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Education Communication Initiative

Final Report to AusAID
January 2002 – June 2003



Jakarta, July 2003

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Executive Summary

From 1998 to 2001, AusAID supported through UNICEF the “Back to School” – or Aku Anak Sekolah (AAS) campaign – which promoted the Government of Indonesia’s Scholarship and Grants Programme through mass media and communication activities. In December 2001, AusAID and UNICEF signed an amendment that extended AusAID support to the AAS initiative. The amendment included a revised project proposal that took into account the lessons learnt from the previous experience and evaluation of the AAS campaign, notably that the Ministry of National Education would need to be more involved, that an overall communication strategy was needed, and that the media campaign should be only one component of this strategy.

The present Education Communication Initiative (ECI) now responds to the concerns raised above. The overall goals remained the same: to increase awareness among the general public about basic education; and through practical, doable and sustainable advocacy and social mobilisation activities in selected districts, to demonstrate how local government, communities and schools could be mobilised in support of basic education. The specific objectives of the ECI were to (a) disseminate information on the Government of Indonesia’s key education reforms; (b) strengthen networks and linkages of the various partners and target groups involved; (c) demonstrate the active participation of key education stakeholders (e.g. teachers, parents, community members, children, administrators, local government, etc.) and communities in promoting basic education; and (d) establish sustainable mechanisms at community and school levels in order to ensure effective follow-through on education reform concepts after completing the campaign.

There were two components to the Initiative: a national media campaign and social mobilisation activities in 20 districts.

An external evaluation agency evaluated the entire Initiative through a series of rigorous baseline and impact surveys, to measure the effectiveness of the social mobilisation activities and the media campaign. As the poorer segments of the Indonesian population were more at risk, the evaluation focused on these in assessing the reach and impact of the media messages and mobilisation activities. The evaluation provided an example of change measurement that was well-planned and rigorous.

The evaluation measured an impressive reach by the ECI and also demonstrated significant shifts in awareness and attitudes – improvements that could reasonably be attributed to the ECI. Among the poorer households surveyed, only 60 percent had television and 49 percent had radio. Yet the effective reach of the ECI media campaign (TV and radio) in the 20 districts, over the period November 2002 to April 2003, was some 48 percent of all parents and 69 percent of all school aged children from the poorer households, and 80 percent of all teachers. Considering the geographic spread of the districts, and the limited access to television and other media, UNICEF considers these findings to be very positive. The reach of the district social mobilisation activities was determined as 54 percent of all parents and 59 percent of children from the target households, and 76 percent of all teachers in the 20 districts. The proportions actually participating in the ECI social mobilisation activities in the districts were: 35 percent of parents, 43 percent of children and 55 percent of teachers, also a positive result.

The evaluation results demonstrated a surge in awareness regarding basic compulsory education: from 59 percent of all parents surveyed in November-December 2002 at the start of the campaign, to 68 percent in April 2003. The results also show an even greater leap in awareness among children,

from 48 percent to 66 percent.

Regarding attitudes, the evaluation showed some positive changes as well. Parental attitudes with regard to SD, already quite favourable, improved even more, from 65 percent of all parents at end-2002 to 77 percent in April 2003. More tellingly, the percentage of parents who expected their children to attend SMP at the start of the campaign rose from 69 to 84 percent in April. The reasons given for children dropping out of school were mainly financial. Of children not attending school, the majority would like to go to school.

The evaluation showed that ECI has largely accomplished its goals and objectives. It also highlighted the impediments and issues related to education reform. Overwhelmingly, parents cite the high costs of “compulsory” basic education. The surveys show that a higher proportion of children are more enthusiastic about school, compared to their parents, and would prefer to go if parents could manage it. While teachers are still overwhelmingly dedicated to their work, the sector risks attrition of this valuable asset if concerns about their living conditions and remuneration are not addressed.

Unless the issues raised by parents and teachers are addressed by the national and district governments at the policy level, and addressed in the public school system, behaviour will not substantially change.

In conclusion, the ECI was successful in making the programme’s stakeholders more aware of basic education, and in creating a more positive attitude towards basic education for all. It remains to be seen whether this will translate into substantive improvements in school enrolment, given the impediments stated above. Perhaps a model district should be identified in order to address some of the policy issues raised above. UNICEF will need to seek partners to help conduct such long-term advocacy over the next five years. UNICEF also feels that the improvements brought about by the ECI will be wasted unless some form of campaigning is kept up, at least once a year at school enrolment time.

A. Background

1. History of the Initiative

Reaction to the economic crisis. From 1998 to 2001, AusAID supported through UNICEF the “Back to School” – or *Aku Anak Sekolah* (AAS) campaign, which promoted the Government of Indonesia’s Scholarship and Grants Programme through mass media and communication activities. The first phase of this campaign (May – September 1998) focused on keeping children in school during the severe economic crisis. The second phase (December 1998 – February 1999) had the same theme, but also used a “positive deviance” approach to show what community support and special efforts could do to keep children in school. The third phase (late 1999 to September 2000) focused on creating transparency and accountability in managing school budgets and scholarship grants, through school committees and community participation. In April 2000, an additional channel for social mobilisation, the “Friends of *Aku Anak Sekolah*”, was initiated in partnership with the Indonesian Teachers’ Association (PGRI). A tracking study/external evaluation of the campaign was undertaken in December 2000.

The UNICEF audit. In February 2001, following information on alleged corrupt practices in the award of media contracts, the UNICEF Representative suspended all activities relating to the campaign and initiated an internal audit process. UNICEF’s Office of Internal Audit from New York carried out the audit and recommended temporary suspension of all media-related contracting until control systems and procedures had been strengthened. The audit lasted until June 2001, and in late 2001, the UNICEF Representative presented the audit findings to the donor community, including AusAID. In the Fourth Progress Report dated 5 November 2001, UNICEF informed AusAID that control systems had been put in place to address the concerns raised by the audit.

Re-orientation of AAS. On 10 December 2001, AusAID and UNICEF signed an amendment that extended AusAID support to the AAS initiative to 30 September 2002. The amendment included a project proposal that had been submitted on 20 September 2001 by UNICEF for the utilisation of the remaining AusAID funds. This proposal took into account the earlier comments of AusAID Education Officer Ms. Kerry Leigh, as well as the lessons learnt from the experience and evaluation of the AAS campaign. In summary, these “lessons learnt” may be summed up as follows:

- The Ministry of National Education (MoNE) needs to be more involved and should play a leadership role in the process. Previously, this has not been the case.
- Lessons learned from the previous AAS campaign should be used to design the new communication campaign.
- An overall communication strategy is needed, and the media campaign should be only one component of this strategy. The communication strategy should be developed in a participatory approach with all key stakeholders.
- The national media campaign needs to be linked to on-the-ground implementation of programme activities, so as to engage the target audience in specific action.
- The project needs to have an additional focus on the district level, to reflect the Government’s recent move to decentralisation.

The present Initiative now responds to the concerns raised above. The media campaign is therefore now part of a broader Education Communication Initiative (ECI). The broad goal of the Initiative

remains the same: that is, to contribute to Quality Basic Education For All (QBEFA) children of age 7-15 years in Indonesia. More specifically, the Initiative aims to create greater public awareness of the Government's education reforms, and in selected districts, through district level plans, the Initiative aims to translate national reform efforts into practical and concrete actions.

1.1. Education Reforms

Key reforms promoted. The Education Communication Initiative (ECI) is intended to strengthen the ongoing process of education reforms of the Government of Indonesia initiated in 2001. Education reforms both in terms of policy and programmes are being pursued by GoI with the intent to improve the quality and access to nine years compulsory education. Among the key education reforms are:

- Development of competency-based curricula;
- Decentralised education governance through school-based management;
- Increased local accountability for education through local school boards and school committees;
- Implementation of minimum service standards for quality assurance in a decentralised system; and
- Improvement of teaching-learning process in the classroom.

2. Objectives and structure of the Initiative

The overall goals of ECI¹ were to:

- *Increase awareness* among the general public about the Government's vision of quality basic education for all Indonesian children (QBEFA) and of the present education reforms being implemented by the GoI to achieve this vision;
- Through practical, doable and sustainable advocacy and social mobilisation activities in selected districts, *demonstrate* how local government, communities and schools could be mobilised to propagate the vision of QBEFA to all stakeholders.

The specific objectives were:

- To disseminate information on the Government of Indonesia's key education reforms for achieving quality basic education for all (QBEFA);
- To strengthen networks and linkages of the various partners and target groups involved in education reforms;
- To demonstrate active participation of key education stakeholders (e.g. teachers, parents, community members, children, administrators, local government, etc.) and communities in promoting the concept of quality basic education for all;
- To establish sustainable mechanisms at community and school levels in order to ensure effective follow-through on education reform concepts after completing the campaign.

Two components therefore make up the ECI:

- a national media-based campaign intended to enhance public awareness of the Government's education reform efforts to improve the quality of basic education for all children;
- district-based advocacy and mobilisation initiatives to complement efforts undertaken at the national level.

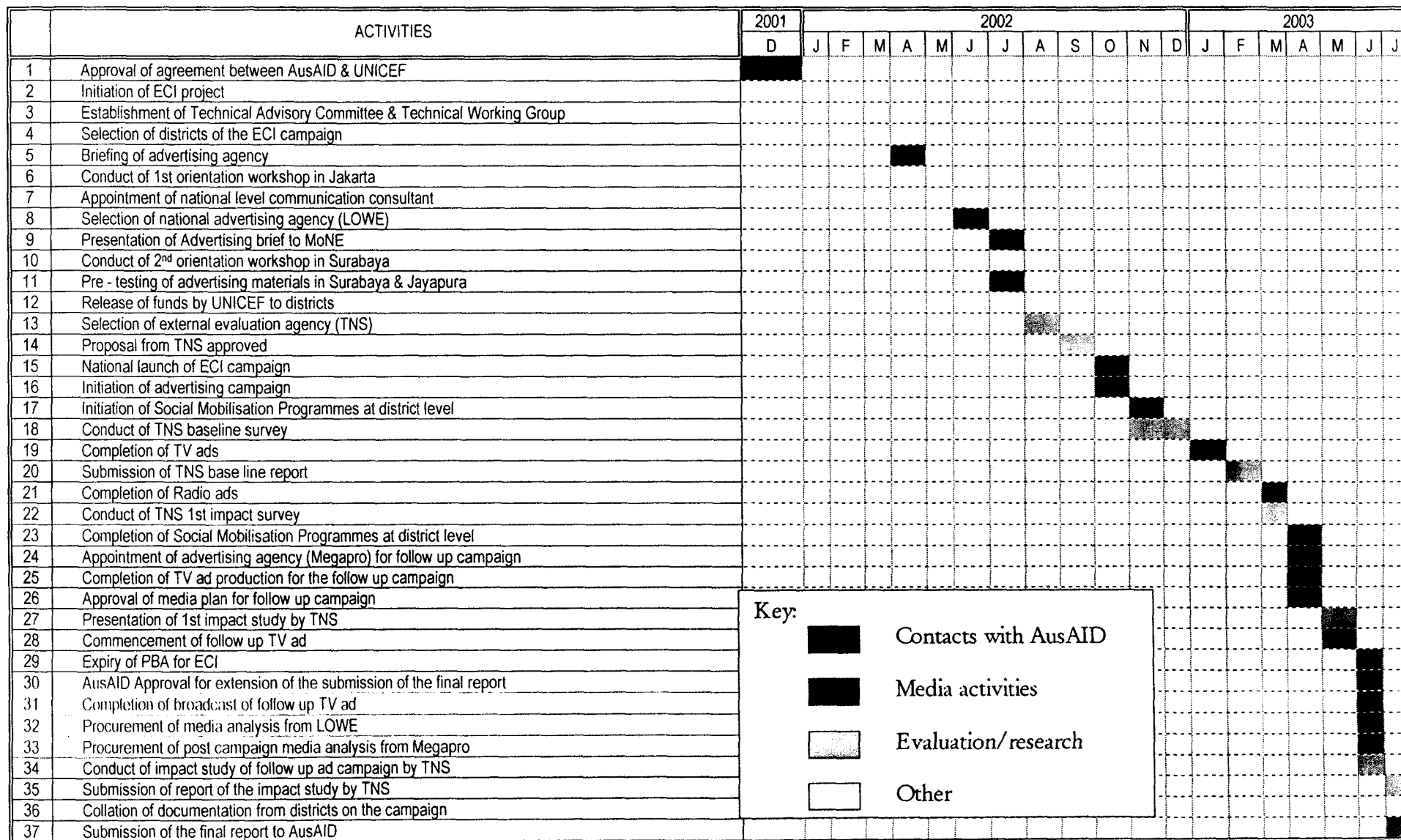
¹ Annex B, First Progress Report, January to April 2002

Evaluation of ECI. An external evaluation agency evaluated the entire Initiative through a series of rigorous baseline and impact surveys, to measure the effectiveness of the social mobilisation activities and the media campaign. As the poorer segments of the Indonesian population were more at risk, the evaluation focused on these groups. Quite simply, UNICEF felt that the media messages and mobilisation activities should be judged by their effect on the more vulnerable groups, not the rich and middle classes. Section C discusses this whole evaluation process.

This Final Report covers the activities from the start of ECI (January 2002) to its completion (June 2003). Part B describes the implementation of the ECI, and provides a picture of the whole project, up to the activities implemented from April to June 2003.² Part C discusses the evaluations, evaluation design and evaluation findings. Part D reports on the financial expenditures and Part E gives the conclusions. A timeline for ECI activities showing major milestones in the campaign is shown in Figure A-1.

² More details on the earlier phase of the project are available in the four previous Progress Reports already submitted to AusAID.

Figure A-1. Actual timeline of Education Communication Initiative (ECI)



B. Programme implementation, achievements and constraints

1. The preparation phase

1.1. Building partnerships & structures

Setting up partnerships. As a first step, UNICEF established the framework for the campaign and developed broad partnership for the ECI. At the national level, a Technical Advisory Committee (TAC) was established to provide overall policy guidelines. This 25-member body consisted of representatives from MoNE, Ministry of Religious Affairs, Bappenas (National Planning Development Agency), MenkoKesra (Coordinating Ministry for People's Welfare), PGRI (The Indonesian Teachers' Association), Ministry of Health (MoH), DepSos (Department of Social Welfare), BKKBN (Coordinating body for National Family Planning Programme), Depnakertrans (Department of Manpower and Transmigration), UNICEF and AusAID. A smaller Technical Working Group (TWG) was organised within the TAC to prepare the draft working documents and discussion papers. The existence of the TWG has kept the TAC meetings efficient and productive, despite its large membership.

Developing project briefs and guidelines. The TWG and UNICEF drafted the ECI project brief and campaign implementation guidelines covering both national and district level implementation. These two documents helped ensure common understanding of the goals, objectives, general activities and implementation arrangements. In addition, a more specific guideline for districts was also developed to assist them in the formulation of Education Communication Campaign Work plans.

1.2. Selecting districts for intensive advocacy and social mobilisation

Selection criteria. The TAC and UNICEF selected 20 districts from 41 UNICEF - assisted districts. The criteria for selecting the 20 districts were as follows.

- Level of adversity and need, as determined by a composite index calculated from 10 key indicators on health, nutrition, education, poverty, and access to clean water and sanitation. These same indicators had been used in the selection of the 41 districts for the UNICEF-supported district planning processes in 2001.
- Links and compatibility with existing education programs in the district. This factor was expected to contribute to future sustainability.
- A combination approach was adopted: better-off districts and worse-off districts were selected from the same province, in order to gain implementation experience in two different contexts.

