Evaluation of International Standard Schools in Indonesia






Education Sector Analytical and Capacity Development Partnership (ACDP)

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The Government of Indonesia (represented by the Ministry of Education and Culture, the Ministry of Religious Affairs, and the Ministry of National Development Planning / *BAPPENAS*), the Government of Australia, through Australian Aid, the European Union (EU) and the Asian Development Bank (ADB) have established the Education Sector Analytical and Capacity Development Partnership (ACDP). ACDP is a facility to promote policy dialogue and facilitate institutional and organizational reform to underpin policy implementation and to help reduce disparities in education performance. The facility is an integral part of the Education Sector Support Program (ESSP). EU's support to the ESSP also includes a sector budget support along with a Minimum Service Standards capacity development program. Australia's support is through Australia's Education Partnership with Indonesia. This report has been prepared with grant support provided by AusAID and the EU through ACDP.

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The institutions responsible for implementation of the study were PT. TRANS INTRA ASIA in cooperation with the Institute of Public Administration of Canada (IPAC).

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LIST OF ABBREVIATIONS

ACDP	Analytical and Capacity Development Partnership
AusAID	Australian Agency for International Development
BAPPENAS	Ministry of National Development Planning
BALITBANG	Research and Development Board
BOS	*Bantuan Operasional Sekolah* (School Operational Assistance)
BPPT	Agency for the Assessment and Application of Technology
DG	Director General
DP	Development Partner
EU	European Union
GoI	Government of Indonesia
ISS	International Standard School
MoEC	Ministry of Education and Culture
MoRA	Ministry of Religious Affairs
NSE	National Standards for Education
PKLK	*Pendidikan Khusus Layanan Khusus*
PTK	*Pendidik dan Tenaga Kependidikan*
PLB	*Pendidikan Luar Biasa*
RSBI	*Rintisan Sekolah Bertaraf Internasional*
SBI	*Sekolah Bertaraf Internasional*
SSN	*Sekolah Standar Nasional* (National Standard School)


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EXECUTIVE SUMMARY

MAIN FINDINGS

Mapping

Mapping produced a comprehensive data base listing names, locations, and profile information for 1339 *RSBI* schools located in 33 Provinces. Total *RSBI* were stratified by population areas[1]. Results showed:

- Total of 1339 *RSBI* in Indonesia
- 14% schools reside in Big Cities; 30% in Small Cities; 56% *Kabupaten* (District)
- 57% of schools in Java, with 19% in combined Aceh, Bali, Sumatera Selatan, Sumatera Barat, Sulawesi Selatan, and Kalimantan Timur; the remaining 24% scattered relatively evenly among the remaining provinces. Remote provinces have very few. (See Table 10 below.)
- 884 schools remain to fulfill the 4-school types per Kota/Kabupaten (Table 3 below)

Compliance against *SBI* standards

Results are mixed in terms of overall compliance. The general situation is that:

- No schools have become *SBI* schools (achieved all the compliance requirements)
- The most difficult compliance criteria to meet are:
  - English as a medium of instruction
  - International accreditation
  - International curriculum adoption
  - 20% low-income students
  - 20% *S2/S3* qualifications for teachers

Conclusion: current compliance criteria are very difficult to achieve, and all *RSBI* schools are far from reaching *SBI* status

Financing

Results from the financial analysis indicate:

- Ministerial Regulation 78/2009 requires all levels of government and community to finance *RSBI*, including levying entrance and tuition fees

1 Stratification: Big City=>1 million; Small City=<1 million; Rural

- Government has provided subsidies Rp. 1 trillion over the past 5 years for the program
- On a unit-cost basis, *RSBI* are four (4) times as costly as non-*RSBI* (Rp. 4.5 million compared to Rp. 1.05 million)
- Parents contribute 68% of *RSBI* investment costs; all government levels contribute 24%
- *BOS* funds are also provided for *SD* and *SMP*
- 88% students come from upper- and middle-income families
- With the exception of *SMK*, schools are far below reaching the 20% quota of low income students (12% on average, highly skewed to *SMK*).

Organizational Capacity

Results from the organizational capacity analysis indicate:

- At the central level, respective directorates have issued separate compliance guidelines, which has created a burden on local government to manage *RSBI* affairs
- No consistent approach to *RSBI* at the Provincial & City/District level
- Two types of government organizational structures exist at the implementation level:
  - Structures that have dedicated units for *RSBI*
  - Structures that integrate *RSBI*-related tasks within existing units
- Wide disparity in monitoring and support approaches at education offices, ranging from multiple visits per year to monitor, to no visits
- Offices with dedicated units provide more monitoring and support than those without
- Comprehensive compliance monitoring instruments have been implemented by some education offices, and monitoring reports are produced and sent to schools.
- School staff professional development offerings primarily focus on English and ICT competencies. Continuous professional development is desired for teaching practice

SUMMARY ANALYSIS

Overall, schools and communities are very positive about *RSBI*, and feel that the presence of the school helps the whole community. The *RSBI* program has produced many schools with an improved environment that will enable them to produce high quality graduates. The program has also shifted focus to staff development coupled with on-going, results-driven monitoring which will likely result in improved skills and competency in graduates as envisioned by the program.

When considering the entire school community, evidence shows that *RSBI* disproportionately serves middle and upper-income families (88% from these strata; n=854). With the exception of technical schools (*SMK*), most schools are below the required 20% quota level for low-income students. A number of financial, social, and academic reasons likely contribute to this situation, and more focus by government is needed to ensure low-income compliance regulations are met.

Though schools remain positive regarding their *RSBI* status, a number of key issues cause there to be barriers and constraints on schools putting in place adequate measures to achieve the vision of the program:

Issue 1: Policy Implementation Structures

Implementation of Ministerial Regulation 78/2009 varies from central to local government. The evaluation has identified areas within the system that contribute to reduced efficiencies and effectiveness to fully implement the program as intended. Financial arrangements have not been rationalized to provide the basis for successful school planning and budgeting. Funding allocation formulas have not been consistent from year to year: schools entering the program later have received reduced government support. At the provincial and local level, the evaluation results indicate that policy interpretation of roles and responsibilities for *RSBI* is variable. Minimum standards for accreditation have not been

achieved by all schools[2], and monitoring responsibilities and activities are highly variable. Evaluation results indicate that system capacity needs substantive improvement, and that the lack of consistent support for compliance monitoring constrains schools from being able to plan and budget effectively. In order to improve the capacity of the *RSBI* support system, key capacity development measures should be taken that focus resources on school support, with results-based supervision and monitoring.

Issue 2: Compliance Barriers

Contextual barriers and constraints prevent schools from achieving compliance of the nine *SBI* standards. National and international research indicates that curriculum learning outcomes are negatively compromised when English as a second/foreign language is used as the medium of instruction. International accreditation is beyond the capacity of most schools to comply with the standard, and is likely related to language and their ability to liaise with national governments to facilitate the foreign accreditation process. The international curriculum adoption situation is similar, with additional teaching and learning capacity barriers and constraints. Difficulties persist in reaching the 20% quota for low-income students, which likely relates to socio-economic status discrimination as much as to issues of low academic qualification among students within low-income brackets. Schools are finding it difficult to reach the advanced degree quota for teachers. This is likely related to cost and time.

Issue 3: School-based Financial Arrangements

The levying of school fees on parents is necessary in order to ensure that the sufficient funds are available for compliance with the standards relating to school facilities, particularly of ICT. However, the current fee structure is likely a disincentive for schools to improve access to low-income, scholarship-supported students. The current financial arrangements allow *RSBI* to levy school-entrance and monthly tuition, with total amounts left to the discretion of the school to leverage market supply-and-demand. These arrangements are inherently biased towards those with the ability to pay, at the expense of those that cannot, and the evaluation supports this,as shown by the scholarship distribution data, which significantly correlates with socio-economic strata. Adjustment of the current school-based financial arrangements to limit total contribution, coupled with proactive, low-income recruitment and social inclusion programs, which levy sanctions on non-compliant schools, and address issues of social division through in-school tolerance and sensitivity programs, will likely have an overall positive effect towards equitable inclusion.

POLICY OPTIONS for ISS

From the evaluation, we have identified policy options that take into account the directive of Law 20/2003 to establish "international standard education units." The policy options are meant to exist within the bounds of the law that is currently in force. After intensive data analysis and ongoing consultations and interviews with key government counterparts at the national, provincial and city/district levels and with school personnel and community members, we provide three policy options regarding the future of the *Rintisan Sekolah Bertaraf Internasional (RSBI)* for consideration by policy makers. (See Chapter 6 for the full descriptions, rationales, and ramifications for each option, with suggested changes to current policy: Policy Option 3.)

POLICY OPTION 1 – Maintain Current ISS Policy

Rationale: Law 20/2003 is the law of the land; and although it is under review by the Constitutional Court, it would be premature to change the law as well as the policies detailed in numerous government regulations that make the law operational. The Indonesian legal framework is such that changing lower

2 Of 70 schools surveyed in the field study, 4 schools were below "A" accreditation level.

level regulations such as ministerial decrees is rather common and done without difficulty. However, changing a law is a more challenging proposition because it is an affair of the national parliament which involves political rather than technical considerations.

Great investments have been made in the *RSBI* program to build infrastructure, procure equipment and train teachers. These investments have been made with significant government funding (over Rp.1 trillion), (including a substantial loan from ADB for international standard *SMK*), as well as vast amounts of extra fees paid by parents and contributions from the business community. High expectations on the part of students, school personnel, parents and communities have been raised with the prospect of an international school being made available in every district and city in the country.

Ramifications: Continuation of the current policy would affirm that the policy is effective. However, this would be in contradiction of many of the findings of the evaluation which demonstrate that the policies and regulations as currently promulgated are not effective for achieving the stated purpose of the law. Although the program has a great deal of support at the grass roots level, several influential stakeholders are concerned about the expense and the perception that it is a government subsidized program for the "elite."

Conclusion for Option 1: The evaluation findings indicate that the quality enhancements expected by raising standards of select schools to meet international standards has not been effective in improving students' performance on the Indonesian national exams (*Ujian Nasional*)[3]. The findings also indicate that it will be extremely difficult, expensive and time consuming for the present 1339 *RSBI*-designated schools to meet all the standards and requirements as set forth in Ministerial Regulation 78/2009. Further, if the letter of the law is followed, it means another 884 *RSBI* would need to be established in order to meet the terms of the Law which states that each level of basic and secondary education must be established in every district and city.

POLICY OPTION 2: Terminate the *RSBI* Program

Rationale: The program is very expensive and absorbs government funds that could be used for more pressing needs such as assisting schools and districts to meet MSS and implementing free basic education in accordance with current policy. The research demonstrates that after six years the majority of *RSBI*-designated schools still have not set up the infrastructure; nor have they procured the equipment as mandated by Ministerial Regulation 78/2009. Fulfillment of these requirements requires substantial further investments over the coming years. Furthermore, continuation of the current policy of one school of each type for each city/district will require an additional 884 schools (See Table 3 below), requiring more investment to reach the require target.

The vast amount of investment, both from government, parents and communities over the past six years has not produced measurable improvements in terms of student performance (considering that National Test (*Ujian Nasional*) scores of *RSBI* students are on average similar to those of students in comparable schools that have not received the *RSBI* investments) and the fact that the expensive equipment procured is not being used effectively.

A major criticism of the *RSBI* program is that it discriminates against disadvantaged children and children from lower socio-economic strata. Current policy regulations require at least 20% of the student body in international standard schools to come from disadvantaged backgrounds, yet the evaluation data show that the average number receiving scholarships is only about 12 %.[4] In addition to financial

3 Although *RSBI* students outperform based on national averages, the data are inconclusive because the national averages include schools at all levels of accreditation, whereas almost all *RSBI* in the sample were already at level "A" accreditation.

4 See also "Design Research Policy Implementation *RSBI*", Policy Research Centre, Research And Development Agency, Ministry Of National Education, Jakarta, 2011

barriers, disadvantaged students also face academic and cultural barriers that likely have a significant negative effect on low-income student enrolment. Academic performance of children from lower socio-economic groups tends to be below that of higher socio-economic strata, and often disadvantaged students who receive subsidies and special treatment face ridicule from more affluent students.

Ramifications: This option has significant political ramifications in that it requires a change in a fundamental education law (Law 20/2003). Furthermore, if this option is taken, careful consideration needs to be paid to the investments already made in the current 1339 RSBI. These investments could be "written off" as investments in a pilot project that did not meet expectations. Under this option the special exception to allow basic education government schools (*SD* and *SMP*) to collect fees would be rescinded. *BOS* subsidies would not be sufficient to cover expensive operational and maintenance costs for the equipment and infrastructure investments already made. The evaluation did not produce evidence whether or not private basic education schools or *SMA* and *SMK* could achieve currently defined international standards without government assistance.

Qualitative data from the evaluation has demonstrated that there is a great deal of community pride in the *RSBI* and parents, school personnel and key stakeholders have high expectations for the future. The evidence demonstrates that there is high motivation for teachers to improve instruction, learn English and work toward advanced degrees. And other schools have been motivated to improve their quality of instruction with the hopes that these schools may someday enter the *RSBI* program. Termination of the program would likely result in education personnel and certain segments of the community becoming depressed and dispirited, which could negatively impact community coherence that exists around the schools, and education quality improvement motivation for some time to come.

It is also clear from international and domestic research that using English as a medium of instruction significantly detracts from reaching overall curriculum objectives.[5] This finding, along with school difficulties in reaching international accreditation and curriculum adoption, supports the claim that there are significant barriers to improving quality, and if removed, that school performance would likely improve.

Conclusion for Option 2: There is a potential waste in investments already made, if the policy is terminated, and the special allowance for *RSBI* to charge fees rescinded. *BOS* alone is not sufficient to operate and maintain the expensive equipment already procured. Termination of the policy would likely result in the *RSBI* reverting back to previous standards which could result in reduced motivation among stakeholders, and potentially have a negative impact on *RSBI* stakeholder community attitude and motivation for quality improvement. Finally, without special support enabled by the policy, the potential to transform the situation and make good use of the investments with relatively further modest support from the government and community would be lost.

POLICY OPTION 3: Modify Current Policies and Regulations

Rationale: The findings from the evaluation clearly demonstrate that students in *RSBI*-designated schools are not performing better on average than students in similar non-*RSBI* schools. The findings also show that *RSBI*-designated schools are far from meeting all the requirements and standards set forth in Ministerial Regulation 78/2009. However, the evaluation results, along with current research in the area of ISS, indicate that most of the short comings identified through the evaluation can be remedied by making modifications in the regulations underlying Law 20/2003 without necessarily changing Law 20/2003. The recommendations for specific modifications are presented below.

5 See Nunan (2003); Kirkpatric (2011); Sultan, et.al. (2012)

The advantages of this optionare that it would:

- sustain and make further use of the investments already made through the *RSBI* program;
- not result in disappointment and reduced motivation that termination might cause at the grass roots, and continue to be a motivating factor to improve quality both in *RSBI* and neighboring schools;
- continue to serve as an entry point for international best practices without the difficult-to-achieve requirements that ISS adapt foreign curricula and receive foreign accreditation;
- only require further modest investments by government by leveraging contributions from affluent parents and the business community;
- Impose sanctions to ensure at least 20% of students come from poor households and that these students are supported in *RSBI*.

