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#### 2.4.2. Social mobilisation activities

Awareness of activities and participation. Also important to the success of the nationwide media campaign was the social mobilisation carried out in the 20 districts. In April, some 54 percent of parents, 59 percent of children and 76 percent of teachers surveyed were aware that one or some of the ECI activities had taken place in their local community, which translates into a strong awareness of the initiative (figure C-30). School competitions and “student street carnivals” were the best known. Of these “aware” groups, 65 percent of parents, 72 percent of children and 72 percent of teachers had attended or participated in one or more of these activities. This means that across the 20 districts, the proportions of all stakeholders surveyed in April who actually went to or participated in the ECI mobilisation activities were: 35 percent of all parents, 43 percent of all children, and 55 percent of all teachers. UNICEF interprets these impressive proportions as a result of the mobilisation carried out by all its local partners in the 20 target districts.

Figure C-30

#### Social mobilization activities

Awareness	Parents n=415	Children n=416	Teachers n=160
	%	%	%
Student competition	31	34	29
Student street carnival	29	33	31
Meeting/consultation/orientation program	16	8	32
Education exhibition	15	16	40
School visit by head of local Government	14	12	29
Art show/exhibition	13	9	21
<b>TOTAL AWARE</b>	<b>54</b>	<b>59</b>	<b>76</b>
Participation	Parents n=415	Children n=416	Teachers n=160
	%	%	%
Student competition	18	20	16
Student street carnival	14	22	21
Meeting/consultation/orientation program	6	2	18
Education exhibition	2	4	21
School visit by head of local Government	1	1	12
Art show/exhibition	2	2	8
<b>DID NOT PARTICIPATE</b>	<b>19</b>	<b>16</b>	<b>21</b>
<b>NOT AWARE</b>	<b>46</b>	<b>41</b>	<b>24</b>
<b>PARTICIPATION RATE</b>	<b>65</b>	<b>72</b>	<b>72</b>

Q26 Which of the following, if any, activities were you aware have taken place in your local community to promote 9 years of basic education?/ Q27 Did anyone from this household participate in any of the activities you just mentioned?

Geographic differences. Among parents, awareness was highest in Java, but participation was highest in Nusa Tenggara. Among children, awareness was highest in Java, with similarly high participation rates in Java and Nusa Tenggara. Among teachers, both awareness and participation rates were highest in Java. In all cases, stakeholders in Papua were less aware and participated less in social mobilisation activities (figures C-31, C-32, C-33), probably due to weaker institutional structures and capacities at district and kecamatan level.

Figure C-31

**Social mobilization activities - Parents by region**

Awareness	Java	NT	S. Sulawesi	Papua
	n=113 %	n=101 %	n=99 %	n=102 %
Student competition	45	1	-	-
Student street carnival	41	1	1	13
Education exhibition	21	2	1	5
Meeting/consultation/orientation program	18	22	1	-
Art show/exhibition	18	1	-	4
School visit by head of local Government	16	11	4	3
<b>TOTAL AWARE</b>	<b>68</b>	<b>32</b>	<b>10</b>	<b>22</b>
Participation	Java	NT	S. Sulawesi	Papua
	n=113 %	n=101 %	n=99 %	n=102 %
Student street carnival	20	-	1	1
Student competition	25	1	-	-
Meeting/consultation/orientation program	4	19	-	-
Art show/exhibition	4	-	-	1
Education exhibition	2	1	1	2
School visit by head of local Government	-	4	1	-
<b>DID NOT PARTICIPATE</b>	<b>23</b>	<b>8</b>	<b>6</b>	<b>13</b>
<b>NOT AWARE</b>	<b>32</b>	<b>68</b>	<b>90</b>	<b>78</b>
<b>PARTICIPATION RATE</b>	<b>66</b>	<b>75</b>	<b>40</b>	<b>40</b>

Q26 Which of the following, if any, activities were you aware have taken place in your local community to promote 9 years of basic education?/ Q27 Did anyone from this household participate in any of the activities you just mentioned?

Figure C-32

**Social mobilization activities - Children by region**

Awareness	Java	NT	S. Sulawesi	Papua
	n=111 %	n=105 %	n=100 %	n=100 %
Student competition	47	8	1	1
Student street carnival	47	1	-	12
Education exhibition	19	10	5	7
Art show/exhibition	13	-	-	3
School visit by head of local Government	12	16	6	3
Meeting/consultation/orientation program	7	17	2	-
<b>TOTAL AWARE</b>	<b>72</b>	<b>39</b>	<b>16</b>	<b>19</b>
Participation	Java	NT	S. Sulawesi	Papua
	n=111 %	n=105 %	n=100 %	n=100 %
Student street carnival	31	-	-	6
Student competition	27	7	-	-
Education exhibition	5	5	-	1
Art show/exhibition	3	-	-	-
Meeting/consultation/orientation program	-	10	-	-
School visit by head of local Government	-	4	1	-
<b>DID NOT PARTICIPATE</b>	<b>18</b>	<b>10</b>	<b>15</b>	<b>13</b>
<b>NOT AWARE</b>	<b>28</b>	<b>61</b>	<b>84</b>	<b>81</b>
<b>PARTICIPATION RATE</b>	<b>75</b>	<b>74</b>	<b>6</b>	<b>31</b>

Q26 Which of the following, if any, activities were you aware have taken place in your local community to promote 9 years of basic education?/ Q27 Did anyone from this household participate in any of the activities you just mentioned?

Figure C-33

**Social mobilization activities - Teachers by region**

Awareness	Java	NT	S. Sulawesi	Papua
	n=56 %	n=40 %	n=32 %	n=32 %
Education exhibition	62	22	47	16
Local campaign launch by head of local Government	51	34	14	22
Meeting/consultation/orientation program	56	40	8	3
Student street carnival	67	1	8	27
Student competition	69	5	5	14
School visit by head of local Government	59	21	14	-
<b>TOTAL AWARE</b>	<b>97</b>	<b>71</b>	<b>77</b>	<b>45</b>
Participation	Java	NT	S. Sulawesi	Papua
	n=56 %	n=40 %	n=32 %	n=32 %
Education exhibition	36	11	14	16
Student street carnival	50	-	6	13
Meeting/consultation/orientation program	32	29	-	-
Local campaign launch by head of local Government	28	20	-	14
Student competition	37	4	-	13
Training program	24	9	13	-
<b>DID NOT PARTICIPATE</b>	<b>7</b>	<b>20</b>	<b>39</b>	<b>30</b>
<b>NOT AWARE</b>	<b>3</b>	<b>29</b>	<b>23</b>	<b>55</b>
<b>PARTICIPATION RATE</b>	<b>93</b>	<b>72</b>	<b>49</b>	<b>34</b>

Q26 Which of the following, if any, activities were you aware have taken place in your local community to promote 9 years of basic education?/ Q27 Did anyone from this household participate in any of the activities you just mentioned?

## 2.5. Measurement of awareness

**Parents' awareness of Nine Years Basic Education.** Following the ECI campaign, the survey results demonstrated a surge in awareness among parents from lower-income households of the number of years of basic compulsory education in Indonesia<sup>22</sup>, from 59 percent of all parents surveyed in November-December 2002 at the start of the campaign, to 68 percent in April 2003, both in fathers and in mothers (figure C-34). The largest increase was seen in Java, from 56 to 69 percent. There was no significant change in South Sulawesi or Papua – on the other hand, these sample sizes are fairly low and have to be interpreted with caution.

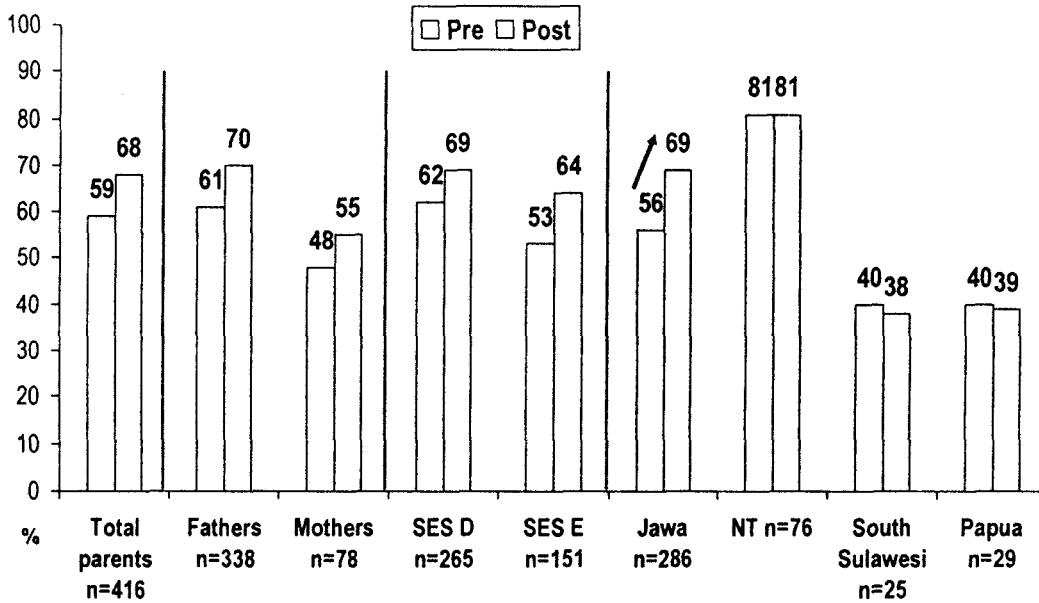
**Children's awareness.** The results also show an even greater leap in awareness among children, from 48 percent at end-2002, to 66 percent overall in April 2003 (from 44 to 66 percent for children 6-12 years, and 61-82 percent for children 13-15 years). Again the greatest improvements are seen in Java (figure C-35).

**June results.** The same question asked in the second impact survey in June confirmed the increased levels of awareness on this issue among parents (70 percent in June 2003). Awareness was 81 percent in households with TVs (figure C-36).

<sup>22</sup> The question asked was "How many years of basic compulsory education do we have in Indonesia?" This is a crucial question as some families still think it is only 6 years of SD (see section 3.1.6).

Figure C-34

**Awareness of 9 years Basic Education (Parents)**

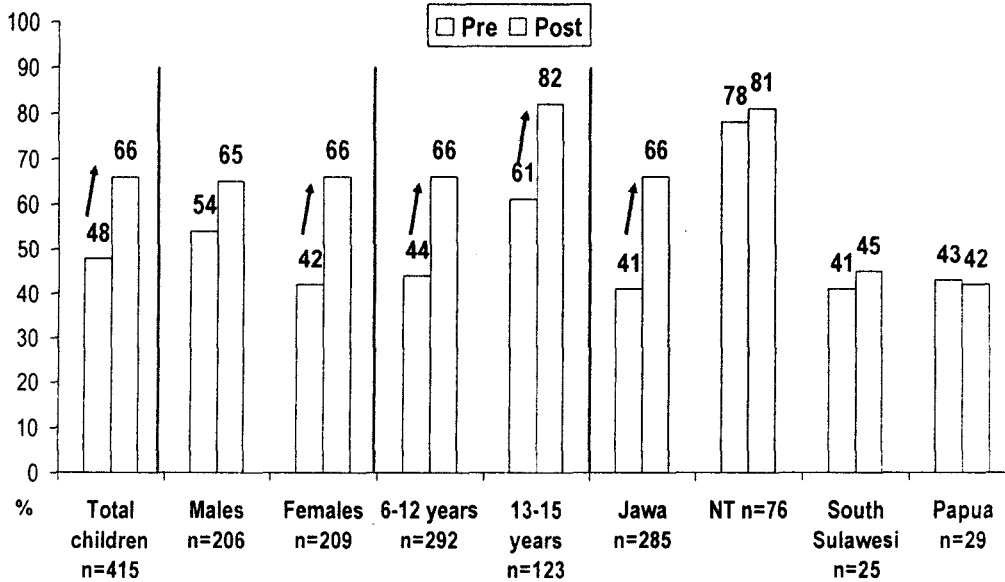


Q1 How many years of basic compulsory education do we have in Indonesia?  
Base: All parents respondents

