

voice

Going on a higher plane: Shifting schooling to learning

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The SMERU Research Institute



**93% children at primary
school age**

**77% children at junior high
school age**

**64% children at high
school age**

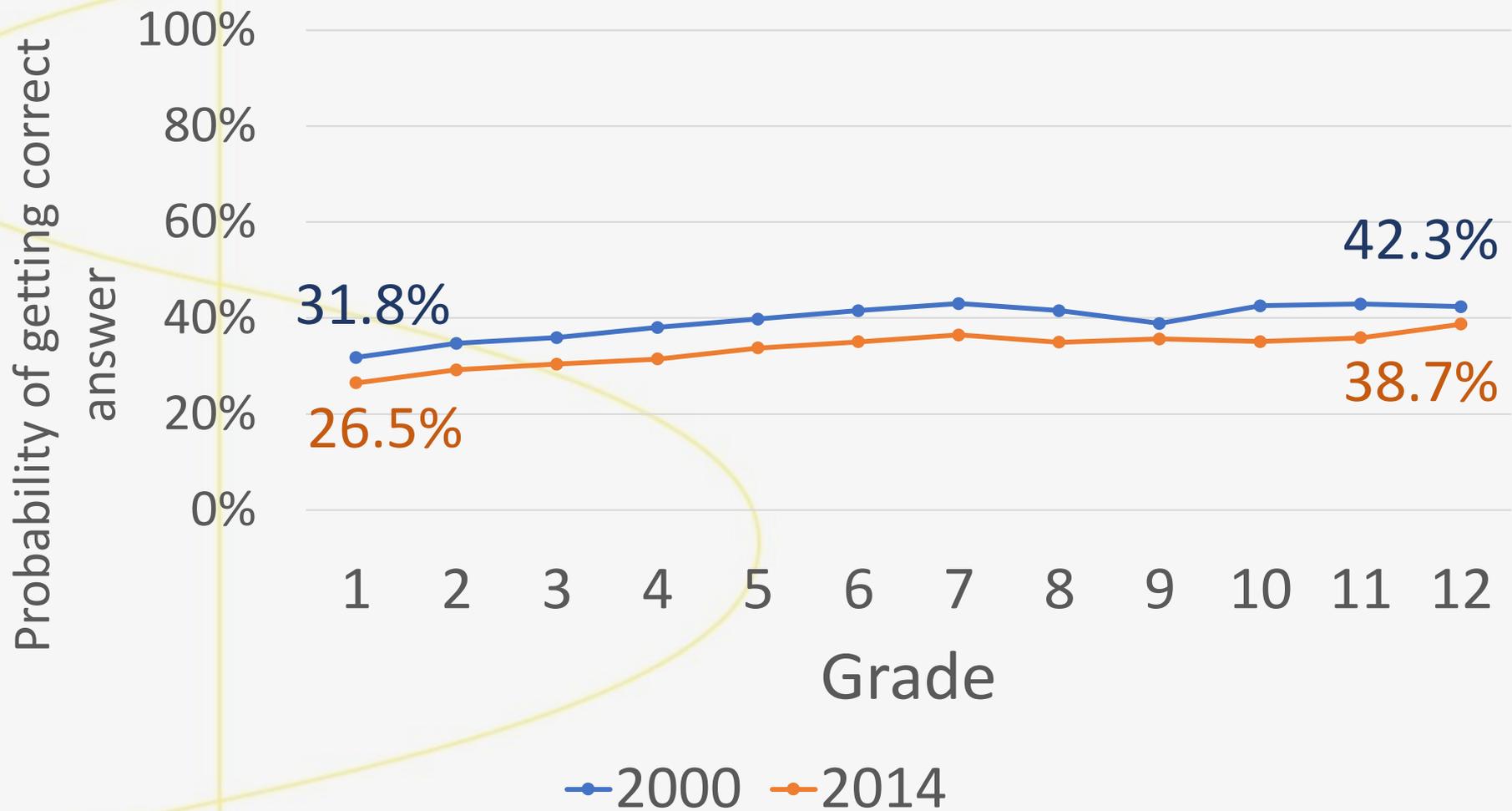
are going to school

Source:

http://apkpm.data.kemdikbud.go.id/index.php/cberanda/apkpmsekolahmadrasah?kode_wilayah=000000&tahun=2017

Do they learn at school?





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 does RISE Indonesia do?

To understand the conditions that possibly contributed to Indonesia's poor and flat learning profile, RISE Programme in Indonesia focuses on two research areas..

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

What are we doing in our learning labs?

Participatory Diagnostic Study to find out the most binding constraint of learning quality improvement

Qualitative study to **identify the root causes** of the most binding constraint

Identify area of change based on how much authority, ability, and acceptance that a district has

Co-design a system/policy with local stakeholder

Conduct **rigorous impact evaluation** to see whether the designed system will work or will not work in what context

Highlight of the findings



District with very little focus on **learning**.



District that has made several efforts on improving learning outcome, but on a superficial level

What are the consequences?



- Co-designed a simple (read: user-friendly) system.
- prioritise function over the existence of the system



Shift the focus or add more component to the existing system to make it more focused on learning quality



Our co-designed policy/system based on the identified most binding constraint

District 1

Improving principal's performance through school report and incentive mechanism

Stretch Target

The increase of students' mathematics and reading score in every 6 month. Sampled students from 1st to 6th grade will be assessed using a tool that has been standardised nationally.

Achievable Target

- Teacher attendance $\geq 85\%$
- Book ratio for student and teacher 1:1
- 2 reflection session on teachers' problem per teacher per semester

This will be monitored using an android app*

We will do an RCT experiment as well as a qualitative ex-post reflection study to evaluate this policy

*Utilizing technology is requested by the community to tackle transparency issue.

District 2

Adding “practical teaching indicator” to the recruitment of contract-based teachers

Current Recruitment Components

1. Administration component
2. General knowledge
3. Knowledge on subject domain



Proposed Recruitment Components

1. Administration component
2. General knowledge
3. Comprehension and reasoning ability on subject domain
4. Teaching practice assessment

We will do an RCT experiment to evaluate this policy

District 3:

Shifting the discussion focus of the existing teacher working group (KKG) and parent-teacher forum.

Local Education Agency (LEA) Prompt Monthly Discussion

1. Create a facebook group consists of KKG and LEA staff
2. The LEA will send 1 general topic at the beginning of the month to be discussed by the KKG
3. KKG share photos and discussion on the facebook group

Improving parent support and demand on learning quality through parent-teacher forum

Information to be sent monthly:

1. Learning agenda for the next month
2. Students' progress and what do they need to catch up
3. "Social norm nudge" → sending information about how other parents of successful students do

Will be evaluated using a multi-arm RCT

What do those experiments tell us about?

Stay tuned!

We are happy to invite you to our dissemination session(s) next year!

Keep yourself updated by visiting our websites:

<http://rise.smeru.or.id>

<https://www.riseprogramme.org>

<https://smeru.or.id>