Ramifications: This option would require significant changes in Ministerial Regulation 78/2009—such as removing the requirement to teach in English—but would not necessarily require changes in the Law. The other major issues that need to be addressed are those relating to: funding practices and more accommodation for the disadvantaged and lower socio-economic students; consideration of a new accreditation standard that is higher than that for National Standard Schools but not at full international standards as detailed in Ministerial Regulation 78/2009; enhanced management, supervision and monitoring practices; the unfulfilled current status of *RSBI*-designated schools which have not yet reached ISS status; the unreached target of establishing four levels of international schooling in every district as mandated by Law 20/2003 (884 more are needed). Specific recommendations for policy adjustment to address these issues are presented below.

Conclusion for Option 3: The evaluation findings indicate that by removing contextually-related *SBI* compliance barriers, *RSBI* have the potential to serve as the entry point and center for dissemination of much needed international best practices (not only in terms of instruction, but also in terms of management and organization). Presented here are specific evaluation survey-informed recommendations for a new ministerial regulation to replace Ministerial Regulation 78/2009.

Measures Recommended for Option 3:

The following policy adjustment and program improvement measures are recommended. Detailed descriptions and explanations are giving in Chapter 6.

Policy Planning & Oversight

- Establish an inter-directorate task force to facilitate and oversee the consultations and drafting of the new ministerial regulation.

Compliance

- Remove English as a medium of instruction
- Remove formal requirements for OECD or other developed country accreditation
- Remove formal requirements for OECD or other developed country curriculum adoption
- Review ISO compliance policy, particularly for *SD* schools
- Include OECD or other country curriculum as a reference curriculum[6]
- English is taught as a compulsory subject from the early grades
- Demand higher student graduation requirements by adopting innovations in testing as practices in international examinations innovations (e.g. adoption of PISA test; implementing Critical Questions for assessing critical thinking and problem solving competencies)

6 A "reference curriculum" would constitute additional teaching resources for content enrichment and alternative teaching practice methodologies, yet the recommendation would not require formal adoption. Specific descriptive guidelines for reference curriculum would need to be developed.

Financial Arrangements

- Levy a ceiling (cap) on parent contributions to offset the imbalance of the different socio-economic population groups in schools.
- Freeze government infrastructure funding, and implement a comprehensive infrastructure needs assessment aligned to a minimum standard.
- Continue *BOS* funding.
- Provide vouchers for low-income students to participate in extracurricular activities.

Equity of Access for Low Income Students

- Introduce a requirement of active student recruitment in order to reach the 20% quota for low-income students.
- Levy a penalty system for schools that do not reach their quota.
- Introduce tolerance inclusion and harmonization programs to improve the socio-cultural issues that may arise between students of different socio-economic and cultural groups.

New Accreditation Level Requirement

- Establish a new accreditation level requirement that is higher than NSS but lower than ISS to enable targeted quality improvement that is manageable within the Indonesian context.

Capacity Building

- Formulate new Ministerial Regulations to include a capacity building requirement at the Provincial and local levels to help officials fully understand the regulation and gain the necessary skills to support implementation and monitoring.

Program Monitoring & Evaluation

- Delay expansion of RSBI in remaining districts in order to focus on implementation of new recommended measures.
- Continuous monitoring of the newly regulated program that feeds into program assessment and evaluation activities.
- After three years of implementation of the recommended measures, an extensive evaluation of the new measures should be undertaken to assess the extent to which the new quality improvement measures have been successful.

Caveat of the ISS Constitutional Court Decision

This evaluation was completed in November 2012.

On 10 January 2013 the Constitutional Court ruled International Standard Schools as unconstitutional thus radically changing the environment. It is not yet sufficiently clear how MoEC will proceed with managing the former International Standard Schools, and therefore the extent to which the findings and options from this evaluation might be relevant.

Chapter 1
INTRODUCTION

Overall Objectives

The development objectives of the Evaluation of International Standard Schools are to contribute towards achieving medium to long-term social and economic national development goals through the development/adjustment of policies, strategies, and programs for improving school-level education quality.

The specific purpose of the Evaluation of International Standard Schools is to undertake a situation analysis of International Standard Schools (ISS)[7] to gain insight into and understanding of the key issues and causal factors within the policy and practice environment in order to make informed recommendations for policy adjustment and program improvement.

Evaluation Rationale

The evaluation of ISS comes at the end of the 6-year pilot period of the program. In order for policy makers to engage in informed dialog and decision-making regarding policy and implementation of ISS, it is necessary that a situational analysis of the program be undertaken to determine implementation status, the effectiveness of the policy on intended results, and to help establish a more empirical, evidence-based understanding of the issues, challenges, and barriers within Indonesia's education system context. An in-depth quantitative and qualitative inquiry is meant to capture the current program status and the key circumstances that lead to quality improvement or policy/implementation barriers. Furthermore, the program has raised considerable controversy within the education community, particularly related to access and equity, and has raised questions concerning the constitutionality of the program and the potential policy conflicts it may pose to the intent of the National Education Act (20/2003) and the National Education Standards (19/2005). It will be important then to map out the situation of ISS, engage it critical dialog about the program, and address the issues based on evidence. Only then can an informed decision be made about the intended policy adjustments and program improvements.

Evaluation Inquiry Focus

The terms of reference indicate an evaluation to cover the following aspects of the ISS:

7 Note on nomenclature: International Standard School (ISS) in Bahasa Indonesia is *Sekolah Bertaraf Internasional (SBI)* and refers to the schools that have achieved the defined standard. Currently, there are no *SBI* in Indonesia, only "*Rintisan*" (translated "pioneering") *Sekolah Bertaraf Internasional (RSBI).*

Table 1 - Evaluation Focus

ACTIVITY	RATIONALE	INDICATORS
Mapping & Analysis of ISS	Determine current status	Numbers of schools by type, classes, geographic locations, urban/rural, socio-economic status of locations, enrolment in ISS classes, planned schools
Evaluation of compliance with achievement	Determine level of compliance achievement	Medium of instruction, curriculum implementation, teaching and learning methodologies, teaching and learning materials, teacher and principal qualifications, teacher professional development, student assessment and examination practice and results, school facilities including ICT, extracurricular activities, school management practice, government roles, school supervision, school financing, public expenditure analysis, scholarships, accreditation, policy and regulatory framework analysis

Specific Objectives

The Terms of Reference (TOR) for the project guided the formulation of the objectives and planning for the assignment. Following careful consideration and user discussions of the rationale and intent behind the TOR, five (5) main objectives for the evaluation were identified during the Inception Phase of the assignment:

1) To obtain valid and reliable quantitative data in order to construct a situational analysis of the ISS program in terms of school compliance, historical change, and comparison with non-ISS schools
2) To send Field Study Teams to a random sampling of at least 70 *RSBI* of and 9 non-*RSBI* to carry out and accurately record observations and in-depth interviews with a variety of stakeholders
3) To obtain valid and reliable qualitative data in order to gain insight into causal reasons underlying key issues in order to make informed policy and practice recommendations for policy adjustments and program quality improvement
4) To carry out Provincial and City/District-level stakeholder in-depth interviews to provide insight into contextual policy interpretations, implementation practices, and data into the overall organizational capacity supporting *RSBI*
5) Build capacity in the Center for Policy Research (*BALITBANG*) by including counterparts in the field study.

A Summary of achievement of the study objective is presented in Appendix 6.

Scope

The Evaluation of International Standard Schools activity aims to provide reliable and relevant data to better understand the policy environment, and the situation and trends of the implementation of the ISS program in terms of compliance, historical change, and comparison with non-ISS schools. The scope of the study therefore intends to create a profile "map" of the *RSBI* program with compliance status information, and then to gather sufficient relevant and reliable data to enable an accurate analysis of the situation and insight into key policy and implementation issues within the bounds of resources

and time. The study includes: 1) a Quick Surveyof all 1339 *RSBI*, or "pioneering" International Standard Schools; 2) an in-depth quantitative and qualitative field study of a random sample of 79 *RSBI* and non-*RSBI*; and 3) stakeholder interviews at the central, provincial, and city/district levels (see full description of methodology in Section 3.0 below). Though ideally, a larger sample size would help to improve accuracy and reduce survey error, the practicalities and costs of this are prohibitive.

A team of one international and three national experts carried out the study working full time over a period of five months. The Quick Survey was conducted from office in Jakarta using a team of three enumerators and one enumerator supervisor. The Field Study tasked seven field study teams of two people for in-depth data collection at 70 *RSBI* and 9 non-*RSBI* comparison schools in 23 City/Districts in 12 Provinces. All school types are included in the sample: *SD, SMP, SMA*, and *SMK*, public and private.[8] Field Study Teams visited each sample city/district education office to carryout in-depth stakeholder interviews, and to sample schools to gather comprehensive quantitative and qualitative data to support analysis.

Activities

Three main activities comprise the evaluation. Table 2 below summarizes the main features of each of the activities:

Table 2 - Main Features of the Evaluation

Activity	Purpose	Method	Types of Data
Quick Survey	To take a "snapshot" of the RSBI situation	Centrally-based phone/ fax/email survey	Basic school profile data including school fees, student numbers, international classes; also compliance data such as percentage low-income students, teacher English competence, education level, exam results, etc.
Field Study	In-depth investigation into compliance, historical and comparison situation to identify key issues and trends.	Deployment of Field Study Teams to a random sample of schools to conduct in-depth quantitative and qualitative survey of schools and stakeholders using questionnaires	In-depth quantitative school data including: accreditation status; student population; facilities; curriculum; teaching and learning methods; school management. Also in-depth interviews for qualitative data on key issues and situational information to enable triangulation.
Stakeholder Interviews	Policy, organizational arrangement, and implementation discussions to provide insight into key issues and guide program analysis	Face-to-face interviews	Qualitative data covering policy perspectives, interpretation trends, RSBI organizational arrangements, school compliance mechanisms, program management systems, work flow, and responsibilities;

8 The original intent was to include madrasah, though discussions with MORA revealed that no madrasah schools are following the RSBI model, and none are seeking to apply international standards as defined by the MoEC program.

Chapter 2.
SITUATION ANALYSIS

2.1. Legal Framework

The policies and regulations establishing and governing the International Standard Schools are predicated by the National Education Act (20/2003) that sets into law the mandate to establish international standard education units that will prepare capable students to compete on an international playing field. The intent of Law 20/2003 is to establish the legal directive to formulate education standards that include international standard units of education as a strategy for improving quality. Article 50 of the Act stipulates that the central government and/or local governments should establish 'one international standard school' at each educational level (i.e. primary, Junior secondary, general senior secondary and vocational senior secondary) in each city/district. Subsequent to Law 20/2003, international standard school program development is governed by numerous laws and regulations. A list of these is found in Appendix 1.

Within the statutory laws and regulations that govern the international schools program, three key policy documents subsequent to Law 20/2003 initially guided the implementation and management of the ISS program. These are: 1) Government Regulation 19/2005 on National Education Standards that lays standards for all schools, including international standard schools; 2) Government Regulation 38/2007 regarding task division between Central Government, Provincial Government and City/District Government which addresses their roles in international standards schools; and 3) Ministerial Regulation Number 78/2009 about the operation of the international standard schools in Basic and Secondary Education. Subsequently, Government Regulation 17/2010 grounds, consolidates, reinforces, and attempts to clarify previous policies by establishing (or affirming) specific ISS implementation parameters and by assigning responsibility of tasks from Central to Province and District that includes financial responsibilities, staffing, and oversight. Together, the current and extant laws and regulations establish the framework within which ISS is implemented and managed.

The Indonesian legal framework is such that changing lower level regulations such as ministerial decrees is rather common and done without difficulty. However, changing a law is a more challenging proposition because it is an affair of the national parliament which involves political rather than technical considerations. The law which established the international standard school requirement has been a subject of contentious debate for the past several years and is currently under review by the Constitutional Court. The Evaluation Team has been fully cognizant of such legal ramifications and has considered them carefully in presenting policy options for ISS.

2.2 Compliance Standards

The compliance standards that apply to the ISS program are based on the National Education Standards 19/2005. To qualify for selection as an ISS candidate, the school must meet the eight NES standards plus be "enriched with education standards from developed countries."[9] As the NES provide the basis for ISS, the equation illustrates the concept:

NES + "X" = ISS (*SBI*) where "X" equals the additional standards of quality intended by the program. Ministerial Regulation 78/2009 identifies the general characteristics or requirements of numerous additional standards set for a good Indonesian school to be classified as an International Standard School. Notable among these are: using English as the medium of instruction in science, mathematics, and vocational subjects; adopting curricula and an accreditation standard from an OECD or other developed country; being accredited by a school in an OECD or other developed country; engaging and collaborating with an overseas "sister school"; requiring teachers and principals to have S2 (masters) degrees; having fully equipped ICT facilities; etc.

The evaluation team studied Ministerial Regulation (*Permen Diknas*) 78/2009 in great detail in order to frame our assessment of compliance of schools that have been designated to become ISS. The stated requirements in the regulation are numerous and in some cases not clearly defined (e.g., standards to be "enriched" (*diperkaya*) with standards from other countries; enriched is not defined and thus difficult to measure compliance). Further we found that the central (*pusat*) directorates (*SD, SMP, SMA, SMK*) have published respective guidelines for *RSBI* based on the regulations, and differences in policy interpretation exist between directorates on implementation. This results in some confusion or extra burdens on local governments which are required to implement four different programs with four different sets of compliance criteria.

We also found variations in 'stakeholders' perceptions and understanding of the government's purpose in requiring ISS to be established in every district and city. These range from giving parents easy access to prepare their children to study in foreign universities after graduating from high school, to preparing students to gain employment overseas immediately after graduation from secondary education, to a means of improving the overall quality of all schools in Indonesia. One of the purposes of the evaluation is to help clarify which expectations can realistically and feasibly be achieved in the near and intermediate future considering Indonesia's limited resources and the vast amount of work to be done just to bring all schools up to Minimum Service Standards.

2.3 Program Implementation

The NES + "X" framework grounded in initial policy and ministerial guidelines led to the establishment of the first "pioneering" ISS in 2006. *Rintisan Sekolah Bertaraf Internsional (RSBI)* are schools selected and approved by MoEC as candidates to become fully compliant *SBI* following a development period. With the *RSBI* designation, schools receive additional funds to support their efforts towards full compliance as *SBI*, as well as an exemption from the "free education" policy (Ministerial decree 29/2007), thus allowing *RSBI* schools to collect funds from parents (tuition) to support international standard programs and resource needs.

RSBI **Management and Organizational Practices**

Management and organizational practices are quite variable. There are different management and organizational practices at the provincial and district government levels. These practices can be grouped into two categories, namely

9 Government Regulation No. 17 Year 2010, Article 1 Paragraph 35

1) organizational structures that have dedicated units and staff for managing and administering *RSBI*,
2) organizational structures that assign *RSBI* responsibilities to existing units and staff as additional responsibilities.

About 20% of staff time is allotted for *RSBI* management and administration under the latter structure. Structures that have dedicated units for *RSBI* management tend to do more in-depth monitoring and evaluation and reporting (see below). 12% of the *Dinas Kota/Kabupaten* visited reported no responsibility for *RSBI*. One of the study Provincial Dinas offices reported no responsibility for *RSBI*, with the study District reporting the same.

School Selection

Our general finding is that the schools with the best reputation within the community were selected as *SBI* candidates. The process of selection feeds from Pusat (MoEC) Director Generals to respective *SD, SMP, SMA, SMK* Directorates which then request Provincial *Dinas* to form a list of recommended *SBI* candidates for their respective provinces. The Provincial *Dinas* then requests provincial City/District to provide a candidate list.

