



Going on A Higher Plane

Using PDIA to shift
SCHOOLING to LEARNING

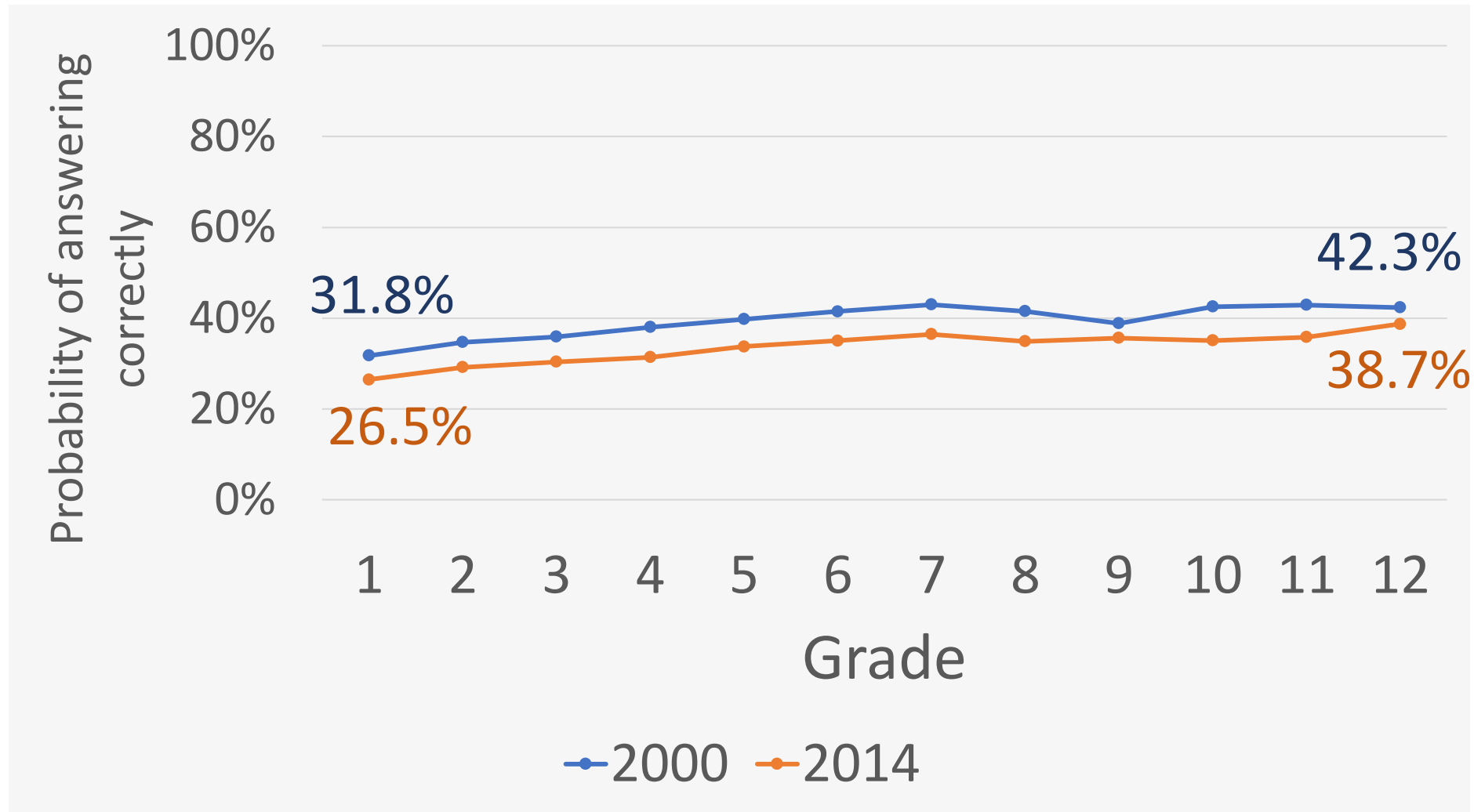
Niken Rarasati

RISE Programme Indonesia



Mathematica

Schooling but not learning



Amanda Beatty, Emilie Berkhout, Luhur Bima. Thomas Coen, Menno Pradhan, Daniel Suryadarma
Data source: survey IFLS 2000 dan 2014 and represent 83% of the population of Indonesia

