7.5%	7	10%	7	10%
West Java/ Banten:	Universitas Sultan Ageng Tirtayasa (Untirta)	M	6	9%	5	7.5%	5	7.5%	6	9%	5	7.5%
		F	0		0		0		0		0	
		T	6	9%	5	7.5%	5	7.5%	6	9%	5	7.5%
Central Java:	Universitas Negeri Semarang (Unnes)	M	4	6%	4	6%	3	4.5%	4	6%	4	6%
		F	1	1.5%	1	3%	1	1.5%	1	1.5%	1	1.5%
		T	5	7.5%	5	7.5%	4	6%	5	7.5%	5	7.5%
	Institut Agama Islam Negeri (IAIN)	M	2	3%	2	3%	2	3%	2	3%	2	3%
		F	0		0		0		0		0	
		T	2	3%	2	3%	2	3%	2	3%	2	3%
Universitas Negeri Sebelas Maret (UNS)	M	2	3%	2	3%	2	3%	2	3%	2	3%	
	F	2	3%	2	3%	2	3%	3	4.5%	3	4.5%	
	T	4	6%	4	6%	4	6%	5	7.5%	5	7.5%	
East Java:	Universitas Negeri Surabaya (Unesa)	M	3	4.5%	3	4.5%	3	4.5%	3	4.5%	3	4.5%
		F	2	3%	2	3%	2	3%	2	3%	2	3%
		T	5	7.5%	5	7.5%	5	7.5%	5	7.5%	5	7.5%
	Universitas Negeri Malang (UNMalang)	M	1	1.5%	0		1		1	1.5%	1	1.5%
		F	3	4.5%	3	4.5%	1		3	4.5%	2	3%
		T	4	6%	3	4.5%	2		4	6%	3	4.5%
South Sulawesi	Universitas Negeri Makassar (UN Makassar)	M	8	12%	5	7.5%	6	9%	7	10%	7	10%
		F	0		0		0		0		0	
		T	8	12%	5	7.5%	6	9%	7	10%	7	10%
	Universitas Muhammadiyah (UM)	M	4	6%	4	6%	4		4	6%	4	6%
		F	0		0		0		0		0	
		T	4	6%	4	6%	4	6%	4	6%	4	6%
Jakarta	Universitas Terbuka (Open University)	M	1	1.5%	1	1.5%	1	1.5%	1	1.5%	1	1.5%
		F	0		0		0		0		0	
		T	1	1.5%	1	1.5%	1	1.5%	1	1.5%	1	1.5%
Total		M	46	68%	39	57%	36	53%	43	63%	41	60%
		F	12	18%	13	19%	9	13%	13	19%	13	19%
		T	58	85%	52	76%	45	66%	56	82%	54	79%

IV. SCHOOL LEARNING ENVIRONMENT IMPROVED (IR 2)

A supportive learning environment at the school is essential to both better quality of teaching and learning. Improvement of the learning environment may take the form of better or more instructional materials, services to support students, improved infrastructure, or better management and use of all these elements to create an environment conducive to the teaching-learning process. In the targeted schools, the data presented below shows 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

The majority of DBE 2 schools have acted to improve the learning environment by creating learning-conducive classrooms, making teaching and learning a focus of their school improvement plans, and/or involving parents and the community in the learning process (Table 28 below).²² So far, nearly one-quarter (23%) of the DBE 2 sample schools observed have a majority of classrooms that are conducive to learning. These classrooms must meet 15 criteria that are within reasonable control of the teacher: the display and use of learning aids, student comfort levels, and classroom conditions. Although the majority of classrooms observed in the DBE 2 schools met individual standards (Table 29 below) and exceeded (generally by a wide margin) or tied control schools on 12 of the standards, as expected so early in the project relatively few managed to meet all the criteria in combination.²³ The greatest percentage of DBE schools meeting all criteria are in Central Java (43%) and North Sumatra (37%); the lowest in Banten (0%), West Java (0%) and Aceh (0%). DBE 2 schools in urban areas (28%) are more likely to have learning conducive classrooms than those in rural areas (12%). Fifty-seven percent of private secular schools are learning conducive compared with 0 percent public MORA schools.