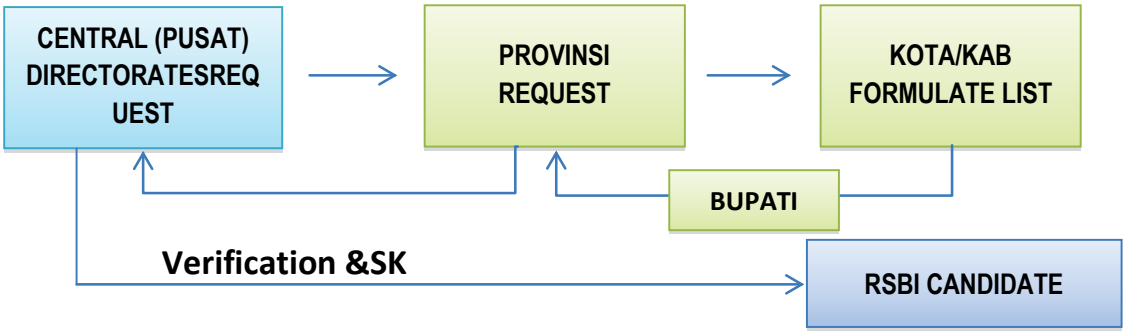


Figure 1 - School Selection Process

The selection process flows quite logically, and our discussions with individual City/District Education Offices confirmed that some Field Study sample education offices established a formal selection process locally, with final approval of their recommendations coming from the *Bupati* (elected District head), who then passes it through the Province to *Pusat*. *Pusat* verifies the schools before final approval. In some cases, the *Bupati* was not involved in the selection process.

As might be expected, schools selected to become "pioneering" ISS schools are those considered to be among the best existing schools. In some cases these schools are already located in more affluent areas in a district or city and thus tend to cater to more affluent sections of society, and thus parents are more willing to pay extra fees. Policy makers have recognized this and have required that scholarships or other forms of financial aid be made available for students from poor families (a minimum of 20% of the student population must be low-income for ISS compliance). The evaluation study measured approximately 12% low-income students overall in *RSBI* (n=854), heavily weighted towards technical high schools (*SMK*). The study findings indicate that in several places schools have had difficulty in attracting the students from lower socio-economic backgrounds for a number of reasons including these students' inability to keep up academically in schools with higher standards, their facing ridicule by the wealthier students because they don't pay fees, and poor students' embarrassment in associating with students from high socio-economic backgrounds.

Monitoring & Evaluation

Monitoring and evaluation (M&E) is carried out at each level of government. All monitor schools' performance in implementing the eight NES as well as the additional "X Factor" indicators established

for ISS (based on Ministerial Regulation 78/2009).[10] Provinces and city/districts also monitor the use of various types of funds received by *RSBI*. Provincial governments monitor the use of funds they distribute to schools from their own decentralized annual budgets (*APBD*/Province) and also monitor block grants for *RSBI* received from MoEC; however, not all provinces receive such blocks grants in a given year. City/district governments monitor funds allocated to *RSBI* schools from their own annual budgets (*APBD*/City-District) and also monitor the use of funds that the schools receive directly from MoEC. MoEC distributes M&E instruments which provinces and districts modify according to their needs. Typical M&E procedures have the schools complete instruments which are sent to districts which consolidate data and are then sent to provinces for further consolidation and then transferred to the relevant MoEC directorates; thus, the provinces submit four reports—one to each of the four MoEC directorates responsible for managing the *RSBI* program. Schools also send reports directly to the appropriate MoEC directorate.

Training for *RSBI* Management

Provincial and city/district staff who handle *RSBI* responsibilities have not received special training on *RSBI* management, administration and monitoring and evaluation. Some of these staff have received "socialization" regarding the purposes and implementation procedures, either directly from MoEC or from superiors who received the socialization and passed the information on to others in the organization. Some who received the information have been transferred to other units and in many cases information specific to *RSBI* is not passed on to replacements. All MoEC directorates have published ISS implementation manuals and guidelines, but the extent to which staff understand or refer to them varies.

Financial Arrangements

Central Government (through MoEC annual budget) disburses funds directly to schools (See Figure 9, Section 4.2.2.2 below). Provincial governments also fund *RSBI* from their own annual budgets *(APBD/P)* but disburse through the district governments as "pass through funds", which are not included in the district annual budget *(APBD/K)*. It should be noted that one of the Field Study sample provinces do not give financial support to *RSBIs*, indicating considerable variability in financial arrangement for *RSBI*. In this particular case, the Provincial education office believes that *RSBI* support is not part of their responsibility; current regulations leave some room for interpretation (e.g., use of the term "may (*dapat*)" not the term "must"). Some districts, but not all, also disburse directly to *RSBI* from their budgets. Parents and community contributions (fees/donations) are made directly to schools. Schools are required to record all these sources of revenue and expenditure in a transparent and accountable manner. The data analysis below (Section 4.3) indicates that financial recording is done well, but *RSBI* are not fully compliant for transparency. Schools surveyed are using ICT to support accounting the majority of the time, but some still manage their books manually (7% compared to 14% non-*RSBI*). Schools report scheduled visits by accounts management authority. Figure 2 below shows the funding flow for *RSBI*. (More financial analysis is provided in Section 4.2 and 5.4, below.)

2.4 Policy Issues

Since the inception of the ISS program, considerable debate inside and outside government has raised issues concerning the effectiveness of ISS policy directives and implementation strategies in fostering the original intent of the program.[11],[12] In particular, the ISS program debate has centered on issues of equity, access, and school capacity, and whether the policy is in keeping with the basic principles of quality and equitable access that guide education in Indonesia, including the provisions in the Child

10 Ministerial Regulation 78/2009 is provided in an appendix. Nine standards comprise the "X" factor. See Chapter 5.0 below for indicators and criteria.
11 See a full list of issues in Appendix 4.
12 See Documents Consulted in Appendix 2.

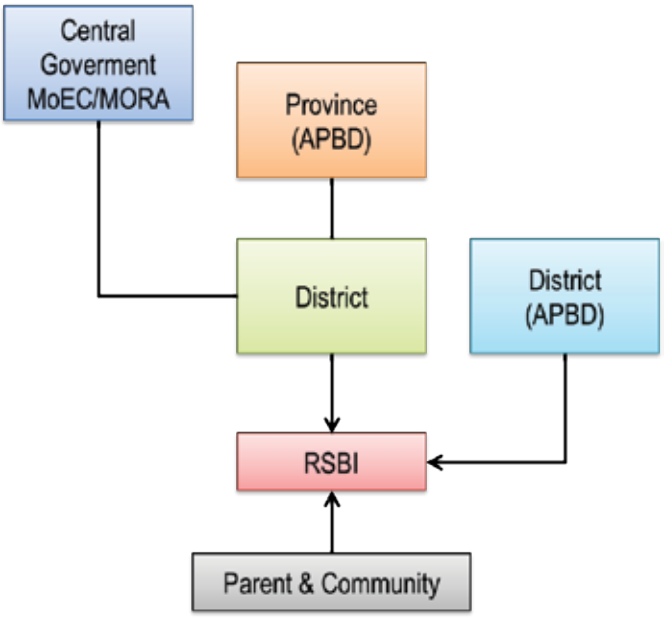


Figure 2 – *RSBI* Funds Flow

Protection Law (Law 23/2002). Public debate has risen to the level where political and social concerns have brought the case of ISS before the Constitutional Court to rule on its constitutionality. Though the high public profile of the ISS program has drawn questions to the program, within the education community itself, program observations and discussions have raised questions on a more practical policy and operational level.

The current debate brings to bear future policies options regarding ISS. As described above, the current *RSBI* program is very expensive in that the unit cost per student is about four times that of regular school funding. Although the majority of the extra funding comes from parental fees and other contributions from the world of business, government has heavily subsidized *RSBI* to the amount of more than Rp.1 trillion (USD 113 million) over the past six years. One of the objectives of this evaluation is to assess the extent to which government investment has been cost effective. As will be seen from the analysis in this report (Section 6.4, below), evaluation findings indicate that the *RSBI* program is not cost effective as currently construed. None of the 1339 currently designated *RSBI* have achieved ISS status and very few are close to meeting the standards in the near future. In large part this is due to the definitions of the standards and the development context within which these standards are applied. Indications from this study and others are that the ISS standards as currently defined seem to inhibit student performance. For example, the analysis below indicates that the requirement to teach in English presents a barrier to both teachers and students to comprehend material in the national curriculum with the result that *RSBI* student performance is not significantly better (and in some cases worse) on average that results of students in comparable non-*RSBI* schools.(This is discussed in more detail in Chapter 5.)

Law 20/2003 mandates at least one international standard school be established for each of four levels of education *(SD, SMP, SMA, SMK)* in every district (City/District), which means a minimum total of 1996 schools (at the present number of districts = 499). The results of mapping show that 1339 schools have been designated as *RSBI*. However, a number of city/districts (81/499) have established more than one *RSBI* designated school, while some districts have established none (99/499).

As part of the ISS mapping exercise, the Evaluation Team wished to determine the number of City/ Districts with the full complement of types of schools designated as *RSBI*. To do this, we needed two different data sets:

1) *RSBI* school type and City/District location data
2) City/District location and name data

The Evaluation Team was able to source these data from MoEC. However, for Data Set 2, the number of districts identified and assessed for the presence of *RSBI* is 440 (as opposed to 499—the number currently in use as the generally accepted number of *Kota/Kabupaten* in Indonesia). The numbers presented below are accurate for the 440 City/Districts.

The mapping results conclude another 884 schools should enter the international standard school development process (Table 3).

Table 3 - Districts Performance in Establishing One *RSBI* for Each Education Level[13]

Number of city/districts with full complement of RSBI types	19
Number of city/districts with greater than full complement of RSBI types	82
Number of city/districts that need *SD RSBI* schools	189
Number of city/districts that need *SMP RSBI* schools	238
Number of city/districts that need *SMA RSBI* schools	227
Number of city/districts that need *SMK RSBI* schools	230
Total *RSBI* Schools Needed to fulfill Law 20/2003 (n=440 city/districts)	884

Despite the underlying controversy, the ISS program brings to light issues that concern overall quality, efficiency, and effectiveness within the broader Indonesian education context. The ISS program policy and implementation environment intends to raise the standard of education in a select set of schools by applying specific quality improvement measures and providing line-item resources. This evaluation's investigation and analysis of the policy, implementation strategies and their effect may actually serve to inform more overall quality improvement policies more broadly. In other words, by conducting a rigorous evaluation of the ISS program, an opportunity arises for policy makers and education stakeholders to answer questions about what actually is needed for sustained quality improvement in the Indonesian education development context,what quality improvement measures work in the Indonesian context, and what are the costs of quality improvement in terms of financial and human resources.

This Situation Analysis of the *RSBI* program provides an evidence base that brings to bear policy options to informand support Government decisions that must be made in the near future, considering the program's high cost and the public debate taking place. The study presents the following strategic options for policy makers to consider:

- Continue the program as it is considering that another 884 schools have yet to be designated as *RSBI* according to Law 20/2003 which requires four schools at each level *(SD, SMP, SMA, SMK)* in every one of the 499 districts and cities. Most of the current 1339 schools are far from meeting ISS standards, as they are currently mandated. Although the cost will be significant, Law 20/2003 is the law of the land and should be obeyed.
- Terminate the program because it will be prohibitively expensive to achieve the targets mandated by law. This option has significant political ramifications in that it requires a change in a fundamental education law (Law 20/2003). Further, if this option is taken, careful consideration needs to be paid to the investments already made in the current 1339 *RSBI*. Should these investments be "written off" as a pilot project that did not meet expectations, or is there a way to discontinue further substantial investments by government but at the same time regulate policies that enable these schools to sustain improvements that have indeed been made by these schools and their overall positive impact on the community?

13 Based on n=440 City/Districts

- Modify the existing policy regulations (78./2009), and define more contextually relevant standards that change the goal of achieving international standards and foreign accreditation, but still maintain an international focus where international good practices are gradually adapted for high quality Indonesian schools. Perhaps a new accreditation standard somewhere between National Standard School and International Standard School can be introduced.

Following the analyses in the chapters below, the evaluation presents Policy Options for each of these policy considerations.

Chapter 3.
METHODOLOGY

3.1. Evaluation Overview

The evaluation seeks a better understanding of the nature and situation of the ISS program so that informed, evidence-based decisions can be made by policy makers for policy adjustment and program improvement. The study assesses the overall policy environment and situation of specific policy directives—such as the OECD curriculum requirement, and English as a medium of instruction—and analyzes and evaluates policy effectiveness in achieving the intended quality improvements. The study aims to answer questions concerning the organizational capacity, education management, school environment, and community factors related to the quality standard expected of International Standard Schools. Inquiries intend to gain a better understanding of each of these by gathering and analyzing quantitative and qualitative data from government and school level stakeholders in order to construct a more accuratepicture of the: 1) operational and management systems; 2) the compliance situation of schools; 3) resultant differences between ISS and regular schools; and 4) how schools have evolved since their participation in the program.

The study seeks to operationally define the concepts of "quality" and "international", and how these are interpreted and manifested through implementation. The study seeks to make evidence-based linkages between policy-directed implementation measures and intended quality improvements. The study also seeks evidence to better understand the constraints and barriers schools face in their attempts to achieve compliance. This includes seeking information and anecdotes that will help to better understand the respective Provincial and City/District education offices' roles and responsibility for *RSBI*, particularly for financing, and in monitoring and evaluating school compliance.

The intended result of the evaluation is a clearer picture of the situation based on empirical and anecdotal evidence that will inform and provide support for recommendations to improve the policy and program. Figure 3 below summarizes the points of inquiry of the Evaluation of ISS:

The evaluation addresses the areas/issues related to ISS in order to construct a situation analysis based on empirical quantitative and qualitative data to support recommendations regarding policy and practice of ISS schools in Indonesia. Figure 4 below summarizes the integration of the project TOR with the study design. The study design is found in Appendix 7.

