

Education Communication Initiative

Final Report

UNICEF

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1.0 ACTION SUMMARY

Campaign evaluation

The media campaign achieved significantly higher reach among teachers (80%) followed by children (69%) and parents (48%). Reach was also higher in Java mainly due to the relatively low media penetration in NT, Sulawesi and Papua. A follow on campaign (Sherina) was run in East Java, NT and Papua. Total reach for this television campaign was 23%. In Papua penetration of radio is higher compared to television (45% vs 21%) and means radio is an important media to consider for future campaigns. Around 50% of people in NT, Sulawesi and Papua don't have any media and highlights the importance of complimenting conventional media with social mobilisation and other community programs.

An interesting finding was that whilst media penetration in NT is relatively low (48%), total reach for the ECI was quite high amongst children and parents (60% and 66% respectively). Although many don't have a television in NT, they watch television with friends and relatives as indicated by their higher rate of viewing habits. Overall, 77% for parents and 82% of children in NT had watched, listened to or read some media in the last week. Media viewing in Papua and Sulawesi on the other hand is significantly lower.

Three in four (76%) of teachers were aware of the social mobilisation program that Unicef organised. Awareness was somewhat lower amongst parents and children with 54% and 59% respectively. The social mobilization program was found to be less effective in NT, Sulawesi and Papua. However, because these areas have very low media penetration, around 50% or less, complementary initiatives such as a social mobilization program becomes more important and should be considered for future initiatives. Involvement of teachers will be important, as their level of involvement was relatively high. Overall, 55% of all teachers participated in some way compared to 35% for parents and 43% for children. The more successful activities that took place included student competitions and street carnivals. These activities attracted more attention as well as participation and should be considered for future initiatives.

Awareness

The campaign was successful in raising awareness that Indonesia now has 9 years of basic education. The initial campaign contributed to a significant increase in Java but had less impact in the outer regions. However, the follow on campaign (Sherina) helped to increase awareness in East Java, NT and Papua. In total awareness increased from 59% to 70% in this region. This shows that

conventional media can be very effective in generating awareness and should be considered for future initiatives.

Attitudes

The campaign also helped to shape more positive attitudes towards basic education. For the initial campaign, however, it appears the overall media weight was too weak in order to push the message through effectively. This was true even in areas where media penetration is quite high. The follow on campaign (Sherina), on the other hand, had more weight and was very effective in influencing attitudes. In particular in East Java where television penetration and watching is relatively high (50% have a television and everyone surveyed had watched television in the last week). For future campaigns it will be important to ensure the media schedule has enough frequency to cut through the clutter. Radio should be considered as a supporting media for better reach.

Commitment (See definition on page 10)

Unlike awareness and attitudes, commitment is a better measure for predicting future behavior. For example, knowing that many parents and children are committed to SD we can be confident that they are much more likely to continue to SMP compared to those who are uncommitted to SD. This makes the model attractive for education as we want to identify those at risk of dropping out of school at an early stage.

In terms of commitment to basic education there was a significant shift among parents with children of SD age in East Java following the Sherina campaign. Those committed to basic education increased from 71% up to 86%. This was also reflected in their attitudes. Whilst this shift can not be directly attributed to the campaign it is an encouraging sign. Normally, for commitment to change significantly one has to take a long-term view. However, one could speculate whether the campaign in fact has reached a threshold where those reached by the campaign is starting to become motivated by the communication. Further initiatives should be considered with continued support from media measurements to monitor performance both in terms of reach and commitment.

Commitment to 9 years of basic education is relatively lower among parents. About one in three parents are not committed compared to only one in five among school aged children. As expected, teachers are highly committed. Hence the focus for future campaigns should be on parents using children as influencers and teachers as spokes people. Commitment is not generated through awareness but through involvement so key is finding a way to involve parents more. The ECI saw a high correlation between involvement and commitment. In other words, the ECI did a good job in reinforcing those already committed to 9 years of basic education. For example, it is interesting to note that SMP participation was found to be highest in NT together with commitment.

Recommendations for future campaigns

The strategy forward for Unicef is to target parents and encourage them to have their children stay in school. The focus should be on the last three years of SD where the drop out rate is at its highest peak. Changing attitudes to bring SMP into the mindset is an important objective. In Papua and Sulawesi the main objective should be to continue to raise awareness about 9 year of basic education.

The “Aku inging lebih baik” theme has achieved some recognition and may continue. The context and the creative idea may need to be changed and there are plenty of themes uncovered by the research that could form the basis for new creative ideas. For example, one of the key differences between those committed and those not committed to basic education is that those committed would to a greater extent feel embarrassed if their children did not attend school. Another possible motivator is the future security that parents may enjoy should their children complete education and find a good job.

Whilst children are both more aware and committed to 9 years of basic education they can not be ignored as a target group. Maintaining their commitment and strengthen it where necessary are still important and especially in Papua and Sulawesi. Children are of course very much guided by their parents but as with teachers they are potentially a highly influential group.