Encouragingly, 95 percent of DBE 2 schools have included teaching and learning items in their School Improvement Plan (SIP). In East Java, 100 percent of the schools did so, while 71 percent in West Java did. Rural schools were somewhat less likely (94%) to include these items in their SIP than urban schools (95%). Public MORA (100%) and private secular (100%) schools addressed teaching and learning more than public MONE (94%) and private Muslim schools (91%).

Over three-quarters (77%) of DBE 2 schools were able to demonstrate two ways parents and community members had participated in the learning process. Common examples include community and parental involvement in developing school plans (specifying learning materials and

²² In the sample schools, one classroom per grade was observed per learning-conducive criteria, including the classrooms where teacher observations were conducted.

²³ That control group data is available for this indicator or any other Intermediate Result indicators is an artifact of the instrument used for collecting data on teacher or principal behaviors. Controls schools are not part of the M&E design for those results and associated indicators where new activities at the school are being introduced by DBE, the assumption being that they will not exist significantly in the control schools.

equipment) and preparing proposals to the private sector/business community for teaching-learning resources.

Table 28: School Learning Environment Improved (Indicators #46, 47, 48)

	2006/2007		
	Indicator # 46	Indicator # 47	Indicator #48
	#/% schools with majority of classroom learning conducive	#/% schools having included teaching & learning items in SIP	#/% schools able to demonstrate two ways parents and community are involved in learning process
Province:			
Aceh	0 (0.0)	7 (100.0)	3 (42.9)
North Sumatra	7 (36.8)	19 (100.0)	12 (63.2)
Banten	0 (0.0)	5 (71.4)	5 (71.4)
West Java	0 (0.0)	8 (88.9)	8 (88.9)
Central Java	9 (42.9)	19 (90.5)	20 (95.2)
East Java	4 (26.7)	15 (100.0)	11 (73.3)
South Sulawesi	1 (6.3)	16 (100.0)	13 (81.3)
Location:			
Urban	17 (27.9)	58 (95.1)	47 (77.0)
Rural	4 (12.1)	31 (93.9)	25 (75.8)
School Type:			
Public (MONE)	16 (22.2)	68 (94.4)	55 (76.4)
Public (MORA)	0 (0.0)	4 (100.0)	2 (50.0)
Private secular	4 (57.1)	7 (100.0)	6 (85.7)
Private Muslim	1 (9.1)	10 (90.9)	9 (81.8)
Private Other Religious	n/a	n/a	n/a
Total	21 (22.3)	89 (94.7)*	72 (76.6)*

*One DBE 2 school in Aceh, one in West Java, and two DBE 2 schools in Banten were, for various reasons, unable to provide data for this indicator and were omitted from the analysis.

Table 29: Learning Environment Criteria (Frequencies and Percentages for Observed Classrooms)

Item No.	Item Description	DBE 2 n (%)	Control n (%)
1	Learning aids are displayed	235 (84.5)	64 (68.8)
2	Learning aids are in good or new condition	178 (64.0)	43 (46.2)
3	Learning aids are appropriate to the grade level	225 (80.9)	58 (62.4)
4	Student work is displayed.	242 (87.1)	57 (61.3)
5	Every student has a seat and writing surface.	266 (95.7)	90 (96.8)
6	Classroom is adequately lit and ventilated.	261 (93.9)	89 (95.7)
7	Classroom is neat and tidy	278 (100.0)	93 (100.0)
8	All students can see what is written on the blackboard.	246 (88.5)	81 (87.1)
9	All students can comfortably see displayed learning aids.	278 (100.0)	93 (100.0)
10	All students can hear the teacher.	269 (96.8)	92 (98.9)
11	Teachers or students have made learning materials	242 (87.1)	71 (76.3)
12	Learning material have been made with last 2 months	223 (80.2)	57 (61.3)
13	Teacher is able to provide examples of materials	206 (74.1)	61 (65.6)
14	Teacher is able to provide example of use.	208 (74.8)	58 (62.4)
15	Learning material have been used with last two months	202 (72.7)	53 (57.0)