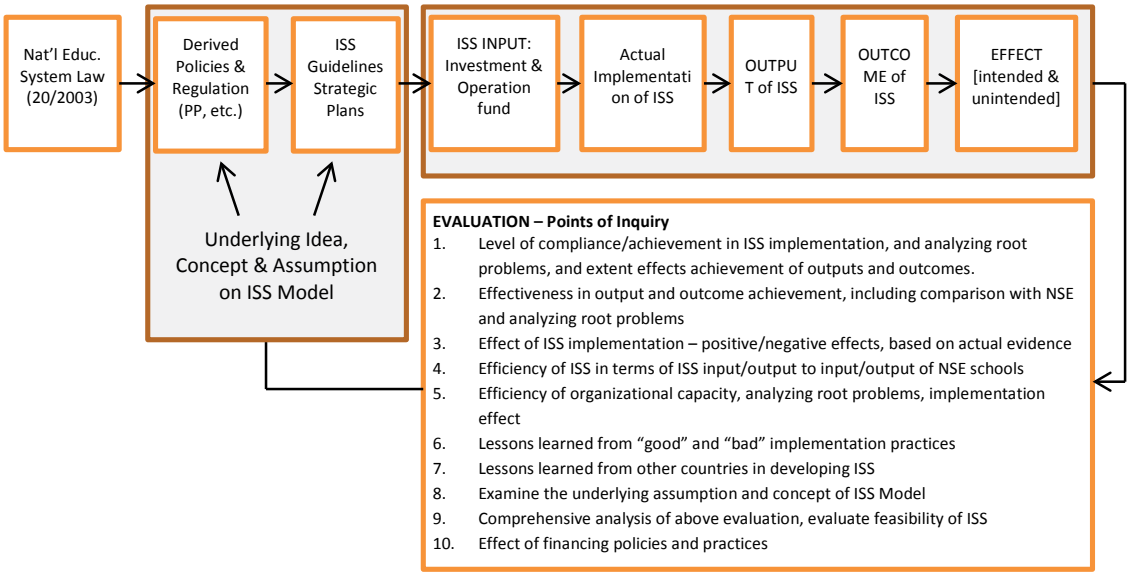


Figure 3. Summary of Evaluation Points of Inquiry

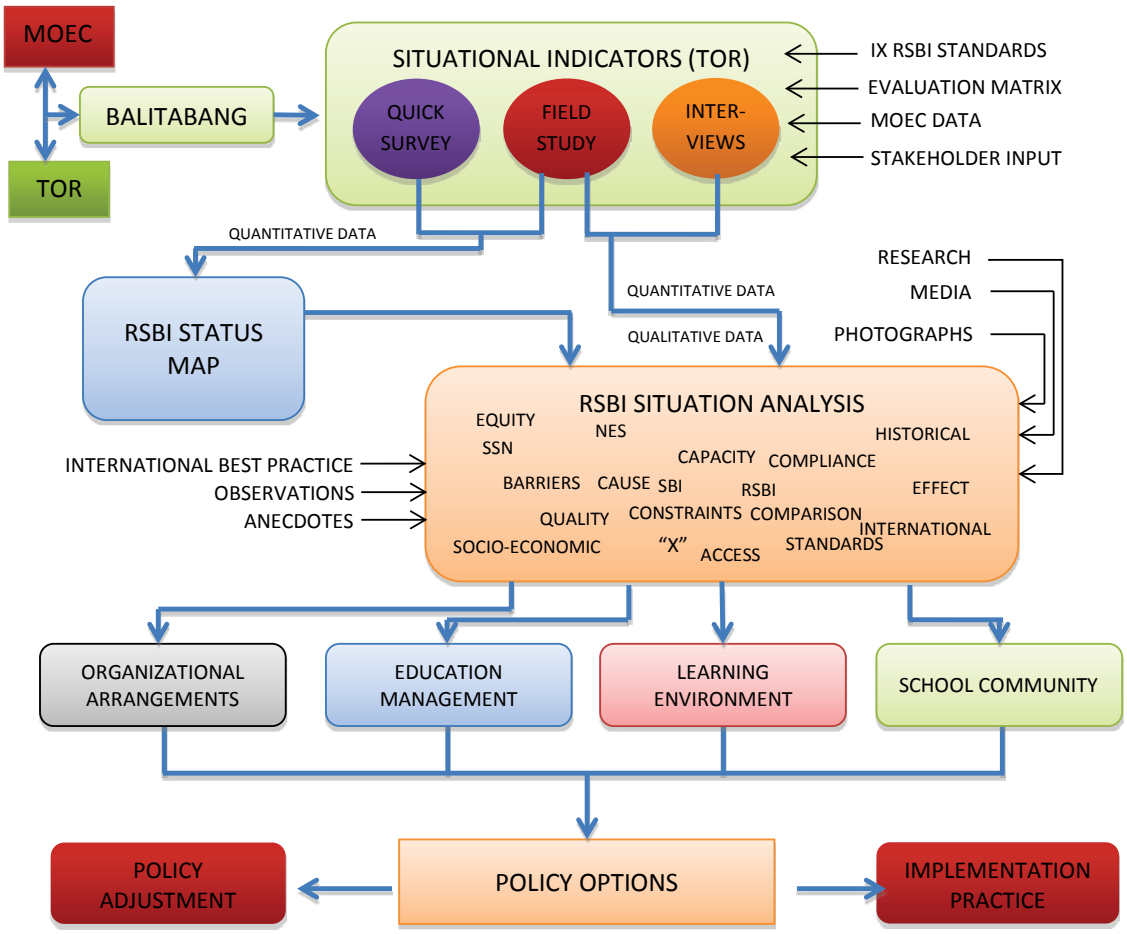


Figure 4 - Summary of Integration of TOR with Evaluation Design

Evaluation Questions

There are 5 overarching questions that frame the study. These are:

1. What is the compliance status of the ISS program?
2. What are the main issues effective compliance and quality?
3. What policy interpretations and organizational practices have bearing on *RSBI* implementation issues?
4. What policy adjustment and program measures will help resolve these issues?
5. How have financial arrangements impacted the vision and achievement?

These questions form the basis of inquiry of three components: Compliance, Historical Change, and Comparison. Within each of these components, four domains will focus the lines of inquiry. These domains are: 1) organizational arrangements; 2) education management; 3) learning environment; and 4) school community. To help focus questions within the domains, three cross-cutting quality improvement themes—system compliance capacity, professional development, and leadership—intend to bring consistency into the question formulation, as well as emphasize system quality elements important in overall capacity improvement. These themes will crosscut each of the evaluation domains, and help to shape and focus the evaluation investigations, data management, analysis and recommended policy options. Together the four domains and three crosscutting themes comprise the Evaluation Matrix (See Appendix 8).

Evaluation Activities

The aim of the evaluation is to gather quantitative and qualitative data sufficient to provide empirical and anecdotal evidence of the situation of *RSBI* schools and their support structures in order to make policy and implementation decisions concerning the program. Three activities comprise the evaluation: 1) a Quick Survey of all *RSBI*; 2) an in-depth Field Study of a representative, random sample; and 3) sector-wide Stakeholder Interviews of government officials and others. Each of these activities applyacademically recognized educational research principles as the basis of the study design while applying the Evaluation Matrix to guide lines of inquiry within the resources and time allocated by the project.[14]

3.2. Sampling

The evaluation team obtained from the respective MoEC Directorates the latest *RSBI* contact and status data for *SD, SMP, SMA,* and *SMK*.[15] From these data, the team determined the total current population (number) of *RSBI* to be 1339 schools of all types. This data set was the source for evaluation sampling.

Quick Survey Sample

A Quick Survey of all 1339 *RSBI* schools was undertaken in order to confirm the MoEC data and collect quantitative data on some aspects of *RSBI* compliance. The Quick Survey team was able to contact 64% (n=854) of the total 1339 schools listed in the MoEC data base limited accuracy of MoEC records and the Team's ability to obtain correct school contact information from local City/District education offices. The resultant Quick Survey study sample is presented in the following table:

14 See Creswell (2005), 2nd Ed.
15 There are no Madrasah RSBI schools.

Table 4 - Quick Survey Sample

School Type	Number (n)
SD	154
SMP	254
SMA	224
SMK	222
TOTAL	**854**

Field Study Sample

To identify the Field Study sample, a *stratified random sampling* was conducted on 254 City/Districts with more than two (> 2) *RSBI*, stratified by Big City, Small City, and District (rural).[16] There is a 3-fold rationale for this approach: 1) since the majority of *RSBI* schools reside in Java urban areas, a random sampling of 1339 schools would bias the sample towards Java urban areas; 2) selecting the population from City/Districts with greater than two schools increases the likelihood of selecting districts that have early-established schools, providing a more representative data sample to enable more reliable generalizations about policy interpretation, program implementation, and monitoring systems; 3) stratification by population size enables comparative analysis within socio-economic communities and implementation factors related to population size.

Figure 3 below summarizes the field study sampling method. Details of the sampling procedure with location and type breakdown are found in Appendix 9. The list of the sample schools is found in Appendix 10.

The resultant distribution of school type within the sample is seen in the Table 5 below, with non-*RSBI* comparison schools in [brackets]:

As mentioned above, the Field Study sample was first stratified by population. Schools reside in either Cities (*Kota*) or Districts (*Kabupaten*). By comparing the strata (1=Big City; 2=Small City, 3=Rural) with the per capita gross product, there is a correlation by a respective reduction of income. We can infer then from these data, that our strata designations represent different income levels, supporting related claims from the study. The two locations in red (Kota Tangerang and Kota Tarakan) do not fit well with the correlation. We account for the differences as indicated in the table: Kota Tangerang is a new district that may have yet to develop its economic based; Kota Tarakan gross product is likely heavily influenced by the oil and gas industry in the district.

Table 5 - Distribution of Study Sample by School Type

	NEGERI	*SWASTA*	TOTAL *RSBI*	TOTAL NON-*RSBI*	TOTAL SAMPLE
SD	11[1]	6[2]	17	3	20
SMP	12[1]	3[1]	15	2	17
SMA	15[2]	5[0]	20	2	22
SMK	18[2]	0[0]	18	2	20
TOTAL	56	14	70	9	79[17]

16 Big City = >1,000,000; Small City = <1,000,000; Kabupaten = rural. See Appendix 12 for full description of sampling.
17 Final Sample=79 schools: 70 *RSBI*; 9 non-*RSBI*

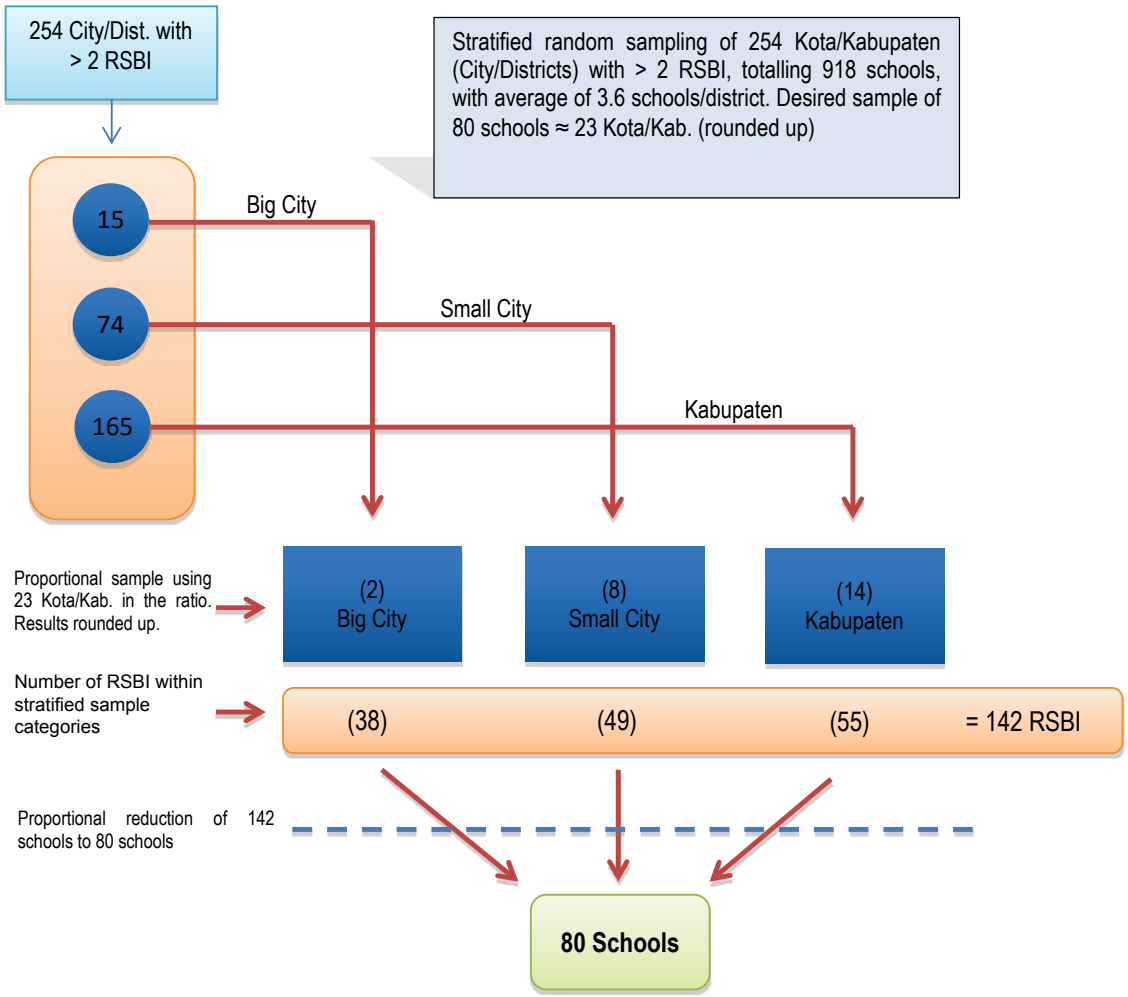


Figure 5–Ringkasan Metode Sampling Studi Lapangan

sampling was used to select schools with good reputations, within the same communities as study schools. This allows for comparison schools to act as "baseline" schools that are likely to be at the same level of quality as the study school pre-*RSBI*. The comparison schools were selected in City/Districts of the study sample. Appendix 10 contains the list of study schools, locations, and type distribution.

Existing Data for the Study

Current data for *RSBI* was received from MoEC. Current data files for each *SD, SMP, SMA*, and *SMK* were used as the data source for the Quick Survey and for the Field Study. MORA secondary directorate was visited to obtain *RSBI* data files, and determined there are no *Madrasah* schools following *SBI* regulations.[18] Mapping results based on the data are presented in Chapter 4 .0.

Another important source of information was existing documents and studies. Documents include Government laws, policy and regulations, Ministerial decrees, published research articles, newspaper articles, donor reports, etc. A full list of documents consulted is found in Appendix 13.

18 Complete and up-to-date data files resulting from the Survei Cepat are found on the attached CD ROM.

Table 6 – Socio-economic Distribution of the Field Study Sample

No	FIELD SAMPLE LOCATION	Strata	POPULATION 2010	GROSS PRODUCT 2010 (000,000)	GROSS PRODUCT PER CAPITA (000,000)
1	Kota Tangerang Selatan (new)	1	1,290,322	5,378,417	4.17
2	Kota Bandung	1	2,536,649	31,697,282	12.50
3	Kota Jakarta Selatan	1	1,894,236	88,687,180	46.82
4	Kota Semarang	1	1,527,433	21,180,000	13.87
5	Kota Makasar	1	1,339,374	16,282,481	12.16
6	Kota Palembang	1	1,538,938	18,053,204	11.73
7	Kota Sukabumi	2	287,443	1,920,727	6.68
8	Kota Salatiga	2	170,352	1,849,275	10.86
9	Kota Tomohon	2	91,553	663,557	7.25
10	Kota Malang	2	820,243	14,044,625	17.12
11	Kota Yogyakarta	2	388,627	5,244,851	13.50
12	Kota Tarakan (Oil & Gas City)	3	239,787	11,804,015	49.23
13	Kabupaten Sukabumi	3	2,341,409	8,641,734	3.69
14	Kabupaten Pekalongan	3	838,621	7,226,000	8.62
15	Kabupaten Semarang	3	983,000	5,560,000	5.66
16	Kabupaten Wonosobo	3	795,000	1,888,808	2.38
17	Kabupaten Lamongan	3	1,179,770	5,880,536	4.98
18	Kabupaten Malang	3	2,443,604	14,537,635	5.95
19	Kabupaten Trenggalek	3	674,411	3,066,326	4.55
20	Kabupaten Sleman	3	1,093,110	6,373,200	5.83
21	Kabupaten Kulon Progo	3	384,921	1,828,304	4.75
22	Kabupaten Pinrang	3	353,367	2,532,000	7.17
23	Kabupaten Sumbawa	3	415,789	1,720,935	4.14
24	Kabupaten Aceh Barat	3	173,558	1,265,376	7.29

Table 7 - Average GDP by Strata

Strata	Average GDP	Average GDP without Tangerang & Tarakan
Big City	16.87	19.41
Small City	11.08	11.08
Rural	8.79	5.42

Both quantitative and qualitative data were collected from survey questionnaires through the Quick Survey, and during the Field Study. Data was collected from stakeholders and practitioners, education officers at the Central, Provincial, City/District levels; principals, teachers, students, school committees, etc.