Teachers are the least of Unicef’s worries, they are very supportive of 9 years of basic education and highly committed to their work, and their school and the children they teach. As respected members of the community, teachers are well positioned to become future spoke persons and organisers of social mobilisation programs.

Access

The ultimate goal of the ECI is of course to be able to influence behavior. However, as discovered by the research, this can not be achieved with just a communication initiative. As uncovered by the research, parents are faced with a number of barriers that prevents them from having their children finish school even though they may be committed to basic education. For example, in order to enter SMP one has to pay an entrance fee and in addition there are entry requirements based on your NEM score from SD. There are fewer SMP schools compared to SD and no real effort has been made to increase the number of facilities. The Government needs to make an effort to show they support 9 years of basic education before claiming it is compulsory. SD and SMP should be promoted as one and the same and with access to all students.

Providing basic education for all under the same rules should be the way forward. The government needs to follow what has been set out in the constitution. Temporary special aid programs to help the poor only singles out those who cannot afford education and means it comes with a stigma attached.

2.0 BACKGROUND

Like many other countries, Indonesia has 9 years of compulsory education. However, compulsory education is not free and not all school-aged children complete the full 9 years. Some leave school in order to enter the work force as early as possible, others to help their families. Long-term benefits are given up in the hope of a short-term gain that unfortunately for many turns out to be a disappointment. Child labor, for example, is prominent and a growing problem. It is envisaged that there are a number of factors that influence this dysfunctional behavior. Pressure from family, lack of qualified teachers, not enough community involvement, and less than dedicated policy makers are potential sources of this problem and it is clear that overall there is a lack of commitment to 9 years of compulsory basic education in Indonesia.

In response to this problem, the Education Communication Initiative (ECI) was formulated to promote Education Reform and Local Actions to support quality basic education in Indonesia. The vision for the initiative is to establish Quality Basic Education For All (QBEFA). UNICEF is facilitating this initiative in collaboration with the National Ministry of Education, Government of Indonesia.

The initiative was launched on 23 September 2002 in the form of a media campaign to create awareness in relation to education reform. In addition, a community advocacy and social mobilization campaign took place to promote the vision of QBEFA and to develop district and local action plans to translate the vision into practical education plans. The primary target for the various campaign activities was both parents and school aged children aged between 6 and 15 years. In addition, teachers, policy makers and community leaders were seen as important secondary targets. The ECI came under the copy line: 'Aku Ingin Lebih Baik', meaning, 'I want to be better'. The idea behind this slogan is of course that it relates not just to the school-aged children themselves but to all stakeholders including policy makers and community leaders.

Although the television campaign was broadcasted at the national level, the full thrust of the ECI with all its activities was focused on 20 specific areas (Kabupaten) located in 8 provinces. These areas were identified as having a large proportion of people from lower socioeconomic groups.

TNS Indonesia was commissioned by Unicef to conduct an evaluation of the ECI in terms of impact on both primary and secondary target groups and across all 20 areas. This report outlines the results and also makes some recommendations for future initiatives.

3.0 RESEARCH OBJECTIVES

To properly evaluate the ECI a detailed study with stakeholders was carried out in a pre and post-test format. The overall objective was to review various ECI activities through the measurement of commitment and to suggest recommendations for the future. More specific objectives included:

1. To measure ad awareness for the ECI campaign across segments based on their commitment to basic education.
2. To gauge attitudes towards basic education and alternative activities such as working for money or helping out at home.
3. To identify specific actions that stakeholders have taken to realize the QBEFA vision.
4. To measure awareness and attitudes towards the Advocacy and Social Mobilization and Education program.
5. To identify areas in which the ECI has been relatively more effective as well as identifying ways in which the initiative can be improved.

4.0 METHODOLOGY

4.1 Research target

For the benefit of the study it was important to include a range of stakeholders, directly or indirectly involved with basic education. They were divided into the following five different target groups:

- School aged children aged 6 to 15 years
- Parents to school aged children
- Teachers
- Community leaders
- Policy makers

It was decided that parents, children and teachers be randomly selected and surveyed quantitatively. In addition, a limited set of community leaders and policy makers would be approached for qualitative indepth interviews.

4.2 Geographical distribution and sample size

To achieve good representation, the sample was spread across the 20 districts Unicef had decided to run the intervention program. However, because Papua, Sulawesi and NT were seen to be important regions the sample was disproportionately allocated to allow for cross regional analysis. The final sample composition for each target group is shown in the table below. It should be pointed out that the sample sizes shown represent the total sample including both the pre and post measurements.