It might be mentioned here that six out of the 20 districts selected were among those supported by AusAID for the Safe Motherhood initiative. The twenty selected districts approved by the TAC are shown in Table B-1.

Orientation. Representatives from these 20 districts and 8 provinces were then oriented in two national workshops, one in Jakarta on April 2002 and the other in Surabaya in July 2002. Officials from MoNE and selected members of TAC and TWG conducted the workshops.

Table B-1. Districts selected for the ECI district- level activities

Province	Districts
Banten:	1) Pandeglang
West Java:	2) Sukabumi, 3) Garut
Central Java:	4) Wonosobo, 5) Rembang, 6) Brebes
East Java:	7) Probolinggo, 8) Lamongan, 9) Sumenep
West Nusa Tenggara:	10) Lombok Tengah, 11) Lombok Timur
East Nusa Tenggara:	12) Sikka, 13) Ende, 14) Alor
South Sulawesi:	15) Bantaeng, 16) Takalar, 17) Polmas
Papua:	18) Jayawijaya, 19) Jayapura, 20) Manokwari

2. The development and launch phase

2.1. Development of National Advertising campaign

A creative brief was developed and presented to the advertising agencies. LOWE won the bid among 9 nine agencies invited to bid. The selection of LOWE was made on the recommendation of the Contract Review Committee: an in-house committee set up in line with UNICEF rules and regulations, which reviews all proposed contracts in excess of US\$ 10,000.

Media package development. LOWE developed the creative approach, the social mobilisation and launch package, two 30-second television commercials, two radio commercials and the campaign print materials, which included posters, leaflets, folders, and information sheets. The radio commercials and campaign print materials were pre-tested in East Java and Jayapura, in order to ensure that the target audiences understood messages. A CD-ROM of the radio and TV commercials is presented in Annex 1.

The slogan for the campaign “*Aku Ingin Lebih Baik*” (I wish to be better) was the main creative theme developed by LOWE. This was paired with a logo visualising the number 6 rotating into the number 9 – signifying that children should not stop with only SD³, i.e., six years of compulsory education. Other visuals used as part of the slogan are a nine-step ladder, which symbolised nine year compulsory education as a means to move up, and a star at the top of the ladder, which symbolises dreams. LOWE also developed designs for the application of the campaign logo on pins, pencils, ball pens and notebooks. The reproduction and distribution of the campaign print materials were handled by UNICEF procurement services which has strict internal procurement guidelines.

Role of MoNE in the creative. MoNE through the ECI Technical Working Group has been an active partner in the development and finalisation of the media creative. All final designs of the campaign materials bear the approval of the MoNE. This was a time consuming process, but an essential step in ensuring the full involvement of the Ministry at all stages of the campaign.

2.2. National launch of *Aku Ingin Lebih Baik*

After a delay of nearly two months from the original target launch date, the campaign called “*Aku Ingin Lebih Baik*” – I Wish To Be Better – was finally launched on 26 October 2002 by the Minister of National Education and the UNICEF Representative, with representatives from Aus.AID.

³ SD: *Sekolah Dasar* or Primary School, grades 1 to 6, ages 7-12 years.

The National ECI Launch was combined with the opening of the National Children's Creativity Competition on science, mathematics and arts. Key national policymakers in education and administrators from all of Indonesia's 30 provinces participated in the event. The ECI launch was witnessed by more than a thousand school children and teachers from across Indonesia's thirty provinces that had gathered for the National Creativity Competition. The Minister of Education unveiled the ECI campaign exhibition, consisting of display panels and posters. The same exhibition panels later "toured" the 20 districts as part of the ECI road shows in support of district launches.

2.3. National media activities

Airing of spots. Soon after the ECI national launch, two television commercials and two radio spots were aired. Four national television stations commenced broadcasting the TV commercials simultaneously from 27 October 2002. Thirty radio stations started broadcasting the radio spots from 3 November 2002.

2.4. Provincial and district social mobilisation

The TAC at the national level defined four core activities that all districts should implement as part of their plan contributing to the ECI national framework. These four core activities were:

- A district launch following the National ECI Launch;
- The formation of the ECI District Technical Advisory Committee (DTAC), members of which would receive an orientation;
- An Education Planning Workshop in at least one kecamatan (sub-district) to develop a kecamatan education development plan;
- Documentation, monitoring and evaluation of social mobilisation activities by district.

Meetings were also held in some provinces as part of the ECI mobilisation.

2.5. Baseline survey

Establishment of baselines for awareness/knowledge, attitudes and practices among the target population of the ECI was completed in November and December 2002, through surveys of households and teachers. Details are given in Section C.

Table B-2. Major activities in the ECI Campaign

No	Districts	CORE ACTIVITIES				OTHER ACTIVITIES							
		Estimated number of people participating, where reasonably precise				Estimated number of people participating, where reasonably precise							
		Establishment of DTAC	District Launch	Road Show	Education Planning Workshop	Stage Shows	Competitions	Schools Mobilisation	Social Mobilisation*	Workshops	Religious Activities	Interactive Dialogue	Student theatre
1	Pandeglang	32	Yes	Yes	300				Yes		Yes		
2	Garut	48	Yes	Yes	250		Yes		Yes	310			Yes
3	Sukabumi	30	Yes	Yes	60				Yes				
4	Brebes	15	Yes	Yes	60				Yes		Yes		
5	Rembang	30	Yes	Yes	120	Yes			Yes	500			
6	Wonosobo	16	Yes	Yes	200	Yes			Yes		Yes		
7	Lamongan	20	Yes	Yes	100				Yes				
8	Probolinggo	36	Yes	Yes	302		Yes		Yes	302	Yes		
9	Sumenep	10	Yes	Yes	65	Yes			Yes				
10	Lombok Tengah	20	Yes	Yes	54				Yes				
11	Lombok Timur	30	Yes	Yes	125				Yes				
12	Alor	22	Yes	Yes	55		Yes	Yes	Yes				
13	Ende	35	Yes	Yes	40			Yes	Yes				
14	Sikka	14	Yes	Yes	55			Yes	Yes				
15	Bantaeng	25	Yes	Yes	50				Yes	90			
16	Polmas	85	Yes	Yes	90		Yes		Yes				
17	Takalar	9	Yes	Yes	45				Yes	135			
18	Jayapura	15	Yes	Yes	40				Yes	120		Yes	
19	Jayawijaya	30	Yes	Yes	150		Yes	Yes	Yes	153			
20	Manokwari	40	Yes	Yes	36		Yes		Yes			Yes	
Total		562			2,197					1,610			

* This included "carnivals", walkathons, community visits, street shows, puppets, etc. Many of these events were happening simultaneously and UNICEF field offices could not report individual reports on all of them. See, however, the quantitative assessment of reach in Section C.

Table B-3. Assessments of the ECI by District Education Offices and District Bappeda

	Districts	Reach (did it reach intended audience)	Choice of activities (were chosen activities appropriate)	Efficacy (maximise benefits with limited costs)	Impact of ECI campaign	Planning of ECI campaign	Implementation of ECI campaign	Monitoring of ECI campaign
1	Pandeglang	4	4	3	3	4	4	4
2	Garut	4	4	4	4	4	4	4
3	Sukabumi	3	4	3	3	2	3	3
4	Brebes	6	8	6	6	4	6	4
5	Rembang	-	-	-	-	-	-	-
6	Wonosobo	5	4	4	5	5	4	5
7	Lamongan	2	3	2	3	2	2	3
8	Probolinggo	-	-	-	-	-	-	-
9	Sumenep	3	3	2	2	2	3	2
10	Lombok Tengah	2	3	3	3	4	4	4
11	Lombok Timur	3	3	3	3	3	3	3
12	Alor	4	3	3	4	2	4	2
13	Ende	3	3	3	3	3	3	3
14	Sikka	4	4	2	3	3	3	4
15	Bantaeng	4	4	4	4	2	4	4
16	Polmas	2	3	3	2	2	3	2
17	Takalar	3	3	3	4	3	4	3
18	Jayapura	4	4	4	4	4	4	4
19	Jayawijaya	2	2	1	2	2	2	2
20	Manokwari	3	4	3	4	3	4	3
	Average	3.39	3.67	3.11	3.44	3.00	3.56	3.28

N.B. Based on a scale of 1-4 where: 1= unsatisfactory, 2= partially satisfactory, 3= moderately satisfactory, 4= totally satisfactory

3. Implementation of district social mobilisation

District level activities are summed up in Table B-2.

3.1. Core activities

District launches. To date, all 20 districts have conducted the District Launches with the participation of more than 16,000 people. As a sequel to the district launches, touring road shows were organised which also drew large crowds in many districts.

District Technical Advisory Committees. All 20 districts established DTACs with a total of 562 members or an average of 28 members in each committee. The DTAC membership is extended to all those who have a stake in the education programme in the district. The district planning board (*Bappeda*) and the District Education Offices (*Dinas Pendidikan*) naturally play leading roles in these Committees. Subsequently, UNICEF requested the District Education Offices to assess the ECI on a scale of 1-4 as shown in Table B-3. On the whole, the implementation of ECI, the impact, the reach and the choice of activities were perceived as the major benefits of the ECI campaign. This table gives the perspective of the ECI but only from one view point. Other view points and rigorous quantitative assessments are provided in the ECI evaluation (Section C).

Educational Planning Workshops. At the time of the last report in March 2003, 19 of the 20 districts had completed the educational planning workshop in at least one kecamatan, with Ende district still remaining. All 20 districts including Ende have now completed the 2-day education planning workshop with a total participation of 2,197 people. A total of 47 kecamatans in 20 districts were involved in this exercise. Nine of the 20 districts conducted the workshop in more than one kecamatan with the full participation of respective stakeholders. The kecamatan level educational planning in South Sulawesi is annexed to the report (Annex 2). The details of the workshop in Ende are reported in a later section of the report.

Documentation and monitoring of the campaign processes was carried out through field office /counterpart reports. Annex 3 provides examples of the complete set of documentation prepared by Brebes district of Central Java, Pandeglang district of Banten and Sikka district in NTT province. These reports give details of processes and outcomes of the district and kecamatan level activities.

3.2. Other activities

Different districts, different activities. In addition to core activities, districts adopted different approaches to the ECI campaign. The types of activities varied across districts and provinces to reflect local needs and specificity.

Competitions amongst students on story telling, drawing, poster development and poetry were conducted in some districts. Probolinggo organised the competitions over a month-long period, comprising several interactive sessions between students of SMP⁴ and MIs (*Madrasa Ibtidayah*) on story telling. Jayawijaya organised the events in four of its kecamatans in January 2003, while Manokwari included poster design competitions among SD and SMP students. Polmas conducted four types of competitions: knitting, poetry, reading and drawing among 80 different participants.

⁴ SMP: *Sekolah Menengah Pertama* or Junior Secondary School, ages 13-15 years; now called SLTP (*Sekolah Lanjutan Tingkat Pertama*). However we use the term SMP in this Report as all evaluation graphs were prepared with this term.

Mobilisation of schools and the public. In some schools, mobilisation of students to promote QBEFA involved students in the thousands (e.g., Alor, Ende, Sikka in NTT and Jayawijaya in Papua). One-day workshops to mobilise stakeholders to promote the concept of QBEFA were also conducted. The general public was also mobilised in 10 kecamatans in Alor, Ende and Sikka, drawing more than 8,000 persons from different walks of life. Other social mobilisation activities included one-day workshops among stakeholders in the district to promote the concept of QBEFA. In the districts of Papua and South Sulawesi, interactive dialogue between the Bupati of the district, the students and other stakeholders promoted discussion on the problems facing the students in the area. Students in Garut in West Java organised street theatre on the importance of staying in school and receiving quality education. There were also carnivals and walkathons happening in many cases simultaneously.

Religious leaders. Some districts enlisted the support of religious leaders in the campaigns. Probolinggo district organised special training for these leaders, while religious leaders in Pandeglang included messages on QBEFA in their sermons. In Wonosobo district in Central Java, over the period of October to November 2002, QBEFA messages were included in sermons at mosques and churches.

4. Follow-up district social mobilisation activities

Continued interest. The Fourth Progress Report (January-March 2003) indicated the commitment expressed by local authorities and other stakeholders in the district social mobilisation campaigns. This section reports on follow-up actions since then. Many of these actions, taken after the UNICEF funding for district social mobilisation had stopped, illustrate the continued interest of stakeholders.

Local government, Central Java:

- The repair of primary school buildings in Rembang and Wonosobo districts in Central Java is currently underway, using APBD funds.
- In Central Java, the local governments in Rembang, Brebes and Wonosobo have agreed to the education plans developed during the ECI workshops in their districts. Their own district education plans follow closely the education campaign initiative (in other words they are continuing the mobilisation with their funds). For 2004, allocations from the APBD will be set aside for these plans in Rembang (US\$ 16,030); Brebes (US\$ 14,600); Wonosobo (US\$ 17,000), all amounts against the development budget.

Local government, East Java

- Probolinggo district in East Java allocated a budget for expanding the campaign along similar lines to other kecamatans not supported by UNICEF. Education planning workshops are also scheduled to be extended to 8 more kecamatans.

Local government,, NTB

- Lombok Timur has allocated a budget for expanding the campaign to other kecamatans not supported by UNICEF. It plans to also expand Education planning workshops to 6 more kecamatans.

Local government, South Sulawesi

- In South Sulawesi, the district governments of Polmas, Bantaeng and Bone have all committed to providing schools in their districts with water and sanitation facilities. They therefore have agreed to provide matching grants provided from APBD funds to UNICEF-supported interventions for school water and sanitation. Both Polmas and Bantaeng have started to work with school committees to find out the school drop-outs in their area and mobilise community support. Bone, a UNICEF-supported district in South Sulawesi although not under the 20 ECI districts, has undertaken to repair a school building. The APBD allocations for education have increased substantially in 2003 for Polmas and Bantaeng.
- Following the ECI campaign, the Bupati in Takalar came out with a strong statement on commitment to supporting the School-Based Management Programme in this district.
- In South Sulawesi, the new APBD budget allocation for 2004 will have provisions for the establishment of kindergarten centres to promote early childhood development and school readiness.

Local government, NTT

- APBD allocations in Ende have been extended to an additional kecamatan, not funded by the campaign, for educational planning.
- Following the district level campaign in Ende, district authorities are examining data on the distribution of school rooms, teachers and children, leading to discussions within *Bappeda* in Ende on disbursement of APBD funds to schools based on the number of students enrolled.

Teachers, communities, parents and school committees

- An indirect effect of the ECI campaign has been the increased activity levels and visibility of the *Dewan Sekolah* (school committees) in Banten.
- Religious funds (*Dompot Dhu'afa*) in Sukabumi in West Java have already been allocated to grant scholarships to students from 500 elementary, 100 junior high and 50 senior high schools.
- In Sukabumi, the school committee led by a retired military general is collecting funds for repair of school buildings and provision of scholarships to deserving students.
- Reports from the Central Java field office indicate that parents exposed to ECI now use the criteria of "schools that have enabled children to graduate to a higher class" when selecting schools for their children.
- East Java reports an increase in the number of articles on education written by teachers in provincial newspapers such as *Jawa Pos* and *Surya*.

4.1. Education Planning in Ende

Ende district, the last one to do so, conducted its educational planning workshop in the kecamatan of Pulau Ende from 3 to 5 April 2003. This island was selected as it was among the least developed kecamatans, comprising 6 villages and devoid of basic amenities. Teachers do not like to live on the island and usually live in the town of Ende on the main island of Flores. Their teaching schedule is thus dependent on the availability of boats.