School capacity to improve instructional quality and the learning environment has been strengthened in project schools by training 179 school supervisors (pengawas), 541 principals and 316 school committee members in improving the learning environment, instructional leadership

and quality improvement (Table 30 below). Not surprisingly, the majority of school supervisor, principals and school committee members are male, although there is a narrower gender gap among school principals. In urban areas, project schools are more likely to be headed by a woman than a man.

The DBE 2 training approach combines these three groups and delivers joint training (“school team workshops” or STWs) to develop shared understanding, expectations, and collaboration on improving schools’ quality, as well as provides (or is developing) follow-on training modules tailored to each group. Training has been developed to complement existing DBE 1 training content so that topics and concepts build on each other.

DBE 2 school supervisors have participated in training in the STW, KKKS and KKG that addresses improving the learning environment through: (1) integrating active pedagogical approaches; (2) improving the level and types of resources available in the schools; (3) strengthening the relationships between school and community stakeholders; and (4) increasing the use of learning aids and display of student work in the classroom.

School principal training has addressed: (1) understanding the national curriculum, curriculum compliance and teacher plan requirements; (2) teacher mentoring, supervision, and support strategies; (3) diagnostic approaches and methods (subject-based, personal professional development and school based) to inform the development of school management plans; and (4) defining and communicating school values and building school-community linkages. Additional specialist foci for instructional leadership are currently under development in the KKKS in Civics.

School committee member training has aimed at increasing understanding of: (1) teacher responsibilities in lesson development and delivery; (2) the curriculum and school responsibilities for national compliance and local curriculum adaptation; (3) resources and budgets required for effective pedagogical programs; and (4) partnering with school staff in school improvement planning and support.

Table 30: School Capacity Strengthened (Indicators #51, 53, 54)

	2006/2007								
	Indicator # 51			Indicator # 53			Indicator #54		
	# of school supervisors trained in improving the learning environment			# of school principals trained in instructional leadership			# of school committee members trained in quality improvement		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
Province:									
Aceh	0	0	0	23	12	11	0	0	0
North Sumatra	54	32	22	119	37	82	88	76	12
Banten	17	13	4	58	30	28	27	23	4
West Java	14	11	3	64	38	26	25	24	1
Central Java	52	42	10	113	78	35	34	29	5
East Java	14	11	3	84	48	36	63	40	23
South Sulawesi	28	22	6	80	45	35	79	72	7
Total	179	131	48	541	288	253	316	264	52
Location:									
Urban				341	151	190	217	178	39
Rural				200	137	63	99	86	13
Total	179	131	48	541	288	253	316	264	52
School Type:									
Public (MONE)				415	210	205	252	208	44
Public (MORA)				17	11	6	3	3	0
Private secular				11	7	4	8	6	2
Private Muslim				88	53	35	42	37	5
Private Other Religious				10	7	3	11	10	1
Total	179	131	48	541	288	253	316	264	52

B. 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
- 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. 3/% of kindergarten training modules created and delivered

Virtually all (99%) of DBE 2 schools indicated—and the sampled classrooms were able to demonstrate--that they were addressing two or more student needs, especially in the areas of active learning and gender equity (Table 31 below). Only in Aceh Province, which joined the DBE 2 project recently, were less than 100 percent of schools able to show they were addressing student learning needs. Moreover, there was little variation in the percentages between urban and rural project schools and among school types. The vast majority of schools centered their efforts on active learning efforts and gender equity, two primary focus areas of DBE 2 project training.²⁴ Between the two areas, generally slightly fewer schools were likely to demonstrate intervention in gender equity than active learning, notably in Aceh and West Java, and in private Muslim schools. This trend was reversed, however, in West Java and Central Java.