Sample composition (pre and post measure)

Province	No. Districts Kabupaten	Population Children aged 6-15 years	School aged children	Parents	Teachers	Policy Makers	Community Leaders
Banten		1,770,454					
West Java	9	7,149,957	200	200	80	16	16
Central Java		6,206,271					
East Java		6,068,085					
West NT	5	924,662	200	200	80	16	16
East NT		895,410					
Sulawesi	3	1,695,505	200	200	80	16	16
Papua	3	402,218	200	200	80	16	16
TOTAL	20	25,112,562	n= 800	n= 800	n=320	n= 64	n= 64

4.3 Sampling

For parents and children, probability proportional to size (PPS) sampling was used to achieve a representative sample of all districts (*kabupatens*) selected. Representation across all *kabupatens* was achieved by systematically selecting potential survey areas from a cumulative list of sub-districts (*kecamatan*s). Using this method, the number of survey locations selected for each location was adjusted according to the proportion of the total population for that area. For each *kecamatan* selected, a list of villages and localities were selected using systematic random sampling. The selection of respondent households in each village was carried out using the random walk method with up to 5 households being selected in each village. Within selected households, an adult decision-maker was targeted for the parent survey. The Kish Grid method was used to randomly select school-aged children aged between 6 and 15 years. If the selected person were not available, the interviewer would call back at a later time (up to a maximum of 3 callbacks). The collection method used was face-to-face interviewing.

In order to achieve representation of adults and school aged children throughout the areas selected, the samples were weighted. Weights were calculated taking into consideration the distribution of the total population in the selected Kabupatens for each province as shown below (i.e. 8 cells in total). Since data for children aged 6-15 is not available at the Kabupaten level total population had to be used as a proxy.

Province	No. of Kabupaten	Population Size (%)
Banten	1	7
West Java	2	26
Central Java	3	25
East Java	3	10
West NT	2	9
East NT	3	10
Sulawesi	3	6
Papua	3	7
Total	20	100

Teachers were randomly selected from both SD and SMP schools. Four teachers were interviewed from each school (two during the pre and two during the post measure) and selection was done using the Kish Grid method. Two SD and SMP schools were also randomly selected from all the 20 Kabupatens yielding a total sample of 80 schools. To correct for possible sampling biases in the teacher sample, weights were calculated taking into consideration the total distribution of SD and SMP schools across the 8 provinces selected. Overall, SD was weighted to represents 73% and SMP 27% (i.e. two cells only). Whilst the teacher to student ratio differ between regions it was not taken into account for the weighting as the total sample of teachers in each region was very small (between 2 and 12).

Survey accuracy is dependent on the sample size. Based on a sample size of n=400, the maximum margin of error is 4.9% at the 95% confidence level. This means that if the same survey was conducted 100 times, then 95 of them would yield survey estimates within plus and minus 4.9% of the result reported in this survey. For example, if the proportion of parents who agreed to a particular question were found to be 50%, then 95 times out of 100, the result would be in the range of 45.1% to 54.9%. For analysis of subgroups (e.g. analysis by region), please refer to the Margin of Error table that has been included as Appendix 1.

4.4 Measuring commitment to basic education

The Conversion Model™ is used in this study to obtain a validated measure of commitment to basic education among parents, children and teachers. The Conversion Model™ based on the philosophy of commitment-led marketing, which is about understanding what's in the mind of consumers and then using that information, to decide how best to build and manage the relationship.

The Conversion Model™ is the first and leading model to measure commitment. Many people use the terms "loyalty" and "commitment" interchangeably. But these two words actually have quite different meaning as explained below:

What are the differences?

Loyalty:

Behavioural – what they do (go to school)

Denotes likelihood of staying in school based on past behaviour

Loyalty can exist without commitment

Commitment:

Psychological – what they feel

Denotes Psychological attachment to education

Commitment rarely exists without loyalty

Loyalty is about what people do - Commitment is about what they feel. We can't tell what parents, children and teachers are feeling by looking at what they are doing. And we can't tell how they will behave in the future by looking at what they are doing now - we need to understand the strength of the relationship. Commitment is the key to understanding that relationship.

The Conversion Model™ has been validated for over a decade and has been used in more than 4000 projects in over 90 countries world-wide. Based on our experience with the model we can be certain of the following when talking about commitment:

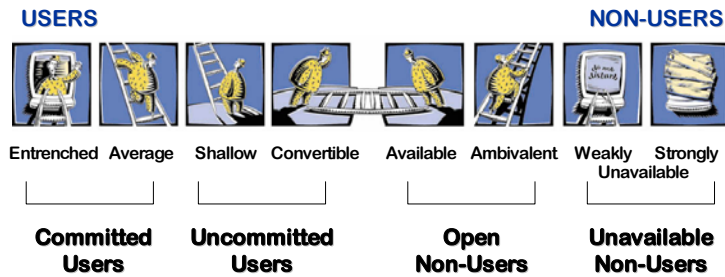
- ☞ Committed school-aged children will want to finish the full 9 years of basic education.
- ☞ Committed parents are more likely to help their kids through school.
- ☞ Committed teachers will see value in what they are doing and will work hard to stimulate and help their school-aged children.

By using the Conversion Model™ we can measure how committed stakeholders are to 9 years of basic education but we can also see how available they are to alternatives. According to the theory that underpins the model, there are 4 dimensions that contribute to a consumer's psychological attachment to the alternatives at hand:

1. **Needs fit:** How satisfied are stakeholders with the current education system?
2. **Involvement in the category:** How important is it to have 9 years of basic education, does it matter?
3. **Attitude to alternatives:** How attractive are alternatives to basic education?
4. **Ambivalence:** To what extent are stakeholders torn between the appeals of the different options at hand?