Participants. About 40 people having a stake in the district's education programme attended the educational planning workshop. Five of the six village heads (*kepala desa*) were among the participants. Participants from local non-governmental organisations were highly appreciative of the workshop's participatory approach in identifying problems and solving them.

Workshop focus. The workshop deliberated issues such as the availability of data on examination scores, drop-out rates and repetition rates; the recent school and community mobilisation activities, and the problem of poor student performance at school. The five *Kepala Desas* attending the workshop agreed to set up mechanisms through community wardens in their villages to monitor children's study and work routines in order to improve school performance. Participants at the workshop also noted the need for local teachers, and teachers who could actually live in the villages. Further, they agreed to build houses for teachers willing to stay on the island. Participants emphasised the need for teachers to be disciplined and come to work regularly: only then could they expect to be role models in disciplining children.

5. Media analysis of LOWE

Airing of spots. From 27 October 2002 to 25 January 2003, a total of 243 TV spots were broadcast for 13 weeks. Thirty radio stations broadcast the radio spots for 20 weeks, from 3 November 2002 until 2 March 2003. Altogether a total of 23,280 radio spots – an average of 6 to 7 spots per day, or 36 to 42 spots per week by 30 radio stations – across all 20 chosen districts representing a population of approximately 11 million adults and school-age children (Table B-4).

TARP. LOWE used TARPs⁵ for the preliminary analysis of TV advertising. AC Nielsen Indonesia⁶, a global market and media research organisation, provided the TARP figures used by LOWE. All TARP figures quoted in the previous report were given by LOWE since, at that time, GRP⁷ were not available yet. Nor had LOWE at that time (March 2003) yet submitted the media buying plan for the TV commercial.

Media buying analysis. The actual media buying analysis has now been obtained from LOWE based upon data provided by A.C. Nielsen, and presented in Table B-5. There were some amendments to the TV schedule due to changes in individual stations' airtime programming. These pre-emptive programming⁸ caused variations between what was planned and how the advertisements were actually aired. During the 13-week ECI television campaign, the advertisements were aired 243 times with a total GRP of 913, a variation of -10 % in number of aired TV spots and - 31% in GRP compared to the original plan. One reason that contributed to the relatively high pre-emption was that the ECI advertising campaign took place during the holiday season, where there would be traditionally more live broadcasts than usual, thus causing changes to the overall airing schedules of any TV stations. Another reason would be due to the use of Run-On-Station (ROS)⁹ for placement of ads. Advertisements with ROS schedules are usually the first to be pre-empted when TV stations change their schedules. The pre-empted advertisements were rolled over to the second stage of the media campaign conducted by Mega-Pro (section B-7).

⁵ Target Audience Rating Points. A term used for assessing the audience to advertisements. TARP means the audience to a specified media vehicle at a given time, and is normally used in the planning stage.

⁶ AC Nielsen Indonesia Wisma Bank Dharmala 15th floor Jl Jend Sudirman Kav.28 JKT 12920.

⁷ Gross Rating Points (GRPs) is a term used in buying time for TV ads and is a cumulative index that indicates the total number of broadcasting rating points delivered by an advertiser's television schedule within a specified time period. If an ad is shown twice, and seen by 10% of people the first time and 8% the second time, it achieves 18 GRPs. After programs have been aired, GRPs are used instead of TARP to assess the performance against actual placement..

⁸ Due to various reasons, TV stations pre-empt, or change their scheduled programmes, thus affecting predetermined timetables of advertisements.

⁹ Run-On-Station. Advertisements aired at time slots determined at the discretion of the TV station.

Table B-4. 20-week ECI radio campaign

4 November 2002 to 22 March 2003, based on receipts given by LOWE to UNICEF

Province	District where the radio station broadcasts from	Radio stations	Spots/ day	Spots/ week	# Weeks
1 West Java	Sukabumi	1 NBS FM	6	42	20
	Sukabumi	2 Fortuna	6	36	20
	Sukabumi	3 Airlangga FM	6	36	20
2 West Java	Garut	4 Swara Rugert	6	36	20
	Garut	5 Anisa FM	6	42	20
	Garut	6 Antares	6	36	20
3 Central Java	Brebes	7 Gema Sritanjung Mediatama	6	36	20
	Brebes	8 Pop FM	6	42	20
	Brebes	9 Berhias Suara Angkasa	6	42	20
4 East Java	Lamongan	10 Prameswara FM	6	42	20
	Lamongan	11 Ronggo Hadi	6	36	20
5 East Java	Probolinggo	12 Angkasa Jaya	6	42	20
6 East Java	Sumenep	13 Nada Kemala	6	36	20
7 Banten	Pandeglang	14 Swara Angkasa 72	6	42	20
8 West Nusa Tenggara	Lombok Timur	15 Rinjani Permai FM	6	42	20
	Lombok Timur	16 Citra Nuansa Lombok FM	6	36	20
9 W. Nusa Tenggara	Lombok Tengah	17 Shinta Remaja	6	36	20
	Lombok Tengah	18 Suta Remaja	6	42	20
10 Central Java	Wonosobo	19 Swara Buana Asri	6	36	20
	Wonosobo	20 Purnama Sidhi	6	36	20
11 Central Java	Rembang	21 Pop FM	6	36	20
	Rembang	22 Rembang Bangkit	6	36	20
12 South Sulawesi	Polewali Mamesa	23 Makara FM	6	36	20
	Polewali Mamesa	24 Suara Kelandika	6	36	20
13 South Sulawesi	Bantaeng	25 Mitra	6	42	20
14 South Sulawesi	Takalar	26 Lipang Bajeng	6	42	20
16 E. Nusa Tenggara	Ende	27 RPD Ende	6	42	20
18 Papua Timur	Jayawijaya	28 MUFE FM	6	36	20
19 Papua Timur	Jayapura	29 Art FM	6	42	20
20 Papua Barat	Manokwari	30 RRI 1	6	42	20
Total number of radio spots broadcast by 30 stations				23,280	

Weaknesses in LOWE. The dealings with LOWE were rather unsatisfactory, as there was considerable delay in obtaining the actual media buying analysis. Furthermore, the quality of analysis in LOWE was poor. No breakdown by costs were obtained. Some of the media products promised were not delivered in whole (see section B-9).

Airing costs. UNICEF subsequently calculated the media costs on its own, based on the invoices received. The total cost for the airing of the television spots 243 times over the period of 13 weeks (November 2002 to January 2003) was some US\$ 122,084. The total cost for the 1,152 radio spots, broadcast over the period November 2002 to January 2003 was US\$ 19,038 (see Section D).

Table B-5. TV spots planned against actual placement in 13 weeks

Data provided by A.C. Nielsen to LOWE

TV stations	Planned		Actual		Variations in %	
	Spots	GRPs	Spots	GRPs	Spots	GRPs
Indosiar Visual Mandiri (IVM)	77	544	66	438	-14	-19
Rajawali Citra Televisi (RCTI)	48	288	40	224	-17	-22
Surya Citra Televisi (SCTV)	76	310	67	159	-12	-49
Televisi Pendidikan Indonesia (TPI)	69	180	70	92	1	-49
Total	270	1322	243	913	-10	-31

6. First impact evaluation

A second round of surveys. TNS conducted a second survey in 20 districts, undertaking field work from March to April 2003, in order to assess the immediate/short term impact of the media campaign and the social mobilisation activities. Also held in this period were focus group discussions with children, parents and teachers, and in-depth interviews with policy makers and community leaders. See Section C for details.

7. Follow-up media campaign

Findings from the first impact survey (Section C) showed that the advertising spots reached impressive levels of the intended target audience, but clearly highlighted the need to follow-up since attitudinal and behavioural changes require time, and not all of the target groups reached had clearly understood the TV ad that had used a banana as metaphor. Furthermore, LOWE's post-media buy analysis showed weaknesses, as it had placed the ECI advertisements during times that may not have been optimal for reaching the intended target audiences.

A follow-up TV campaign was therefore planned and implemented through a more targeted television spot. Based on the findings of the TNS survey (Section C), the follow-up campaign focused primarily on fathers of 35 to 55 years of age and secondarily on children of primary and secondary school ages. The time schedules were thus planned to capture this audience. The TV spot was built on a campaign developed by LOWE called "The Race". Sherina, the young (13 years old) and popular Indonesian singer who advocates for education and had donated to UNICEF previously, donated her time and appeared in the ad, providing additional recognition value to the message. The message of the ad remained the same - encouraging children to have at least nine years basic education as the means towards a brighter future - but this time with more direct delivery of the key message (see CD-Rom).

Timing. Discussions were also held with the MoNE, and it was agreed that this new campaign would be directed at the period at the end of the school year, when families and educators would be focussed on re-enrolling children for the following school year. The short nation-wide TV campaign would lead up to the start of the school holidays in June.

The bidding. UNICEF invited 3 qualified companies to bid for the production of a 30-second ad and subsequent media placement plan. The Terms of Reference (TOR) for the media production and placement plan are given in Annex 4. Only two of the companies responded to the offer. UNICEF's Contract Review Committee reviewed the proposals and their recommendations are provided in Annex 5. ZV Films/ Megapro won the bid based on their cost and creative media content. It was proposed to assign the media production to ZV Films and the media buying to Megapro. The proposals of ZV Films and Megapro are annexed to the report (Annex 6). The visual, the storyboard and the script for the follow-up advertisement campaign are given in Annex 7.

TV stations. To ensure better media penetration, 3 national TV stations were used for the three-week campaign. This media mix consisted of Rajawali Citra Televisi Indonesia (RCTI) to ensure high program ratings; Surya Citra Televisi Indonesia (SCTV) for program-loyal viewers; and Televisi Republik Indonesia (TVRI) for the overall national penetration, especially in the eastern part of Indonesia. The last mentioned is a state-owned undertaking and has local broadcasting studios and stations in all the provinces. In some regions of the country, including Papua and Sulawesi, TVRI broadcast may be the only one accessible. A majority of the "Sherina" television spots for ECI were thus aired by TVRI, through its national station as well as local stations in each of the eight provinces where the social mobilisation took place. On the other hand, RCTI and SCTV broadcasted the TV spot in 6 major cities of Jakarta, Bandung, Semarang, Surabaya, Medan and Makassar and this meant that some of the 20 districts had access to these spots, while others did not. All TV placements were program-specific and no ROS programming was used, to ensure that there was higher frequency of airing during times most likely to be viewed more than once by the intended target audience. Megapro was also specific that the Sherina advertisement should run first during the "ad break" as the first advertisement achieves the highest exposure.

Post Campaign Media Analysis. As part of their contract, Megapro provided a media analysis of the follow-up ECI campaign, which was aired from 17th May to 7th June 2003 in the 3 chosen TV stations. Data used for the analysis was obtained from A.C. Nielsen.

- The media analysis shows that 137 out of 140 planned spots were aired in both RCTI and SCTV, the privately owned channels, with only 3 spots undelivered due to pre-emption. This resulted in higher GRPs (451 points compared to 390 points planned) at higher cost efficiency, as indicated by a CPRP¹⁰ actual rating in the case of both the channels.
- Audience reach was also more efficient, whereby 73 percent of the target audience (fathers and children) saw the television commercial at least once, against the planned 68 percent, with an average viewing frequency of 3.7 times. The audience reach for having viewed the ad more than 3 times is 40 percent, which is a very good score considering the limited time of airing. Table B-6 gives the media analysis summary as presented by Megapro.

Neither A.C. Nielsen nor any other media survey company measures TVRI ratings. As a result there is no data available for a full media analysis of TVRI..

¹⁰ Cost per Target Audience Rating Point (CPRP) indicates the advertising cost of reaching 1% of a predefined target audience – in this case, males ages 35 to 54, lower socio-economic status– through a particular media vehicle.

Table B-6. TV spots planned against actual placement in 3 weeks

Data provided by A.C. Nielsen and TVRI to Megapro

TV stations	Planned				Actual				Variations in %			
	Spots	GRPs	CPRPs	US\$	Spots	GRPs	CPRPs	US\$	Spots	GRPs	CPRPs	US\$
RCTI	41	130	2,019	31,957	41	181	1,450	31,957	0.00%	39.23%	-28.18%	0.00%
SCTV	99	260	1,969	62,424	96	270	1,838	60,503	-3.03%	3.85%	-6.67%	-3.08%
TVRI	586	N/A	N/A	78,261	564	N/A	N/A	75,563	-3.75%	N/A	N/A	-3.45%
Total	726			172,642	701			168,023	-3.44%			-2.68%

*The TVRI ratings were based on the their invoices and log proof.

Costs. Out of the 7 TVRI regional stations that aired the TV ad, there were some undelivered spots. Overall, TV spots was aired 701 times against the planned 706 times with an actual cost of US\$ 168,023 against the planned US\$ 172,642. TVRI offered a very cost-effective campaign, airing a total of 564 spots, compared to the commercial stations.

Cost savings from these pre-empted TV spots were later channelled through SCTV, which ran from 12-15 June and 25-26 June 2003. The pre-empted TV spots were converted into some primetime spots for 30 seconds and the remaining budget was then used for five second spots. In the end a total of some 72 additional TV spots were bought with cost savings from the pre-emption. The five-second version, showing the logo with a voice-over of the slogan, was edited from the 30-second version. Five-second spots are used by TV stations for periods of transition from scheduled programs into advertising periods and vice-versa. Details of the media buying plan are presented in Annex 8.

8. Second impact evaluation

Assessment of Sherina campaign. Following on the heels of the Sherina campaign above, UNICEF again commissioned TNS to conduct a more limited second survey to assess its reach and impact – and see whether the main conclusions from the first impact survey were still valid. Field work was carried out in June 2003. See Section C for findings.

9. Constraints and actions taken

Delays. The formal launch of the campaign was postponed by two months from the planned date, due to the unavailability of initially, the President of the Republic, then later the Minister of National Education. This led to the slippage of all subsequent activities. The process of consultation with the national counterparts at every stage of the development of media briefs and creative designs, while ensured involvement of stakeholders, also caused some delay.

Limited capacities. District and kecamatan partners still have limited capacities. The ECI encouraged active participation from all relevant stakeholders, but active follow-up on the programme still left much to be desired. Many district level officials do not yet have the capacity for such an undertaking and they depend heavily on guidelines for all activities. This was obvious during district specific social mobilisation, where districts were free to choose their own activities. In terms of organisation, the DTACs still feel poorly equipped to manage the district education process. The duration of the ECI may not be sufficient to enable the DTACs to function independently without any UNICEF support. Nonetheless, UNICEF sees district capacity building as an ongoing process.

Poor performance by LOWE. In late December, following the departure for personal reasons of the Account Director at LOWE responsible for the ECI campaign, the quality of their performance dropped. UNICEF found it difficult to communicate effectively with the agency, and to identify any single individual with control over the project. It should be noted that this occurred after most of the TV, radio and social mobilisation campaigns had been creatively developed and implemented, so it did not impact on the objective of the project. What it meant, however, was that UNICEF was unable to specifically address issues of competent reporting from the company. There were delays in the delivery of receipts. Proper media analysis was not provided. This caused UNICEF to increase its research requirements on the media campaign from TNS, in order to more substantially analyse Lowe's campaign. One area of difficulty was accounting for the Lowe plan of ROS, through which they had planned to leverage more advertisements on air for a lower cost. However, there was no reporting to demonstrate this. After a rigorous assessment of their receipts against the media UNICEF obtained a substantial refund. This was then directed into the Megapro campaign. As well, Lowe's pitch for the final Sherina campaign was overly expensive and their media buying plan was inadequate, and the agency was not selected for the second round.