**April Survey**

Figure C-35

**Awareness of 9 years Basic Education (Children)**



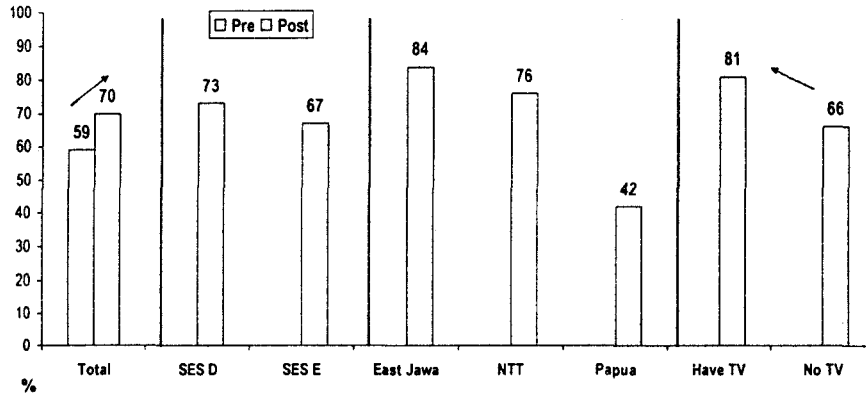
Q1 How many years of basic compulsory education do we have in Indonesia?  
Base: All school-aged children respondents

**April Survey**

Figure C-36

### Awareness of 9 years Basic Education

Overall awareness of 9 years Basic Education increased. High awareness in East Java and NTT, and among those who own TV



Q1 How many years of basic compulsory education do we have in Indonesia?  
Base: All respondents

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

## 2.6. Measurement of attitudes

### 2.6.1. Parents

Parents' attitudes to their child's education. Going one step further than awareness, the first impact survey also showed some positive changes in attitudes from end 2002 to April (figure C-37). Parental attitudes with regard to SD, already quite favourable, improved even more. For example parents saying "I expect my child to (attend SD)" had risen from 65 percent of all parents surveyed at end-2002 to 77 percent in April 2003. More tellingly, parents who said "I expect my child to (attend SMP)" at the start of the campaign rose to from 69 to 84 percent.

Figure C-37

### Activities for school age children (ranked on SD)

Some positive changes in attitudes are evident. A larger proportion of parents expect their children to go to school and feel SMP is a necessary activity.

"Which activity best fits each statement"	SD		SMP		Work		Help at home		Do nothing	
	Pre %	Post %	Pre %	Post %	Pre %	Post %	Pre %	Post %	Pre %	Post %
Most necessary activity	90	97	61 → 73		3	2	6	3	1	0
The only activity I would consider	86	92	48	49	1	0	6	6	0	0
I encourage this activity	82	91	54	61	2	0	3	4	0	0
I expect my child to do this	65 → 77		69 → 84		4	1	5	4	0	0
Only available to certain people	9	7	30	36	22 → 38		11	19	14	27
Not suitable for my child	1	1	1	1	51 → 62		27	37	73 → 86	
Don't encourage this activity	0	0	0	1	40	47	22	35	74 → 86	
Not an option for us	0	0	2	0	51	54	27	35	67 → 79	

Q8 For each statement, please tell me which activity you feel best fits that particular statement  
Base All parents n=415

### April Survey

Attitude changes in June 2003 are also positive on the whole for the eight districts surveyed in the second round (figure C-38). For example, a greater proportion of parents feel that:

- it is important to contribute to school facilities (from 51 percent at end-2002 to 74 percent in June 2003)
- education is important and they are willing to pay for it (75 to 86 percent)
- the community is a very strong supporter of their school (76 to 92 percent)
- they would be embarrassed if their kid did not finish school (59 to 67 percent)
- they would be embarrassed if their kid did not go to school (58 to 67 percent)
- working at a young age is not a good way to learn (54 to 68 percent)

But there are also two significant negative shifts: a greater proportion of parents also believe that:

- If a child is not interested there is little one can do
- Education does not necessarily guarantee a job.

Figure C-38

### Attitude ratings (Top 2 boxes)

(Measured on a 7-point scale with 1=Completely disagree, 7=Completely agree)

	Total		East Java	East NT	Papua
	Pre	Post	Post	Post	Post
n=	183	612	236	218	158
	%	%	%	%	%
■ Education is vital for my children's future	96	96	99	99	87
■ If my children are educated I feel more secure	90	94	96	97	87
■ It is important to be actively involved with a child's learning	88	84	86	86	80
■ It is important to be actively involved with school activities	81	79	80	85	68
■ This community is a very strong supporter of our school	76	→ 92	98	89	86
■ Because education is important I'm willing to pay for it	75	→ 86	90	88	75
■ The quality of teachers is very high	72	66	89	58	43
■ The quality of teaching is very high	69	61	89	43	42
■ The quality of teaching is better at public schools	65	58	57	66	50
■ I would feel embarrassed if my kids did not finish school	59	67	90	56	47
■ I would feel embarrassed if my kids did not go to school	58	67	94	56	43
■ It is important to contribute to school facilities	51	→ 74	72	81	68
■ Working at a young age is a better way to learn	46	← 32	6	52	43
■ If a child is not interested there is little one can do	21	→ 40	43	47	27
■ Education does not guarantee you a job	16	→ 32	31	37	26

Q14 Thinking about your role as a parent, to what extent do you agree or disagree with the following statements?  
Base: All respondents

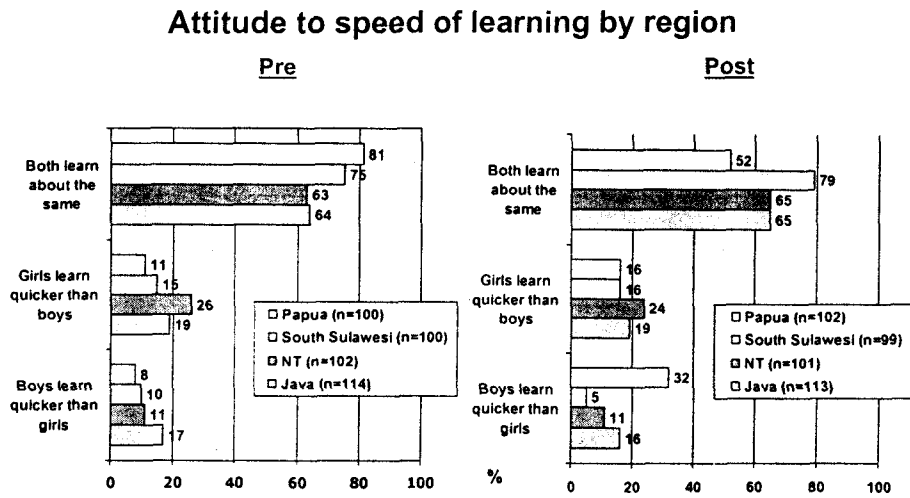
#### June Survey

Parents' attitudes to girls' and boys' abilities were also measured, although not a theme in the campaign. Nevertheless it is interesting that overall there is little gender bias, with the majority of parents believing that both girls and boys learn at the same speed. (figure C-39).

Perceptions of important subjects. A strikingly and consistently high proportion of parents (98-100 percent) consider "religion" as the most important subject for their children to study, whether in predominantly Muslim or Christian regions (figure C-40). Indonesia language and mathematics rank next, with 90 percent of parents regarding these to be "important for children to study". The exceptions are Papua, where physical education ranks third after Indonesian language, and Nusa

Tenggara, where Indonesian language falls to fifth place. English is considered a low priority (third last nationally) compared to other subjects (figure C-40).

Figure C-39



Q16 Which of the following three statements do you agree with?  
Base All parents n=415

### November (pre) & April (post) Surveys

Figure C-40

### Importance of different subjects (ranked)

	Java n=113		NT n=101		S. Sulawesi n=99		Papua n=102	
	Pre %	Post %	Pre %	Post %	Pre %	Post %	Pre %	Post %
Religion	100	100	98	100	100	100	100	100
Math	91	96	78	70	86	88	93	74
Indonesian	94	94	82	51	89	95	99	94
Civil education	86	85	76	71	76	76	92	77
Physical education	77	84	69	44	58	69	90	90
History	79	82	73	71	53	57	67	56
Geography	72	78	68	61	52	52	65	45
Physics	71	73	70	36	54	55	53	36
English	77	68	74	40	63	46	79	46
Art	66	68	62	55	44	46	65	68

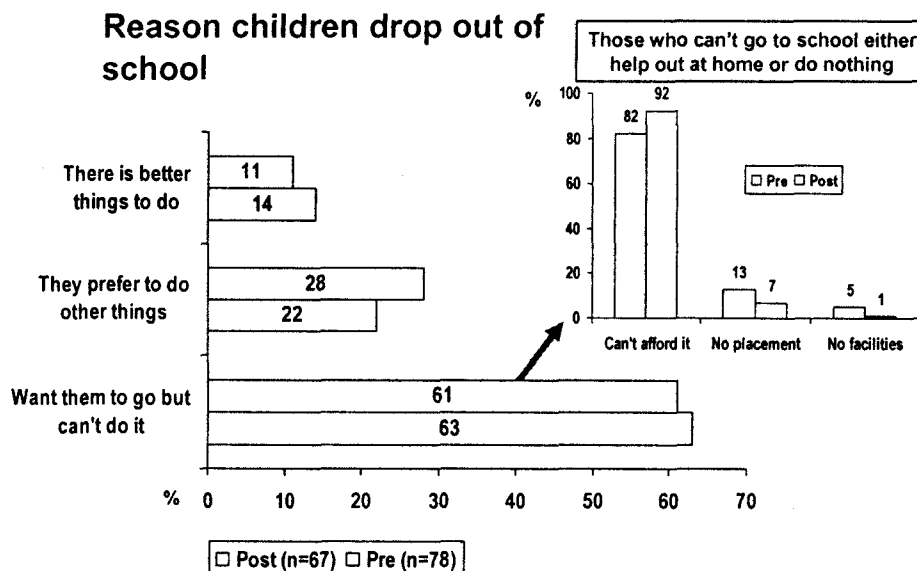
Q19 How important is it for children to study the following subjects?  
Base All parents n=415

### April Survey

Reasons given by parents for children dropping out of school were financial (61 and 63 percent respectively in the baseline and April impact survey). Of those whose children are not attending school, 82 to 92 percent responded that they could not afford it (figure C-41). Whereas some parents think that their children are not going to school because “they prefer to do other things” (28 to 22 percent, baseline and impact surveys), this is not supported by the survey results among children.



Figure C-41



Q11 What is the reason that they never started/dropped out of school?  
Base: Those with children not attending school

**April Survey**

**2.6.2. Children**

Attitudes towards school. Some positive changes in attitude were noted in April 2003 (figure C-42). The proportion of all school-aged children who were favourably disposed towards SD or who said that their parents encouraged them (“I like to ...” “My parents push me...” “My parents expect it...” ) or because friends went to school increased from before the campaign. With regard to SMP, there is a general improvement in attitudes, but not necessarily towards liking SMP more. While the proportion of children who expressed liking SMP fell from before the campaign, the proportion of those expressing desire to go to SMP, or whose parents encouraged them to go, has increased.