²⁴ Note that as active learning and gender sensitivity are integrated into all the training modules, indicator #59 (# of modules that address active learning, gender sensitivity and multi-grade instruction) is no longer appropriate. Multi-grade instruction has also been dropped due to absence of multi-grade classes in project schools.

Table 31: Student learning needs addressed by school (Indicators # 49 and 56)

2006/2007						
	Indicator # 49	Indicator # 56				
	#/% schools addressing two or more student needs	#/% schools demonstrating at least two interventions to support student learning needs				
		Total	Active Learning	Gender Equity	Civics Education	Multi-Grade
Province:						
Aceh	6 (85.7)	6 (85.7)	6 (85.7)	6 (85.7)	4 (57.1)	0 (0.0)
North Sumatra	19 (100.0)	19 (100.0)	19 (100.0)	19 (100.0)	19 (100.0)	0 (0.0)
Banten	7 (100.0)	7 (100.0)	7 (100.0)	7 (100.0)	5 (71.4)	0 (0.0)
West Java	9 (100.0)	9 (100.0)	9 (100.0)	8 (88.9)	6 (66.7)	1 (11.1)
Central Java	21 (100.0)	21 (100.0)	21 (100.0)	20 (95.2)	21 (100.0)	1 (4.8)
East Java	15 (100.0)	15 (100.0)	15 (100.0)	15 (100.0)	8 (53.3)	0 (0.0)
South Sulawesi	16 (100.0)	16 (100.0)	16 (100.0)	16 (100.0)	9 (56.3)	1 (6.3)
Location:						
Urban	60 (98.4)	60 (98.4)	60 (98.4)	58 (95.1)	51 (83.6)	2 (3.3)
Rural	33 (100.0)	33 (100.0)	33 (100.0)	33 (100.0)	21 (63.6)	1 (3.0)
School Type:						
Public (MONE)	71 (98.6)	71 (98.6)	71 (98.6)	70 (97.2)	57 (79.2)	1 (1.4)
Public (MORA)	4 (100.0)	4 (100.0)	4 (100.0)	4 (100.0)	3 (75.0)	0 (0.0)
Private secular	7 (100.0)	7 (100.0)	7 (100.0)	7 (100.0)	6 (85.7)	1 (14.3)
Private Muslim	11 (100.0)	11 (100.0)	11 (100.0)	10 (90.9)	6 (54.5)	1 (9.1)
Private Other Religious	n/a	n/a	n/a	n/a	n/a	n/a
Total	93 (98.9)*	93 (98.9)*	93 (98.9)*	91 (96.8)*	72 (76.6)*	3 (3.2)*

*One DBE 2 school in Aceh, one in West Java, and two DBE 2 schools in Banten were, for various reasons, unable to provide data for this indicator and were omitted from the analysis.

Aimed at increasing primary school readiness, the DBE 2 Kindergarten Pilot project was launched in 2006/2007 (Table 33 below). Fifty-nine schools were selected to participate and existing kindergartens were “enriched” per DBE 2 criteria, with specified materials and equipment. The first (of four) training module for kindergarten teachers has been developed and delivered to kindergarten teachers at all pilot sites in the seven provinces. So far, 118 kindergarten teachers and assistants (2 per kindergarten) have been trained in primary school readiness. Ultimately, two hundred pilot kindergartens will be established, equipped with quality instructional materials, and staffed with trained personnel. As noted in Section II, students have been administered pre-tests, but the kindergartens themselves are yet fully functioning. At the time student post-tests are administered (May-June 2008), the kindergartens’ operations and quality will be assessed according to DBE 2–established criteria, in order to respond to indicator #58 (“# of pilot kindergartens functioning per criteria”).