Procedural constraints. There was also a delay related to the audit, UNICEF's internal procedures and subsequent follow-up. At the time of signing the amendment to the agreement in December 2001, which extended AusAID support to this programme, two of the three Programme Budget Allotments (PBAs) had expired and hence the funds could not be accessed. In October 2002, following agreement from AusAID, UNICEF-New York extended the three PBAs to mid-June 2003.

C. Evaluations and findings

1. Introduction

1.1. Background

Selection of evaluators. The external evaluation of the ECI aimed at assessing the immediate and short-term impact of the ECI on the target audience. After a competitive bidding process among four agencies and rigorous screening procedures, UNICEF selected Taylor Nelson Sofres Indonesia (TNS) to conduct the evaluation¹¹.

What was evaluated. The objectives of the ECI were to disseminate information on the reforms, strengthen networks, demonstrate active participation by key stakeholders and create sustainable mechanisms to ensure follow through after the campaign ended. The core strategy of the campaign therefore was *awareness creation* among the target groups, aimed at *changing their attitudes* towards education in line with the reforms. The target groups were primarily parents and children from lower income households, policy makers, community leaders and teachers.

ECI schedule. The ECI media campaign ran in two stages over a period of seven months from November 2002 to mid-June 2003. Social mobilisation was also conducted alongside the first stage of the nationwide media campaign from November 2002 to February 2003. The second stage of the media campaign was directed at the period at the end of the school year, when families and educators would be focused on enrolment for the following school year.

1.2. Evaluation design

Evaluation design. The evaluation design (figures C-1 and C-2), developed in close consultation with UNICEF, accommodated the above ECI schedule through three rounds of surveys and a series of focus group discussions (see methodology below):

- a *baseline survey* to measure initial awareness/knowledge, attitudes and practices, and in which field work was conducted from 16 November to 3 December 2002;
- a *first impact survey* (or April survey) to assess the immediate/short term impact of the first stage of the media campaign and the social mobilisation activities, with field work from 17 March to 4 April 2003;
- *Focus group discussions* (FGDs) with children, parents and teachers, also in the period 21 to 27 March 2003;
- *In-depth interviews* with policy makers and community leaders during the period March-April 2003;
- A more limited *second impact survey* (June survey) to assess the impact of the second stage of the media campaign, with field work in June 2003.

The objectives of the evaluation were linked to the objectives of the programme being evaluated, in this case, the ECI. The evaluation therefore aimed to:

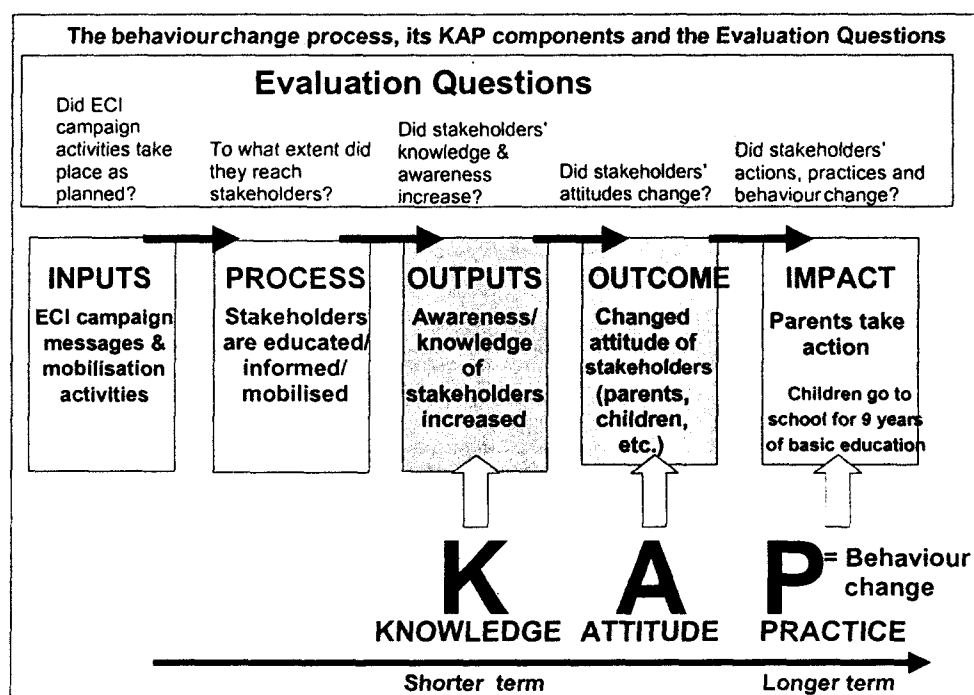
- assess *awareness* of the Government's education reforms, and thus awareness of the messages and activities in the ECI campaign;

¹¹ See Third Progress Report, July - December, 2002 for details on the selection process.

- gauge *attitudes* towards basic education and alternative activities that may affect children going to school, such as working for money;
- assess or identify specific *actions* that stakeholders have taken to promote or realise the Quality Basic Education for All goal;
- identify areas in which the ECI has been relatively more effective, and ways in which the initiative could be improved.

Behaviour change is a long term process that can be evaluated through a framework such as the one shown in figure C-1. This framework, used by UNICEF elsewhere for planning, monitoring and evaluation, breaks down behaviour change into various components that can be measured or evaluated. These components are most commonly known as Knowledge, Attitude and Practice (or KAP), which have direct relations with the input-process-output-outcome-impact steps used in planning, monitoring and evaluation of programmes. KAP is therefore a series of sequential steps leading towards behaviour change. *Practice* or behaviour change therefore is the desired, long term result of attitudinal changes, which are themselves a result of earlier shifts in knowledge and awareness. In other words, it is recognised that unless knowledge and attitude are addressed, the third and most critical aspect, practice, cannot occur.

Figure C-1



Evaluation Questions. Applying this framework to ECI, the Evaluation Questions for each of these steps are shown in figure C-1, questions that any evaluation of the ECI should address:

- Did the ECI campaign activities – both media ads and social mobilisation activities – take place as planned?
- To what extent did they reach the stakeholders?
- Did stakeholders' knowledge and awareness increase? How and to what extent?
- Did stakeholders' attitudes change? How and to what extent?
- Did stakeholders' actions, practices and behaviour change? How and to what extent can this be attributed to ECI?

Attribution. To judge *attribution* from the ECI also requires applying this stepped process. To what extent can the changes in the target population can reasonably be attributed to the impact of the seven months ECI campaign, and to what extent to other factors such as family income, district policies or subsidies, etc., which undoubtedly influence attitudes and decisions on sending children to school? While there are complex models of evaluation design for taking the attribution factor into account¹², it is generally recognised that such complex models are not necessary in the short term. Indeed, measurements at the input, process, output and outcome levels can be used with pre- and post-test measurements at output and outcome levels.¹³ Thus in this evaluation design, it would be possible to answer Evaluation Questions (a) to (d) in a reasonably robust approach. Answers to (a) are also provided by the rest of this UNICEF report.

The question of impact. However, question (e) is a longer term and more complex issue. This last question, *practice*, is linked to long term impact (impact here being used in the sense of figure C-1 above). It is usually not possible to assess this kind of impact until after a certain time has lapsed, well after the intervention. It becomes also more difficult, if not impossible, to address the attribution factor then.

Predictive models. Therefore, only the *likelihood of practice* can be assessed at this stage. UNICEF commissioned TNS to discover from the stakeholders their commitment to action, and the impediments and issues related to education reform. The FGDs shed some light on some of these issues. In order to assess the likelihood of practice quantitatively, TNS applied – in parallel with the evaluation measurements of the actual campaign – a predictive model to assess core behavioural “commitment” of stakeholders. According to this model, TNS assessed children’s and parents’ psychological relationship (satisfaction, loyalty, etc.) with the service in question – in this case basic education – and then used the strength of this relation to predict their future behaviour.

1.3. Methodologies

The approach. To ensure that the methodologies were cost-effective and matched the programme and evaluation needs, UNICEF worked closely with TNS on sampling and other methodological issues. The evaluation utilised both quantitative methods (sample surveys) and qualitative research methods (focus group discussions and in-depth interviews). Figure C-2 shows the sequence and target groups of these methodologies.

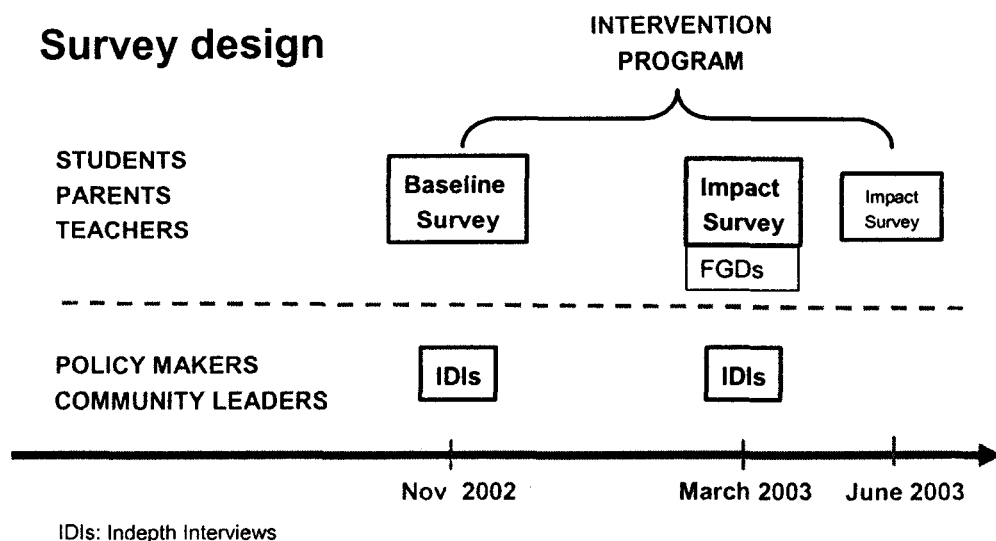
First stage sampling. The sampling design adopted for each of the three surveys ensured reasonably precise and representative estimates of the target population of the ECI campaign and its activities. Thus for the first two surveys, probability-proportional-to-size (PPS) sampling methods were used to select 25 kecamatans in the 20 selected districts (Table C-1). These 25 kecamatans formed the basis for the first two surveys and are representative of the 20 districts. For the third survey, nine kecamatans were selected using PPS across the eight target districts in East Java, NTT and Papua.

Second and third stages of sampling. In the next stage of sampling, neighbourhoods (*Rukun Tetangga*, or RT) in each kecamatan were selected for each of the three surveys by systematic random sampling.

¹² These models – using either (a) true control groups formed by random assignment or (b) non-equivalent control groups, similar but not formed by random assignment – become rapidly more expensive to implement, with increasing complexity of evaluation design. Additionally, in this context where the intervention is public media and mobilisation, it is not practically possible to have control groups.

¹³ “Plausibility design” of evaluation

Figure C-2



This was repeated for each of the three surveys, to prevent the Hawthorne Effect¹⁴. Within each RT, five households were selected using a random walk procedure. Within each selected household, an adult decision maker was targeted for the interview. The Kish Grid method was used to randomly select school-aged children between 6 and 15 years. The initial part of the questionnaire collected information on all school-aged children in the households surveyed in the two first rounds. This gave data on school demography based on 2,955 school aged children. However for the further modules on attitudes, etc., respondent screening ensured that only families with monthly expenditure levels of Rp. 500,000 or less were interviewed.

Weighting. As with other surveys, the samples from each district were weighted to later provide an overall representation of adults and children throughout all districts. The population in each kabupaten was used to calculate the weighting factor. Table C-2 shows the sample distribution.

School sampling. School-based interviews were carried out in the first two surveys. Four schools (two SD and two SMP) were randomly selected from the PPS-selected 25 kecamatan in the 20 districts, thus yielding a base of 80 randomly selected schools. Within each school, for each survey, two randomly selected teachers were interviewed – thus for both baseline and impact surveys, four teachers from each school were interviewed (two from SD, two from SMP), making a total of 320 teachers for the two surveys. Weighting of results from the teachers for the overall results was carried out using the ratio SD 73 percent and SMP 27 percent.

Error margins. The two first surveys each had about 400 respondents, translating to an overall¹⁵ margin of error of 4.9 percent at the 95 percent confidence interval, which is a more than acceptable level of precision.¹⁶ The third survey, with a sample size of 612 respondents, translates to a margin of

¹⁴ In this case, where the behaviour of respondents is changed because of exposure to previous interviewers.

¹⁵ Overall, in this context, means the entire target population across all surveyed districts.

¹⁶ The sampling design of current Susenas household surveys allows for approximately 10 % margin of error, depending on indicator.

error of about 4 percent at the 95 percent confidence interval across the three surveyed provinces. Like all such surveys, the precision of results from each region (e.g., Papua, etc.) will depend on the actual sample size for that region and will be less than for the total.

Table C-1 List of selected districts and kecamatans

Provinces	Districts	Kecamatans selected through PPS
Banten	Pandeglang	Cibaliung
Jawa Barat	Sukabumi	Sukaraja, Cisolok, Sagaranten
	Garut	Sukawening
Jawa Tengah	Wonosobo	Selomerto
	Rembang	Sumber
	Brebes	Sirampog, Bulakamba, Larangan
Jawa Timur	Probolinggo	Maron
	Sumenep	Pragaan
	Lamongan	<i>(PPS selection did not fall on this district)</i>
Nusa Tenggara Barat	Lombok Tengah	Pujut
	Lombok Timur	Sakra
Nusa Tenggara Timur	Ende	Wolowaru
	Sikka	Talibura
	Alor	Alor Barat Laut
Sulawesi Selatan	Bantaeng	Pajukukang
	Takalar	Polombangkeng Utara
	Poliwali Mamasa	Tinambung, Tapango
Papua	Jayapura	Kaureh
	Jayawijaya	Kurima, Wamena
	Manokwari	Ransiki

* Districts in bold are the 8 districts selected for the third survey.

Qualitative methods. In a separate process, the evaluators also organised 20 focus group discussions (FGDs) with parents, school aged children (both in and out of school) and teachers in Central Java, NTT, Sulawesi and Papua. Altogether about 160 people were involved in these sessions (table C-3).

Table C-2 Sample distribution for the baseline and impact survey

Province	Children*		Parents*		Teachers**		Policy Makers		Community Leaders	
	Base	Imp	Base	Imp	Base	Imp	Base	Imp	Base	Imp
Banten	9	9	10	9	4	4	2	2	2	2
West Java	39	38	38	38	20	20	3	3	3	3
Central Java	45	45	45	45	24	24	3	3	3	3
East Java	19	19	21	21	8	8	2	2	2	2
West NT	42	42	41	41	16	16	4	4	6	6
East NT	60	61	61	61	24	24	4	4	6	6
South Sulawesi	100	100	100	100	32	32	9	9	9	9
Papua	101	101	100	102	32	32	9	9	9	9
TOTAL	415	415	416	417	160	160	36	36	40	40

* Children and parents were weighted back to the actual population in the 20 Kabupaten selected.

** Teachers were weighted to have a true representation of SD and SMP schools

Each of the discussions was led by a moderator, a TNS team member, who used a pre-agreed discussion guide. A maximum of eight participants attended each session. In these in-depth discussions, interviewers probed in depth issues that could not be determined from the closed questionnaires used in the quantitative surveys.