Figure C-42

**Attitude Towards Different Activities (ranked on SD)**

*Some positive changes in attitudes are evident. A larger proportion of children say their parents push or expect them to go to school.*

"Which activity best fits each statement"	SD		SMP		Work		Help at home		Do nothing	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
	%	%	%	%	%	%	%	%	%	%
I like to do that	90	90	61	48	3	1	6	3	1	1
Because of my friends I do it	69	78	28	24	1	2	6	5	1	1
My parent push me to do it	64	82	57	71	3	1	5	2	0	0
My parents expect me to do it	58	78	63	77	5	1	6	3	0	0
I wish I could do that	14	16	55	67	16	18	10	7	0	0
Only certain people can do that	9	9	54	39	24	43	11	19	12	31
My parents don't push me to do that	2	1	7	4	49	55	20	28	60	76
Could not do it even if I wanted	1	1	11	7	51	51	15	25	31	36
I don't like to do that	1	1	3	2	43	54	25	34	64	76

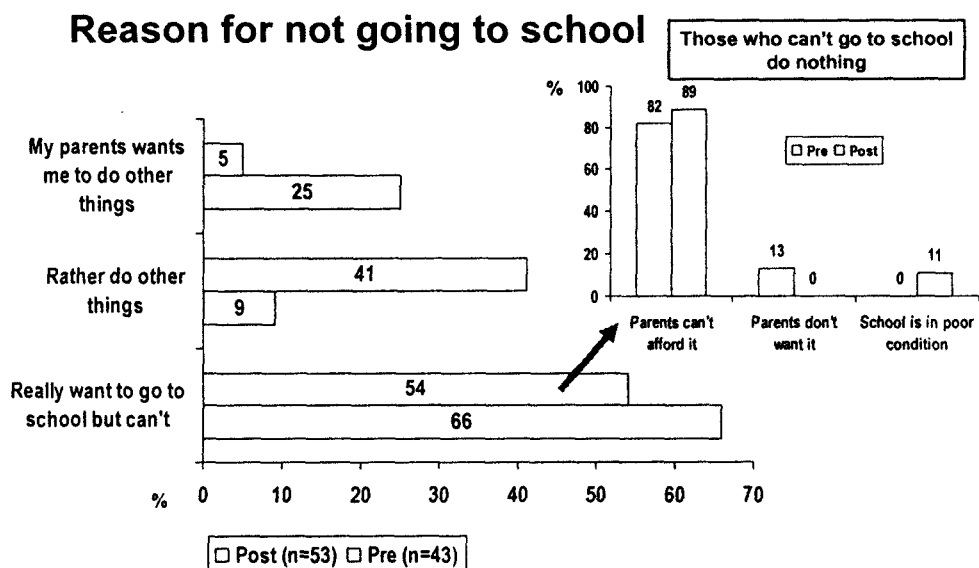
Q8 For each statement, please tell me which activity you feel best fits you  
Base All school-aged children n=416

**April Survey**

Attitudes towards working or staying idle registered some change as well. The proportion of children who perceived their parents as discouraging work in favour of school (“parents do not push me to work”) went up from 49 to 55 percent and discouraging idleness (“do nothing”) went from 60 to 76 percent. There was also an increase in the proportion of children expressing dislike of work from 43 to 54 percent; and those not liking idleness went up from 64 to 76 percent (figure C-42).

Reasons given by children. Of children not attending school, the majority (54 percent before the campaign and 66 percent in April after the campaign started) would like to go to school, but could not. Of these, the majority (82 percent before and 89 percent in April) stated that their parents could not afford it. The proportion who stated that their parents did not want them to go to school fell from 13 percent in end-2002 to 0 percent in April 2003. The proportion of children who prefer doing things other than going to school decreased from 41 to 9 percent from November 2002 to April 2003 (figure C-43).

Figure C-43



Q11 What is the reason that you never started/dropped out of school?  
Base: Those not attending school

### April Survey

More than parents? Interestingly, while a small proportion of parents (11 percent in November and 14 percent in April, figure C-41) had responded that the reason their child was not in school was because “there were better things to do”, the children themselves (5 percent in November and 25 percent in April) noted that their parents wanted them to do other things. In other words, the changes in attitude and perception among children seem to be more than in their parents.

### 2.6.3. Teachers

Teachers' attitudes (figures C-44 and C-45) were on the whole positive and reflected the high degree of “commitment” measured below. There was strong agreement that helping children to learn what really what mattered and that they were proud of the work they did. Reflecting the fact perhaps that they got less than adequate support from parents, teachers also agreed that parents should take a more active role in encouraging children to go to school, although it was noted that community leaders were supportive of the school. More teachers – especially at SD level – disagreed with the statement that the school was adequately staffed by teachers.

More teachers than not also felt that they should and could help children who did not want to learn, and therefore they disagreed with the statement "I cannot help student who does not want to learn". However, more teachers in Nusa Tenggara agreed with this statement, indicating a more passive attitude among these teachers.

Figure C-44

**Attitudes to teaching (ranked average scores)**  
(1=Completely disagree, 7=Completely agree)

"Level of agreement with each statement"	SD n=80		SMP n=80	
	Pre %	Post %	Pre %	Post %
Helping kids to learn is really what matters to me	6.8	6.9	6.8	6.9
I am proud of the work I do	6.8	6.8	6.7	6.8
I expect things to improve in 12 months time	6.7	6.6	6.8	5.7
Meeting the curriculum is the most important part of my job	6.7	6.6	6.5	6.6
Parents should take a more active role in encouraging their kids to go to school	6.6	6.4	6.5	6.6
Our school provides excellent service to our students	6.1	6.4	6.3	6.3
I feel I have a lot of support from my current employer	6.2	6.3	6.3	6.3
Community leaders in this area are very supportive of the school	6.4	6.3	6.2	6.0
Students are very keen to come to school	6.2	5.9	6.0	6.0
Teaching conditions are better now compared to last year	6.0	5.9	5.8	6.0
I receive fair compensation for the work I do	4.8	5.4	5.4	5.5
The education system in Indonesia is of a high standard	5.0	5.3	4.8	5.2
Local autonomy has had a positive effect on our education system	5.3	5.2	5.4	5.1
Policy makers are doing enough to help improve our school	5.6	5.0	5.6	5.3
This school has adequate numbers of teachers	4.1	4.0	5.0	5.3
I know a lot of kids who don't come to school because there is no transport	3.9	4.0	4.8	4.6
Most of teachers here are not properly trained for their job	3.6	3.3	3.9	3.0
This school has adequate facilities	3.5	3.2	4.1	4.3

Q10 Please say to what extent you agree or disagree with the following statements  
Base: All teachers n=160

April Survey

Figure C-45

**Attitudes towards teaching (ranked)**  
(1=Completely disagree, 7=Completely agree)

"Which activity best fits each statement"	Java		NT		S. Sulawesi		Papua	
	Pre % n=56	Post % n=56	Pre % n=40	Post % n=40	Pre % n=32	Post % n=32	Pre % n=32	Post % n=32
It is my responsibility to make all children in my class learn	6.8	6.9	6.8	6.9	7.0	6.8	5.8	6.7
My main role is to create and manage learning environment	6.6	6.5	6.7	6.6	6.9	6.5	6.7	6.7
The most important part of my job is to make sure I follow the curriculum	6.7	6.5	6.7	6.9	6.8	6.6	6.6	6.5
I'm the source of knowledge for all my students	5.8	5.7	6.7	5.5	6.0	6.0	5.6	6.6
All children are capable of learning	5.7	5.0	5.2	4.8	6.4	5.6	4.4	5.0
Boys learn differently from girls	4.2	5.0	4.5	4.8	4.9	5.3	5.2	4.4
I cannot help a student who does not want to learn	1.8	1.3	3.4	3.0	1.8	1.9	1.6	1.5

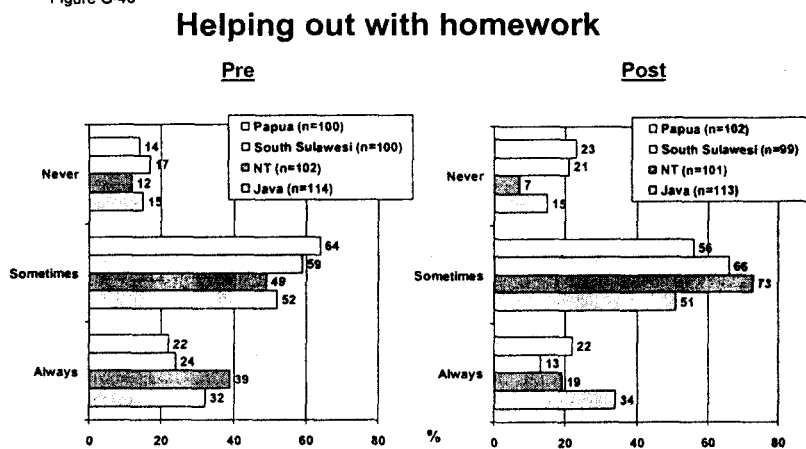
Q16A Thinking about your role as a teacher, please indicate to what extent you agree or disagree with the following statements.  
Base: All teachers n=160

April Survey

## 2.7. Actions by parents

Helping with homework. There is no significant major shift overall across the regions in helping children with their homework (figure C-46). The weighted average of the proportion of parents who help out “sometimes” with homework was 52 percent in the pre-campaign period and 55 percent in the post campaign period, and those who answered “never” was about 14 percent for both.

Figure C-46



Q20 To what extent do you help your kids do their homework?  
Base: All parents n=415

### November (pre) & April (post) Surveys

## 2.8. Measurement of “commitment”<sup>23</sup>

The TNS model. TNS used a predictive model for measuring “commitment”. Those parents who send their children to school or children who go to school (“users”) were differentiated from “non-users”. These were again segmented into:

- “Committed” users: strongly “committed” to basic education and unlikely to drop out in the medium to long term;
- “Uncommitted” users: “uncommitted” to basic education and could drop out;
- “Open” non-users: engaged in other activities, are likely to be “acquired”, as attracted to basic education as they are to their current activity;
- “Unavailable” non-users: not interested in basic education as they prefer their current activity.

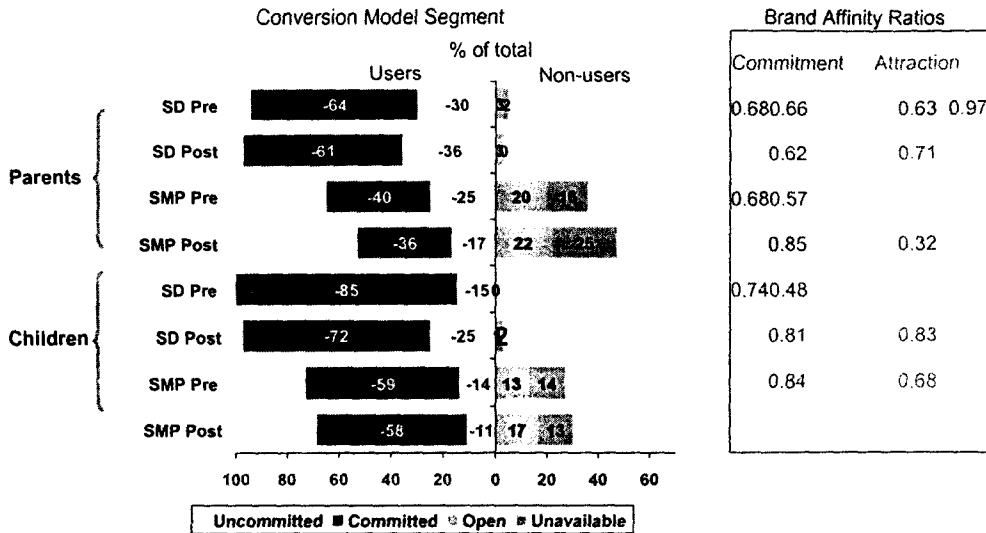
In terms of prediction, “committed” parents are more likely than others to help their children through school, and are willing to pay for education, whereas “uncommitted” users are more likely to drop out of school. In other words, the model predicts the *likelihood* of keeping children in school.

TNS findings of “commitment”. The evaluation found that while there are generally high levels of “commitment” overall, there are no significant shifts in core behavioural “commitment” between November 2002 and April 2003, by region, by age, or by social class, a shift not expected at this point (figure C-47). From the two series of measurements, however, impediments and issues crucial to the success of education reform were identified, which is what UNICEF had asked TNS to do.

<sup>23</sup> UNICEF uses the word “commitment” throughout in quotation marks since the TNS definition and model of “commitment” is different from that normally defined in other social development programmes and imply a *prediction of behaviour*. For instance, a “user” may have a favourable attitude towards basic education but may not be classified as “committed” to paying for 9 years of basic education.