Table 33: Pilot Kindergartens established (Indicators #61, 62 and 63)

Province	2006/2007							
	Indicator 61			Indicator 63			Indicator 62	
	#/% of kindergartens enriched/established per DBE 2 criteria			# of training modules created and delivered for kindergarten teachers			#/% of kindergarten teachers/assistants trained in primary school readiness	
	Target*	Enriched	Established	Target	Created	Delivered	Target*	Teachers/ Assistants
Aceh	5	5	-	4	1	1	10	10
North Sumatra	10	10	-				20	20
Banten	6	6	-				12	12
West Java	6	6	-				12	12
Central Java	10	10	-				20	20
East Java	10	10	-				20	20
South Sulawesi	10	12	-				20	24
Total	57	59	0	4	1	1	114	118

*Cohort 1 only.

C. 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 73 percent of the DBE 2 classrooms observed, teachers had used low-cost instructional materials made within the last two months and for which they could provide supporting evidence (Table 34 below). Instructional materials made by teachers and students offer a sustainable and low-cost supply of teaching-learning materials. DBE 2 teacher training incorporates the development and use of low-cost instructional materials into its various modules.

Over five thousand (5,298) Cohort 1 teachers received training in the development and use of these materials through DBE 2 in-service training. The Cluster Resource Centers (CRCs) have also trained 152 center staff in 57 CRCs in instructional material development and use. The CRCs are being stocked with basic supplies and materials so that teachers have the foundations for crafting their own materials.

Table 34: Learning Environment Better Resourced (Indicators # 64 and 67)

	2006/2007						
	Indicator # 64	Indicator # 67					
	#/% classrooms where teachers are using low-cost instructional materials (sample based)	#/% of teachers trained in the development and use of low-cost instructional materials.					
		through Teacher training			through CRC training		
	Total	Male	Female	Total	Male	Female	
Province:							
Aceh	11 (52.4)	186	34	152	25	Nd	Nd
North Sumatra	35 (61.4)	1422	236	1186	15	Nd	Nd
Banten	16 (76.2)	470	123	347	6	Nd	Nd
West Java	16 (64.0)	428	158	270	6	Nd	Nd
Central Java	50 (82.0)	1049	436	613	38	Nd	Nd
East Java	36 (80.0)	786	220	566	32	Nd	Nd
South Sulawesi	38 (79.2)	957	212	745	30	Nd	Nd
Location:							
Urban	135 (73.8)	3577	790	2787	na	na	na
Rural	67 (70.5)	1721	629	1092	na	na	na
School Type:							
Public (MONE)	157 (73.4)	4031	982	3049	139	Nd	Nd
Public (MORA)	6 (50.0)	156	52	104	--	--	--
Private secular	18 (85.7)	134	32	102	5	Nd	Nd
Private Muslim	21 (67.7)	859	316	543	7	Nd	Nd
Private Other Religious	n/a	118	37	81	1	Nd	Nd
Total	202 (72.7)	5298	1419	3879	152	Nd	Nd

The project is currently in the process of redefining its strategy to support other learning environment enhancements—such as lending libraries and ICT applications (Indicators #65, 66, 68-71). Appropriate indicators will be defined and data collected once the interventions have been determined.

V. PUBLIC-PRIVATE ALLIANCES TO SUPPORT EDUCATION (IN TARGET AREAS DEVELOPED (IR 3))

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 (PPA) seek to leverage additional resources for project activities and serve as a catalyst in replicating best practices and scaling-up project activities. Initially, the project planned to engage in innovative partnerships with government bodies, entrepreneurs, multinational and domestic companies, NGOs and academic institutions, with an emphasis on building local capacity to pursue and forge primarily local PPAs. However, USAID redirected DBE 2 activities to focus on working with larger, centrally-located multi-national corporations, with the result that many of the Sub-Intermediate Results (SIRs) in the DBE 2 Results Framework and associated activities were eliminated. This section reports the progress made in working with these groups, based on the relevant indicators and appropriate redefinitions. A summary is presented in Table 35 on the next page.