What we have been doing

Examine the conditions that possibly contribute to Indonesia's poor and flat learning profile and figure out what can we do to tackle the learning crisis

Reform Area A



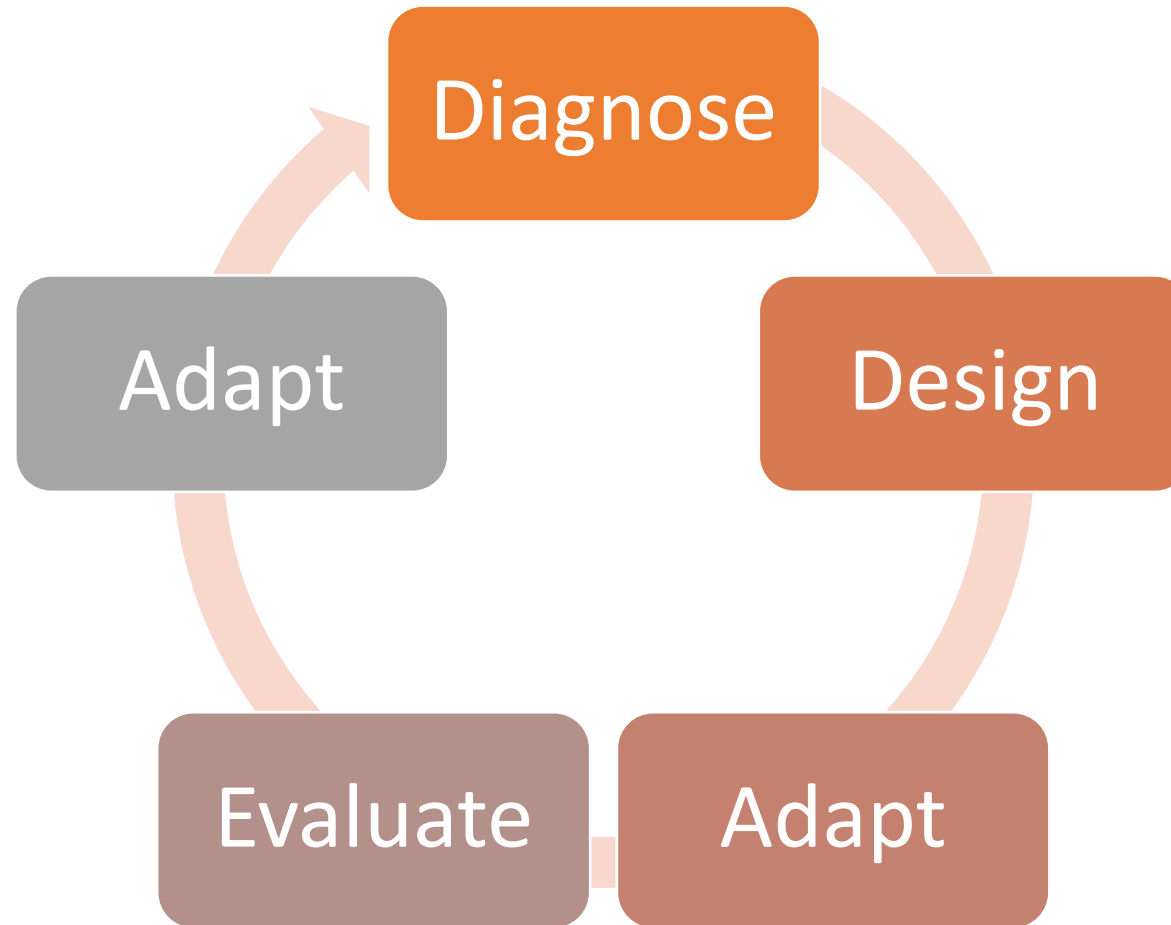
Evaluate the ongoing teacher reform at the national level