Figure C-47

## No significant shift in commitment to basic education is evident



November (pre) & April (post) Surveys

### 2.8.1. Parents

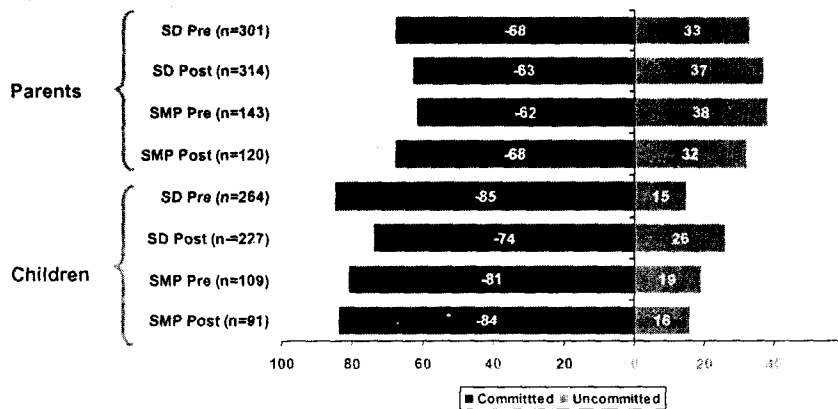
Comparison with enrolment patterns. First, it was found that 63 to 68 percent of all parents were “committed” to education (figure C-48).. There was no difference between SD and SMP levels. In other words, it is *predicted* that on average, about two-thirds of parents (68 percent) whose children are actually in school will make the extra effort either to send their children on to SMP, or keep their children in SMP. One third will take their children out of school at some stage during the nine years. This conclusion also supports the overall enrolment patterns (section C-2.1.1) seen in Indonesia between SD and SMP, with the greatest proportions of dropouts coming in the sixth year.

Figure C-48

## Strength of commitment

*Amongst the activities measured, how committed are users?*

Parents are less committed to education compared to school aged children  
Commitment among SMP and SD participants is about the same



November (pre) & April (post) Surveys

Geographic variation. At SD level, parental “commitment” among users is stronger in Sulawesi than elsewhere. A greater proportion of parents are judged at risk in Nusa Tenggara. (figure C-49). For parents whose children were already in SMP, “commitment” was judged to be stronger in Nusa Tenggara and weaker in Papua (figure C-50).

Figure C-49

### Profiles of Parents (SD) 1

*No significant shifts in commitment found by region or by social class. Commitment is stronger in Sulawesi. More parents at risk in NT.*

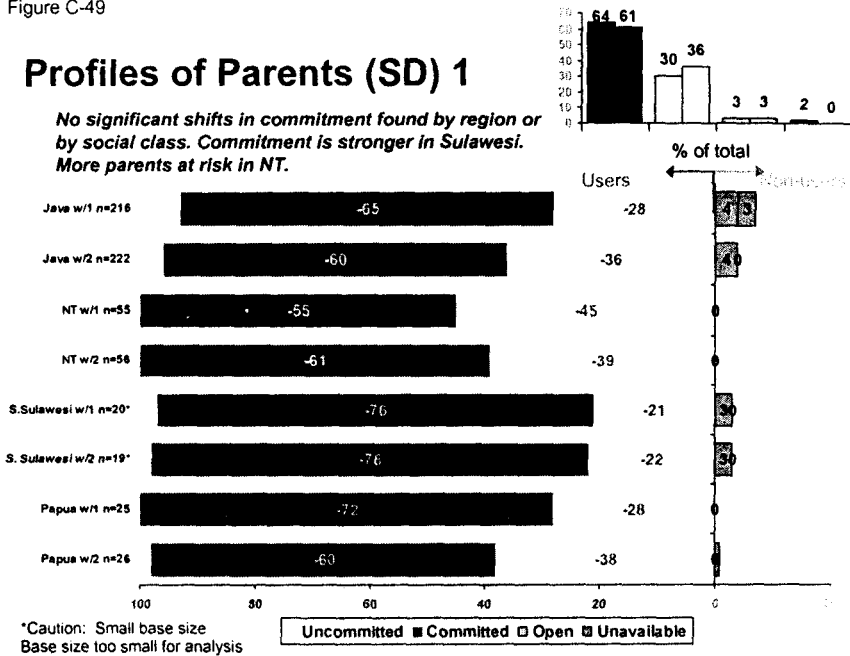
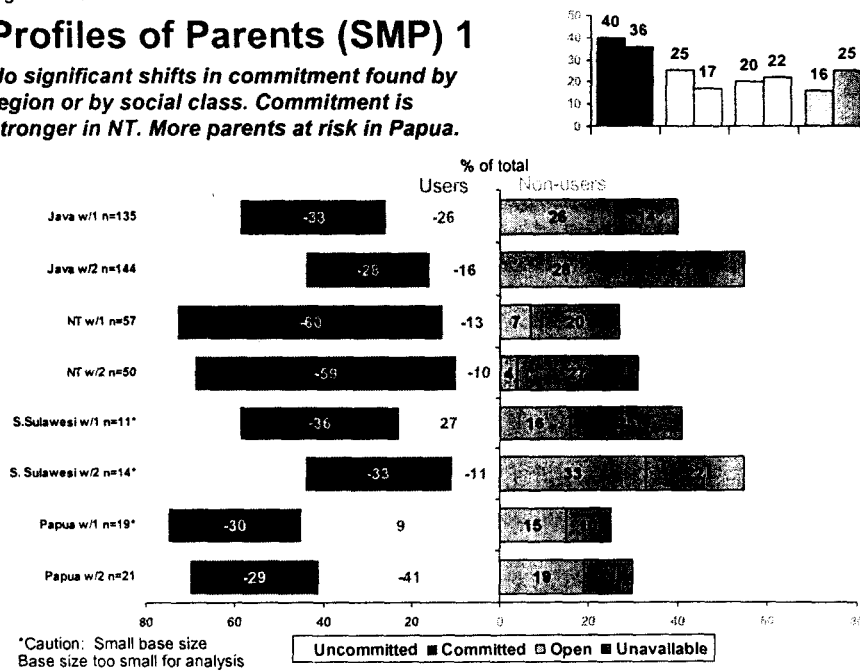


Figure C-50

### Profiles of Parents (SMP) 1

*No significant shifts in commitment found by region or by social class. Commitment is stronger in NT. More parents at risk in Papua.*



November (pre) & April (post) Surveys

What could be changed. Sample sizes were too small among the non-users to make meaningful quantitative analyses of “open” (those who can be persuaded fairly easily) versus “unavailable” parents and children. This said, a substantial proportion of the parents whose children are not in school are “open” and could be persuaded (figure C-47).

### 2.8.2. Children

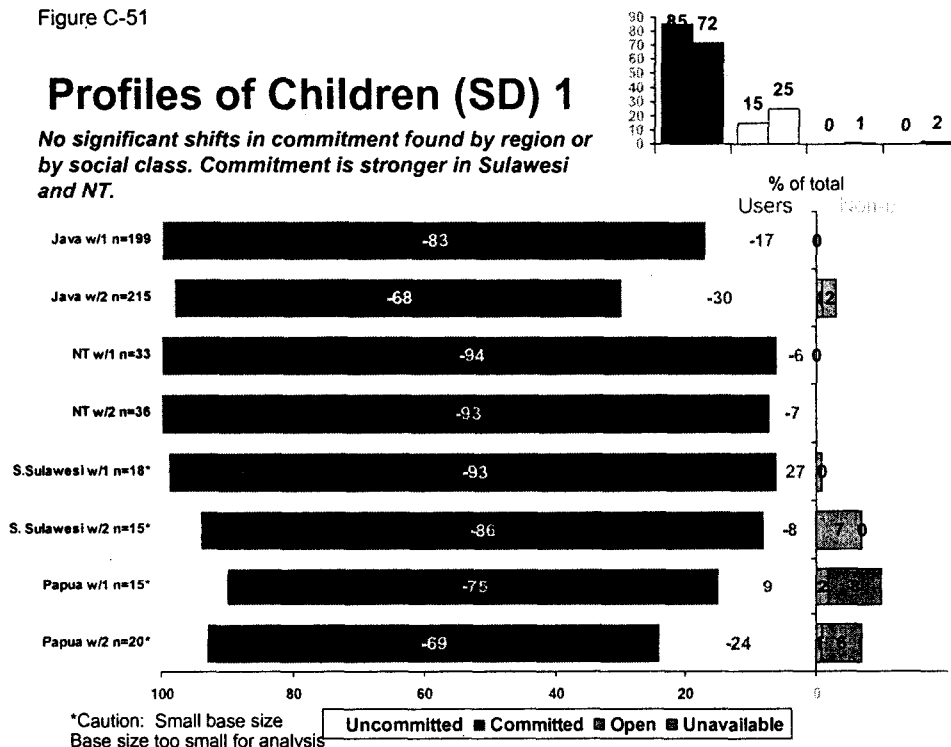
More than parents. The impact survey supported the baseline survey findings that school aged children were generally more “committed” to education than their parents – 72 to 85 percent at SD level and 58 to 59 per cent at SMP level (figure C-47). This translates into a prediction that 80 percent of children already in SD and 82 percent of those already in SMP will make extra efforts to continue or complete their basic education. Again, there are no overall significant differences between SD and SMP participants. In other words, TNS predicts that about four-fifths of children currently in school would continue their education if it were left to them alone, and not their parents. If this predictive model were applied to the current trends in Indonesia, it would increase the current SMP enrolment rates from 62 to about 75 percent.

Variation. By region, “commitment” was found stronger among children at SD level in Sulawesi and Nusa Tenggara, and also among those from lower income families (figures C-51 and C-52). At SMP level, “commitment” is stronger among children from Nusa Tenggara (figure C-53).

Figure C-51

### Profiles of Children (SD) 1

No significant shifts in commitment found by region or by social class. Commitment is stronger in Sulawesi and NT.



November (pre) & April (post) Surveys

Figure C-52

## Profiles of Children (SD) 2

No significant shifts in commitment found by gender or income. Commitment is stronger among children from families with lower income.

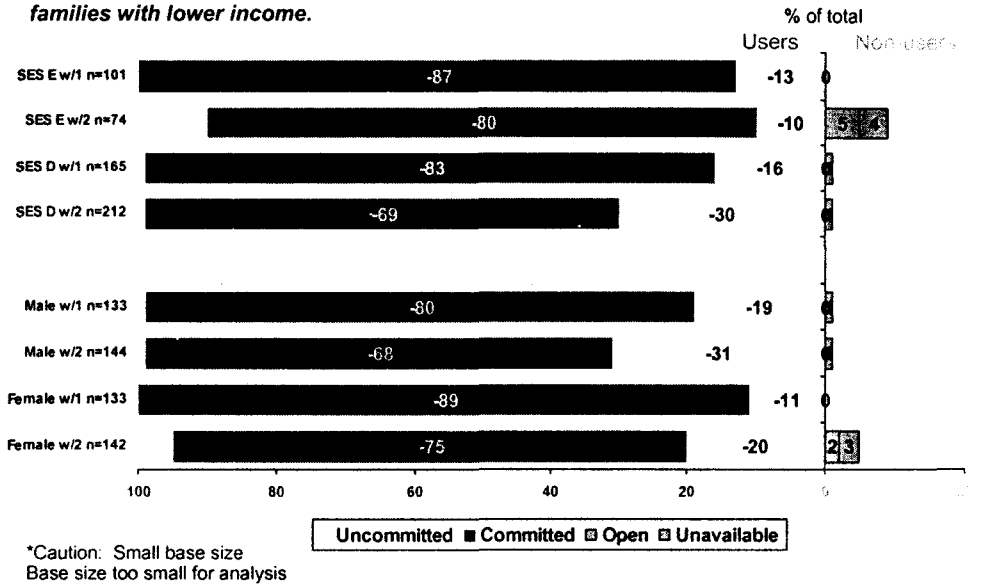
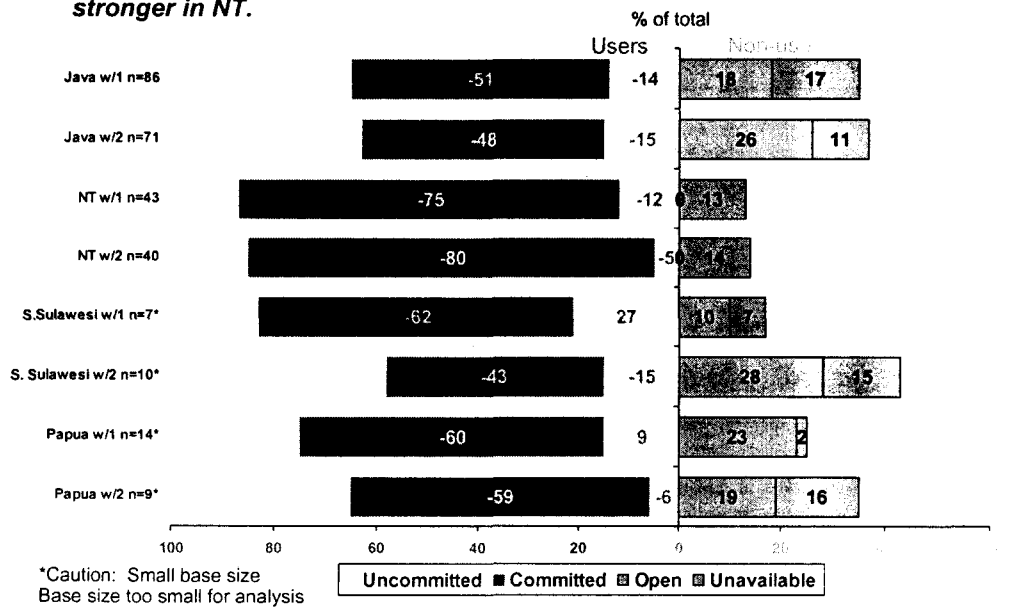


Figure C-53

## Profiles of Children (SMP) 1

No significant shifts in commitment found by region or by social class. Commitment is stronger in NT.



