

How the program supports wider development in Indonesia

The program is supporting the general reform of education under a decentralised system. The CLCC program is working closely with the government and with other donors and agencies.

- ❑ Back-up studies have taken place on needs-based 'School Financing' and 'Equity in Basic Education'
- ❑ Formal consultation workshops have been held with education stakeholders on improving the quality of Basic Education under a decentralised system of government.
- ❑ The CLCC program is working with the Asian Development Bank and the World Bank to adapt the program and introduce it through their Decentralised Basic Education projects.
- ❑ A pilot program is planned with the University of Malang in order to introduce the principles of the CLCC program into pre-service teacher education.

Advocacy is taking place at central level to establish the principle of 'needs based' education funding for districts and to gain support for quality improvement through school based management; and at district level to publicise the benefits of SBM, AJEL and Community Participation and gain commitments from districts to 'buy into' the program. As part of the advocacy of a more equitable allocation of funds to schools CLCC block grants are being allocated more on a needs basis, taking into account: (i) the number of pupils; and (ii) social indicators of poverty.

What the Program does for Schools

- ❑ Schools and communities are trained to develop school plans and manage their resources in a transparent manner
- ❑ Schools are provided with block grants to supplement funds received from the government and the community
- ❑ Teachers and headteachers receive regular training in active, joyful and effective learning
- ❑ Parents and community members are trained to support their schools



The Impact on Schools

- ❑ An increased sense of responsibility and accountability through open administration
- ❑ Increased motivation and cooperation among school personnel, parents and the community
- ❑ A positive effect on student motivation and attendance
- ❑ Reduced numbers of children dropping out of school
- ❑ Improved school performance as measured by end-of term tests
- ❑ Increased professionalism and creativity among teachers in preparing and delivering lessons

Assessing the impact on schools and students

It is important that the program has clear and explicit aims and that these are agreed by and known to all involved. The aims of the program have been discussed during training and lists of expected visible changes in program schools have been drawn up. The list below has been agreed with the New Zealand Government, the major donor, and forms a list of monitoring indicators by which the progress of the program will be assessed.

SCHOOL BASED MANAGEMENT

- Comprehensive school plans are made by school staffs and communities working together, displayed publicly, updated annually and are implemented
- Integrated school budgets and expenditure are made and displayed
- School and cluster meetings are held regularly, are well attended and have an impact on class teaching

ACTIVE JOYFUL AND EFFECTIVE LEARNING

- Children's work is written using their own words
- More practical work takes place (e.g. in science), including use of the social and natural environment
- Classrooms have displays of children's work and teaching aids
- Teachers use flexible working groups in their teaching
- Children express their feelings and opinions freely within the classroom
- A variety of assessment are used and feedback is given to pupils to improve performance
- Book corners/school libraries are created and used

COMMUNITY PARTICIPATION

- Communities participate in
 - developing school plans and monitoring their implementation
 - improving the school environment
 - supporting the children's learning
 - giving increased material support for schools (money or in kind)
- Satisfaction levels of parents, children and teachers shows a significant increase

IMPACT ON PUPILS

- School attendance improves
- Repetition rates in early classes decrease
- Fewer children drop out of school
- Improved learning is recorded as measured by tests in Bahasa Indonesia and Mathematics designed under the program

EDUCATION MANAGEMENT

- There is a significant increase in direct funding to schools by districts

Books and Materials Prepared

The program has prepared a number of books to support its implementation. These include:

1. **An Initial Training Package** in School Based Management, Community Participation and Active Joyful and Effective Learning. The package is designed to support the training at school cluster level of school headteachers, teachers and community members.
2. **A Supplementary Training Package** which follows on from the initial training package and supports the further training at school cluster level of school headteachers, teachers and community members in the second and subsequent years.
3. **A Guidebook for Teachers of the Early Grades** - improving teaching in the early grades is a priority of the AJEL program.
4. **Lesson Plans in Bahasa Indonesia and Mathematics for the Early Grades (Grades 1-3)**, which demonstrate AJEL and can be used during training, at cluster meetings and school level. These support the *Guidebook for Teachers of the Early Grades*.
5. **Lesson Plans in Bahasa Indonesia, Mathematics, Science and Social Studies for the Higher Grades (Grades 3-6)**. These also demonstrate AJEL and can be used during training, at cluster meetings and school level.
6. **A Newsletter, Warta MBS**, which reports three times per year on activities in program areas, especially the innovations occurring at school level.
7. **General Implementation Guidelines for the CLCC program** to support implementation at province and district levels.

Planned Activities and Publications

1. **Links to Pre-Service Training:** Links are being established with teacher pre-service training institutions. As an initial step a program is starting in the National Universities of Malang, East Java and Semarang, Central Java, to introduce the CLCC program and particularly Active Joyful and Effective Learning to lecturers and students. The program will include teaching practice for students in program schools. If this pilot program is successful it is intended to extend it to other provinces.
2. **Multi-grade Teaching:** In many rural areas, where schools have small numbers of pupils, multi-grade is essential. But it is an area in which to date little work has been done in Indonesia. The program plans to work with teachers in schools in program areas, who have to teach multi-grade classes, to develop simple low cost approaches to organising their teaching and adapting the curriculum. A guidebook will be produced based on the work done and will be used in future training.
3. **Curriculum Materials for Parents:** The Government is introducing a new competency based curriculum. The AJEL program supports this approach with its emphasis on the development of pupils' skills. Materials will be developed which can help parents in a practical way to understand what their children should be learning and why and how they should be learning, especially in relation to AJEL.
4. **Program Video:** A program video is planned to show how the CLCC program works in action

Further Information

If you would like further information about the program please contact:



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