Once implemented, the Conversion Model™ will yield 8 segments as shown below. Four would pertain to parents and their children who currently are in school (users) with the remaining four segments being those who don't go or who have dropped out of school.

The model segments the market as follows:



Here follows a more detailed description of each of the segments shown above:

USERS – STILL AT SCHOOL

- Entrenched:** School-aged children and parents who are strongly committed to basic education - they are highly unlikely to quit in the foreseeable future
- Average:** They are also committed to basic education, but not as strongly - they are unlikely to quit in the short term
- Shallow:** School-aged children and parents who are uncommitted to basic education and who potentially may drop out – some are actively considering alternatives
- Convertible:** Those still at school but who are most likely to leave.

NON USERS – NOT AT SCHOOL

Available:	School non-participants who possibly could consider returning in the short term
Ambivalent:	School non-participants who are as attracted to studying again as they are to their current activities (e.g. Working)
Weakly unavailable:	School non-participants who are not likely to go back to school
Strongly unavailable:	These people are highly unlikely to return - their preference lies strongly with their current activities

5.0 KEY FINDINGS

5.1 *School demography and participation*

The initial part of the questionnaire collected data for all school aged children in the households surveyed, both in the pre and post measure. Together they yielded a total sample of n= 2955 school aged children. This allowed for accurate estimation of school participation across different age groups.

In terms of school participation for the areas surveyed, 88% of children attend school on average. For 6 – 12 year olds its 93% but for 13 – 15% year olds there is a sharp drop to 75%. Overall 4% of all children never commence school.

Papuas was found to have the lowest participation rate with 84% overall followed by Java with 86%, Sulawesi 87% and NT 94%.

Having children dropping out of school is a problem. Of all dropouts, 89% never start SMP and 47% don't complete SD.

5.2 *Campaign Evaluation*

The ECI was not the only initiative that people had the opportunity to see as other campaigns were also on air at around the same time. Overall around 50% of both parents and children had seen or heard advertising that promoted basic education. Awareness was higher among teachers with 79%. The “Aku ingin lebih baik” tagline was frequently mentioned. Most referred to television as the source were they had seen the advertising.

Effective reach among parents for the campaign as a whole was 48%. Reach among children was higher at 69% and for teachers reach was 80%. The following table shows a summary of total reach by region.

Table 4.2 Campaign reach by region

	Java	NT	Sulawesi	Papua
Parents	49	60	24	28
Children	76	66	50	33
Teachers	96	85	64	59

Base: All

High reach among teachers was expected but we can see that the campaign reached far less people in NT, Sulawesi and Papua. Low media penetration is probably the most likely explanation for this and was measured as well. The following table shows there are big differences between the four regions in terms of media penetration.

Table 4.3 Media penetration by region

	Java	NT	Sulawesi	Papua
TV	71	38	52	21
Radio	58	20	28	45
No Media	13	52	48	48

Base: All households

In addition to the media campaign Unicef also ran a social mobilization program. Most parents, children and teachers were aware of this but teachers and children appear to have been more involved and indicated by their higher participation rates.

Table 4.4 Social mobilization program awareness

	Parents	Children	Teachers
	%	%	%
Aware	54	59	76
Participated	35	43	55
Participation rate	65	73	72

Base: All

Student competitions and street carnivals were among the more popular events. Awareness and participation varied between regions as shown in the following table. Java was the region with the best performance followed by NT.

Table 4.5 Participation by region

	Java	NT	Sulawesi	Papua
Parents				
Aware	68	32	10	22
Participation rate	66	75	40	40
Children				
Aware	72	39	16	19
Participation rate	75	74	6	31
Teachers				
Aware	97	71	77	45
Participation rate	93	72	49	34

Base: All

Media viewing and listening habits were examined as input for future initiatives. The following table shows that the potential for reaching people is somewhat higher than what the media penetration figures suggest. Radio is an important media to consider and especially for Papua.

Table 4.6 Media watching & listening

	Java	NT	Sulawesi	Papua
Parents				
TV	87	68	51	29
Radio	53	25	26	45
None	7	23	39	43
Children				
TV	90	78	72	29
Radio	42	22	28	36
None	5	18	22	50

Base: All

Prime time for watching television is in the evening between 7 – 22 pm. Radio listening, on the other hand, is spend across the course of the day.

5.3 Parents

Through the focus groups it became clear that parents believe that the most important thing for their children is education coupled with moral guidance through religion. Education and religion go together. Parents also acknowledge that their kids enjoy to going to school. But far from all parents are aware that SMP is part of basic education.

The ECI helped to increase awareness of 9 years of basic education among parents from 59% up to 68%. The largest increase was seen in Java going from 56% up to 69%. Awareness levels remained unchanged in other region. Both Papua and Sulawesi sits on low awarenss levels of around 40%, so, there is still room for improvement in these areas.