November (pre) & April (post) Surveys



### 2.8.3. Teachers

Strong “commitment” was predicted among teachers by both surveys: 97 percent of teachers interviewed were categorised by TNS as “committed to the type of work” and 91 percent as “committed to their employer”. 89 percent of all teachers were committed to both their employer and their work (figures C-54, C-55 and C-56). “Commitment” of teachers was judged to be stronger at SD level (figure C-57).

Figure C-54

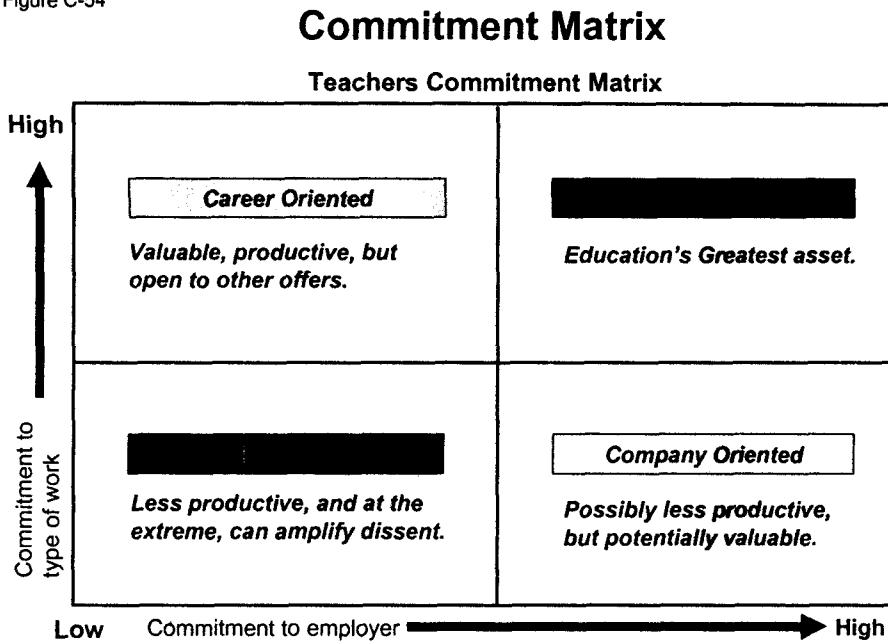
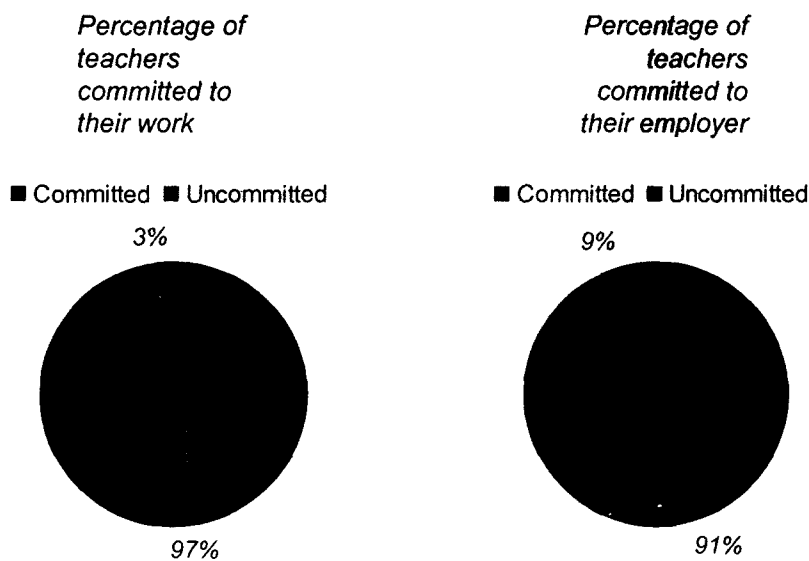


Figure C-55

### Commitment - Pre & Post

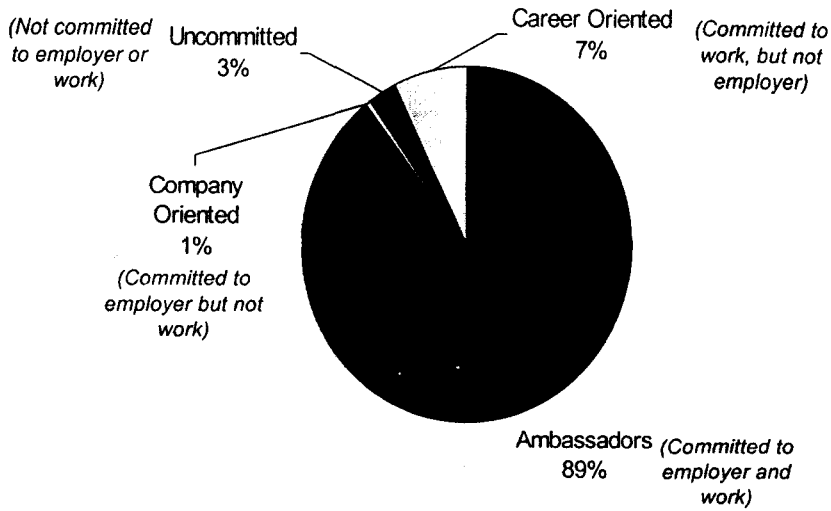


Base: All teachers n=320

November (pre) & April (post) Surveys

Figure C-56

### Segmentation - Pre & Post



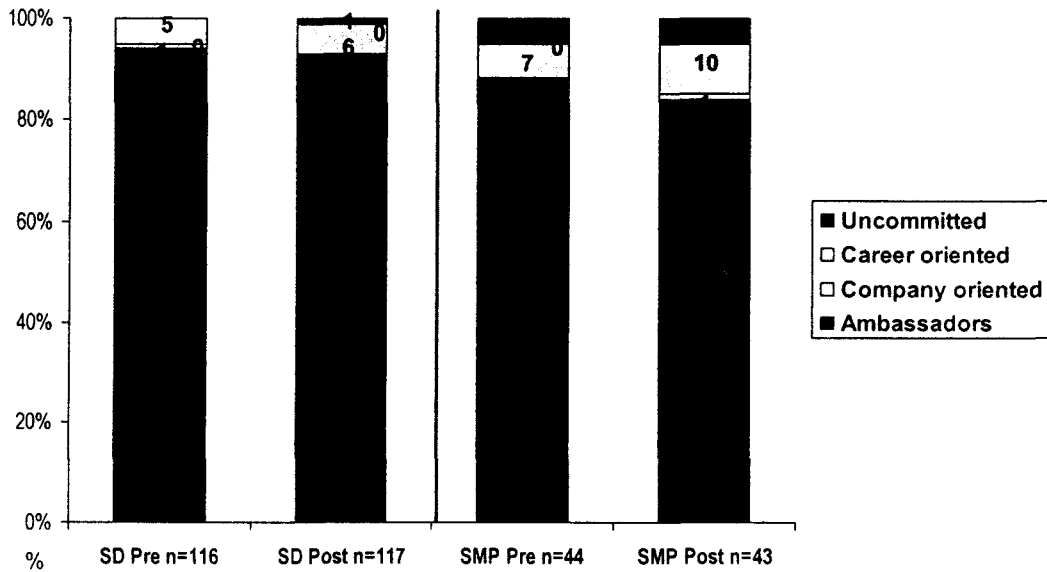
Base: All teachers n=320

November (pre) & April (post) Surveys

Figure C-57

### Segmentation by SD/SMP

Commitment is somewhat stronger amongst teachers in SD.



November (pre) & April (post) Surveys

### 3. Findings from Focus Group Discussions

Complementary information. The qualitative analyses from the various stakeholders complement the quantitative findings above and are especially useful in developing future strategies for education. Key issues are highlighted here and the analysis below is based on the slides provided by TNS. All FGDs were conducted after the campaign had had some time to run, but since FGD participants do not form representative samples, no conclusions on quantitative proportions can be drawn on the awareness and attitudes reflected in these FGDs. For such numbers, the proportions measured by the quantitative surveys above should be referred to instead.

#### 3.1.1. *Who decides on sending children to school?*

The two first surveys by TNS identified males aged between 35-50 as the key decision-makers in the family on education issues. During the screening for households for socio-economic status (monthly expenditure less than Rp 500,000), the decision-maker in the household vis-à-vis children's education was identified. As Table C-4 shows, fathers are the main decision makers.

	Male %	Female %
November 2002 survey	81	19
April 2003 survey	85	15

#### 3.1.2. *Priorities of parents and children*

Parents listed as priorities: formal education in school, religion, practical skills outside of education that might be useful for the future, children's health and a suitable environment for raising children (monitoring of their friends, places to play and their activities). All these were regarded as equally important. Parents noted that religion and education should go together (compare with section C-2.6.1, where 100 percent of parents rank religion as being important as a study subject in school).

Children cited as their priorities: education (as a means to get friends, gain knowledge and work in the future), religion, helping parents out at home and being able to work in the future to help parents financially. They accept that education and religion go together and that helping parents will become their future responsibility.

Preferences. Parents listed playing with friends, watching TV and going to school as the activities most enjoyed by children. Their own preferences for their children's activities would be: going to school, studying, religion, and helping out parents. The children themselves mentioned playing with friends, going to school and watching TV as the activities they enjoy the most. Those children not going to school mentioned playing with friends, helping out parents at home, working with parents and working for other people as the activities instead. Both parents and children in these discussion groups perceived school as an enjoyable activity, although perhaps because of friends.

Perception of education. Parents perceived education as important, because it taught children to read, write, gain knowledge and solve problems, enabled children to get a decent job or office type job, and prevented people from looking down at their children. This last finding also reflects the “embarrassment” or social acceptance factor measured by the surveys – that two thirds of parents in June 2003 would be embarrassed if their children did not go to school (section C-2.6.1) – and it may be useful in designing future communication strategies<sup>24</sup>. Children found education important in order to gain knowledge and become a better person, acquire a job that they would like, and enable them to work in the future. The FGD results also indicate that children not at school would want to continue at school if this were possible.

### 3.1.3. *Views on the education system*

Parents identified the major strengths of the education system in Indonesia as:

- more school buildings, which means schools are now closer and more accessible (see quantitative results on access);
- availability of new facilities such as libraries;
- availability of subjects with local content (*muatan lokal*) in the regions (such as adaptations to local language and terms).

The negative aspects mentioned were more revealing:

- the monthly school fees (Rp 2,500 to Rp 25,000), which some find too expensive;
- difficulties in paying school expenses for more than one child;
- the cost of school books (Rp 2,500 to Rp 30,000), judged as expensive;
- the change in books used by schools every year, with the result that a book cannot be used again by other children, and parents have to buy new books every year;
- high transportation costs for communities in remote areas where schools are far from homes;
- high transportation costs in going to the towns to buy school books;
- high school entrance fees to SD and especially SMP;
- SMP school entry tests which disregard official exam scores from SD (called NEM).