Since 2005, DBE 2 has signed 3 PPAs with international corporations: Beyond Petroleum, Intel and Conoco-Phillips. It is in the process of negotiating or finalizing four additional PPAs, including one with the Indonesian publishing giant Kompas Gramedia. The PPAs variously support: building the capacity of the teacher training university in Papua-Jayapura, training master teacher training on the application and use of ICTs for teaching-learning, and providing supplementary and recreational reading materials for students and teachers in earthquake-affected districts in Central Java. The planned PPAs will explore on a pilot basis PDAs and Internet use for teacher support and feedback, providing periodicals and magazines to school to enrich library resources, and introducing ICT training into pre-service teacher training institutions.

The total value of the signed PPAs is \$2,025,000; adding the value of those in process (\$1,955,000) brings the total PPA amount to nearly \$4 million (\$3,980,000).

The amount leveraged (i.e. amount received from the private sector partners) from the three signed PPAs is \$1,370,000, resulting in over a 2-to-1 ratio—meaning for every USAID dollar the private sector partner contributes two dollars. Including the PPAs in the pipeline would increase the leveraged amount to \$2,650,000 and maintain the 2-to-1 ratio.

Immediate beneficiaries—those directly receiving or expected to receive the services supported by PPAs—include one university, 4,070 teacher trainers (including 50 university faculty), 3,545 schools, and 15,500 teachers. The number of indirect student beneficiaries will be exponentially larger. Current PPAs cover 9 provinces: all seven DBE 2 target provinces—Aceh, Banten, East Java, Central Java, West Java, North Sumatra and South Sulawesi, plus Papua-Jayapura and Bintuni. Additional districts—Yogyakarta and Klaten—have been added to DBE 2 districts.

Table 35: IR 3 Summary Table--Public Private Alliances to support education (in target areas) developed (Indicators # 72, 73,74,75,76, 77)

No.	PPA Name	Status			Purpose*	Geographic Focus (#)			PPA \$ Amounts			Primary PPA Beneficiaries (#)		
		Contact	Pipeline	Signed		Central	Province	District	\$ Value	\$ Leveraged	Ratio	MTTs	Schools	Teachers
2005/2006														
1	Bird's Head Education Alliance – Phase 1 (Beyond Petroleum)			1	Build university capacity to train teachers		1 Papua – Jayapura & Bintuni Province (pilot site)		375K	250K	2:1	50 faculty and teacher trainers	--	--
2006/2007														
2	Intel Teach Alliance			1	ICT as Teaching Tool Training for Teachers		7 All DBE 2 Provinces		1.5 M	1 M	2:1	4,000	2,000	Up to 15,000 over life of program
3	Qualcomm PDA Alliance		1		Wireless Internet Access Pilot		2 Selected Provinces		300K	150K	1:1	Up to 20		tbd
4	Library Enrichment Initiative (Kompas Gramedia)		1		Provide reading materials for students		All DBE 2 Provinces		980K	730K	3:1		Up to 1,500 over life of program	tbd
5	Earthquake Response Alliance (Conoco Phillips)			1	Provide books to schools			2 Klaten & Yogyakarta	150K	120K	4:1		45	tbd
6	Bird's Head Education Alliance – Phase 2 (Beyond Petroleum)		1		Expand geo coverage and build university capacity		Papua – Jayapura & Bintuni Province		375K	250K	2:1			200
7	Intel Teach – Pre-Service Teacher ICT Training Pilot		1		Provide ICT Training for pre-service teachers		1 Selected Province		300K	150K	1:1			Up to 300 teacher trainees
	TOTAL		4	3			9-11	2	3,980K	2,650	2:1	4,070	3545	15,500

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 necessary to respond to a key measure—student learning outcomes—of DBE 2 Project progress towards its SO (goal). While initially the DBE 2 Project proposed to work with the MONE to develop tests and build capacity at the provincial, district and school to administer and use the tests, focus shifted to working uniquely with Padjadjaran University when the Project was unable to reach agreement with the Indonesian National Testing Center (Puspendik) on the use of test items. As with IR3, some of the SIRs have been eliminated and/or the indicators redefined (Table 36 below).