Table C-3 Focus Group Discussions

Province	Parents group		Children group		Teachers
Central Java	Participants	1	SD Participants	1	1
	Non-participants	1	SMP Non-participants	1	
NTT	Participants	1	SD Participants	1	1
	Non-participants	1	SMP Participants	1	
South Sulawesi	Participants	1	SD Participants	1	1
	Non-participants	1	SMP Participants	1	
Papua	Participants	1	SD Participants	1	1
	Non-participants	1	SMP Non-participants	1	
TOTAL FGDs		n=8		n=8	n=4

Province selection for FGDs. Only the four provinces above were chosen for FGDs for the following reasons:

- Both UNICEF and TNS agreed that it would be unnecessary and prohibitively expensive to conduct FGDs in all 20 districts, as these are in-depth exercises. A large part of the evaluation budget was therefore planned for the quantitative surveys.¹⁷
- As the FGDs were looking at issues rather than measuring representative proportions, it was deemed sufficient to include one of the 3 provinces in Java, choose between NTT and NTB, then include both Sulawesi and Papua.
- The inclusion of FGDs in Papua raised the costs substantially since the teams who conducted surveys in Papua were not the same as those conducting the FGDs (since different skills were required). However Papua is different enough to merit separate FGDs, and is also an important programme focus area for UNICEF and its partners.

2. Quantitative survey findings

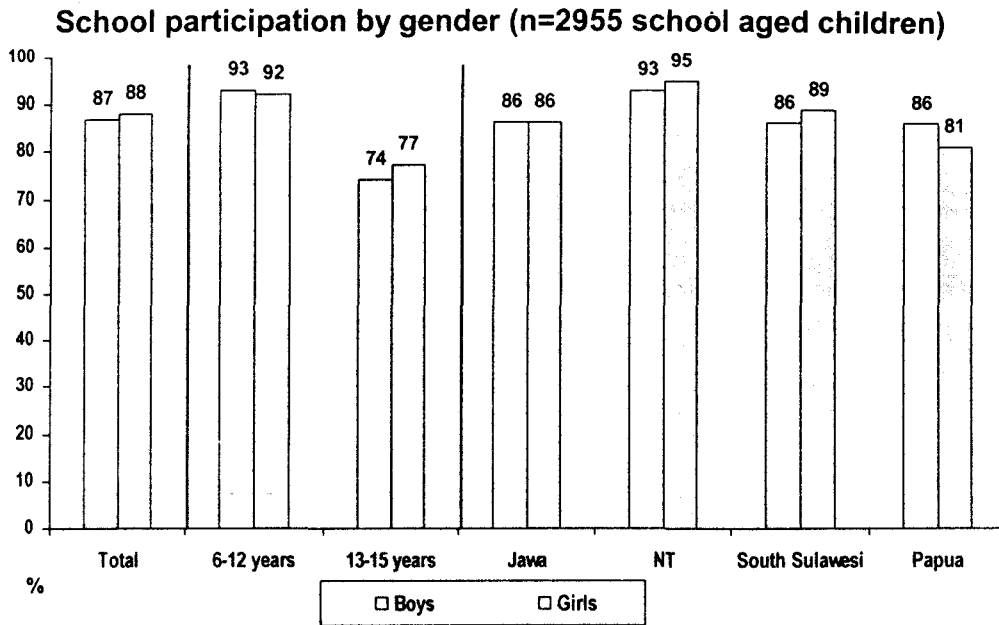
2.1. School demography and attendance

2.1.1. *Children*

School attendance. From a total sample of 2,955 – all school age children from all households selected in the two first rounds of surveys – it was found that 93 and 92 percent respectively of boys and girls in the age group 6-12 years were attending school. On the other hand, this dropped dramatically to 74 and 77 percent respectively for boys and girls of ages 13-15 years (figure C-3). Of the children in older age group who were not in school, 88 percent had attended SD but did not continue into SMP; in other words, these were not children who had never attended school (figure C-4). Looking at the nine years of basic education, school attendance is lower in Papua than in Java, Nusa Tenggara and South Sulawesi (figure C-3). There are no gender disparities in terms of school attendance whether in SD or SMP. This finding matches with the existing national statistics on education.

¹⁷ Quantitative methods based on probability designs are always more expensive than qualitative methods.

Figure C-3

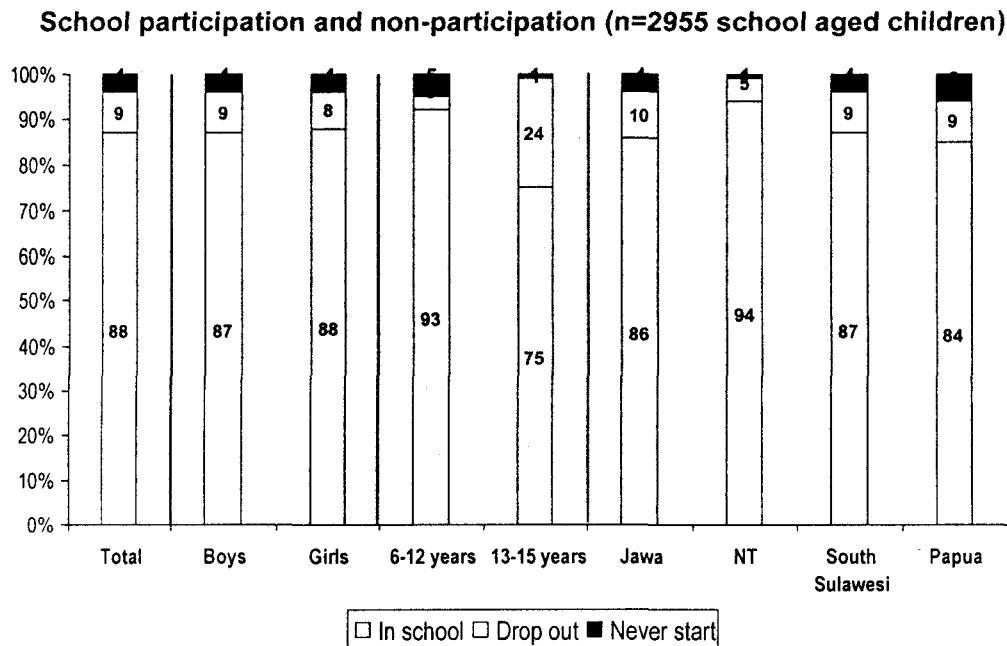


S4: Which of your children currently go to school?

Base: All school aged children in the 1662 households surveyed

Comparisons. There is no statistically significant difference in school attendance at SD level between the current TNS findings in the 20 districts and the national SD *net enrolment ratios*. However, at the secondary level, there are different patterns. From Susenas, the national SMP net enrolment ratio in 2002 is 62 percent (63 percent for girls and 61 percent for boys).

Figure C-4



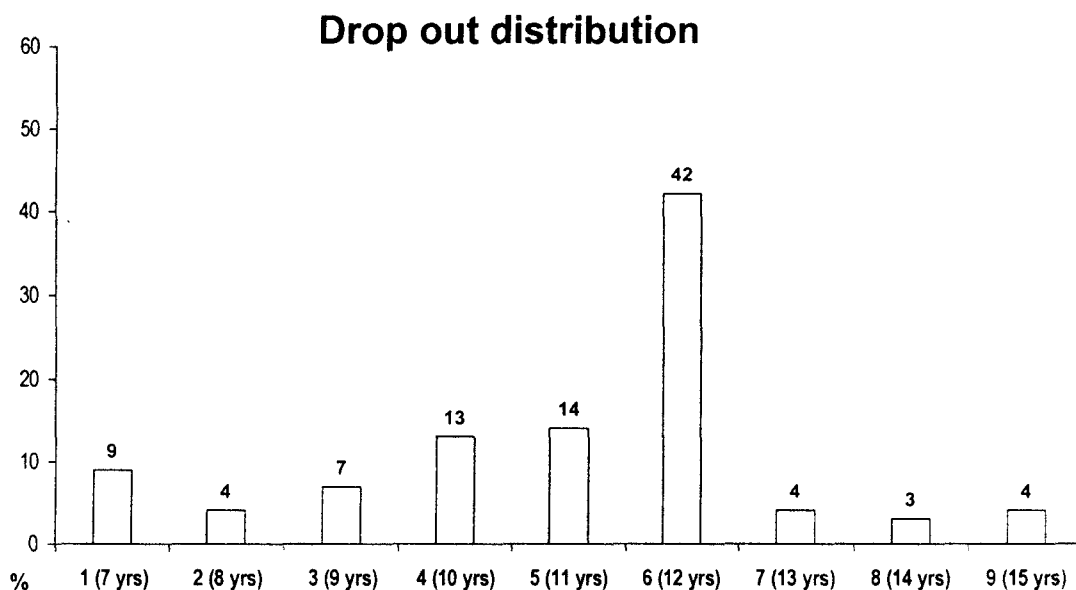
S5: Did they drop out of school or did they never start?

Base: All school aged children in the 1662 households surveyed

Susenas data¹⁸ for the 20 target districts show an average SMP *net enrolment ratio* of 48 percent, and an average *participation rate* (i.e., gross enrolment ratio) for children 13-15 years of 68 percent, indicating that older children are in grades lower than that officially corresponding to their age. This seems to indicate significant problems of repetition in SD grades. The children in the TNS surveys also show this pattern, with the older children (13-15 years) still in SD. In short, more variation in schooling patterns are seen in this older age group, while the pattern for younger children remains much the same across the country and across the 20 districts.

School access. Overall therefore, physical access to primary school is not a problem; rather, the problems are access to junior secondary school or the inability to go to junior secondary school. This is corroborated by TNS data on children dropping out between SD and SMP: among those who had dropped out by the age of 15 years, 42 percent of drop outs occurred in the 12 year old age group (figure C-5).

Figure C-5



S6: How many years did they complete?
 Base: All school aged children who dropped out of school (n=263)

2.1.2. Teachers

The majority of teachers surveyed (figure C-6) were civil servants (90-93 percent) rather than private teachers (7-10 percent). However the ratio between the two varies across regions and types of schools (91-96 percent civil servants for SD but only 83-85 percent for SMP). 29 percent of SD teachers and 36 percent of SMP teachers had secondary incomes.

¹⁸ Susenas 2002 results used for 17 districts; for the 3 remaining ones in Papua, Susenas 2001 data were used as there were no 2002 Susenas data.

Figure C-6

Teacher Profile

	TOTAL		Java		NT		S. Sulawesi		Papua		SD		SMP	
	Pre %	Post %	Pre %	Post %	Pre %	Post %	Pre %	Post %	Pre %	Post %	Pre %	Post %	Pre %	Post %
	n=160	n=160	n=56	n=56	n=40	n=40	n=32	n=32	n=32	n=32	n=80	n=80	n=80	n=80
SD	72	73	73	73	71	73	73	73	73	73	100	100	0	0
SMP	28	27	27	27	29	27	27	27	27	27	0	0	100	100
Private teacher	10	7	6	5	22	9	3	8	13	8	9	4	15	18
Civil servant	90	93	64	95	78	91	97	92	88	92	91	96	85	83
Full time	96	98	94	96	94	96	100	100	100	100	96	99	96	95
Part time	4	2	6	4	6	4	0	0	0	0	4	1	4	5

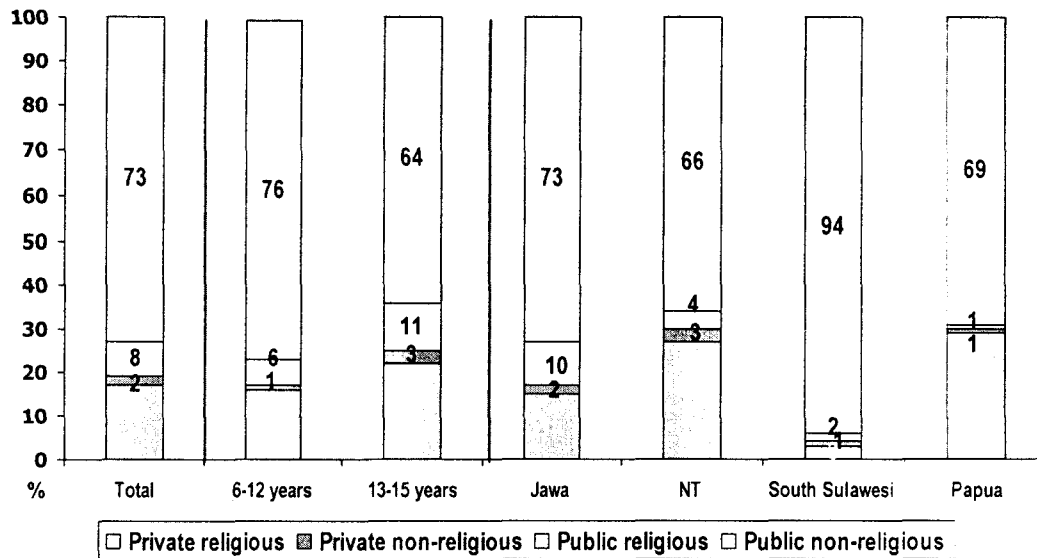
S6 What is your current status working as a teacher?/S7 Are you full time or part time?
Base: All teachers n=160

2.1.3. Schools

Types of schools. The children surveyed came from a variety of schools. Those in South Sulawesi were overwhelmingly from public non-religious schools (94 percent), while public religious schools are most common (10 percent) in the districts in Java (figure C-7).

Figure C-7

Type of school attended



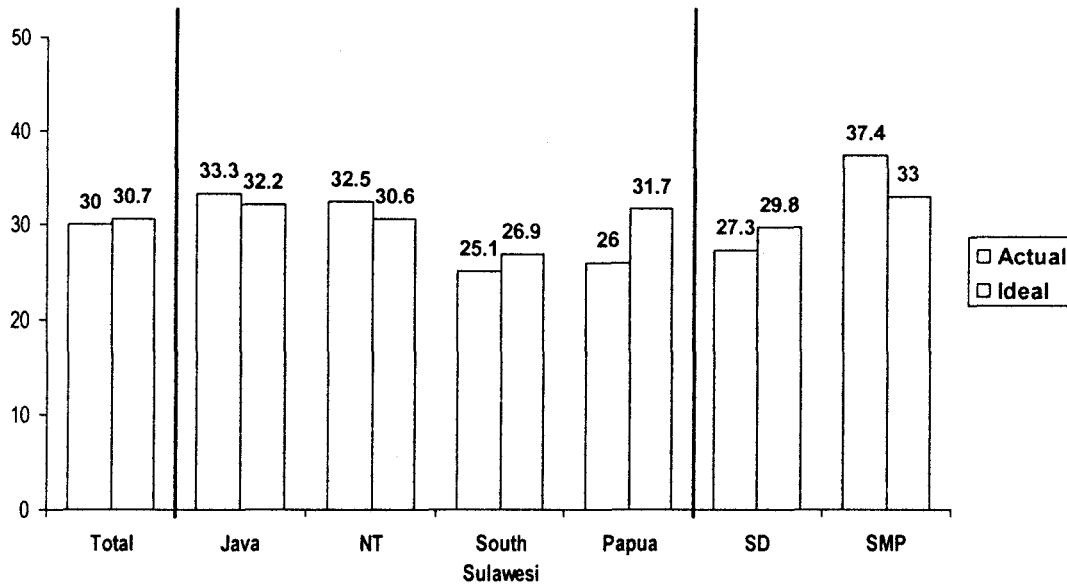
S7: Type of school attended
Base: All school aged children attending school (n=2581)

Student-class and student-teacher ratio. The teachers across the schools surveyed reported having 27-29 students per class (SD) to 37 per class (SMP) (figure C-8). The actual student-teacher ratios for the schools surveyed, obtained by dividing the total number of students enrolled by the total number of

teachers, were 24 and 19 for SD and SMP respectively (figure C-9). These are not significantly different from those reported by MoNE at national level (23 and 17 for SD and SMP respectively). The difference between the calculated student-teacher ratio and the actual numbers of students in a class means that some teachers are not fully employed in teaching and have to perform administrative jobs. Teachers interviewed stated that the ideal would be 30 per class for SD and 33 for SM.