It appears the campaign may have had a slight effect on parents' attitude toward basic education. More parents, compared to before the campaign, expect their children to go to school and a larger proportion also feel that SMP is a necessary activity. More parents also agree that working is not a suitable activity for school aged children.

Having said that, the attitude toward SMP is less supportive compared to SD. In part this is a reflection of the lack of support from the government to clearly show that basic education includes three years of SMP. For example, you still need to sit an entrance exam in order to go to SMP as well as paying an additional entrance fee. To say that 9 year of basic education is compulsory seems confusing to some parents. Paket A and B together with other Government initiatives, such as SMP terbuka, are also not seen as attractive alternatives. The quality of these programs is poor and parents feel embarassed sending their children there as it signals they can't afford basic education.

In terms of commitment to basic education there was no significant shift among parents. Parents are less committed than children are and around one third of all parents are uncommitted to both SD and SMP. But regional diffences do exist. For example, comittment is stronger for SD in Sulawesi and parents in NT are relatively more committed to SMP.

It seems then that the lack of commitment that is apparent among parents may be a reflection of the lack of support from the Government. A perhaps more significant problem is that many parents don't have access to basic education. In fact, over 60% of parents whose children dropped out of school were forced to do so because of financial constraints. Financial constraint stems from having more than one child that needs to go to school and having to pay school fees for both SD and SMP. On top of this there are frequent changes to the curriculum and means parents cannot pass on the book from one child to another. Another major problem is transportation cost, especially for SMP, as there are fewer SMP schools. This may in part explain the high drop out rate after year 6 in SD.

Faced with financial constraints means parents are left with no choice but to have their children working. Typical working activities include helping out at home, working as a bus conductor or in the family restaurant (warteg). It was also evident from the focus groups that children are easily attracted to work if there is easy money to be made. For example, females can work in the family warteg in central Java and fishing is relatively easy in NT. Of course, such work opportunities are not always sustainable and have a very short-term focus. Not surprisingly perhaps, those in the eastern part of Indonesia feel they are worse off than those in the west. There are more schools in western Java and facilities are usually better. Parents tend to prefer state schools as they usually have cheaper entrance fees and also better facilities.

5.4 Children

Children enjoy going to school because this gives them the opportunity to make friends with other kids. In fact, some claim they enjoy going to school as much as they enjoy watching TV. They also realise that they need to build their knowledge so that they can work in the future. Finding a good job means they can help their parents financially. It is this ethos of basic education that needs to be promoted as opposed to the short-term plan finding a quick job. As with the parents, children acknowledge that education and religion go together.

Awareness for 9 years of basic education saw a more significant increase overall among children going from 48% up to 66%. Again, Java was the only region that contributed to the increase, moving from 41% up to 66%. Awareness in Papua and Sulawesi remained unchanged at just over 40%. NT has the highest level of awareness with over 80%.

Attitudes among children also saw a positive shift. More children than before feel a desire to go to SMP and may in part be a result of the ECI. A larger proportion of children also indicated that their parents put pressure on them to attend school. Having said that, financial constraints were confirmed to be a major barrier and this was evident also among the school aged children.

Children are more strongly committed to education and only about one in 5 children are uncommitted. For SD commitment is stronger in NT and Sulawesi whereas for SMP it is stronger in NT. The regional differences among children are consistent with that of the parents.

As with parents, financial barrier was often a major reason for having to drop out of school. Of those children not attending school, around one in two attributed financial constraints to be the main reason. Again, when moving from SD to SMP, transport could be a major problem if no SMP School was available in the same district.

Children did not seem to differentiate between schools, they are all about the same whether private or public. However, some children said they prefer state schools because they have more students and hence it is easier to make friends with other kids.

5.5 Teachers

Both teachers in SD and SMP were included in the study. Nearly all (94%) were full time and the vast majority (90%) were civil servants.

The average class size for SD was 27 students and 37 for SMP. SMP teachers feel the ideal class size should be closer to 30. This may highlight the lack of SMP schools. For SD the class size is about right. The schools selected had the following structure based on SD and SMP.

Table 4.1 Student to teacher ratio by type of school

School	Students	Teachers	Ratio
SD	166	7	24
SMP	320	18	18

Base: All

Teachers were the target group found to be most committed to education. Overall, 89% of all teachers are highly committed to both their work as well as to their employer. Teachers in SD tended to be somewhat more committed compared to SMP (slides 114-115). This may reflect the higher workload that SMP teachers must handle. The things that seem to motivate teachers is to help children to learn and they are very proud of their work. Many of the teachers in the focus groups said they became teachers because they wanted to be respected in their community. They also said they felt that they can make a difference by helping children to become successful.

The lack of commitment among parents was confirmed as most teachers agree strongly that parents should take a more active role in encouraging their children to go to school. But teachers are also faced with obstacles to do their job. School facilities and training is lacking. School transportation is another problem that prevents children from attending school. There was also an indication that policy makers can do more and should do more.