To date, over 8,200 students have been administered pre- and post-tests in 130 DBE 2 target schools in August 2006 and April/May 2007 (the 2006/2007 academic year). The tests have been scored, and the results tabulated and analyzed according to minimum competency standards and learning gains. (See Section II above and Royer, August 2007.) The Project plans to share the results (disaggregated to the provincial level²⁵) with a variety of stakeholders: central MONE and MORA offices, the provincial and district education offices (DINAS and DEPA), provincial and district government offices, Puspendik and DBE 2 local partner universities, as well as other donors and projects.

Table 36: IR4 Summary Table--Primary student basic skills assessment improved (Indicators 83,84,85,87,88,89,92)

	Indicator #92 and #93	Indicator# 88 and #90			Indicator #86			Indicator#89	Indicator #83	Indicator # 84		
	# of testing training modules developed and delivered	Total	Male	Female	Total	Grade Levels	Subjects	# 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		
	3	50	15	35	10	2	3	1	130	Grade 3	Grade 6	Total
Male										2,031	2,070	4,101
Female										2,057	2,105	4,162
Total										4,088	4,175	8,263 ²⁶

²⁵ To avoid the possible identification of sample schools and any mis-application of the results.

²⁶ This exceeds the sample of 7,713, because some pre-tested students were not present for post-tests.

Ten pre- and post-test instruments were developed by the DBE 2 Project to assess the learning outcomes and critical thinking skills of students in DBE schools in Grade 3 (Language and Math) and 6 (Language, Math and Science). After finding in an initial baseline survey that tests developed by Puspendik did not adequately measure the skills promoted by the Project, DBE 2 contracted with Padjadjaran University to guide the test development process, undertake implementation, and conduct analysis. Both test development and later scoring cut points were conducted in workshops with University psychometricians, subject specialists, DBE 2 technical experts, and experienced Grade 3 and Grade 6 teachers. Both pre-test and post-test instruments were trialed before use in the sample and control schools.

About 55 Padjadjaran University faculty and graduate students took part in test item development, scoring and administration, with the 50 students receiving training in these new skill areas. As part of the test implementation team, they also gained hands-on experience in the practical application aspects of testing. Three test training modules were developed to guide item development, scoring and administration.

University capacity in test development has been strengthened by the DBE 2 activity, with resulting tools and procedures being incorporated into the University education program. According to Dr. Urip Purwono, the psychometrician leading the Padjadjaran University test team, the activity served as a means of providing practice for graduate students, which proved so popular that more students applied than could be accommodated. While the faculty was familiar with critical thinking testing in theory, they had not applied this knowledge in a real-life situation. As a result of the DBE testing activity, Padjadjaran has developed a bank of critical thinking test items (e.g. “g” and “f” factors) and scoring rubrics, and created a process and procedures it will continue to follow for future test development. The National Body for Educational Standards (BSNP) requested and did attend some of the test team development sessions and approached the University about assistance with standard setting. Currently under discussion at Padjadjaran University is the creation of a program in psychometrics and applied measurement in partnership with the University of Massachusetts. It is proposed that UMass assist 2-3 faculty members to obtain Ph.D.s in psychometrics, and the universities to conduct summer exchange programs for faculty.

VII. BEST PRACTICE, KNOWLEDGE AND EXPERIENCE SHARED WITH NON-TARGET SCHOOLS AND DISTRICTS (IR5)

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. This section reports progress made to expand the breadth, and promote sustainability of DBE 2 beyond the current ambit of the project. It is measured through several activities: material dissemination, support to the Government of Indonesia with DBE 2 outreach, information exchange, and the participation of non-target entities in training. The data provided in Table 37 (below) have been supplied and tracked by all project sites.