Reform Area B



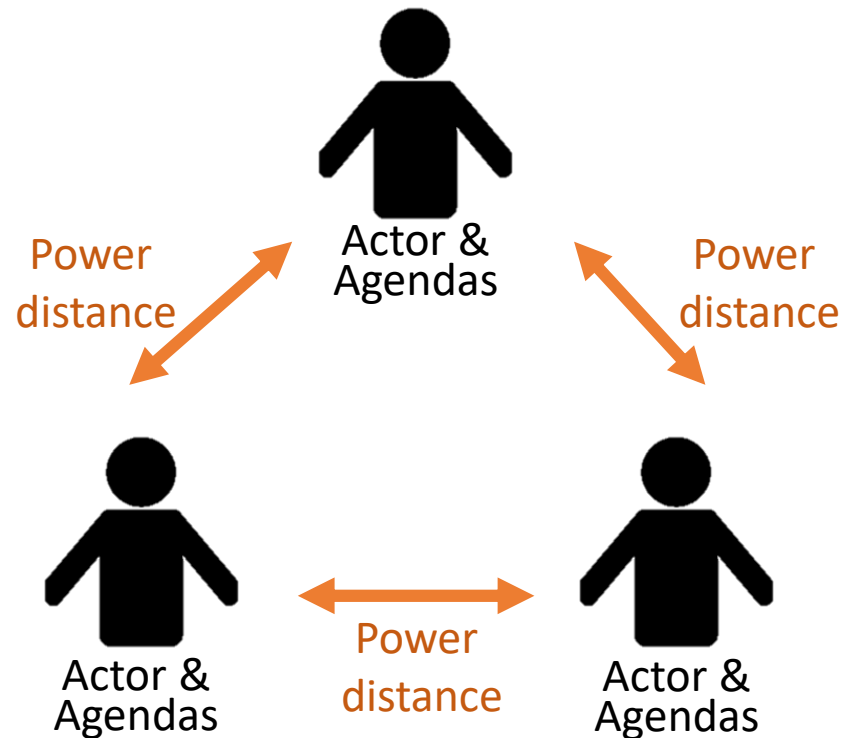
Diagnose-design-evaluate-adapt local and contextual policies in our learning labs

How we do PDIA

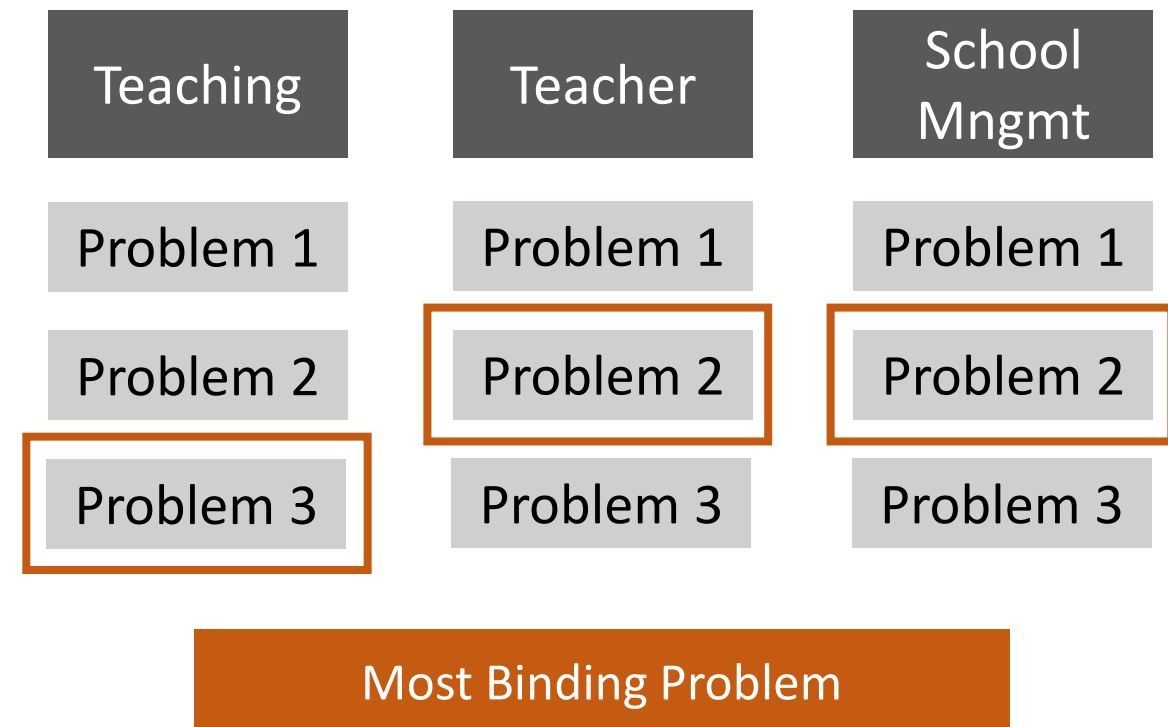


Diagnose

1. Create a **map of stakeholders** to understand whom to be involved in which steps of PDIA and understand the context of education issue