Although the education system has seen some improvements in terms of better school management and incentives for teachers there are problems waiting to be solved. Teachers may be motivated but they lack training on how to become better teachers. There is too much focus on the curriculum and its content not on how to teach. The fact that the distribution of school facilities is better in west Java

was confirmed. The teachers also confirmed that there is a lack of school books because of the frequent changes to the curriculum.

Teachers acknowledge that many parents face financial problems because they have to pay school fees both for SD and SMP, lack of transportation and the cost of constantly having to buy new books. No wonder children drop out of school if they see a chance to make money.

The teachers themselves also prefer state schools but for a different reason. They have better funding and therefore better facilities but more importantly, they provide teachers with a pension.

5.6 Policy makers

Policy makers/decision makers interviewed included members of the DPRD – Komisi E, Bapeda, Dinas Pendidikan and Dinas Agama.

Interviews conducted both pre and post launching the campaign shows there is consistency in attitude with regards to education. Policy makers/decision makers agree that education is important for everyone. Each individual is entitled to it and education should be made compulsory as it will improve an individual's character, improve the society and in the end develop a better nation for all Indonesians. What is required though is to improve the quality of education in terms of input as well as output and equal distribution of access to education across the nation.

With regards to WB9th, all policy makers agree that it is necessary. It is seen as a good start as many expect compulsory basic education to increase to at least 12 years in a near future. The expectation of basic education is that it will increase the quality of human resources, improve the society as a whole and this in turn will lead to a stronger economy and a better future for all.

Policy makers realise there are obstacles. In particular there is a lack of funds, not enough human resources (teaching staff) and school facilities are in need of improvement. These are the main factors that can impede on the success of the WB9th. However, it is hoped that with more involvement from the government and community the WB9th program can be successful. A key issue is for the community (parents as well as children) to be more conscious about the importance of education. In fact both parents and children are, and this really leaves the ball in the government court.

Involvement from the government really means that a larger share of the budget should be allocated to education. In fact this is already stipulated in the constitution and whilst the budget was increased in 2002 it is still less than 20% of what the constitution stipulates. Additional funds are expected to be used to provide more schooling facilities, provide better learning facilities for teachers as well as provide more aid and support to less fortunate members of the community.

Support by policy makers/decision makers for WB9th in the regions include providing more budget from APBN which is used to provide extra attention to education. Efforts are currently being made to increase teachers' capability and guidance (penyuluhan) to the community as well as involving them in activities in relation to how education should be conducted. Some regions offer assistance to children who cannot afford to go to school or to those who have special talents. Other supports that can help the success of the WB9th program is continuously providing attention to education and continue socialising the WB9th program in the community. This should involve parents of school-aged children, school aged children themselves and the community as a whole as well as the teachers.

Policy makers are of the opinion that there is still a lack of awareness of the program amongst parents and the broader community. Raising awareness should therefore be a priority to ensure success of the program. Pre campaign interviews amongst policy makers/decision makers in the regions indicated that there is awareness of initiatives or programs to promote WB9th. Such programs are thought to be sponsored by the government, specifically among Diknas. However, there is also knowledge that UNICEF is involved with promoting WB9th.

During the post campaign evaluation, only policy makers in Irian spontaneously mentioned the "Aku Ingin Lebih baik" campaign by its actual name. In other regions policy makers mentioned having some sort of activities that are conducted at the Kabupaten and Kecamatan levels and also other activities to promote WB9th. This included activities and programs such as "Paket A" and "Paket B" and the "Managemen Berbasis Sekolah" (School-Based Management).

From the media side of things, policy makers claim that their awareness of the "Aku Ingin Lebih Baik" campaign is mainly from TV and radio. There are also those who have been exposed to other campaign materials such as banners and activities at the Diknas and Kabupaten level. These activities include open community discussions (Lokakarya), "cerdas cermat", writing and speech competitions and sports competitions. Those who had been exposed to the TV and radio campaigns said the main message is that basic education should be 9 years. However, the television commercial featuring the Banana Seller appears to have given mixed messages with a number of policy makers misinterpreting the messages intended.

Policy makers/decision makers involvement to support the campaign include providing guidance to implement the program in the community, provide funding, as well as provide input to Diknas on needs relating to school facilities.

5.7 Community leaders

Community leaders interviewed were those who are regarded by the community as “Tokoh Masyarakat” and include those who may hold positions as Camat, Lurah, religious leaders, Dewan Pendidikan, Komite Sekolah/BP3 as well as retired Dinas Pendidikan.

Similar to the policy makers, pre and post campaign interviews show that there is a consistency in attitude towards education. Community leaders believe that education is important and represents a basic necessity, as it will determine the quality of ones future life. For the community itself, better education will in the end help to increase peoples’ standard of living. All agree that it’s important that all citizens should have access to basic education and it should be made compulsory.