Data Types

Quantitative and qualitative data was collected in order to evaluate ISS. Table 8 below summarizes the data types, sources of data, methods of collecting, and location. Detailed discussion of the evaluation design is covered in Appendix 7:

Table 8 - Summary of the Types and Sources of Data

	Types of Data	Source	Method	Location
Quantitative				
1	Factual information	Public documents; government & school records	Survey questionnaire	Central phone/fax/email survey; field visit to government offices & schools
2	Observation of individual behavior	Behavioral checklist	Direct observation	Classroom
3	Performance tests	School records	Survey questionnaire	Phone survey; field visit to school
Qualitative				
4	Field notes & reports	Evaluation Team ; Field Study Teams	Direct observations	Field visits to schools
5	Transcripts of structured, open-ended interviews	Government & school-level education stakeholders	Face-to-face interviews by Evaluation & Field Study teams	Central (Pusat) government office visits; field visits to Kota/Kabupaten Dinas
6	Photographs	Evaluation team		Field visits

Data Collection & Management

Three activities comprise the evaluation: 1) Quick Survey; 2) Field Study; 3) Stakeholder Interviews. For the Quick Survey, four enumerators were hired to sit in the project offices to conduct phone/fax/email survey of all *RSBI*. For the Field Study, following pilot testing in Jakarta of instruments and protocols, seven teams comprising one researcher and one enumerator were hired, trained, and dispatched to the field study locations to survey schools and City/District Education Offices. The Evaluation Team (Education Specialist, Education Finance Specialist, and Data Analysis) visited Provincial *Dinas Pendidikan* to carryout stakeholder interviews, as well as supervised Field Study teams in the field. Quantitative information and interview transcripts were entered into prepared questionnaires.

Data entry files were prepared by the Data Analyst and Team Leader. Data entry was carried out by the respective activity teams. Coding for qualitative data was undertaken by Field Study teams under the supervision of the Evaluation Team. Data were aggregated and tabulated by the Data Analyst and Team Leader.

Data Analysis

Data analysis was undertaken by the Evaluation Team and Technical Project Director. See sections below for detailed findings and analysis.

3.3. Limitations of the Study

The study has a number of limitations that may affect the reliability of our findings.

Scope of the Study

A larger sample size would have helped to strengthen our findings. We would have liked to have had the resources and time to enlarge the non-*RSBI* comparison sample. Our findings for exam score in this case would be strengthened by having the opportunity to survey more comparison schools. We also would have liked for Field Study Teams to have had the opportunity to spend one more day in the community to gather information from local private and civil society sector to better determine the effects of *RSBI* in these areas. This would have also afforded teams to have more choice of respondents to control for self-selection bias by schools.

Accuracy of Source Data

We found that the MoEC location address and contact data were incomplete, and many of the schools could not be reached. Our efforts to contact the City/District education offices for up-to-date records had limited success.

Selection of Respondents

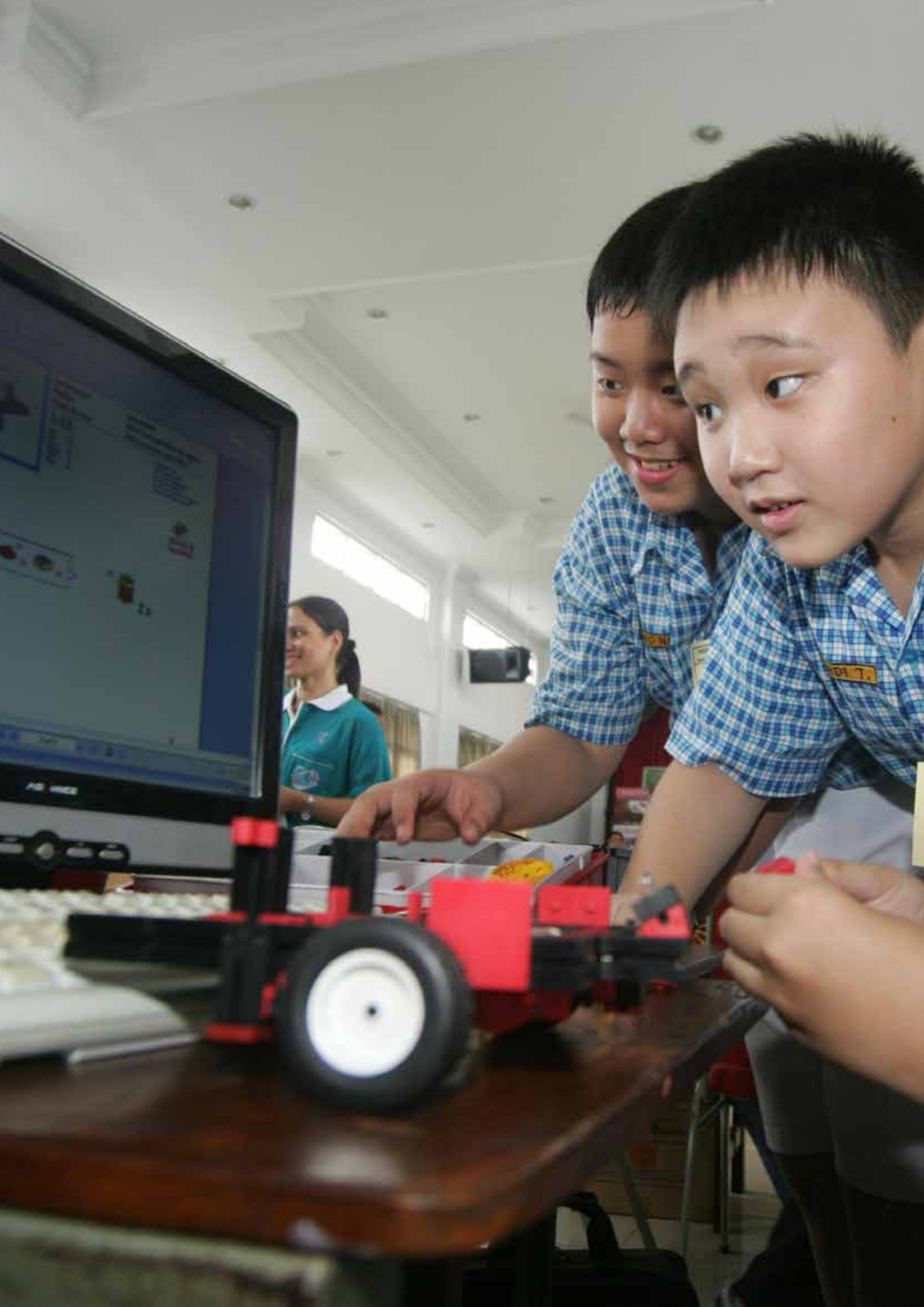
We relied on schools to select respondents. It would have been difficult to do otherwise, but, as we said above, more resources and time would have afforded the opportunity for additional interview to enlarge the qualitative data set. This is an uncontrolled bias limitation. Triangulation enabled us to confirm some of the claims

Researcher Experience

We were able to successfully engage research staff aligned with the terms of reference for the study. We carried out a comprehensive piloting and training to help mitigate data collection bias, and we feel confident that the results from the qualitative data are reliable. In-depth stakeholder interviews are much more difficult to monitor, and our field supervisors witnessed some inconsistencies in interview protocol. We also noticed from the field notes some opportunities were missed to extend the line of open discussion to enrich the claims and findings.

Depth of Inquiry

Another limitation of the study is not having sufficient time and resources to probe more deeply into claims by respondents, particularly for teaching and learning compliance indicators. More time in each school would have afforded a more accurate school situation analysis, and some of the compliance indicators would have come under more scrutiny.



Chapter 4.
RESULTS & ANALYSIS

This chapter will present evaluation results and analysis of the quantitative and qualitative data. Further analysis will be undertaken in Chapter 5 – Summary Analysis.

4.1. ISS System Profile

The ISS system profile includes data on location, distribution, and socio-economic information. These data are from MoEC data provided to the study team at the onset of the evaluation.

4.1.1. Location

This section provides a profile of the ISS system. Included here are the locations of *RSBI* taken from the data collected from the MoEC directorates. It should be noted that a central database on *RSBI* does not exist; hence the Study Team compiled this database from the four relevant MoEC directorates *(SD, SMP, SMA, SMK)*. Table 10 and Table 11 below show the location by population and distribution by Province of school types broken down by Big City (>1,000,000), Small City (<1,000,000), and *Kabupaten*. The data are presented as percentages of the total *RSBI*.

Table 9 - Distribution of *RSBI* by Population (MoEC Data)

	%BIG CITY (>1 juta)	%SMALL CITY (< 1 juta)	%RURAL	%TOTAL
SD	2	5	15	22
SMP	5	7	14	26
SMA	4	9	14	27
SMK	3	9	13	24
TOTAL	14	30	56	100

Table 10 - Distribution of *RSBI* by Province (Prepared from MoEC data)

PROVINCE	*SD*	*SMP*	*SMA*	*SMK*	TOT	PROVINCE	*SD*	*SMP*	*SMA*	*SMK*	TOT
Aceh	11	8	8	8	35	Maluku	4	1	2	2	9
Bali	10	10	12	12	44	Maluku Utara	3	0	2	2	7
Bangka-Belitung	6	2	3	3	14	Nusa Tenggara Barat	1	0	1	1	3
Banten	10	17	12	12	41	Nusa Tenggara Timur	1	0	1	1	3
Bengkulu	7	3	4	4	18	Papua	3	0	3	3	9
D.I. Yogyakarta	7	12	15	15	46	Papua Barat	1	0	2	2	5
D.K.I Jakarta	10	35	15	15	75	Riau	13	6	6	6	31
Gorontalo	5	3	4	4	17	Kepulauan Riau	3	2	3	3	11
Jambi	4	4	4	4	16	Sulawesi Barat	5	1	2	2	10
Jawa Barat	21	37	44	44	146	Sulawesi Selatan	18	10	13	13	54
Jawa Tengah	23	67	62	62	214	Sulawesi Tanggara	5	4	3	3	15
Jawa Timur	25	72	69	69	235	Sulawesi Tengah	6	4	3	3	16
Kalimantan Barat	8	3	3	3	17	Sulawesi Utara	6	6	5	5	22
Kalimantan Selatan	10	4	7	7	28	Sumatera Barat	19	9	10	10	48
Kalimantan Tengah	8	2	2	2	14	Sumatera Selatan	8	8	10	10	36
Kalimantan Timur	7	11	11	11	40	Sumatera Utara	2	5	11	11	29
Lampung	8	8	7	7	30						

4.1.2. Distribution of Types of Schools

We determined a total of 1339 *RSBI*. Table 12 and 13 below are disaggregated by type: total number and percent.

Results & Analysis: Most *RSBI* are government (*Negeri*) schools, with *SD* (elementary) the highest percentage among private (*Swasta*) schools. Government *SMP, SMA*, and *SMK* are evenly represented. *SD* schools are the lowest percentage of *RSBI*. A number of factors could explain this: MoEC directorate implementation sequencing (See Chart 1 below), ora partially complete MoEC data base. It should be noted that MoRA has no schools participating in the *RSBI* program.

Table 11 - *RSBI* Type Distribution by Number (Data source: MoEC)

	PUBLIC	PRIVATE	TOTAL
SD	222	74	296
SMP	306	45	351
SMA	306	57	363
SMK	304	25	329
TOTAL	1138	201	1339

Table 12 - *RSBI* Type Distribution by Percentage

	% PUBLIC	% PRIVATE	% TOTAL
SD	16	6	22
SMP	23	3	26
SMA	23	4	27
SMK	23	2	25
TOTAL	85	15	100

4.1.3. School Statistics

Number of International Classes (Data source: Quick Survey n=854)

A large number of *RSBI* schools do not fully implement international standard classes, but designate only certain classes as following international standards. Data for the number of international classes are presented below based on the 854 schools responding to the Quick Survey questionnaire. These data are normalized to n=854, and are presented as totals of international classes compared to total classes in the schools.

Results & Analysis: Quick Survey data show that *SMP RSBI* have the highest percentage of classes claimed to be international classes. *SD* schools claim the lowest percentage. However, on a per school basis, *SMK* schools average nearly 30% more classes per school than other types. This could indicate that in *SMK* (technical) schools, students have more access to international classes.[19]

Table 13 – Number of International Classes from Quick Survey (n=854)

	TOTAL CLASSES	TOTAL INTERNATIONAL CLASSES	PERCENT INTERNATIONAL CLASS	AVERAGE INT. CLASSES PER SCHOOL
***SD* (n=154)**	2702	1322	49%	8.6
***SMP* (n=254)**	5717	4759	83%	18.7
***SMA* (n=224)**	5594	3852	69%	17.2
***SMK* (n=222)**	8496	5887	69%	26.5
TOTAL (n=854)	22,509	15,820	70%	18.5

Number of ISS students

Data for the number of ISS students are presented in the next table based on 854 schools responding to the question (n=854).

Results & Analysis: Considering that 62% of registered *RSBI* responded to the Quick Survey, by extrapolation, there are likely over 1,000,000 *RSBI*-registered students in Indonesia. The reader can see that the majority of students in non-technical school *RSBI* international classes are girls. However, gender parity has yet to be achieved in *SMK* international classes, where there are 20% more boys than girls.

19 Our study findings indicate that there are different definitions of "international class." From our review of literature, documents, and MoEC publications, we were unable to find a clear definition other than the general indicators listed in the *SBI* compliance standards. We feel that a mixed reporting occurred in for this indicator, and results have a degree of unreliability.

Table 14 - Number of ISS students in *RSBI* Schools (from Quick Survey n=854)

	TOTAL STUDENTS			TOTAL ISS STUDENTS			% INT. STUDENTS	
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	% BOYS	% GIRLS
SD	26.085	26.753	52.838	11.464	11.973	23.437	49%	51%
SMP	71.321	91.465	162.786	55.883	73.824	129.707	43%	57%
SMA	72.322	104.413	176.735	46.672	69.561	116.233	40%	60%
SMK	167.594	115.975	283.569	75.666	51.209	126.875	60%	40%
TOTAL	337.322	338.606	675.928	189.685	206.567	396.253		

Number of Teachers in International Classes

The Quick Survey asked the total number of teachers in schools as compared to the total number of international class teachers. We didn't distinguish in the study if international teachers teach in regular classes as well, but many likely do. Table 16 below shows the total number of teachers compared to the number teaching in international classes.

Results & Analysis: Extrapolating to all *RSBI*, there are nearly 100,000 teachers in *RSBI* schools with 65% of them reportedly teaching in international classes.