Figure C-8

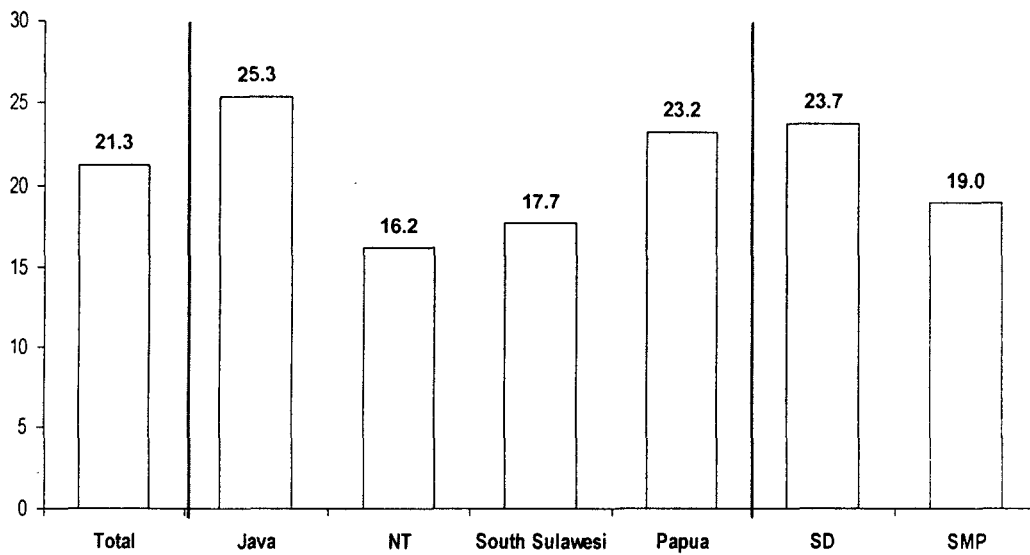
Number of students in a class - Pre & Post



Q5 How many students do you normally have in your class?/Q8 What should the ideal class size be?
Base: All teachers n=320

Figure C-9

Teacher-students ratio

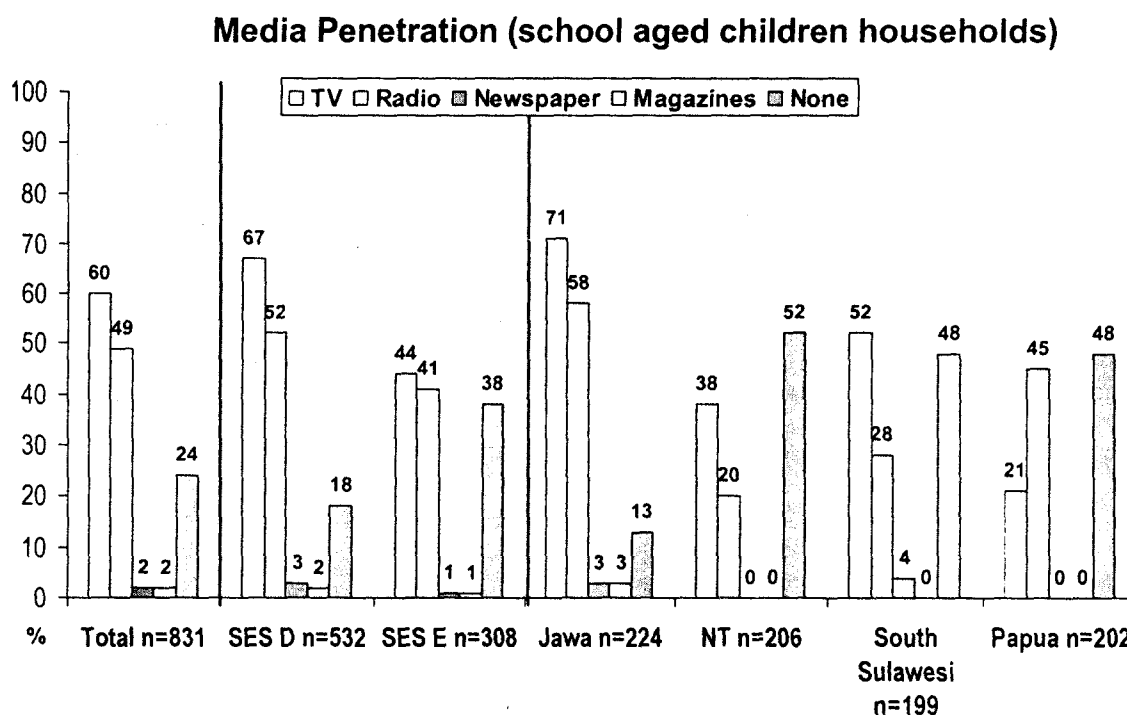


S5 How many teachers in the school?/Q7 How many students go to this school?
Base: All teachers n=320

2.2. Media penetration

Households. An understanding of media penetration is essential for any future communication initiative by UNICEF and its partners, not only for education but also for all other social development programmes. TNS therefore also analysed media penetration. Among households with school-aged children, 60 percent had television, 49 percent radio, 2 percent had newspapers in the house, another 2 percent magazines, while 24 percent have none of the above (figure C-10). The picture is much bleaker for Nusa Tenggara and Papua, where only 38 percent and 21 percent of households have television. About half the households in these two provinces do not own any TV, radio, newspaper or magazine.

Figure C-10



Q28 Which of the following media do you have in this household?
Base All parents + children n=831

Teachers. Among teachers, who represent a better-educated segment of the population, the media penetration is greater – 81 and 64 percent have TV and radio respectively, and only 7 percent overall do not own any of the above. Even in Papua, 52 and 84 percent of teachers have TV and radio respectively and the segment not having any media remains the same, at 7 percent. It would seem that teachers in Papua who do not have television rely on radio (figure C-11).

2.3. Media viewing and reading habits

TV and radio. Responses on media viewing habits indicate that even if parents and children did not have television in their houses, they still manage to view TV. Thus of all parents surveyed, 77 percent had viewed TV in the past week, whereas the same proportion as those who own radios stated that they had listened to the radio the past week (figure C-12). 82 percent of children stated having watched television the past week, which means that 17 percent of adults and 22 percent of all children watch television elsewhere in the neighbourhood (figure C-13). Peak times for viewing television were usually in the evening and afternoon (figure C-14), while for radio, peak periods for tuning in were mornings before 8 am, afternoons and evenings (figure C-15).

Newspaper reading habits are more spread out during the day, while those parents who have magazines read them mostly in the late morning and afternoon (figures C-16 and C-17).

Figure C-11

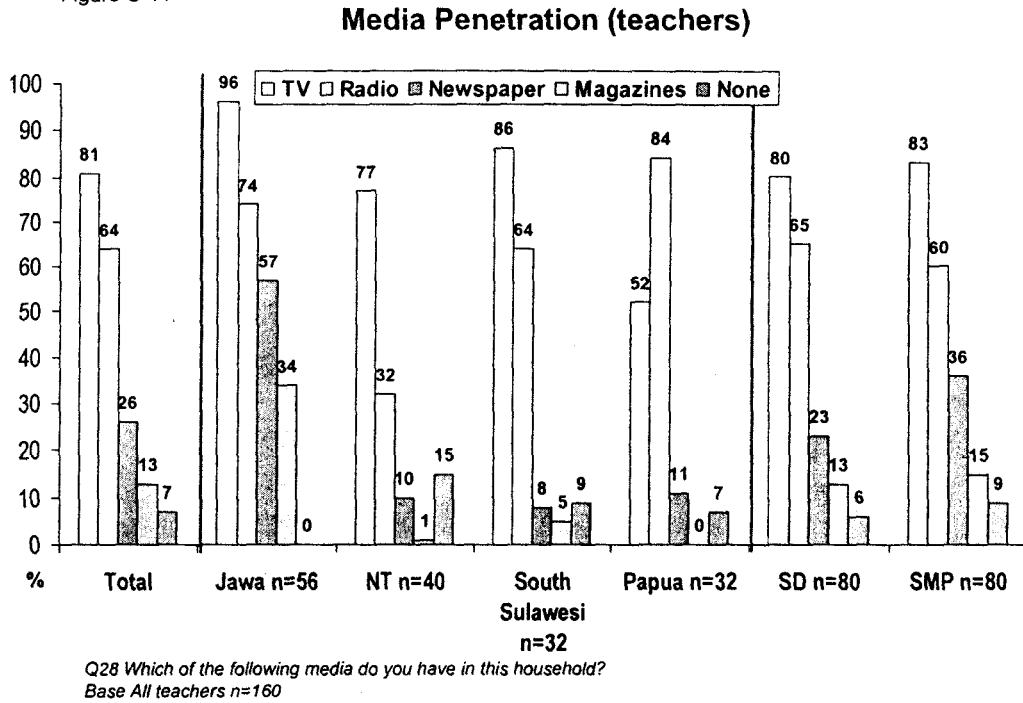


Figure C-12

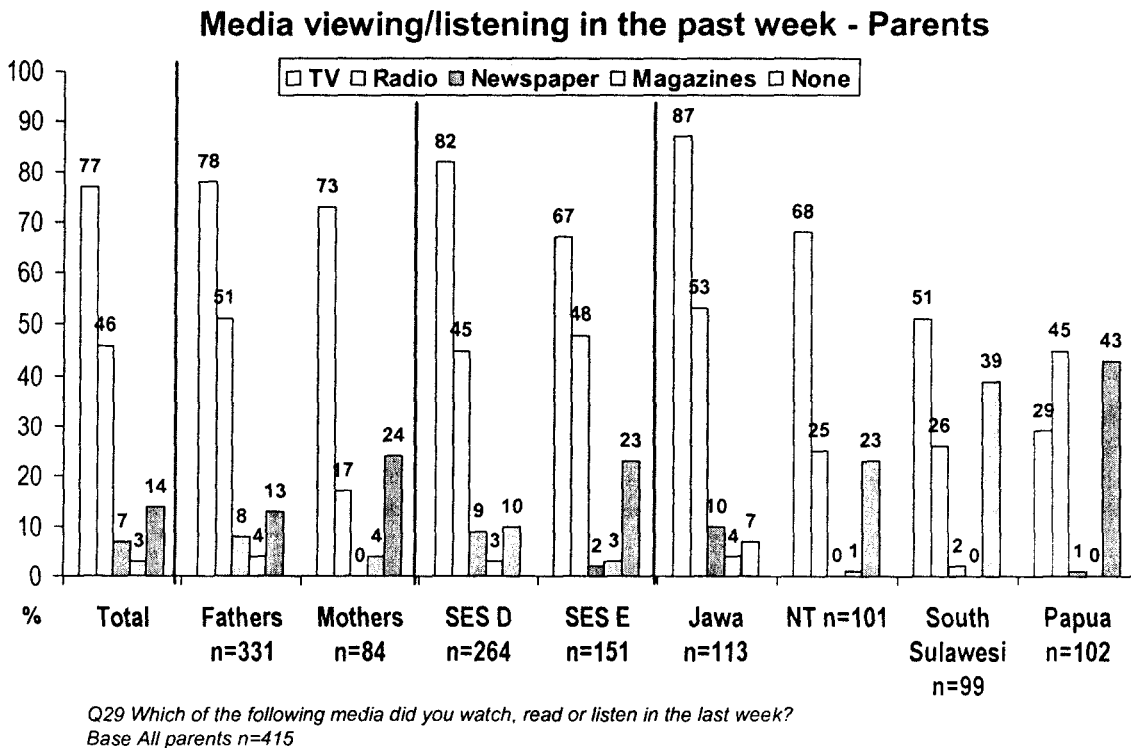
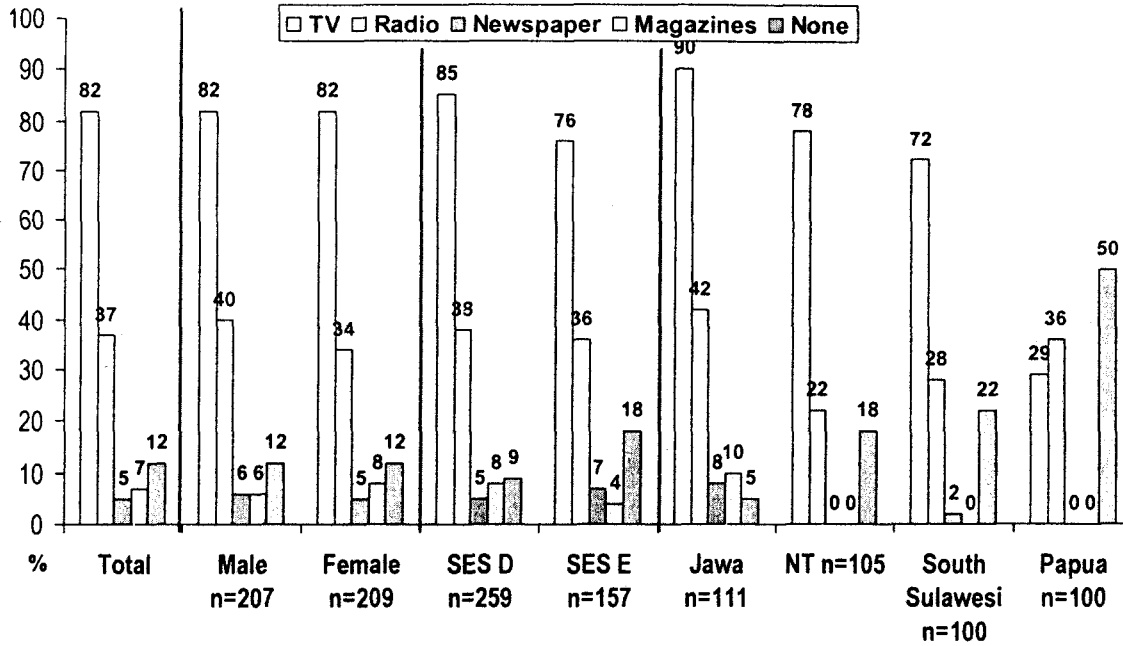


Figure C-13

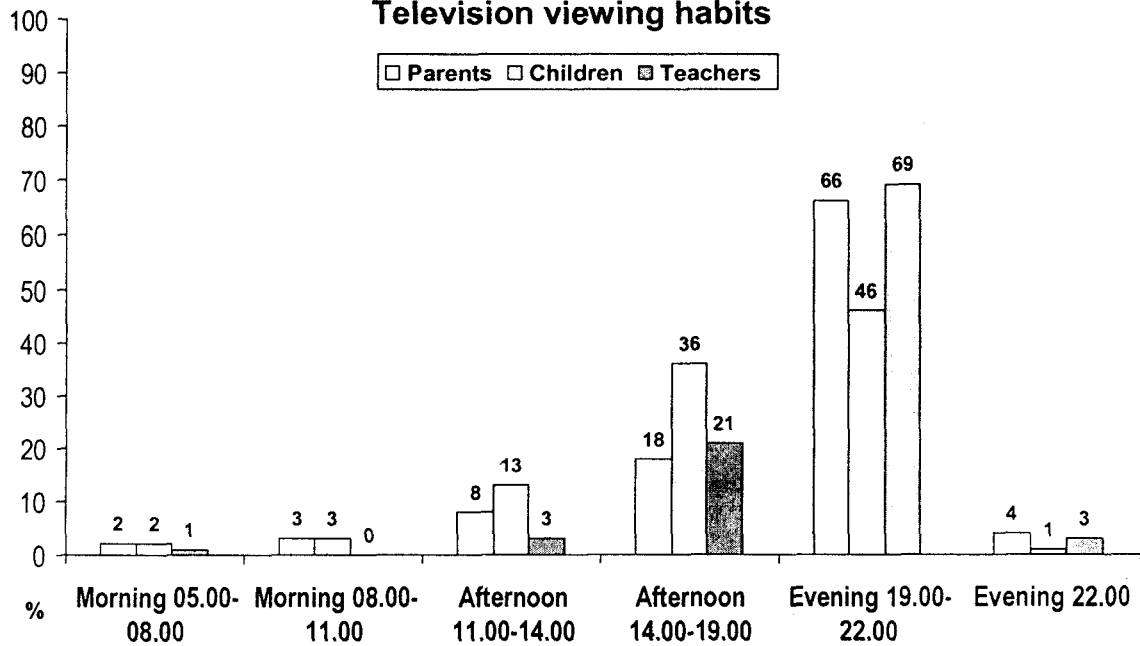
Media viewing/listening in the past week - Children