Community leaders though believe that the focus of basic education should be on quality and not just quantity. And of course, there should be equal access to basic education for all Indonesians. However, many of the community leaders interviewed are of the opinion that there is actually no major strength in the Indonesian education system. Through religion and religious teaching it is only possible to teach about moral values and ethics, but whilst religion is seen to be very important it is not enough.

Similar to policy makers, problems related to education is the lack of funds, poor school facilities as well as poorly trained teaching staffs. Frequent changes to the curriculum is also mentioned as being a problem for education. Further involvement from the government’s is necessary in order to help out with these problems and creating a better education system.

In relation to WB9th, community leaders agree that having only 6 years of basic education is not sufficient. The WB9th is a good start but there is an expectation that it should be increased further in the future. Community leaders believe that WB9th should be implemented for all social classes. If this can be done successfully children will be better educatad and a better future for Inodnesia is anticipated.

To support the WB9th program, community leaders claim that they have motivated educators to spread the message, educated the community regarding WB9th and provided input to the government. In addition, community leaders mention a number of activities that can be done to further support the success of the program. These include continue to promote the ECI to the community, especially parents and children. Social mobilisation activities can be done quite easily and by increasing the understanding of the importance of education in the community, it is expected that the community itself will also help themselves.

There are also community leaders who focus more on the improvement of school facilities, as they believe that learning without proper facilities is not really effective. Some community leaders help out with school fees for those who are less fortunate.

Community leaders are well aware of initiatives and other programs to promote WB9th. These programs were thought to be sponsored by the government, especially from Diknas. Other initiatives considered to be related to WB9th include Paket A & B, MBS programs and the formulation of Dewan Pendidikan and Komite Sekolah and the continuous promotion of the WB9th initiative through lectures and "lokakarya".

During the impact stage several community leaders in Papua mentioned the "Aku Ingin Lebih Baik" campaign spontaneously. Most community leaders in other regions could remember seeing something from the ECI once it was mentioned. Television and radio ads were frequently mentioned while other program materials such as posters, stickers and leaflets, were more commonly known by people from around the schools or Dinas office. Most understood the message to mean that school should be finished and efforts should be made to prevent children from dropping out. However, similar to the policy makers, the message of the Banana Seller ad was not clearly understood.

A number of activities were mentioned in relation to the social mobilization program. This included the organising of "lokakarya", seminars, workshops and activities involving the children themselves such as "cerdas cermat", math and writing competitions. If it is within their capacity, community leaders like to be involved with the above mentioned activities. "Lokakarya" is considered to be one of the better activities as it involves interaction between different parties. School visits are also considered to be good activities that can be very successful.

Community leaders said they will continue to promote WB9th through disseminating information to their respective local communities by promoting it in religious meetings, provide moral support to teachers as well as asking parents to keep their child in school.

APPENDIX 1: TABLES OF MARGIN OF ERRORS

How to use the table to work out accuracy of results:

1. The table below provides margin of errors for developing a **95% confidence interval**.
2. Look up the sample size closest to the sample base of the estimate in the left column.
3. Look up the sample proportion closest to the estimate across the top row.
4. The percentage where the two cross represents the margin or error.
5. For example, how accurate is the estimate that 51% of all Papuans. The sample base is 1604 so we go to the column where n=1600. The proportion closest to the estimate of 51% is 50%. Where the two cross we find the percentage 2.5%. That means, 51% +/- 2.5% of all Papuans have a radio. In other words, we can be 95% confident that between 48.5% to 53.5% of all Papuans have a radio.

Sample size (n)	Sample proportion									
	5% or 95%	10% or 90%	15% or 85%	20% or 80%	25% or 75%	30% or 70%	35% or 65%	40% or 60%	45% or 55%	50%
30	7.8%	10.7%	12.8%	14.3%	15.5%	16.4%	17.1%	17.5%	17.8%	17.9%
40	6.8%	9.3%	11.1%	12.4%	13.4%	14.2%	14.8%	15.2%	15.4%	15.5%
50	6.0%	8.3%	9.9%	11.1%	12.0%	12.7%	13.2%	13.6%	13.8%	13.9%
75	4.9%	6.8%	8.1%	9.1%	9.8%	10.4%	10.8%	11.1%	11.3%	11.3%
100	4.3%	5.9%	7.0%	7.8%	8.5%	9.0%	9.3%	9.6%	9.8%	9.8%
150	3.5%	4.8%	5.7%	6.4%	6.9%	7.3%	7.6%	7.8%	8.0%	8.0%
200	3.0%	4.2%	4.9%	5.5%	6.0%	6.4%	6.6%	6.8%	6.9%	6.9%
250	2.7%	3.7%	4.4%	5.0%	5.4%	5.7%	5.9%	6.1%	6.2%	6.2%
300	2.5%	3.4%	4.0%	4.5%	4.9%	5.2%	5.4%	5.5%	5.6%	5.7%
400	2.1%	2.9%	3.5%	3.9%	4.2%	4.5%	4.7%	4.8%	4.9%	4.9%
500	1.9%	2.6%	3.1%	3.5%	3.8%	4.0%	4.2%	4.3%	4.4%	4.4%
600	1.7%	2.4%	2.9%	3.2%	3.5%	3.7%	3.8%	3.9%	4.0%	4.0%
700	1.6%	2.2%	2.6%	3.0%	3.2%	3.4%	3.5%	3.6%	3.7%	3.7%
800	1.5%	2.1%	2.5%	2.8%	3.0%	3.2%	3.3%	3.4%	3.4%	3.5%
900	1.4%	2.0%	2.3%	2.6%	2.8%	3.0%	3.1%	3.2%	3.3%	3.3%
1000	1.4%	1.9%	2.2%	2.5%	2.7%	2.8%	3.0%	3.0%	3.1%	3.1%
1200	1.2%	1.7%	2.0%	2.3%	2.5%	2.6%	2.7%	2.8%	2.8%	2.8%
1400	1.1%	1.6%	1.9%	2.1%	2.3%	2.4%	2.5%	2.6%	2.6%	2.6%
1600	1.1%	1.5%	1.7%	2.0%	2.1%	2.2%	2.3%	2.4%	2.4%	2.5%
1800	1.0%	1.4%	1.6%	1.8%	2.0%	2.1%	2.2%	2.3%	2.3%	2.3%
2000	1.0%	1.3%	1.6%	1.8%	1.9%	2.0%	2.1%	2.1%	2.2%	2.2%