In other words, basic education may be compulsory but not free in practice, and parents cited cost as the major constraint. Parents in eastern Indonesia also felt that their education situation was worse than in western Indonesia.

Children found positive factors to be different:

- Making friends, playing with them at school;
- Having sports and outdoor activities.

Subjects liked varied, but they agreed that the important subjects were mathematics and Indonesian.

The negative aspects were:

- too much homework
- difficult subjects and lessons
- too far distances to school; tiredness by the time they arrive at school
- punishments by the teacher.

Comparison with the survey findings indicates that costs – both hidden and upfront – are a major barrier to completing nine years of basic education. Parents are inevitably more aware of this and addressing this concern would “convert” a substantial proportion of parents whose children are already more enthusiastic than their parents.

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<sup>24</sup> A clue is offered by UNICEF sanitation programmes in West Africa: it is well-known that social or cultural reasons are often more persuasive in getting people to have latrines than health reasons, basically because longer term health reasons are more intangible for such populations.

Teachers identified major strengths of education in Indonesia as:

- better school management than previously;
- slight improvements in incentives for teachers;
- availability of subjects with local content in the regions.

The negative aspects mentioned were::

- lack of teacher training; the abolishment of SPG<sup>25</sup> means that teachers are being taught now only about the subjects and not on how to teach properly;
- disparities between the regions; western Indonesia enjoys better and more complete (comprehensive) education and school facilities than in the eastern part;
- Lack of school books;
- A uniform curriculum forced on regions with different characteristics; and lack of locally oriented materials in many regions;
- Frequent changes in curriculum; almost every time there is a new Minister of Education, there is a new curriculum system, without having had proper implementation of the previous curriculum;
- A too dense and too voluminous curriculum, leading teachers to meet the quantitative target for graduation from grade, and therefore unable to pay attention to the quality of teaching;
- Too theoretical lessons and lack of development of practical lessons;
- Too much focus on the quantity of graduates, at the expense of quality of graduates, which is often overlooked.

Comparison with survey results. While the surveys show an overwhelmingly positive attitude among teachers (sections 2.6.3, 2.8.3), the FGD results indicate their many serious concerns about the system. These need to be addressed and soon, if the problems in the education sector are not be exacerbated by increased demotivation among teachers.

#### **3.1.4. *Reasons for dropping out of school***

Parents saw these as:

- helping the family by working for money; the parents have no other choice because of the financial support required;
- preference by the children themselves to obtain quick cash (fishing in NTT and serving as food stall waiters in Central Java especially for girls), although the parents want them to go to school;
- helping the family in farming (NTT and Papua);
- other parental aspirations for children: "education is not needed to be a farmer or fisherman".

Children gave the following reasons:

- their parents cannot afford to pay monthly fees and other school expenses;
- high transportation costs to schools that are far from home;
- parents ask children to work for money;
- fear of being punished by the teacher.

Teachers listed the following reasons as probable:

- lack of money to pay for expenses: fees, books, transport;
- parents preferring children to work for money;
- children being able to earn money and therefore no longer interested in school;
- children being too intimidated by the difficult subjects/lessons.

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<sup>25</sup> Teachers Education School, which is equivalent to SMU, abolished because the Government felt that teachers' education should be equivalent to university level.

### 3.1.5. *Types of schools*

Parents were aware of state schools, private schools and religious schools (whether Muslim or Christian). In South Sulawesi and Central Java, they were also aware of “Open SMP” (SMP *terbuka*), which is free of charge, but they were reluctant to send their children to this as they perceived the quality of teaching and therefore the quality of these graduates as poor. Private schools were described as being more expensive, with poorer school facilities and easier admittance standards, i.e., they were deemed more appropriate for children not accepted in state schools. Parents generally preferred state schools. Some mentioned that they might put their daughters in religious schools because the supervision and protection (for their daughters) are stricter.

Children were not aware of the different types of schools other than being able to explain the differences in uniform between non-religious schools and religious schools (e.g., Islamic headscarf for girls and long sleeves).

Teachers explained the differences in terms of source of funding: state schools obtain assistance from the government and private schools from private funds. They also cited the difference in curriculum content for religious schools. In general no preference was mentioned, but some noted that it would be better to teach in a state school because of the pension scheme.

FGD results thus confirm the need for UNICEF cooperation to continue its support to mainstream public schools and tackle issues confronting the public system.

### 3.1.6. *Teacher profiles and teaching approaches*

Reasons for teaching. The teachers in the FGDs had been in their job for 6 to 20 years, with the majority having worked for 7-8 years. They became teachers because they came from a family of teachers, or enjoyed working with children and educating children, or because teaching was a highly respected profession especially in rural or remote areas, and because they wanted to be civil servants, with all the attendant benefits.

Difference between SD and SMP approaches. Teachers felt that teaching lower grades required more patience and simpler language and instructions, as children were in the transition of adapting from their home to school environment. Some suggested that for this reason, women were more suited to become lower grade teachers because they were more patient. On the other hand, teaching upper grades required more preparation of lessons.

Differences between male and female students were cited as female students being easier to manage and control, and male students tending to be more disobedient and rebellious. However, academically, teachers note no difference between the two sexes. They also reported not applying different treatment or teaching methods between girls and boys.

What motivates and demotivates. Teachers cited the positive aspects of their job as:

- getting respect from children, parents and the community;
- preparing themselves for handling their own children;
- working with or teaching well-behaved children;
- being able to control and manage their emotion in front of the children;
- watching their ex-pupils becoming successful people.

The negative aspects were:

- dealing with disobedient/misbehaving children;
- preparing a lot of lessons and teaching materials;
- having an inadequate salary relative to the workload;
- poor living conditions for teachers in remote areas;
- having to teach in inadequate facilities.

Teachers mentioned that their responsibility was to teach, train and educate. Their role was not only in school but also to facilitate a student's learning process out of school, such as informing students on how to find information from TV, newspapers and other media. They felt constrained by the present curriculum, with too many subject materials to be taught in too short a time, and with quantitative targets (number of graduates) to meet, rather than qualitative. The current curriculum thus restricts them to the role of information provider to students, as fast as they can in the time available, and not a facilitator of the students' learning process. Teachers in remote areas taught only in one school, as distances were too far to commute between schools. This reflects the fact that some teachers teach in more than one school and would also prefer to if given the possibility, probably to augment salaries. These findings reinforce the teachers' views in section C-3.1.3.

### 3.1.7. *Compulsory Nine Years Basic Education Programme*

Parents agreed with making nine years of basic education mandatory, noting that six years was not enough for current conditions and that most employment requires at least a high school graduate. There was some confusion about the meaning of "compulsory": was it compulsory for parents or for children; if it was compulsory why parents had to pay money for education; would there be punishment or other consequences for not following it, and so on. Parents cited the obstacles to the government's Nine Years Programme as:

- the inability to support this financially: in order to go on to SMP, a costly entrance fee is required;
- limited ability of some children to learn;
- possibility that some children might get bored during the nine years;
- children who are able to earn money dropping out of school to work full time;
- fewer SMP buildings than SD, which means lack of placement for children, further location of schools and high transportation costs;
- farming and other rural work (Papua), where parents take children with them to work during the day in the forest or farm
- *Sambut Baru*, a local NTT custom similar to baptism: children age 10-12 years may undergo this ceremony and after it may not continue their education;
- Closure of schools at harvest time (Central Java) to allow children to help their parents in the fields.

Children explained that they received information on the Compulsory Nine Years Basic Education Programme from teachers, headmasters and village heads or *lurah* (see also section C-2.5 on quantitative measures of awareness, and its footnote). Nevertheless there were still children who thought that basic education was six years. Children agreed that SD completion was not enough.

Teachers cite the obstacles to the Nine Years programme to be:

- Parents' limited financial means to support educational expenses;
- Too costly entrance fee to SMP;
- Limited number of schools, therefore long distances and high transportation costs, fewer SMP than SD, often located in towns at kecamatan level, requiring students to travel further;
- Priority not given to education (Papua and NTT) since it is not seen as necessary for living off the land as many families do;

- Possibilities for children to earn money, and loss of interest in schooling;
- The entrance test to SMP which disregards NEM scores from SD.

On making the Nine Years Programme a success, there were similar opinions between the different stakeholders on roles and responsibilities:

- Parents should realise that education is important for their children; should push or motivate their children to go to school; provide them with sufficient financial support; assist and participate in the child's development.
- Children should stay in school, be enthusiastic to learn, possess the will and spirit to continue; be disciplined, obey rules, and realise the importance of education.
- Teachers should push or motivate parents to send children to school; inform them on the consequences of not doing so; be responsible in teaching; be a facilitator between a child and parent; make the learning process enjoyable and fun; act as a good role model and provide additional lessons out of school.
- "Society" or communities should support school activities, support government programmes and assist in maintaining school facilities, be given a proper understanding of the nine years programme.
- The government should help people who have financial difficulties in sending children to school and be more proactive in promoting the Nine Years Programme.
- Everyone should participate in the programme; in addition to the above, religious leaders, local heads of government (*Bupati, Camat, Lurah*), the Ministry of Religion were mentioned.

### 3.1.8. *Awareness of the Programme*

Where ads were heard and seen. Questions on what stakeholders felt about the campaigns were asked. For actual statistics on the reach of ECI, see the figures in section C-2.4, which are based on representative sampling. Most of the groups interviewed could not recall spontaneously the basic education campaigns, although some teachers did recall these since they had participated in the ECI mobilisation campaign. The groups in South Sulawesi seemed to have the best recall of *Aku ingin lebih baik*. In Papua, only a few have television sets and private TV channels can be received only by those who have satellite dishes. Those who saw the ad therefore saw it when they went to the city, which had better access to TV. In NTT, those who had seen the TV ads saw the ad on the race and had seen it when they went to the city. In South Sulawesi and Central Java, more people in the groups reported on seeing the ECI TV ads, hearing the radio ads and seeing the ECI posters, stickers and folders.

How ads were perceived. The groups gave feedback on the ads that they had seen. Parents generally appreciated the "Race" ad better than the "Banana" ad, which they found confusing. Children understood the "Race" ad better than the "Banana" ad at first, but after repeated viewing they understood the message in the second also. Teachers understood the Banana ad, but noted that people might not see the connection between a half ripe banana and incomplete education; they suggested a more direct approach. Overall, children and teachers understood the banana ad to a greater extent than the parents. Most parents, children and teachers thought that the ads were run by the local government.



### 3.2. Community leaders and policy makers

View on actions needed. In-depth interviews were held in March and April 2003 with community leaders and policy makers at district and kecamatan level on their perceptions of basic education and the ECI. All agreed on the importance of education and the benefits of the Compulsory Nine Years Basic Education Programme. They suggested that the ways to overcome cost and other constraints were for the government to pay school fees and provide books, and for communities to be educated on the importance of education. Society should support government programmes and school activities, and assist in maintenance of school facilities; parents should motivate and influence children and participate in their development. Teachers should act as a facilitator between parents and children, motivate children to learn and act as a good role model.

Views on their own responsibilities. Regarding their own supporting roles, policy makers noted that it was to:

- recruit better and more qualified teachers;
- raise funds for each purpose
- offer assistance to children who cannot afford to go to school
- give extra attention to education. Policy makers noted that it was necessary to support and socialise further the Nine Years Programme.

Community leaders mentioned their role as:

- motivating educators to spread the message
- educating communities on the nine years programme and its importance
- campaigning for education
- providing suggestions to the government and communities
- motivating parents and children within their communities to send children to school.

The knowledge on ECI was probed. Both policy makers and community leaders were well aware of the programme and mentioned tag lines from the campaign. Both groups expressed enthusiasm for the ECI and seem to have understood the main messages, although again, the banana ad caused some confusion (children and teachers seemed to have picked up the message faster). They were also aware of activities within their districts and were able to describe these as they had been involved. The most effective media were defined as radio and TV, although it was noted that not all had access to TV. Traditional media such as art performances in local dialect, direct community mobilisation and discussions, direct communication with religious leaders, etc were suggested.