Q29 Which of the following media did you watch, read or listen in the last week?
 Base All children n=416

Figure C-14

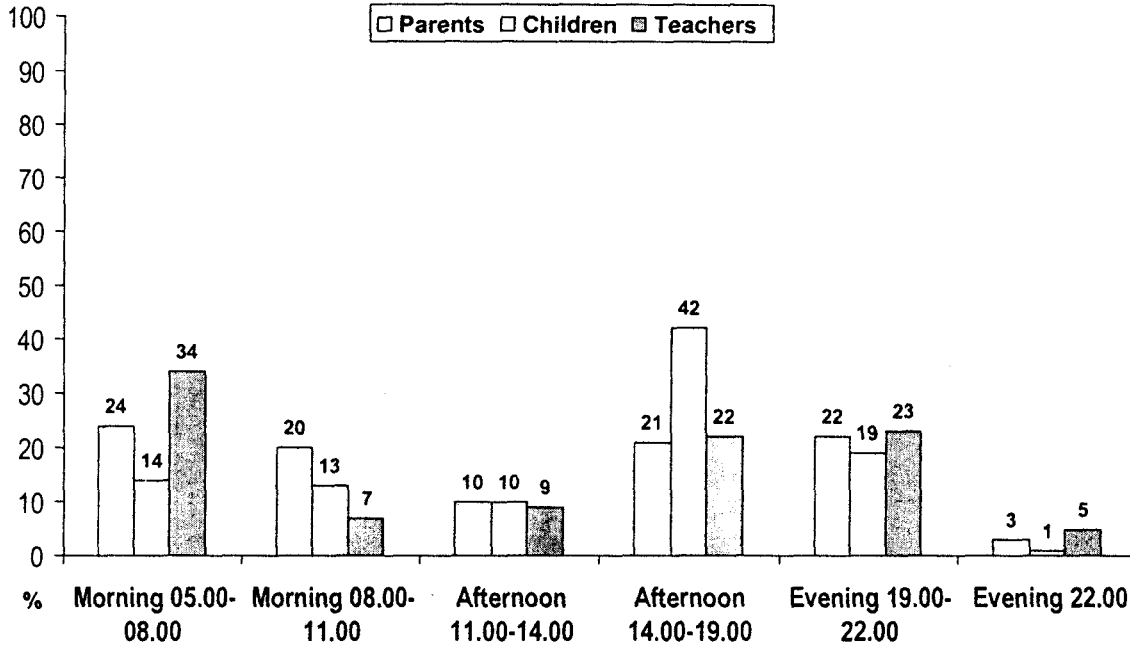
Television viewing habits



Q30 What time of day do you normally watch, read or listen to those media you just mentioned? (TV)
 Base: Respondents who have access to the media

Figure C-15

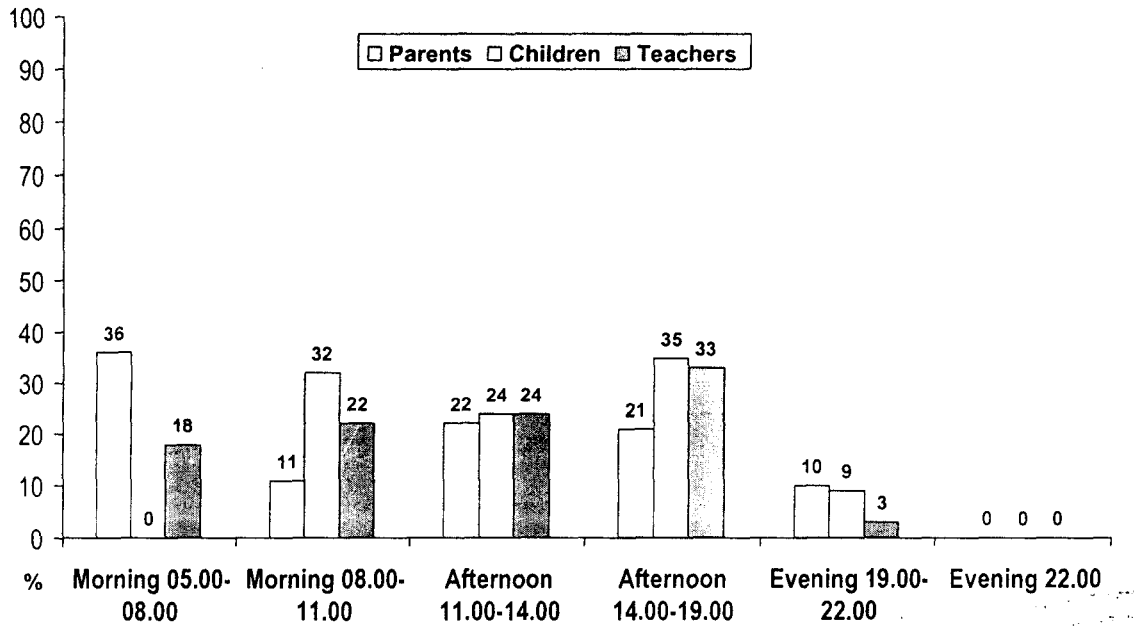
Radio listening habits



Q30 What time of day do you normally watch, read or listen to those media you just mentioned? (Radio)
 Base: Respondents who have access to the media

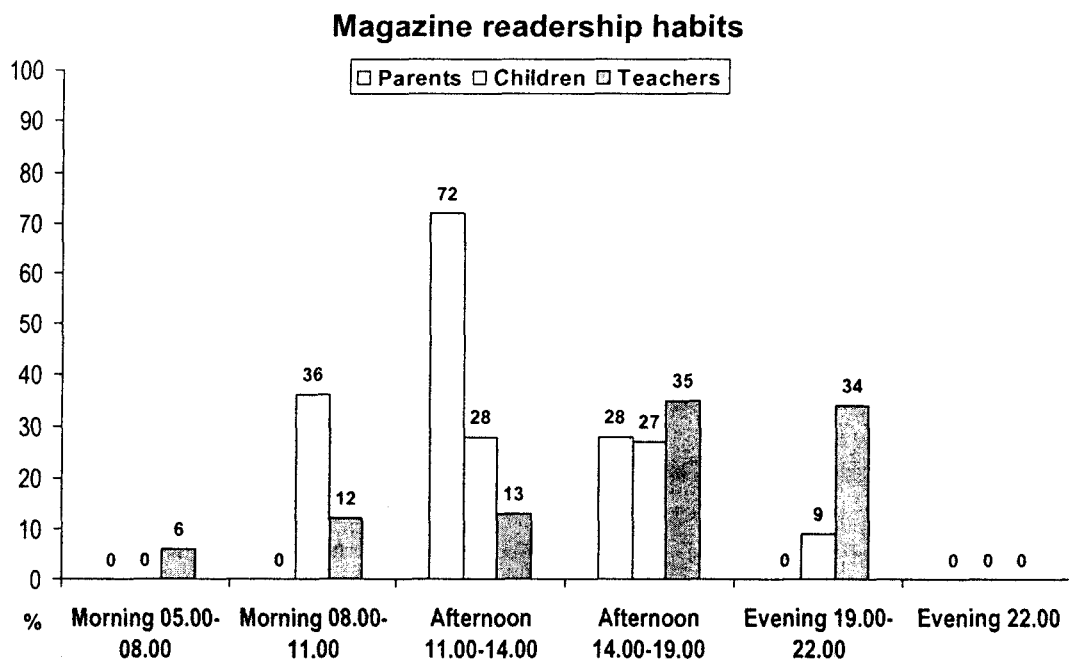
Figure C-16

Newspaper readership habits



Q30 What time of day do you normally watch, read or listen to those media you just mentioned? (Newspaper)
 Base: Respondents who have access to the media

Figure C-17



Q30 What time of day do you normally watch, read or listen to those media you just mentioned? (Magazine)
 Base: Respondents who have access to the media

2.4. Measuring the reach of ECI

2.4.1. Reach of the media campaign

Scope. The campaign was conducted nationwide on both the private and Government media. In the west of the country it was focused through the commercial media while in the East it was broadcast through TVRI, the government station, with local TV windows, and on radio. At the time of the ECI campaign, other education campaigns were also being run¹⁹. This meant that interviewers had to screen the recall of respondents for these other campaigns.

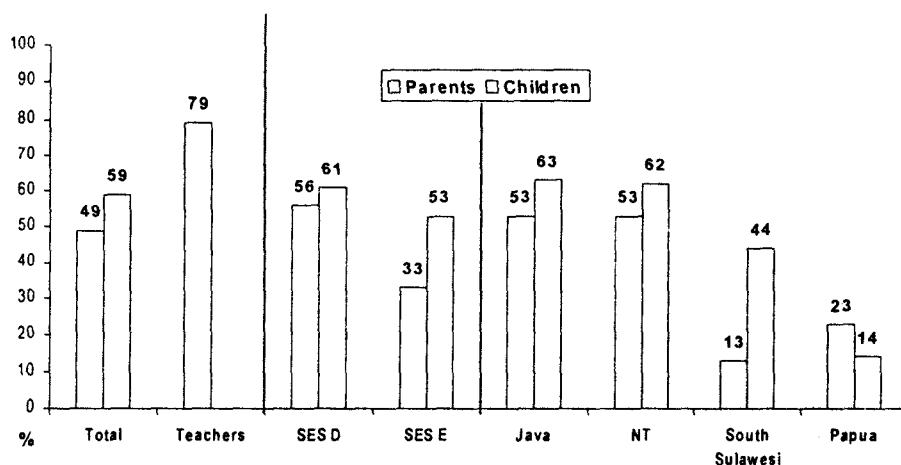
Basic education messages. In April, 49 percent of all parents, 59 percent of school-aged children and 79 percent of teachers saw or heard messages that “promoted basic education” (figure C-18). The breakdown by region and by income group shows that a greater proportion of the better-off families (income Rp. 300,000 being the dividing line) and of families from Java and Nusa Tenggara were reached, compared to poorer families and those in Papua. This may be correlated with less access to media among poorer families and among families in Papua. The proportions are also lower in the eight districts surveyed in the June survey in East Java, NTT and Papua (32 percent of parents in June; see figure C-19), where the overall proportion of people who had heard or seen messages was about a third. Only a slight increase is seen between April and June surveys.²⁰

¹⁹ Notably: “*Dewan Pendidikan dan Komite Sekolah*” or School-Based Management; Nine Years Compulsory Basic Education (government campaigns)

²⁰ Note that the April results for these 8 districts in the second impact survey have to be calculated separately from that calculated for the overall 20 districts covered in the first impact survey as they are of different values.

Figure C-18

Awareness of any Basic Education advertising

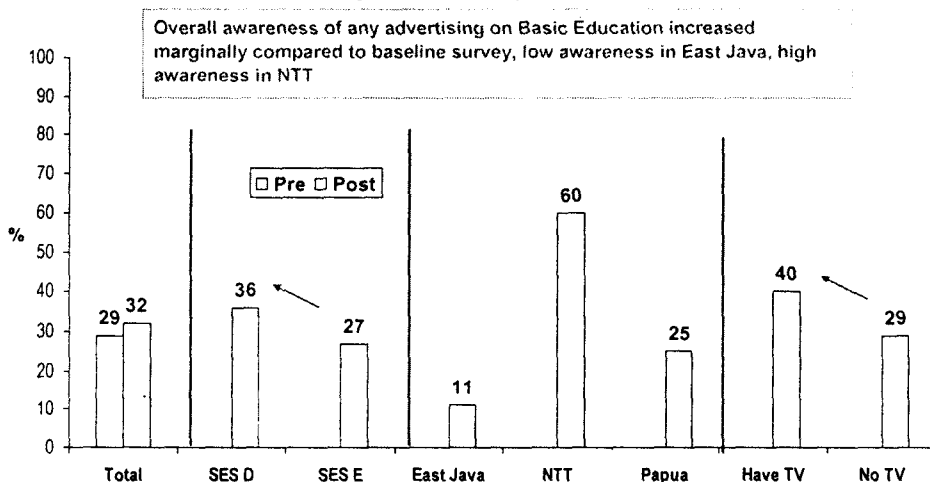


Q21 In the last couple of months, have you seen or heard any advertising that promotes basic education?
Base: All respondents

April survey

Figure C-19

Awareness of Any Advertising Promoting Basic Education



Q21 In the last couple of months, have you seen or heard any advertising that promotes basic education?
Base: All respondents

June survey (post) compared to April (pre)

Spontaneous recall. The April survey shows that the parents, children and teachers who could spontaneously (without prompting) recall the content of the messages (figure C-20) remembered the tag-line *Aku ingin lebih baik*²¹ most. Parents remembered more the theme of Nine Years Compulsory Basic Education.

²¹ "I wish to be better": this is the theme of the ECI.

Spontaneous recall of *Aku ingin lebih baik* was highest in Nusa Tenggara followed by South Sulawesi, and was higher among SD teachers than SMP teachers (figure C-21). In June, again *Aku ingin lebih baik* was remembered the most. The Sherina TV ad was recalled spontaneously in East Java (figure C-22, C-23).