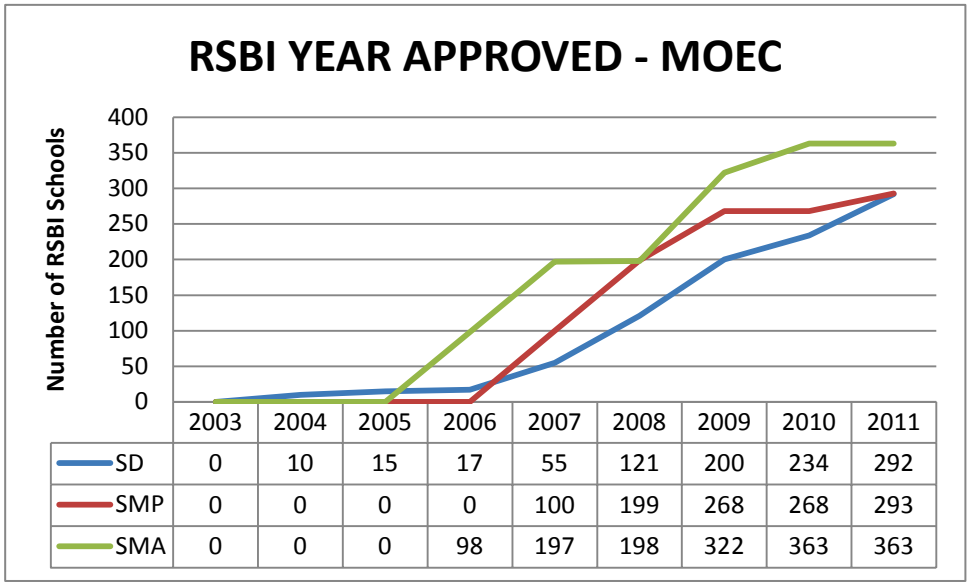
Table 15 - Number of Teachers in International Classes (from Quick Survey n=854)

	TOTAL TEACHERS	TEACHERS IN INT. CLASSES	% TEACHERS IN INT. CL.
SD	4.993	2.440	49%
SMP	13.215	11.389	86%
SMA	14.020	10.640	76%
SMK	21.236	10.670	50%
TOTAL	54.464	35.139	65%

4.1.4. *RSBI* Approval History

Chart 1 above presents the number of *RSBI* schools, disaggregated by type, plotted against year established. These data are provided by MoEC, and are confirmed by the Quick Survey data. *SMK* year approval data are not available in the MoEC data base. The data numbers presented are cumulative.

Results & Analysis: The rate at which *RSBI* were established gives an indication of the implementation history, priority sequencing, and capacity of the system. It can be seen from the plot that the implementation priority sequencing is *SMA, SMP, SD* respectively. These data also show that MoEC established *SMA* and *SMP RSBI* schools in 100-school batches, with a reduced rate after Year 3. *SD*, however, seem to be implemented in a different manner, with a gradual, steady rate. It is interesting to note that 25 *SD* schools were established in 2004-05, two years prior to the 2006 official launch of the program. Upon further analysis of the data, we determined that these are likely to be schools that participated in a pilot launch of the program. All of these schools have the same name (*TK/SD* Bertaraf Internasional).



	2003	2004	2005	2006	2007	2008	2009	2010	2011
SD	0	10	15	17	55	121	200	234	292
SMP	0	0	0	0	100	199	268	268	293
SMA	0	0	0	98	197	198	322	363	363

Chart 1 - School Type vs. Year Established (Data source: MoEC)

4.2. Financial Analysis

4.2.1. Introduction

Ministerial Regulation (*Permen Diknas*) 78/2009 requires the central, provincial and city/district governments and the community to finance ISS (Part 7, Article 2). The regulation also allows ISS to charge fees to cover costs which are above regular normal costs based on school plans (Part 7, Article 3). All levels of government are able to provide financial assistance, facilities and infrastructure, teachers and education personnel and other forms of assistance to ISS established by both government and the community.

The study has collected and analyzed data relating to financing of the *RSBI* program, which is presented below[20]. The overall conclusion is that *RSBI*-designated schools are expensive in terms of Rupiah outlays by government and community. The government has provided subsidies for *RSBI* amounting to over Rp.1 trillion (US$ 113 million) over the past six years. However, central government funding for *RSBI* in terms of percentages of the national budget for education is very modest; for example, MoEC subsidies for *SD* and *SMP RSBI* in 2011 was only 0.5% of the Ministry's entire budget.

While the government provides considerable sums of money to finance the development of ISS, parents contribute more through entrance and monthly fees. Affluent parents appear to be more than willing to pay these fees. While students from lower socio-economic backgrounds are entitled to receive scholarships or other forms of financial assistance such as reduced fees (20% low-income minimum compliance), not all take advantage of the opportunity and in some cases such students are reluctant to attend these schools for fear of being ridiculed by more affluent students.

20 The sections below respond to financial analysis requires stated in the TOR (IV, A. Technical Focus).

4.2.2. School Financing Analysis

Methodology: The data below are from the Field Study School Survey questionnaire(n=70 *RSBI*; 9 Non-*RSBI*). Upon school visits, surveyors met with school staff to tabulate data from school records. Data for public expenditure analysis is taken from MoEC budgets and from MoEC studies.

Unit Costs: Sample RSBI Compared with Sample Non-RSBI

On an unit cost basis[21] RSBI-designated schools are far more expensive than non-*RSBI* (about four times more expensive) (Figure 6).The mean *RSBI* unit cost for students at all levels is around Rp.4.5 million, with the maximum found in the study to be over Rp.31 million (*SMK*). On average, *RSBI SMA* unit cost is the most expensive (Figure 7).

The average *RSBI* school entrance fee is Rp.5.9 million compared to Rp.1.2 million in Non-*RSBI*[22]. *RSBI* non-technical (i.e., non-*SMK*) education annual fees are comparable: *SD/SMP* average Rp.6 million with *SMA* averaging Rp.8.7 million. *RSBI SMK* unit costs are significantly lower, averaging Rp.2.3 million.

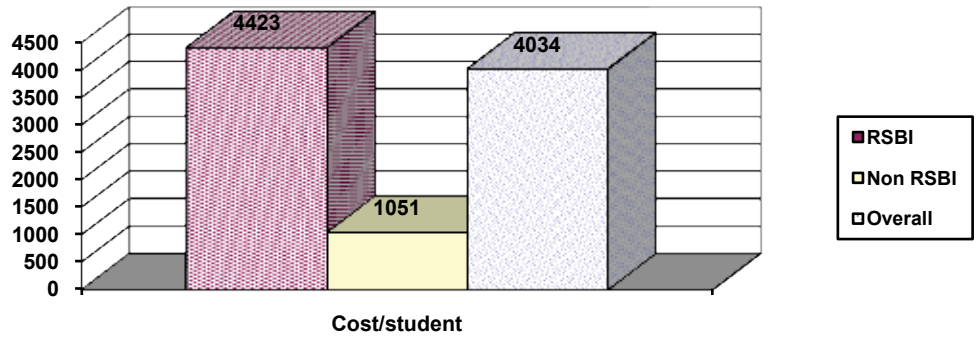


Figure 6 - Unit Cost Per Student (Rp. '000) by School Status for Non-Salary Expenses Only
(Data Source: School Survey n=70)

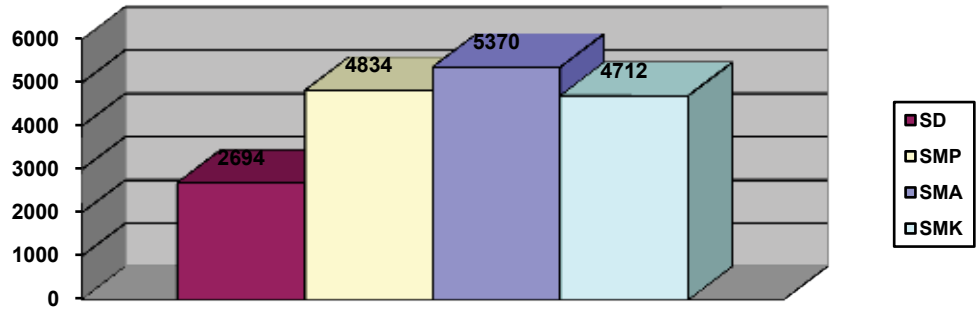
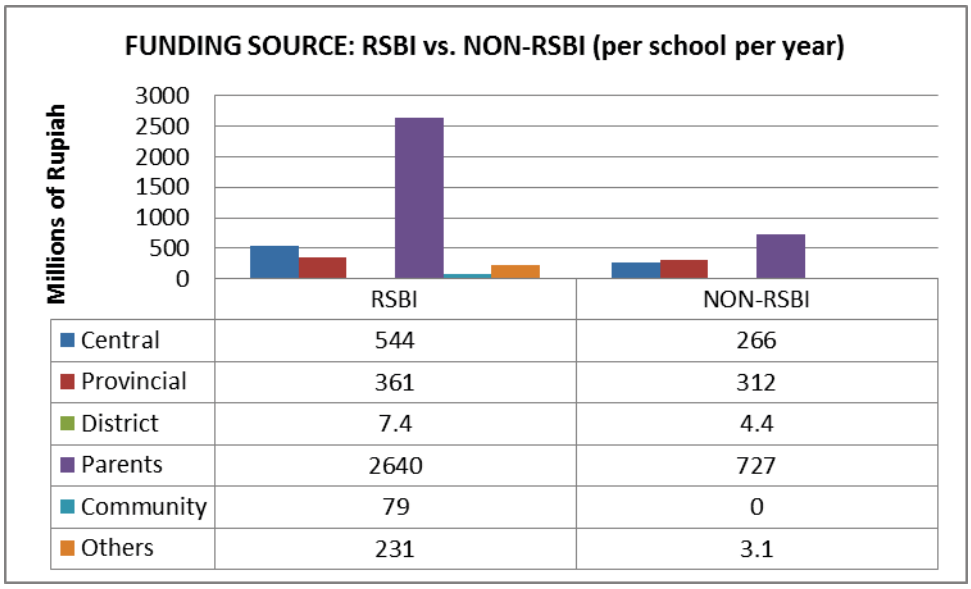


Figure 7 - Unit Cost Per Student (Rp. '000) by *RSBI* Levels for Non-Salary Expenses Only
(Data Source: School Survey n=70)

21 Finance data cited in this section is a combination of all school levels (*SD,SMP,SMA,SMK*) and both private and public except when these are specifically disaggregated.
22 The raw data analyzed in this section is presented in Appendix 10.

Sources of Finance: Sample *RSBI* Compared with Sample Non-*RSBI*

RSBI schools receive funding from various levels of government, parents, communities, and, in some cases, businesses. As can be seen in Figures 8 & 9 below , on a per school basis by far the largest source of *RSBI* funding is from parents (68%) followed by central government and provincial government. Provincial governments contribute slightly more to *RSBI* compared with support to non-*RSBI* on a per school basis, while districts' contributions to *RSBI* are almost twice as much as contributions to non-RSBI. It should be noted that one province in the sample did not contribute to *RSBI* at all and some districts do not contribute. Parents are also the largest source of funding for non-*RSBI* schools, but, in absolute terms, funding by parents to *RSBI* is more than 3 times greater than funding by parents to non-*RSBI* schools (Figure 9).



	RSBI	NON-RSBI
Central	544	266
Provincial	361	312
District	7.4	4.4
Parents	2640	727
Community	79	0
Others	231	3.1

Figure 8 - *RSBI* and Non-*RSBI* Annual Funding Sources by Amount Per School
(Data Source: School Survey n=70)

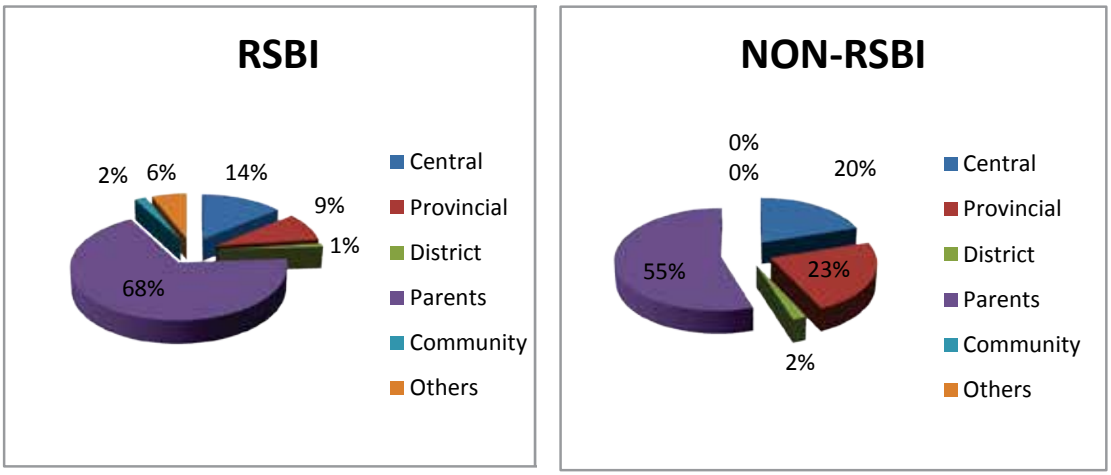


Figure 9 - *RSBI* and Non-*RSBI* Per School Annual Funding by Percentage
(Data Source: School Survey n=70)

RSBI Cost Structure

The majority of funds from parents and government are meant to cover infrastructure and equipment costs for *SD* and *SMP RSBI* schools, while operational costs are supposed to be covered by *BOS* (the data cited above does not include *BOS)*. *SMA* and *SMK* do not receive *BOS*; therefore while government provides funds for infrastructure and equipment, parent's fees are the main source of their operational funds.

Some schools make considerable efforts to keep costs down, particularly those in rural towns, where middle incomes are relatively low. Mean public school fees are lower than those of private schools by nearly 40%. The burden of school financing remains largely on parents' shoulders; however, no complaints of high costs were heard during interviews.

4.2.3. Public Expenditure Analysis

The issue of government funding for *RSBI* can be seen from two perspectives. First, the total amount of funds that the central government provided on a per school basis to *RSBI* in academic year 2011-2012 on average was slightly more than twice the amount provided to non-*RSBI* (Rp.544 million vs. Rp.266 million), while provincial governments provided 14% more to *RSBI* on average (Figure 9, above). Viewed from the second perspective, the percentage of total funding from all sources provided by the government (central, provincial and district) is considerably less than that provided to non-RSBI schools (45% vs. 24%) because of the high amounts contributed by parents through fees and by other community stakeholders such as businesses (Figure 8 above).

Viewed in absolute Rupiah terms, government expenditure for *RSBI* over the past six years is substantial at over Rp.1 Trillion (USD 113 million) (Table 17 below). This supports the public perception that the *RSBI* program is expensive. For example, ACDP Study 006 provides the following preliminary estimates of costs for basic education private madrasah to meet only certain MSS: MI require Rp.1.5 trillion for infrastructure rehabilitation, Rp.340 billion for teachers rooms and furniture, Rp.41 billion for lab equipment and books; *MTs* require Rp.920 billion for infrastructure rehabilitation and Rp.2.3 trillion for lab equipment and books. In other words, the government funds expended for *RSBI* over the past six years could have helped private *Madrasah* meet certain MSS.