DBE 2 has received 856 requests for project materials to date from a broad constituency, including project stakeholders who were not directly involved in activities and more notably groups not associated with the project. Requests for teacher training and workshop materials were received from the Ministry of National Education (MONE) at all levels (central, provincial, and district). Universities, donors, school clusters, and particularly schools have shown an early interest in obtaining DBE 2 resources throughout its period of training development. Interest has increased following the project's first year of intervention. Requests have been made for training packages in both active learning and subject area content as well as for teacher workshop materials.

1,397 resources have been disseminated and events conducted to support the Government of Indonesia in project expansion. At such an early juncture, the ultimate use of the material and informational resources provided to the GOI towards project expansion or replication is not easily determined by DBE 2. Nevertheless, increasing efforts have been made to communicate its achievements and facilitate buy-in from district, provincial, and national officials. In South Sulawesi, this has translated into formally presenting project progress to, and facilitating tours of participating school districts for inquiring non-project district and provincial officials. In West Java/Banten, 418 non-project schools have requested and received materials related to active learning methodology, syllabi and lesson plan development, as well as student assessment methodology. In Central Java, two districts have funded DBE 2 trainings and presentations for non-target principals, teachers, supervisors, and sub-district heads.

The number of formal information exchanges conducted by DBE 2 totals 49 and have collectively reached 65 groups. These have included donor collaboration and exchange meetings involving donors (e.g. AUSAID), international NGOs (e.g. Save the Children, UNICEF, and Plan) and other USAID-funded programs, as well as presentations to provincial representatives of the Ministry of Education. Formal meetings have been regularly held with both the Ministry of National Education and the Ministry of Religious Affairs to share the efforts of DBE 2 with key education officials at the central level.

An estimated 254 non-targeted ministry officials, districts, schools, educators and others have participated in DBE 2 trainings since 2005. The frequent drop-in visits by various sub-district officials, supervisors, head teachers and teachers for parts of DBE 2 training have not been routinely collected or aggregated, and have complicated the accuracy of reporting on this indicator. Still, these approximations indicate a strong number of non-participant schools, particularly in South Sulawesi, that have been able to benefit from DBE 2's workshops and trainings.

Table 37: IR 5 Summary Table--Best practice, knowledge and experience shared with non-target schools and districts (Indicators #94-98)

	2005/2005										2006/2007											
	Total	Central		Province		District		University	Donor	School	Other	Total	Central		Province		District		University	Donor	School	Other
# of Requests for DBE 2 Materials (#94)	163	MONE	MORA	MONE	MORA	MONE	MORA	3	4	105*	24	693	MONE	MORA	MONE	MORA	MONE	MORA	4	9	589	44
				3	2	16	6								4	2	4	3				
# of Resources disseminated and Events conducted developed to assist GOI expand outreach (#95)	748	MONE	MORA	MONE	MORA	MONE	MORA	1		735	7	649	MONE	MORA	MONE	MORA	MONE	MORA		1	601	16
				1	1	2	1								10	3	3	1				
# of formal information exchanges conducted (#96)	18	MONE	MORA	MONE	MORA	MONE	MORA	2	2		2	31	MONE	MORA	MONE	MORA	MONE	MORA	2	5	1	4
				1		4	3						2	2			4	5				
# of groups reached through formal exchanges (#97)	25	MONE	MORA	MONE	MORA	MONE	MORA	2	4		7	40	MONE	MORA	MONE	MORA	MONE	MORA	2	10		11
				3		3	2						2	2			4	2				
# of non-targeted districts, schools, educators and others participating in DBE 2 training (#98)	85	MONE	MORA	MONE	MORA	MONE	MORA			48	25	169	MONE	MORA	MONE	MORA	MONE	MORA			74	85
				10	2												7	3				
TOTAL	1,039	14	2	11	8	22	11	8	10	888	65	1,582	29	15	13	8	44	15	8	25	1,265	160

*Estimated count includes cases where multiple inquiries were elicited from one non-DBE school.