How to use the table to work out accuracy of results:

1. The table below provides margin of errors for developing a **99% confidence interval**.
2. Look up the sample size closest to the sample base of the estimate in the left column.
3. Look up the sample proportion closest to the estimate across the top row.
4. The percentage where the two cross represents the margin or error.
5. For example, how accurate is the estimate that 51% of all Papuans. The sample base is 1604 so we go to the column where n=1600. The proportion closest to the estimate of 51% is 50%. Where the two cross we find the percentage 3.2%. That means, 51% +/- 3.2% of all Papuans have a radio. In other words, we can be 99% confidence that between 47.8% to 54.2% of all Papuans have a radio.

Sample size (n)	Sample proportion									
	5% or 95%	10% or 90%	15% or 85%	20% or 80%	25% or 75%	30% or 70%	35% or 65%	40% or 60%	45% or 55%	50%
30	10.2%	14.1%	16.8%	18.8%	20.4%	21.5%	22.4%	23.0%	23.4%	23.5%
40	8.9%	12.2%	14.5%	16.3%	17.6%	18.7%	19.4%	19.9%	20.3%	20.4%
50	7.9%	10.9%	13.0%	14.6%	15.8%	16.7%	17.4%	17.8%	18.1%	18.2%
75	6.5%	8.9%	10.6%	11.9%	12.9%	13.6%	14.2%	14.6%	14.8%	14.9%
100	5.6%	7.7%	9.2%	10.3%	11.2%	11.8%	12.3%	12.6%	12.8%	12.9%
150	4.6%	6.3%	7.5%	8.4%	9.1%	9.6%	10.0%	10.3%	10.5%	10.5%
200	4.0%	5.5%	6.5%	7.3%	7.9%	8.3%	8.7%	8.9%	9.1%	9.1%
250	3.5%	4.9%	5.8%	6.5%	7.1%	7.5%	7.8%	8.0%	8.1%	8.1%
300	3.2%	4.5%	5.3%	5.9%	6.4%	6.8%	7.1%	7.3%	7.4%	7.4%
400	2.8%	3.9%	4.6%	5.2%	5.6%	5.9%	6.1%	6.3%	6.4%	6.4%
500	2.5%	3.5%	4.1%	4.6%	5.0%	5.3%	5.5%	5.6%	5.7%	5.8%
600	2.3%	3.2%	3.8%	4.2%	4.6%	4.8%	5.0%	5.2%	5.2%	5.3%
700	2.1%	2.9%	3.5%	3.9%	4.2%	4.5%	4.6%	4.8%	4.8%	4.9%
800	2.0%	2.7%	3.3%	3.6%	3.9%	4.2%	4.3%	4.5%	4.5%	4.6%
900	1.9%	2.6%	3.1%	3.4%	3.7%	3.9%	4.1%	4.2%	4.3%	4.3%
1000	1.8%	2.4%	2.9%	3.3%	3.5%	3.7%	3.9%	4.0%	4.1%	4.1%
1200	1.6%	2.2%	2.7%	3.0%	3.2%	3.4%	3.5%	3.6%	3.7%	3.7%
1400	1.5%	2.1%	2.5%	2.8%	3.0%	3.2%	3.3%	3.4%	3.4%	3.4%
1600	1.4%	1.9%	2.3%	2.6%	2.8%	3.0%	3.1%	3.2%	3.2%	3.2%
1800	1.3%	1.8%	2.2%	2.4%	2.6%	2.8%	2.9%	3.0%	3.0%	3.0%
2000	1.3%	1.7%	2.1%	2.3%	2.5%	2.6%	2.7%	2.8%	2.9%	2.9%

APPENDIX 2: Survey Questionnaires