Table 16 - *RSBI* Block Grant Allocation 2007 - 2010

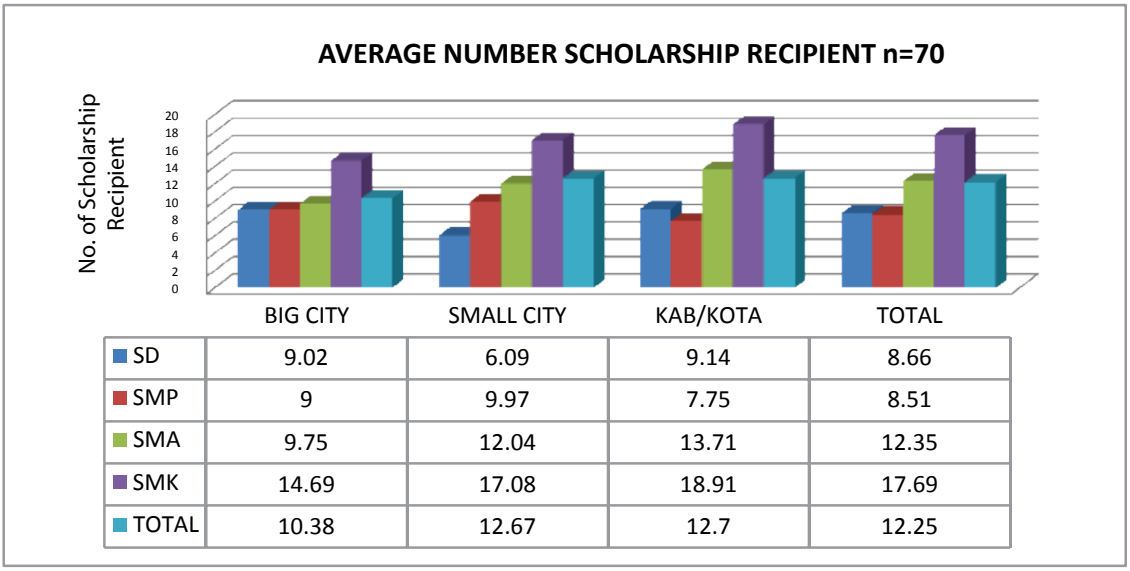
LEVEL	YEAR/TOTAL FUNDING (Billion Rupiah)					TOTAL
	2006	2007	2008	2009	2010	
SD	-	19	44.4	23.6	23.1	110.1
SMP	-	40	59.7	80.4	80.4	260.5
SMA	30	59	59.4	150	79.2	378
SMK	50	76	50	123.449	24.7	324.649
TOTAL	80	194.9	213.5	377.449	207.4	1.073

(Data Source: MoEC, Puslitjak (based on data from Directorate General of Basic Education, 2011)

4.2.4. Analysis of Scholarships and Other Mechanisms for Disadvantaged Students

Ministerial Regulation 78/2009 sets the low-income student enrolment requirement for ISS at 20% of the total students, and schools should provide scholarships or some form of financial assistance based on the level of family income. The data show that, overall, *RSBI* are not meeting the compliance

requirement since on average only about 12% of enrolled students receive scholarships or financial support in the form of reduced fees. When comparing socio-economic strata, the relative amounts for respective school type are similar for *SMA* and *SMK*, with some variability with *SD* and *SMP*. There is also variability in location, whereby the percentage of total scholarshipsgranted in the more affluent big cities is lower than in kabupaten and small cities, which may indicate the RSBI in big cities are located in more affluent areas where the intake from lower socio-economic groups is less.



	BIG CITY	SMALL CITY	KAB/KOTA	TOTAL
SD	9.02	6.09	9.14	8.66
SMP	9	9.97	7.75	8.51
SMA	9.75	12.04	13.71	12.35
SMK	14.69	17.08	18.91	17.69
TOTAL	10.38	12.67	12.7	12.25

Chart 2 - Average Number of Scholarship Recipients

4.3. Evaluation of Compliance With/Achievement Of Specified Standards ISS

The purpose of the evaluation is to measure progress that *RSBI* have made in achieving International Standard School (ISS) levels. The word "rintisan" can be translated into English as "a pioneering effort". Thus, achieving *RSBI* status is not an end in itself but a transition process whereby good regular schools are identified to receive special treatment in order to achieve or be certified as schools with international standards (ISS). During the first phase of the *RSBI* development program, which began in 2006 and ended in 2012[23], no schools achieved ISS status. Figure 10 below shows the process as depicted by MoEC[24]:

The formula commonly used by MoEC[25] to describe International Standard Schools is:

International Standard School = NES + "X"

23 See TOR in Appendix 1

24 Presentation: *"Rintisan Sekolah Bertaraf Internasional", Direktorat Jenderal Manajemen Pendidikan Dasar dan Menengah, Kementerian Pendidikan Nasional*

25 Presentation: *"Rintisan Sekolah Bertaraf Internasional", Direktorat Jenderal Manajemen Pendidikan Dasar dan Menengah, Kementerian Pendidikan Nasional*

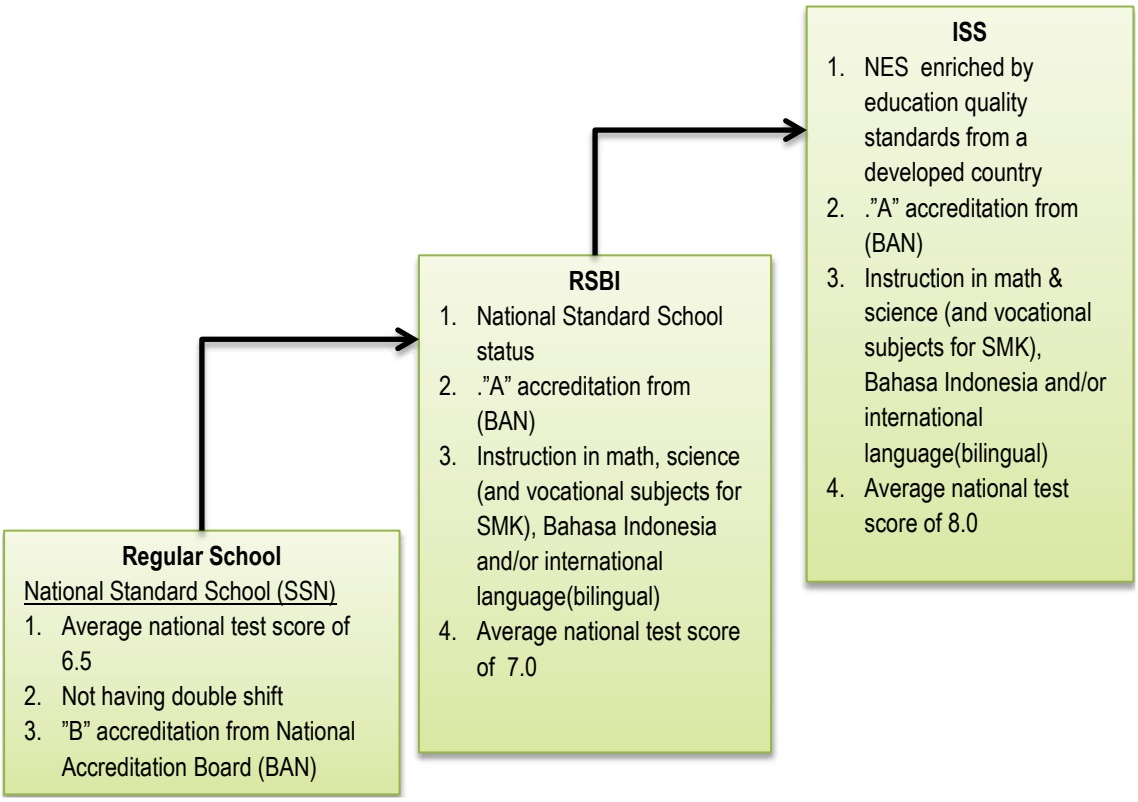


Figure 10 - ISS Development Concept Process

where NES = 8 National Education Standards[26]. According to Directorate General Management of Basic and Secondary Education, "X" can be in the form of strengthening, enriching, extending, and deepening the quality of education with the goal of achieving quality of education at an international standard set by OECD countries or other developed countries with features of education excellence, as set forth in Ministerial Regulation (Permendiknas) No. 78/2009 concerning ISS implementation[27]. This regulation describes in legal language the criteria for ascribing ISS status to an education unit. MoEC directorates (Basic Education (elementary and Junior secondary (*SD* and *SMP*)), Senior Secondary (*SMA*) and Vocational Education (*SMK*) developed technical guidelines and monitoring and evaluation instruments on the basis of the regulation.

In order to evaluate "Compliance With / Achievement of the Specified Standards for International Standard Schools", the study has established a set of indicators and assessment criteria presented in Table 18. These indicators are selected from Ministerial Regulation 78/2009 and other MoEC documents which explain the Regulation.

Performance in achieving each indicator is assessed in the tables below. Each table presents the data collected to measure overall compliance in meeting criteria and a summary analysis. Where appropriate, overall compliance is analyzed further by type of school by level (*SD, SMP, SMA, SMK*) and whether the school is public or private. In most cases, data is provided for non-*RSBI* as a comparison to further inform the analysis.

26 NSE Standards: 1) content, 2) process, 3) competency, 4) educators and education personnel, 5) facilities and infrastructure, 6) management, 7) financing, and 8) educational assessment.

27 X could be reinforcement, enrichment, development, expansion, and deepening on improving the quality of education that refers to the quality standards of international education in the OECD countries and other developed countries which have certain advantages in international education.

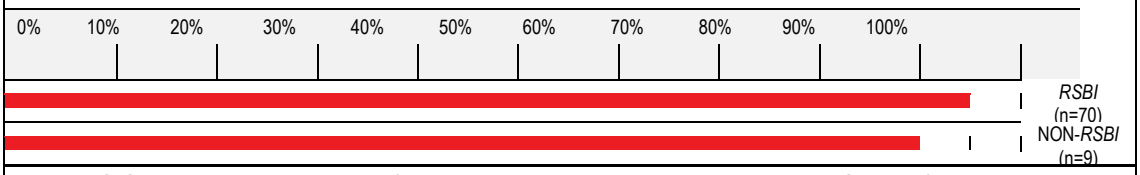
Table 17 - International Standard Schools Performance Indicators

INDICATOR	CRITERIA	NOTES
Accreditation	i. "A" accreditation from School and Madrasah Accreditation Agency (BAN) ii. Additional Accreditation from OECD country or other developed country	
Curricula and Graduates' Competence	i. Adoption of Curricula from Other Countries ii. Average national test score of 7.0 for *RSBI* and 8.0 for *SBI*	
Teaching learning process	i. Adoption of Teaching and Learning Methods from Other countries ii. Other Schools Use ISS As Reference iii. Use of English or Other Foreign Language for Certain Subjects From Grade 4	
Evaluation	i. Use of evaluation standards from OECD country or other developed country	Use of portfolios as part of evaluation process
Teacher Qualifications	i. Minimum S2/S3: 10% (*SD*), 20% (*SMP*), 30% (*SMA / K*) ii. Able to use ICT in Teaching	
Principal Qualifications	i. Minimum *S2/S3* ii. Able to actively speak foreign languages	
Infrastructure	i. ICT available in Every Classroom ii. Library with ICT Facilities/Digital Library	
Management	i. Official Sister School Relationship with Schools in Indonesia or Developed Countries ii. Has ISO 9001 version 2000 or later	
Financing	i. Applies transparent and accountable Financial Administration ii. 20% of Students Are Poor and Receive Scholarships/Financial Aid	

4.3.1. Accreditation

Accreditation "A" by National Standards Board (BAN)Overall Performance

INDICATOR: ACCREDITATION
CRITERIA: Accreditation "A" by National Standards Board (*BAN*)
Source of Data: Field Study School Survey (n=70 *RSBI*; n=9 non-*RSBI*)
Level of Compliance: *RSBI*=96%; NON-*RSBI* which =89%

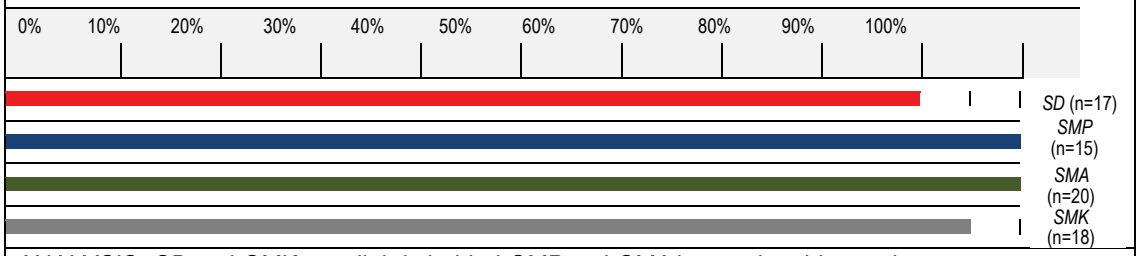


ANALYSIS: Very good overall performance in meeting this requirement. *RSBI* performance is better than the accreditation rate of non-*RSBI* school (89%). This indicates that selection of schools for the *RSBI* is good based on this measure

Chart 3 - Accreditation "A" by National Standards Board (BAN) - Overall

Accreditation by School Level

INDICATOR: ACCREDITATION
REQUIREMENTS: Accreditation "A" by National Standards Board (*BAN*)
Source of Data: Field Study School Survey (n=70 *RSBI*; n=9 non-*RSBI*)
Level of Compliance: *SD*=88%; *SMP*=100%; *SMA*=100%; *SMK*=94%



ANALYSIS: *SD* and *SMK* are slightly behind *SMP* and *SMA* in meeting this requirement.

Chart 4 - Accreditation "A" by National Standards Board (BAN) - By School Type

Obtaining Accreditation from Institution of OECD or other Developed Country

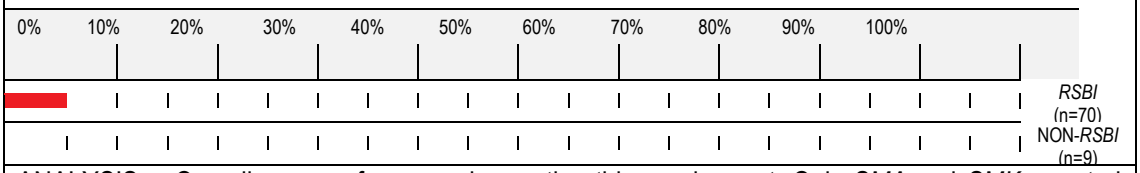
INDICATOR: ACCREDITATION
CRITERIA: Obtaining Accreditation from Institution of OECD or other Developed Country
Source of Data: Field Study School Survey (n=70 RSBI; n=9 non-RSBI)
Level of Compliance: *RSBI*=6%, NON-*RSBI*=0%

ANALYSIS: Overall poor performance in meeting this requirement. Only *SMA* and *SMK* reported having obtained accreditation from other countries.

Chart 5 - OECD or other Developed Country Accreditation

4.3.2. Curriculum & Graduates' Competence

Overall Performance

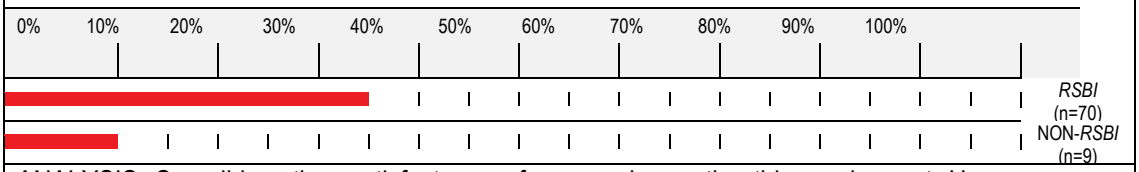
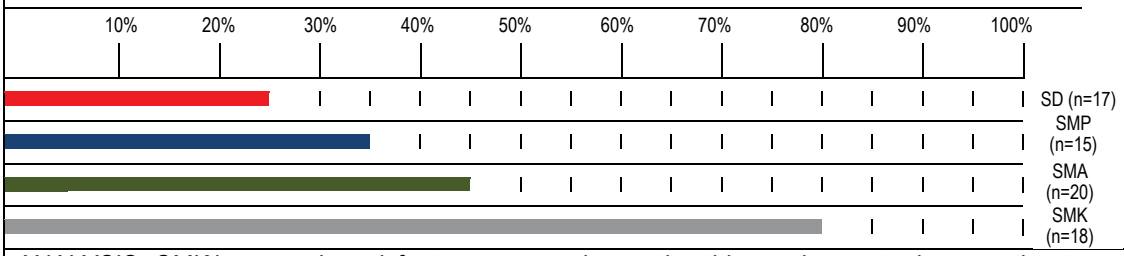
INDICATOR: CURRICULUM AND GRADUATES' COMPETENCE
REQUIREMENTS: Adoption of Curricula from Other Countries
Source of Data: Field Study School Survey (n=70 *RSBI*; n=9 non-*RSBI*)
Level of Compliance: *RSBI*=37%; NON-*RSBI*=11%

ANALYSIS: Overall less than satisfactory performance in meeting this requirement. However, some non-*RSBI* have also begun to adopt international curricula which may be an indication of positive influence of *RSBI* on other schools.