Their own initiatives. Regarding initiatives taken in education within their own districts, policy makers mentioned implementation of non-formal education programmes (Paket A for SD and Paket B for SMP); the School-Based Management Programme,<sup>26</sup> the ECI or *Aku ingin lebih baik* campaign at district and kecamatan level. Regarding the last, it was noted that more time was still needed before being able to evaluate results. Initiatives taken by community leaders include: information sessions or seminars on the Compulsory Nine Years Basic Education Programme; looking after teachers' development and welfare; asking village heads to support children going to school; and mobilising support from communities and parents.

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<sup>26</sup> This is an initiative supported by GoI, UNICEF and NZAID and is also called CLCC or Creating Learning Communities for Children. In Indonesian it is known as MBS or School Based Management.

#### 4. Conclusions from evaluation findings

Confirmation of ECI activities. On the first Evaluation Question, the evaluation provided independent confirmation by external evaluators of the extensiveness of the ECI media campaign as well as the district level social mobilisation activities in the 20 districts. Confirmation was also obtained on the various ads aired and the types of activities involving stakeholders.

The reach of the ECI media campaign. The second Evaluation Question was to what extent ECI reached stakeholders. The evaluation determined that among lower income households with school-aged children, only 60 percent had television, 49 percent radio, 2 percent had newspapers in the house, another 2 percent magazines, while 24 percent had none of the above. The effective reach of the ECI media campaign (all messages on TV and radio) over the period November 2002 - April 2003 was estimated to be 48 percent of all parents and 69 percent of all school aged children from the poorer households, and 80 percent of all teachers in the 20 target districts. The effective reach of the Sherina TV ad alone was 39 percent among households that had TV, and 23 percent among all households in the eight target districts. Considering the geographic spread of the districts, and the limited access of the target households to television and other media, UNICEF considers these findings to be positive.

The reach of the district social mobilisation activities was determined as 54 percent of all parents and 59 percent of children from lower-income households, and 76 percent of all teachers in the 20 districts. These groups were aware of one or some of the ECI activities that had taken place. Of these "aware" groups, 65 percent of parents and 72 percent of children from the lower income households, and 72 percent of teachers had participated in one or more of these activities. This means that across the 20 districts, the proportions of all stakeholders surveyed in April who actually participated in the ECI mobilisation activities were: 35 percent of parents and 43 percent of children from lower income households, and 55 percent of all teachers. This is considered a very positive result.

Stakeholders' knowledge and awareness. The Third Evaluation Question focused on whether stakeholders' knowledge and awareness had increased and if so to what extent. The evaluation results demonstrated a surge in awareness regarding basic compulsory education among parents from poorer households in 20 districts: from 59 percent of all parents surveyed in November-December 2002 at the start of the campaign, to 68 percent in April 2003, both in fathers and in mothers. The results also show an even greater leap in awareness among children, from 48 percent at end-2002, to 66 percent overall in April 2003. The same question asked in the second impact survey in June confirmed the increased levels of awareness on this issue among parents in poor households in eight districts (70 percent in June 2003). Awareness was 81 percent in households with television.

Stakeholders' attitudes: parents. The Fourth Evaluation Question focused on whether stakeholders' attitudes had changed, and if so how and to what extent. The first round of impact evaluation showed some positive changes in attitudes. 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. There is no discernible gender bias in parents' attitudes to girls' and boys' learning abilities.

Stakeholders' attitudes: children. The proportion of all school-aged children surveyed who were favourably disposed towards SD or who said that their parents encouraged them has increased from before the campaign. With regard to SMP, there is a general improvement in attitudes, but not necessarily towards liking SMP more. While the proportion of children who expressed liking SMP fell from before the campaign, the proportion of those expressing desire to go to SMP, or whose parents encouraged them to go, has increased. Attitudes towards working or staying idle registered some change as well. There was also a positive shift in this direction.

Stakeholders' attitudes: teachers. Teachers' attitudes were on the whole positive throughout and reflected the high degree of "commitment" measured below. There was strong agreement that helping children to learn what really matters and that they were proud of the work they did. Reflecting the fact perhaps that they got less than adequate support from parents, teachers also agreed that parents should take a more active role in encouraging children to go to school, although it was noted that community leaders were supportive of the school.

Perceptions of important subjects. A strikingly and consistently high proportion of parents (some 99 percent) considered "religion" to be the most important subject for their children to study, whether in predominantly Muslim or Christian regions. Indonesian language and mathematics rank next, with 90 percent of parents regarding these to be "important for children to study". The exceptions were Papua, where physical education ranked third after Indonesian language, and Nusa Tenggara, where Indonesian language fell to fifth place. English was considered a low priority (third last nationally) compared to other subjects.

The reasons given for children dropping out of school were mainly financial (61 and 63 percent of parents respectively in the baseline and April impact survey). Of parents whose children were not attending school, 82 to 92 percent responded that they could not afford it. Of children not attending school, the majority (54 percent in November 2002 and 66 percent in April 2003) would like to go to school, but could not. Of these, the majority stated that their parents could not afford it. The proportion who stated that their parents did not want them to go to school fell from 13 percent in end-2002 to 0 percent in April 2003. The proportion of children who prefer doing things other than going to school decreased from 41 to 9 percent from November 2002 to April 2003. Interestingly, while a small proportion of parents (14 percent in April) had responded that the reason their child was not in school was because "there were better things to do", one quarter of the children themselves during the same survey said that their parents wanted them to do other things.

Behaviour change. The last Evaluation Question – whether stakeholders' actions, practices and behaviour change – was a longer term and more complex issue. It is usually not possible to assess this kind of impact until after a certain time has lapsed. It becomes also more difficult, if not impossible, to address the attribution factor then. 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.

TNS thus 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.

TNS findings of “commitment”. The evaluation found that while there are generally high levels of “commitment” overall, there are no significant shifts in core behavioural “commitment” between November 2002 and April 2003, by region, by age, or by social class, a shift not expected at this point. From the two series of measurements, however, impediments and issues crucial to the success of education reform were identified.

Financial constraints. Overwhelmingly (as shown by both quantitative and qualitative methods), parents cite the high costs of “compulsory” basic education: the issue of access to SMP, costs for both SD and SMP, transportation, SMP entrance examinations, and the changes in curriculum leading to extra expenses for textbooks. 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. Teachers cite the lack of commitment from parents, the inadequacy of school facilities and training, and the attendant costs of basic education – basically the same factors that parents cited (school transportation, school fees, textbook costs, etc.). 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.

Policy changes. All of the above are issues of policy. It is interesting to note that only the district policy makers now nominate awareness of the importance of education as an issue. Unless, therefore, 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 (the majority of schools preferred by parents and teachers, as the TNS findings show), behaviour will not substantially change.

## D. Financial report

The funds for the ECI campaign were drawn from three Programme Budget Allotments (PBAs): SC/98/0408; SC/99/0592 and SC/00/0438.

At the beginning of this reporting period in April 2003, a total of US \$ 146427.84 was available from the three tranches. The total budget and expenditures is summed up in Table D-1.

Tables D-2 to D-4 provide the detailed expenditure break downs for each of the three PBAs from the inception of the ECI to the expiry of the project. As can be observed, all the monies under two of the three PBAs ( SC/98/0408 and SC/99/0592 ) were fully utilised by the end of this reporting period. A sum of US\$ 1042.2 remains unspent from the third PBA SC/00/0438.

Table D-5 provides an overview of total expenditures incurred during this last reporting period (April-June 2003) from both AusAID and UNICEF resources. The total AusAID expenditure from all the three PBAs during this reporting period amounts to US \$ 145385.64. A total of US\$ 25,848.19 has been spent by UNICEF. As reported earlier, UNICEF paid for the salary of the national communication consultant to oversee the campaign processes. In addition, UNICEF also paid for the second impact evaluation conducted by TNS and decided to utilise all the AusAID funds for the media related activities.

Table D-6 provides all the main expenditure items spent throughout the duration of the ECI.

Tables D-7 and D-8 provide detailed budgets for the media spots contracted by LOWE.

<i>Table D-1. Summary of expenditure and funds available</i>				
[1]	[2]	[3]	[4]	[5]
PBA number	Remaining funds as of March 2003 US \$	Expenditure April-June 2003 US \$	Funds unspent as of June 2003 US \$	Reference for column 2
SC/98/408	11,188.54	11,188.54	0.00	See Fourth Progress Report January-March 2003
SC/99/0592	35,788.63	35,788.63	0.00	See Fourth Progress Report January-March 2003
SC/00/0438	99,450.67	98,408.47	1,042.20	See Fourth Progress Report January-March 2003. Amount available in April 2003 slightly less than reported earlier (\$100,207.09) due to exchange rate fluctuations
<b>Total</b>	<b>146,427.84</b>	<b>145,385.64</b>	<b>1,042.20</b>	
Funds unspent as of June 2003 amounting to US\$ 1042.20 are based on financial records in Jakarta. These will be updated when Jakarta office receives final figures from New York.				

**Table D-2. Expenditure against PBA 408, 1998- 2003**

	Item	US \$	Comments
1	Programmable Amount	<b>482,461.55</b>	
	Expenditures		
2	January-December 1998	471,273.01	<i>Aku Anak Sekolah</i> . Refer First Progress Report (January-April 2002)
3	January-December 1999	0.00	
4	January-December 2002	0.00	Refer Fourth Progress Report (January-March 2003)
5	January-March 2003	0.00	Refer Fourth Progress Report (January-March 2003)
6	April-June 2003	11,188.54	See details in Table D-5
7	Total January-June 2003	11,188.54	
8	Total Expenditure 2000-2003 (items 2+3+4+7)	<b>482,461.55</b>	
9	Funds unspent in June 2003 (items 1-8)	<b>0.00</b>	

**Table D-3. Expenditure against PBA 592, 1999-2003**

	Item	US \$	Comments
1	Programmable Amount	<b>1,069,167.54</b>	
	Expenditures		
2	January-December 1999	477,622.59	<i>Aku Anak Sekolah</i> . Refer First Progress Report (January-April 2002)
3	January-December 2000	555,754.91	
4	January-March 2003	0.00	Refer Fourth Progress Report (January-March 2003)
5	April-June 2003	35,788.63	See details in Table D-5
6	Total January-June 2003	35,788.63	
8	Total Expenditure 2000-2003 (items 2+3+6)	<b>1,069,166.13</b>	
	Funds unspent in June 2003 (items 1-8)	1.41	

**Table D-4. Expenditure against PBA 438, 2000-2003**

	Item	US \$	Comments
1	Programmable Amount	<b>1,199,455.40</b>	
	Expenditures		
2	January-December 2000	131,439.19	<i>Aku Anak Sekolah</i> . Refer to the Fourth Progress Report (January –March 2003)
3	January-December 2001	93,285.32	
4	January-December 2002	833,666.23	Refer to the Fourth Progress Report (January –March 2003)
5	January-March 2003	41,613.99	Refer to Fourth Report, January-March 2003. Amount increased from \$ 40,857.57 due to exchange rate fluctuations
6	April-June 2003	98,408.47	See details in Table D-5
7	Total January-June 2003	140,022.46	
8	Total Expenditure 2000-2003 (items 2+3+4+7)	<b>1,198,413.20</b>	
9	Funds unspent in June 2003 (items 1-8)	1,042.20	

**Table D-5. Total ECI Expenditures April-June 2003 from AusAID and UNICEF**

Major Groups of expenditures	Expenditures from AusAID US \$	Expenditures from UNICEF US \$	Remarks
<b>PBA SC/98/0408</b>			
Production and media buying for Sherina TV campaign	11,188.54		Contract with Megapro Advertising agency for the follow - up campaign
<b>Total</b>	<b>11,188.54</b>		
<b>PBA SC/99/0592</b>			
Production and media buying for Sherina TV campaign	35,788.63		Contract with Megapro Advertising agency for the follow - up campaign
<b>Total</b>	<b>35,788.63</b>		
<b>PBA:SC/00/0438</b>			
A short term national communication consultant to coordinate, assist and monitor the campaign activities on a day-to-day basis		8,593.70	Consultant appointed against UNICEF resources since May 2002 till July 2003
Closing Payment to Advertisement Agency-LOWE	7,941.82		
Production and media buying for Sherina TV campaign	105,259.44		Contract with Megapro Advertising agency for the follow - up campaign
Distribution of ECI materials to the districts/provinces	2,156.65		
Reimbursement of over- expenditure to counterparts in MoNE for national orientation workshop on ECI held in 2002	3,095.09		
Second Impact evaluation of Sherina TV campaign		17,254.49	
Programme Refunds	-20,044.53		
<b>Total</b>	<b>98,408.47</b>		
<b>Grand Total</b>	<b>145,385.64</b>	<b>25,848.19</b>	