2. Identify the **most binding problem** through FGDs with local stakeholders



Diagnose (con'd)

3. Identify the **root problems**. Data collected through FGDs, in-depth interviews, and classroom observation

Most Binding Problem

Why?

Why?

Why?

Why?

Why?

Why?

Why?

Why?

Why?

Etc.

Etc.

Etc.



2. Assess stakeholders' **capability in solving the root problems**

Acceptance
of the
existing
problem

Willingness to
take **Agency**

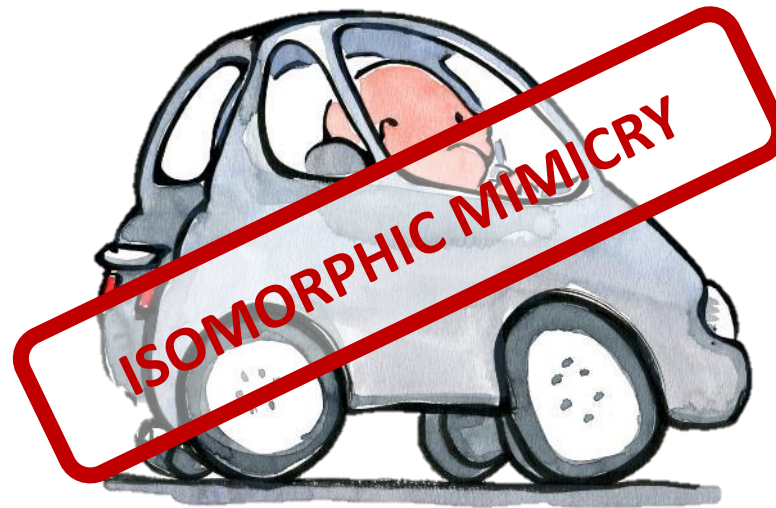
Ability to
run the
solution

Awareness
of local
values and
habits

What we found from the diagnostics



District I
Incomplete system



District II
Complete System but only on surface



District III
Functioning System

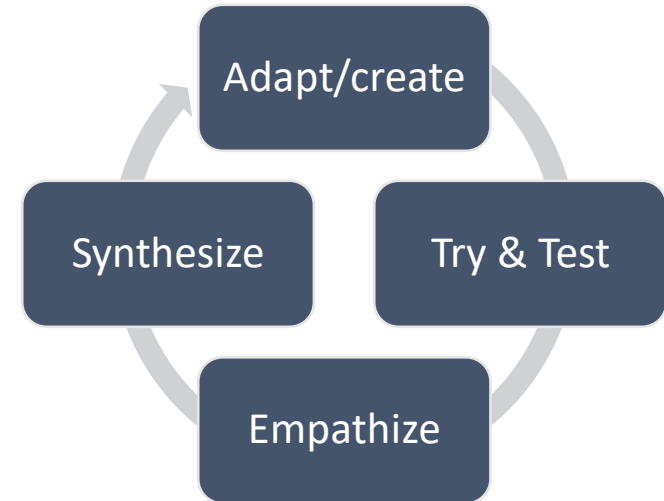
Design process for district 1



Identify the pain points of the current system

Find **best practices** & **brainstorm** ideas with stakeholders

Discuss the effort & impact of undertaking the ideas



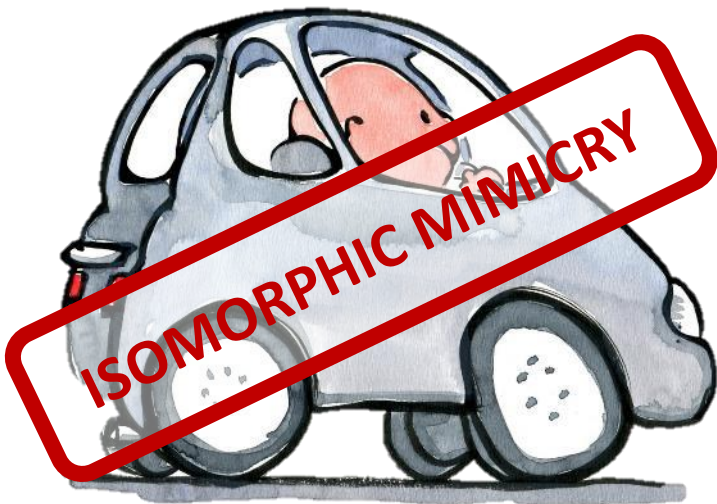
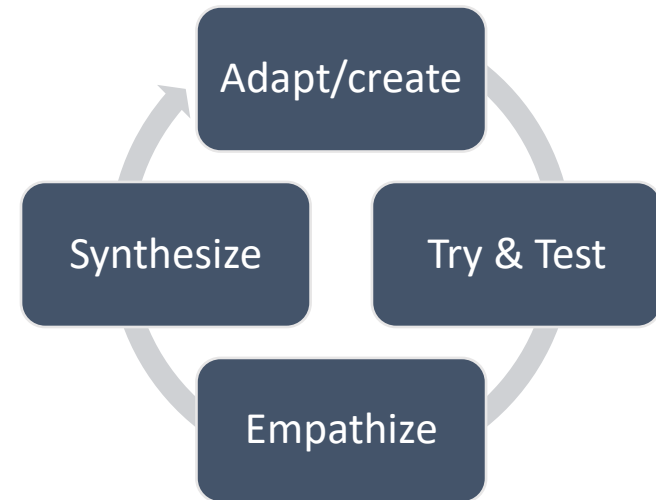
Design process for district 2



Identify the pain points of the current system

Grab ideas from **positive defiant schools**

Discuss the effort & impact of undertaking the ideas

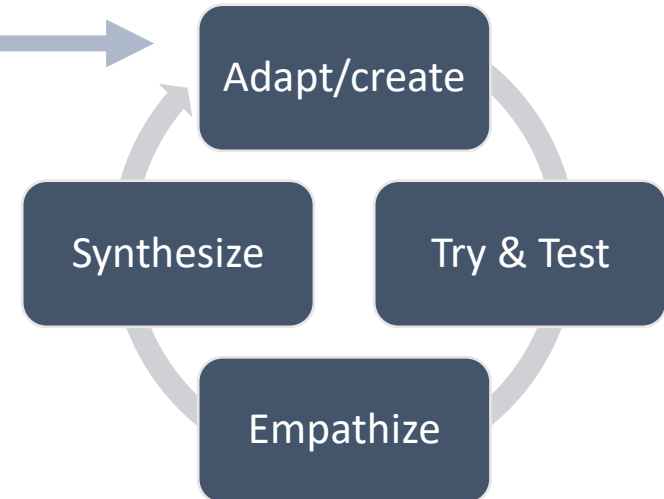


Design process for district 3



Identify the pain points of the current system

Add more components with direct link to learning quality



Evaluate (and adapt)

Quantitative Impact Evaluation

To see whether the designed intervention can successfully improve learning outcome

Qualitative “Autopsy”

To explain the channel of success/ failure, and check our assumptions of changes

What we have learned

1. **Awareness of political economic context** of the area may help the researchers in deciding whom should be included and how
2. Every step of PDIA can be a **participative** exercise only if the local stakeholders have **the capability to comprehend causality**.
3. If the PDIA is not fully participative, **involving local government in every steps** of diagnosis and design is very important to gain their acceptance, commitment, as well as raise their ability in solving their problem.
4. All details of the designed programs **must come from the directly-affected stakeholder**.
5. Researchers (and facilitators) involved in PDIA must be mindful of being **empathetic** and the **“knowing-nothing”** mindset.
6. Be **ready to face failure** because the process is about **ITERATE, ITERATE, and ITERATE!**

Thank You

 +6221-3193 6336 |  rise@smeru.or.id |  riseprogramme.id

www.rise.smeru.or.id