Figure C-20

What was remembered from the ad

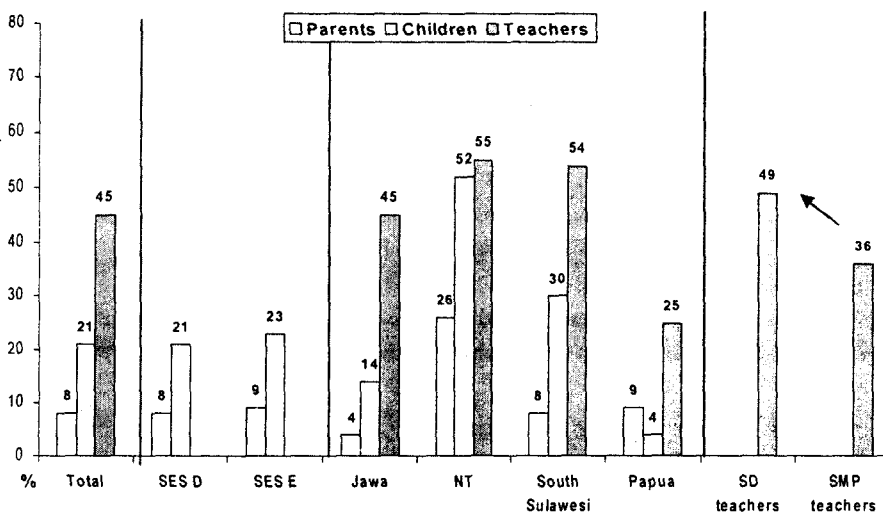
	Parents % n=415	Children % n=416	Teachers % n=160
"Aku ingin lebih baik"	8	21	45
Nine years compulsory education	14	15	15
"Ayo sekolah"	1	1	2
Others	3	2	5
Do not remember	24	21	12
Not aware of ad	51	41	21
TOTAL	101	101	100

Q22 What do you remember from the advertisement?
Base: All respondents

April Survey

Figure C-21

Spontaneous recall of "Aku ingin lebih baik"



Q22 What do you remember from the advertisement?
Base: All respondents

April Survey

Figure C-22

What was remembered from the ad - spontaneously

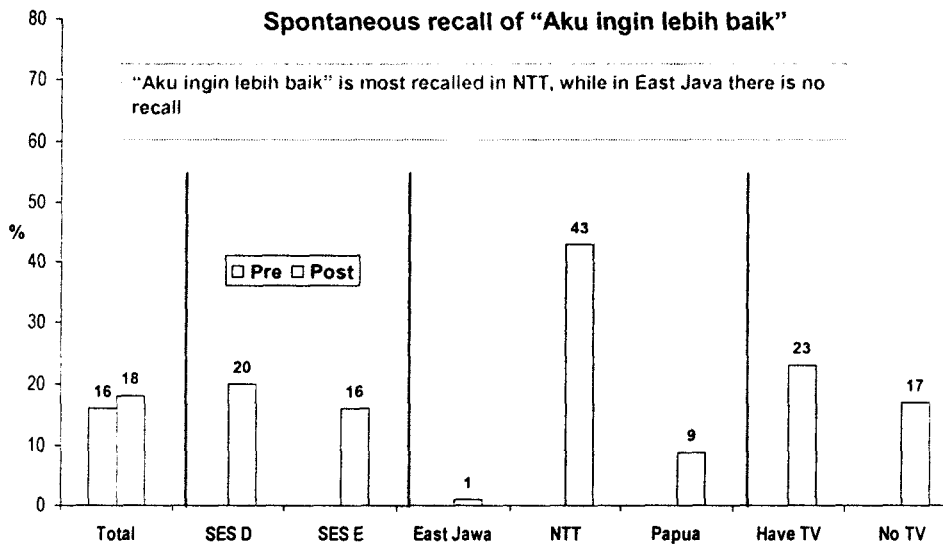
	Total		East Java	East NT	Papua
	Pre	Post	Post	Post	Post
n=	183	612	236	218	158
	%	%	%	%	%
■ "Aku ingin lebih baik"	16	18	1	43	9
■ Sherina	0	2	3	0	1
■ Other	2	3	3	5	3
■ Don't remember	11	9	4	12	12
■ Have not seen ad	71	68	89	40	75
■ Total	100	100	100	100	100

"Aku ingin lebih baik" is the most remembered part of the ad
 Sherina is known spontaneously only in East Java

Q22 What do you remember from the advertisement?
 Base: All respondents

June Survey (post): compared to April survey values (Pre)

Figure C-23



Q22 What do you remember from the advertisement?
 Base: All respondents

June Survey (post): compared to April survey values (pre)

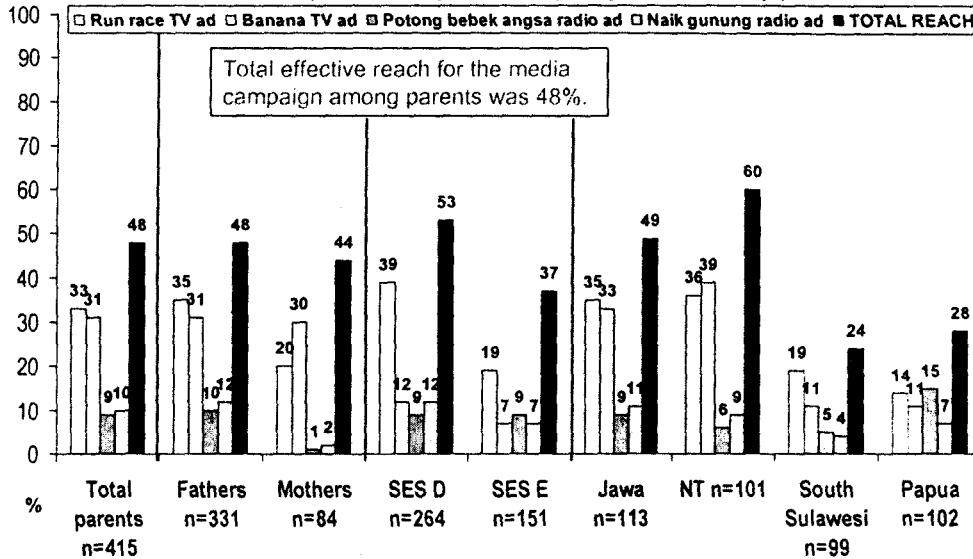
Effective reach of media campaign, April. On the other hand, recall was higher when respondents were shown a story board and script. TNS therefore judged the effective reach of the TV/radio campaign in April to be 48 percent of all parents, 69 percent of school aged children and 80 percent of teachers, since these groups reported having seen some of the following ECI television or radio advertisements (figures C-24, C-25, C-26):

- Run race TV ad
- Banana TV ad
- Potong bebek angsa radio ad
- Naik gunung radio ad.

In a nation where poverty and geographic spread hamper easy television viewing this is a positive result.

Figure C-24

Effective reach for TVC and Radio Commercial - Parents
(Qualified responses using story board and script)

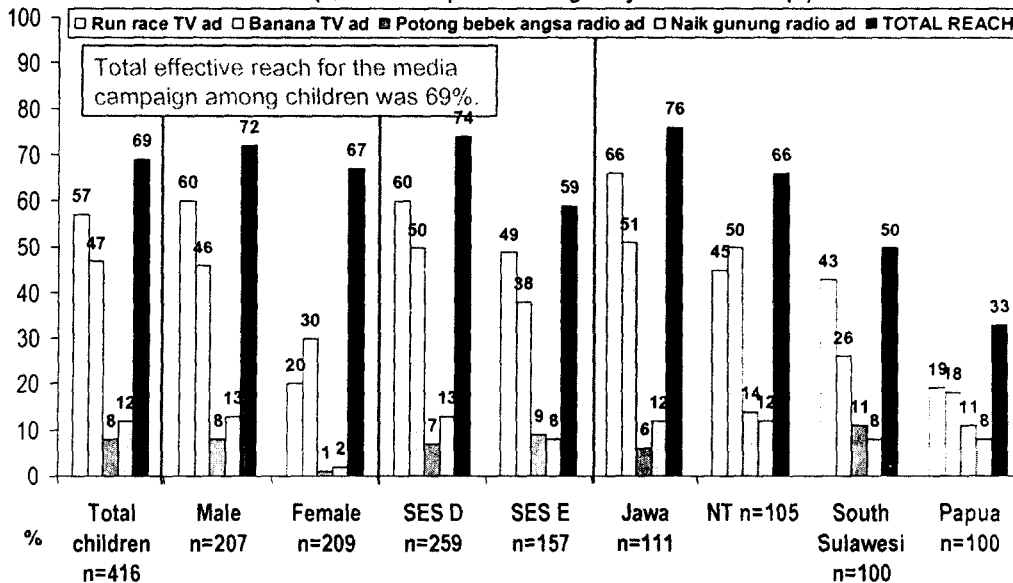


Q24 In the last couple of months, have you ever seen or heard this advertising, and if, so where was that?
Base: All respondents

April Survey

Figure C-25

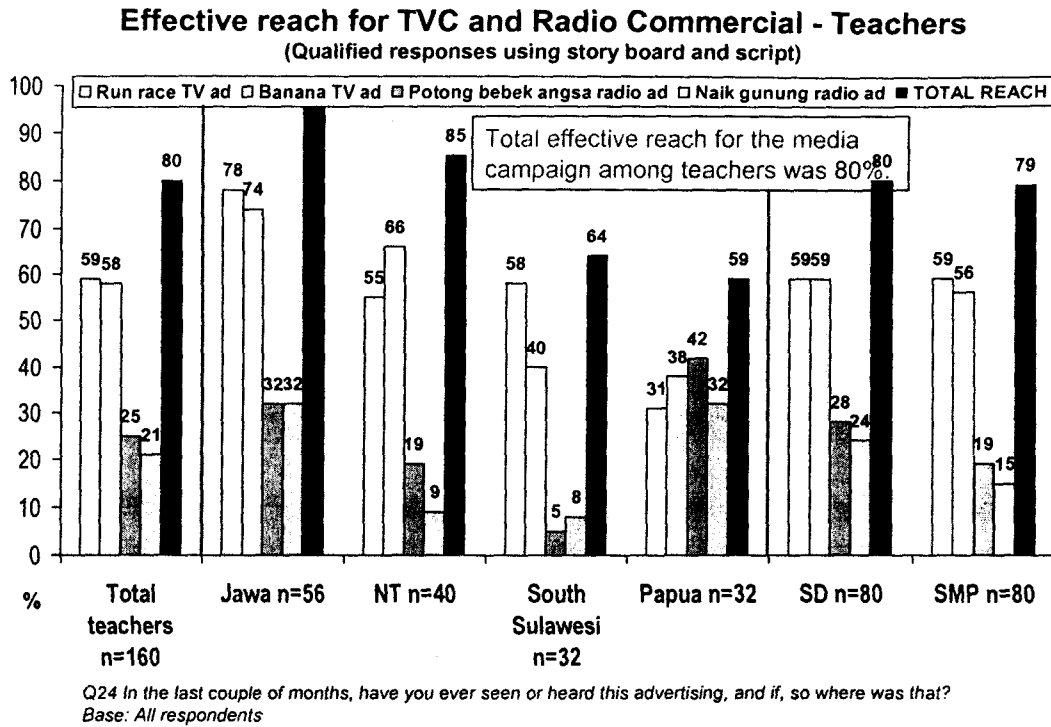
Effective reach for TVC and Radio Commercial - Children
(Qualified responses using story board and script)



Q24 In the last couple of months, have you ever seen or heard this advertising, and if, so where was that?:
Base: All respondents

April Survey

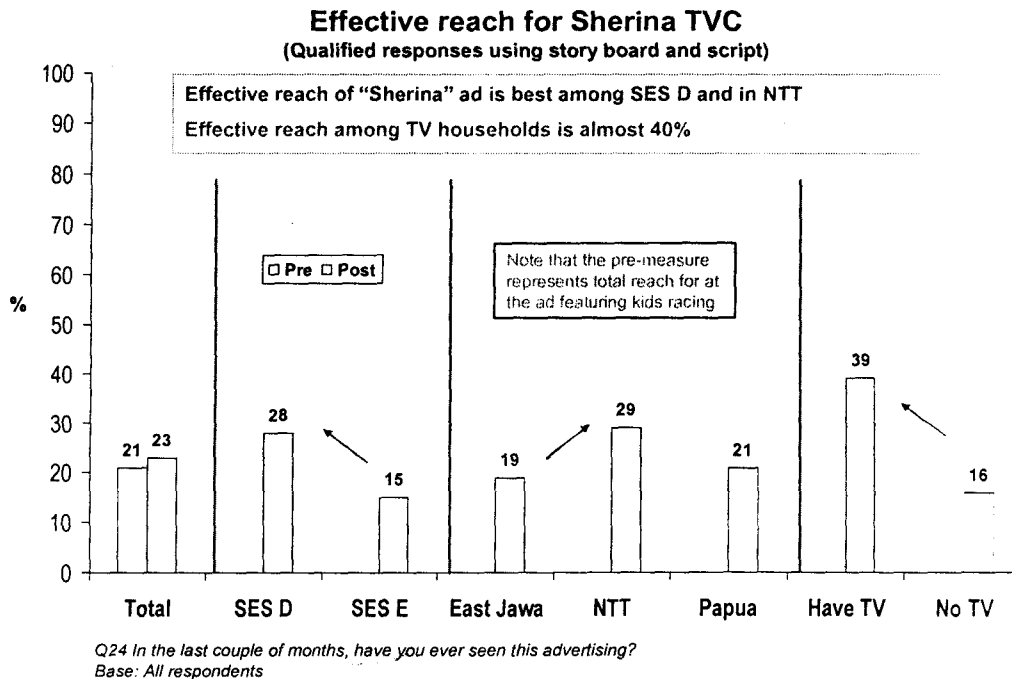
Figure C-26



April Survey

Effective reach of Sherina ad, June. Almost all who are aware of the Sherina ad saw this on television (other channels being word of mouth and in school). The effective reach of this ad, determined using a storyboard and script, was 39 percent among households that had TV, and 23 percent among all households in the eight districts surveyed in June (figure C-27).

Figure C-27



June Survey (post) compared to April Survey (pre)

Understanding of Sherina ad. Among those parents who saw the Sherina ad, only 7 percent in June were able to draw the link to nine years of basic education. On the other hand, 23 percent who saw the run race TV ad were able to make the link (figure C-28).

Figure C-28

What was remembered from the ad

	Total		East Java	East NT	Papua
	Pre	Post	Post	Post	Post
n=	38	141	45	63	33
	%	%	%	%	%
■ Could draw a link between 9 years of basic education and some future benefit	23	← 7	13	0	12
■ Able to describe the ad in some way but without a link to any benefit	56	→ 77	77	75	81
■ Simply saying that education should be supported	0	8	18	5	0
■ Did not remember	21	11	0	20	7

The majority of people are able to describe the ad but no link to any benefit - the message of the ad is generic

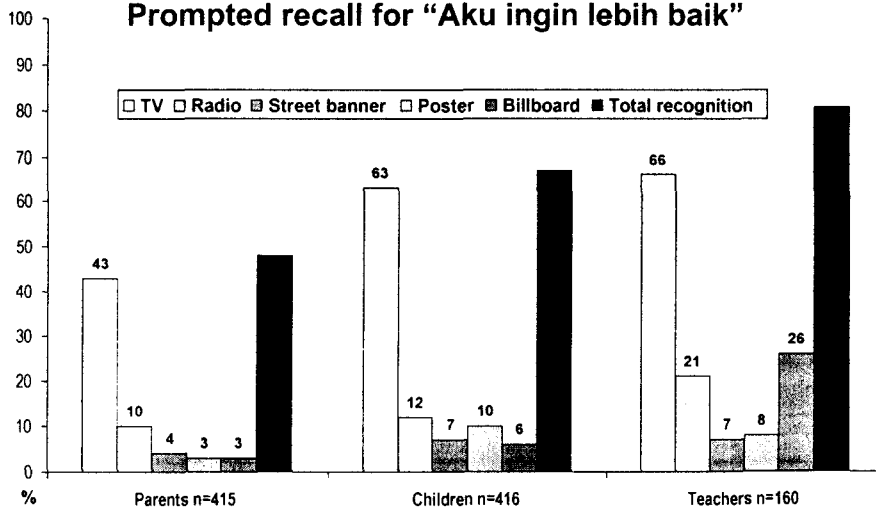
Q25 Thinking about the ad that you saw, what do you think was the message?
Base: Those who saw the ad

June Survey

Communication channel. In April, most parents, children and teachers who heard or saw ECI messages recalled that these were through television. Smaller proportions reported that they had received messages via radio, street banners, posters and billboards (figure C-29).

Figure C-29

Prompted recall for "Aku ingin lebih baik"



Q23 have you ever seen or heard any advertising called "Aku ingin lebih baik", and if, so where was that??
Base: All respondents

April Survey