**Table D-6. Summary of ECI Funds Available and Spent: January 2002-June 2003**

PBA	Funds available in January 2002	Funds spent until June 2003	Funds Unspent as on date	Remarks
PBA: SC/98/0408	11,188.54	11,188.54	0.00	See 4 <sup>th</sup> Progress Report
PBA: SC/99/0592	35,788.63	35,788.63	0.00	
PBA: SC/00/0438	974,730.89	973,688.69	1,042.20	See 1 <sup>st</sup> Progress Report (\$916,502.47 + \$58,228.42)
<b>Total</b>	<b>1,021,708.06</b>	<b>1,020,665.86</b>	<b>1,042.20</b>	

**Details of ECI expenditures: January 2002-June 2003 from AusAID and UNICEF**

Major Groups of expenditures	Expenditures from AusAID US \$	Expenditures from UNICEF US \$	Remarks
Orientation and planning workshop partners in Jakarta and Surabaya	95,669.22		
Contract with LOWE for Communication campaign	362,966.88		
A short term national communication consultant to coordinate, assist and monitor the campaign activities on a day-to-day basis		28,065.94	Consultant appointed against UNICEF resources since May 2003 till July 2003
Social mobilisation activities in provinces	35,011.23		Refer to Third Progress Report (July-December 2002)
Social mobilisation activities in districts and sub districts	308,752.88		
Printing and distribution of campaign materials	40,513.64		
Baseline Evaluation of the campaign by TNS		53,386.36	Refer to Third Progress Report (July-December 2002)
Impact Evaluation of the campaign by TNS	37,733.94		Refer to Fourth Progress Report (July-December 2002)
Second Impact Evaluation of the Sherina TV campaign		17,254.49	Refer Table D-5
Production and media buying for Sherina TV campaign	11,188.54		Refer Table D-5-PBA SC/98/0408
Production and media buying for Sherina TV campaign	35,783.63		Refer Table D-5-PBA SC/99/0592
Production and media buying for Sherina TV campaign	105,259.44		Refer Table D-5-PBA SC/00/0438
Closing payment to Advertising Agency LOWE	7,941.82		Refer Table D-5-PBA SC/00/0438
Programme Refunds	-20,155.56		
<b>Total</b>	<b>1,020,665.66</b>	<b>98,706.79</b>	

The above are based on financial records in Jakarta. These will be updated when Jakarta office receives final figures from New York.



*Table D-7. Payment to TV stations through LOWE*

INVOICE No.	DATE	PERIOD	STATION	TOTAL AMOUNT
200300025	01/02/03	Nov-02	Indosiar Visual Mandiri	Rp 182,224,570
200300048	01/02/03	Nov-02	Indosiar Visual Mandiri	Rp 8,250
200300291	17/1/03	Dec-02	Indosiar Visual Mandiri	Rp 138,741,130
200300232	14/1/03	Dec-02	Indosiar Visual Mandiri	Rp 8,250
200300102	01/02/03	Nov-02	RCTI	Rp 129,423,250
200300103	01/02/03	Nov-02	RCTI	Rp 8,250
200300231	14/1/03	Dec-02	RCTI	Rp 94,222,370
200300230	14/1/03	Dec-02	RCTI	Rp 8,250
200201852	11/11/02	Oct-02	RCTI	Rp 31,067,850
200201864	13/11/02	Oct-02	SCTV	Rp 35,209,130
200201851	11/11/02	Oct-02	SCTV	Rp 8,250
200201865	13/11/02	Oct-02	SCTV	Rp 8,250
200300101	01/02/03	Nov-02	SCTV	Rp 78,692,570
200300104	01/02/03	Nov-02	SCTV	Rp 8,250
200300026	01/02/03	Nov-02	SCTV	Rp 24,855,930
200300292	17/1/03	Dec-02	SCTV	Rp 70,410,010
200300293	17/1/03	Dec-02	SCTV	Rp 8,250
200300233	14/1/03	Dec-02	SCTV	Rp 27,961,890
200201919	18/11/02	Oct-02	TPI	Rp 8,719,614
200201921	18/11/02	Oct-02	TPI	Rp 1,881,661
200300100	01/02/03	Nov-02	TPI	Rp 16,306,930
200300049	01/02/03	Nov-02	TPI	Rp 7,501,897
200300161	01/09/03	Dec-02	TPI	Rp 23,332,223
200300162	01/09/03	Dec-02	TPI	Rp 8,906,955
200300151	25/2/03	Jan-03	SCTV	Rp 8,250
200300150	25/2/03	Jan-03	Indosiar Visual Mandiri	Rp 8,250
200300149	25/2/03	Jan-03	Indosiar Visual Mandiri	Rp 8,290,810
200300160	03/05/03	Jan-03	Indosiar Visual Mandiri	Rp 96,293,010
200300148	25/2/03	Jan-03	RCTI	Rp 54,880,210
200300147	25/2/03	Jan-03	SCTV	Rp 15,538,050
200300153	25/2/03	Jan-03	RCTI	Rp 8,250
200300152	25/2/03	Jan-03	SCTV	Rp 33,138,490
200300582	21/3/03	Jan-03	TPI	Rp 5,909,496
200300581	21/3/03	Jan-03	TPI	Rp 5,160,132
Total				Rp 1,098,758,928
				USD 122,084

**Table D-8. Payments to radio stations through LOWE**

INVOICE NO.	DATE	PERIOD	STATION	TOTAL AMOUNT
200300071	01/02/03	Nov-02	MB	Rp 9,850,291
200300295	21/1/03	Nov-02	MB	Rp 4,226,046
200300656	04/11/03	Nov-02	MB	Rp 16,264,873
200300659	15/4/03	Nov-02	MB	Rp 880,669
200300657	04/11/03	Dec-02	MB	Rp 32,843,060
200300660	15/4/03	Dec-02	MB	Rp 953,141
200300962	17/4/03	Jan-03	MB	Rp 18,160,156
200301183	05/01/03	Jan-03	MB	Rp 5,529,902
200301295	05/06/03	Jan-03	MB	Rp 11,393,305
200300964	17/4/03	Feb-03	MB	Rp 6,916,324
200301182	05/01/03	Feb-03	MB	Rp 4,796,119
200301296	05/06/03	Feb-03	MB	Rp 19,509,435
200300965	17/4/03	Mar-03	MB	Rp 3,407,755
200301184	05/06/03	Mar-03	MB	Rp 8,504,633
200301304	05/06/03	Mar-03	MB	Rp 12,874,458
Total				Rp 156,110,167
				USD 19,038

## E. Conclusions – and the future

The external evaluation conducted by TNS provides an example of change measurement that was well-planned, planned in advance and conducted with rigour. 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.

Achievement of goals. The overall goals of ECI 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 goals have been met, as discussed in the evaluation findings. The Initiative has demonstrated how stakeholders could be mobilised effectively, as measured by the evaluation and as seen in the district reports.

Progress towards specific objectives. To a large part, the specific objectives of the ECI have also been met. The first objective, *to disseminate information on the Government of Indonesia's key education reforms*, has been accomplished and the evaluation showed that the extent of dissemination has been impressive. The second, *strengthening networks and linkages of the various partners and target groups involved*, has also taken place at national and district level, and is a continuous ongoing process. The third objective related to *the active participation of key education stakeholders (e.g. teachers, parents, community members, children, administrators, local government, etc.) and communities in promoting basic education*. The quantitative measures of actual participation in the district activities resulting from the TNS evaluation are one indication. Another is the increased level of awareness on the ECI themes among the stakeholders, demonstrated by the evaluation. All these are opportunities for the Government, UNICEF and its partners to build on.

Sustainability. The fourth objective is rather more complex: *to establish sustainable mechanisms at community and school levels, in order to ensure effective follow-through on education reform concepts after completing the campaign*. While it is true that DTACs exist in the districts, their capacities are still weak, as noted above. The kecamatan education planning exercises have been useful in involving principal stakeholders, which has translated into commitment in various forms. Examples of these are mentioned earlier in the report (Section B-4). All these are positive outcomes and augur well for the future. The attitudinal changes among parents, children and teachers – recorded by the TNS evaluation – are also indications that these efforts could lead to sustained improvements. However, behaviour change is a long term process, and will require follow-up and addressing other factors mentioned below. The current ECI campaign has addressed the first two elements of the behaviour change process: awareness and attitude. Actually getting more children into school is a longer-term process. Nor can it be seen in the isolation of other factors.

Where next. The in-depth interviews and the focus group discussions conducted by the evaluation provide indications on where to go next, since these highlight the impediments and issues related to education reform. Overwhelmingly (as shown by both quantitative and qualitative methods), parents cite the high costs of “compulsory” basic education: the issue of access to SMP, costs for both SD

and SMP, transportation, SMP entrance examinations, and the changes in curriculum leading to extra expenses for textbooks. 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. Teachers cite the lack of commitment from parents, the inadequacy of school facilities and training, and the attendant costs of basic education – basically the same factors that parents cited (school transportation, school fees, textbook costs, etc.). 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.

Policy changes. All of the above are issues of policy. It is interesting to note that only the district policy makers now nominate awareness of the importance of education as an issue. Unless, therefore, 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 (the majority of schools preferred by parents and teachers, as the TNS findings show), behaviour will not substantially change.

In conclusion, it is clear that the ECI was successful in making the programme's stakeholders more aware of basic education, and 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.

## Acronyms, glossary and abbreviations

AAS: Aku Anak Sekolah or Back to School Campaign	MenkoKesra: Coordinating Ministry for People's Welfare
Aku Ingin Lebih Baik: I Wish To Be Better, the ECI campaign slogan	MI: Madrasa Ibtidayah, or Muslim religious school
APBD: District Development Budget	MoH: Ministry of Health
Bappeda: District Development Board	MoNE: Ministry of National Education
Bappenas: National Development Planning Board	Muatan lokal: Local content in school curriculum
BKKBN: Coordinating body for National Family Planning Programme	NEM: School examination scores
Bupati: District Head	NTB: Nusa Tenggara Barat province
Camat: Head of the Kecamatan or subdistrict	Paket A: Non-Formal Education course for SD
CLOC: Creating Learning Communities for Children Project	Paket B: Non-Formal Education course for SMP
CPRP: Cost per Target Audience Rating Point	PBA: Programme Budget Allotment
Depnakertrans: Department of Manpower and Transmigration	PGRI: Indonesian Teachers' Association
DepSos: Department of Social Welfare	QBEFA: Quality Basic Education for All
Dewan Sekolah: School Committee	ROS: Run On Station
Dinas Pendidikan: District/Province Education Office	RT: Rukun Tetangga or neighbourhood
Dompot Dhu'afa: Religious Funds	SD: Sekolah Dasar/Primary School
DTAC: District Technical Advisory Committee	SLTP: Sekolah Lanjutan Tingkat Pertama or Junior Secondary School (previously called SMP)
ECI: Education Communication Initiative	SMP: Sekolah Menengah Pertama or Junior Secondary School
FGD: Focus Group Discussion	SMP terbuka: Open Junior Secondary School
GoI: Government of Indonesia	SMU: Sekolah Menengah Umum
GRP: Gross Rating Points	SPG: Teachers Education School, equivalent to high school level
Kabupaten: District	Susenas: National Socio-Economic Survey
KAP: Knowledge, Attitude, Practices	TAC: Technical Advisory Committee
Kecamatan: Subdistrict	TARPs: Target Audience Rating Points
Kepala desa: Village head	TNS: Taylor Nelson Sofres
Lurah: Community leader	TOR: Terms of Reference
MBS: School Based Management	TWG: Technical Working Group