Chart 6 - Adoption of Curricula from OECD or other Developed Country

Adoption of Curriculum from Other Countries by School Level

INDICATOR: CURRICULUM AND GRADUATES' COMPETENCE
REQUIREMENTS: Adoption of Curricula from Other Countries
Source of Data: Field Study School Survey (n=70 *RSBI*; n=9 non-*RSBI*)
Level of Compliance: *SD*=24%; *SMP*=33%; *SMA*=45%; *SMK*=80%



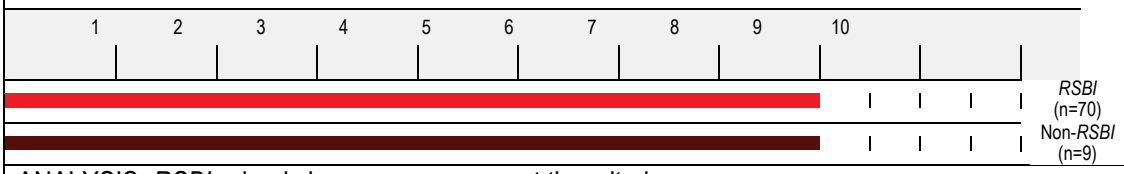
ANALYSIS: *SMK* have made satisfactory progress in meeting this requirement, whereas other types of schools are well behind.

Chart 7 - Adoption of Curricula from other Country by School Type

NATIONAL EXAM TEST SCORE COMPARISON

When comparing exam scores between the Field Study sample RSBI and non-RSBI, the exam scores are similar:

INDICATOR: CURRICULUM AND GRADUATES' COMPETENCE
REQUIREMENTS: Average national test score of 7.0 for *RSBI* and 8.0 for *SBI*
Source of Data: Field Study School Survey (n=70 *RSBI*; n=9 non-*RSBI*)
Level of Compliance: *RSBI*=8.19 ; NON-*RSBI*=8.25



ANALYSIS: *RSBI* schools have on average met the criteria.

Chart 8 - Average National Test Scores in Study Sample

However, the sample size of the comparison schools is low. A larger data set is required to make a reliable comparison.

The charts below present comprehensive data related to *RSBI* performance against the national averages. Presented here is analysis of three data sets:

1) Mean National Exam scores[28] (all non-Madrasah schools)
2) Evaluation field study sample with 70 randomly selected *RSBI*[29]
3) Quick Survey (n=854)

The table below shows the related aggregation of these data sets (excluding *Madrasah*):

Table 18 - National Exam Mean Compared to Evaluation Results (2011)

	NATIONAL EXAM COMPARISON (2011 results)													
	National Mean (2011)				*RSBI* Field Study Mean (n=70)					Quick Survey (n-854)				
	SMP	*SMA*	*SMK*	TOT	*SD*	*SMP*	*SMA*	*SMK*	TOT	*SD*	*SMP*	*SMA*	*SMK*	TOT
IPA (SCIENCE)	7.40	---	8.41	---	8.42	8.41	---	---	8.41	---	---	---	---	---
- Physics	---	8.11	---	8.16	---	---	7.93	---	7.93	---	---	---	---	---
- Chem.	---	8.34	---	8.39	---	---	8.57	---	8.57	---	---	---	---	---
- Biology	---	7.81	---	7.86	---	---	8.18	---	8.18	---	---	---	---	---
Mathematics	7.24	8.07	7.45	7.62	8.31	8.80	8.59	8.07	8.43	---	---	---	---	---
English	7.48	8.10	7.57	7.84	8.99	8.22	8.18	7.48	7.99	---	---	---	---	---
All Subjects	7.3	8.04	7.63	7.69	8.33	8.52	8.25	7.72	8.19	8.01	8.72	8.24	7.94	8.30*

*excludes SD

Below are chart analyses of some of the above data. The charts break down comparisons of *RSBI* school type *(SMP, SMA, & SMK)* with the National Exam Mean score for 2011. Included is the overall average determined from the Quick Survey of 854 *RSBI*. *SD* scores are unavailable from the MoEC database.

Comparison with National Exam Mean Score - SMP

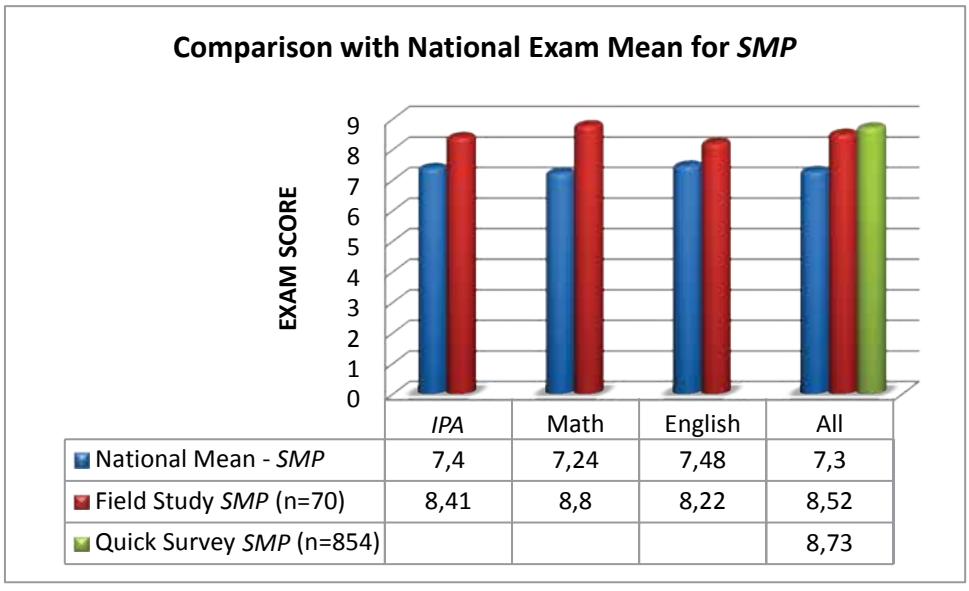
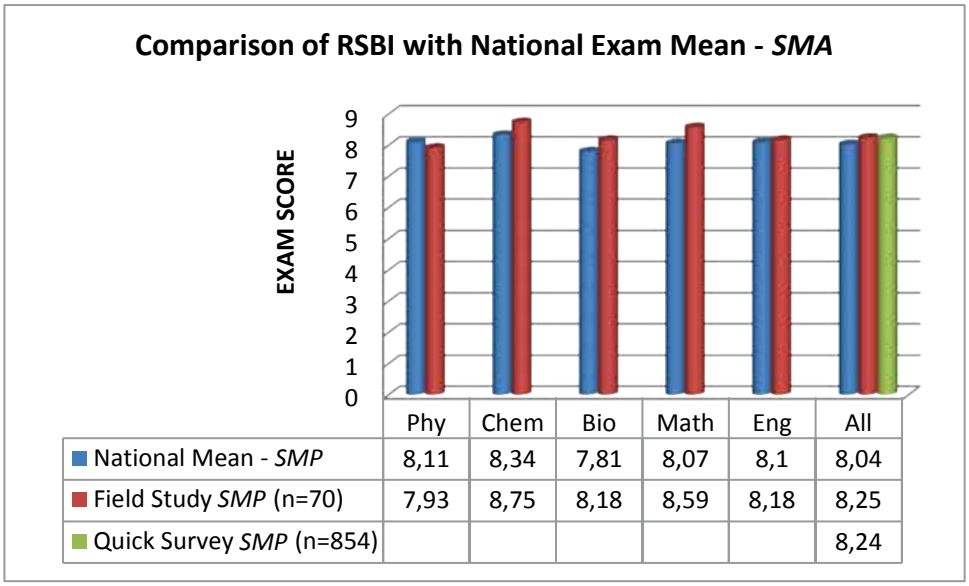


Chart 9 - Comparison with National Exam Mean for *SMP*

28 From: http://litbang.kemdikbud.go.id/hasilun/index.php/statistik
29 Source: School Survey completed from school records

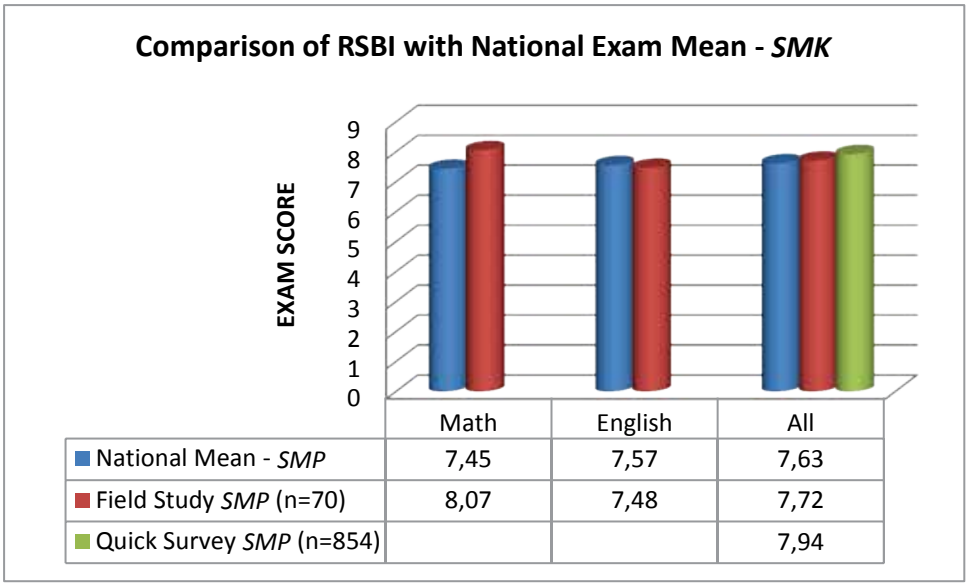
Comparison with National Exam Mean Score – *SMA*



	Phy	Chem	Bio	Math	Eng	All
National Mean - *SMP*	8,11	8,34	7,81	8,07	8,1	8,04
Field Study *SMP* (n=70)	7,93	8,75	8,18	8,59	8,18	8,25
Quick Survey *SMP* (n=854)						8,24

Chart 10 - Comparison of *RSBI* with National Exam Mean - *SMA*

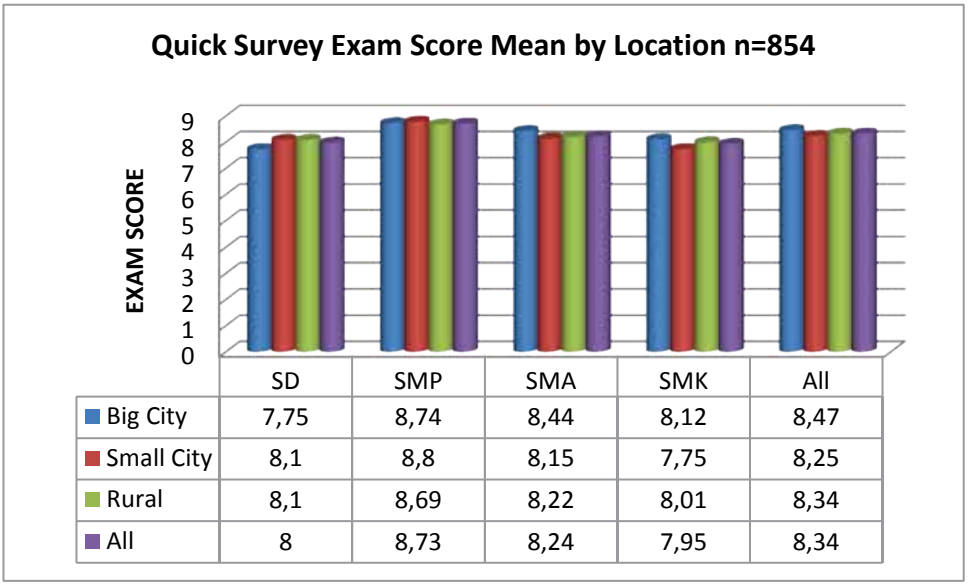
Comparison with National Exam Score – *SMK*



	Math	English	All
National Mean - *SMP*	7,45	7,57	7,63
Field Study *SMP* (n=70)	8,07	7,48	7,72
Quick Survey *SMP* (n=854)			7,94

Chart 11 - Comparison of *RSBI* with National Exam Mean - *SMK*

Comparison of Quick Survey National Exam Score with Socio-Economic Strata (n=854)



	SD	SMP	SMA	SMK	All
Big City	7,75	8,74	8,44	8,12	8,47
Small City	8,1	8,8	8,15	7,75	8,25
Rural	8,1	8,69	8,22	8,01	8,34
All	8	8,73	8,24	7,95	8,34

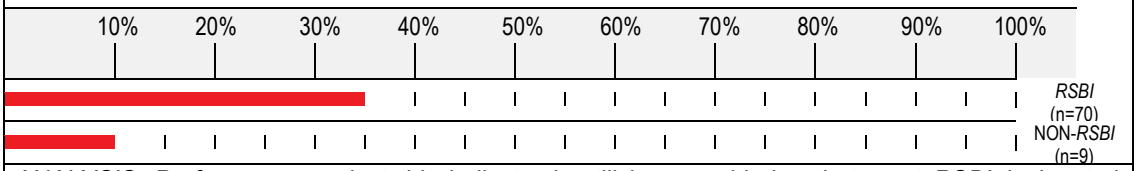
Chart 12 - Quick Survey Exam Score Mean by Location

Analysis: From the data presented on National Exam comparisons, we see that little difference exists between our study samples and the national mean. Some scores (*SMP*) do appear better in *RSBI*. However, the National Exam sample includes all accreditation levels, which likely reduces comparability between the respective samples, and can explain the score differences in this finding. We feel that the differences seen in these results are inconclusive, as the disaggregated National Exam data for accreditation level was not available.

4.3.3. Teaching and Learning Process

Enriched by methods adopted by OECD Country - Overall Performance

INDICATOR: TEACHING LEARNING PROCESS
REQUIREMENTS: Teaching learning process enriched with methods adopted from OECD countries or other developed countries
Source of Data: Field Study School Survey (n=70 *RSBI*; n=9 non-*RSBI*)
Level of Compliance: *RSBI*=37%; NON-*RSBI*=11%



ANALYSIS: Performance against this indicator is still low considering that most *RSBI*-designated schools have been running the program for a few years. A few non-*RSBI* schools have adopted international methods which may be an effect of the influence of the *RSBI* program.

Chart 13 - Teaching & Learning Process Methods - Overall

Adopting of International Teaching and Learning Methods by School Type

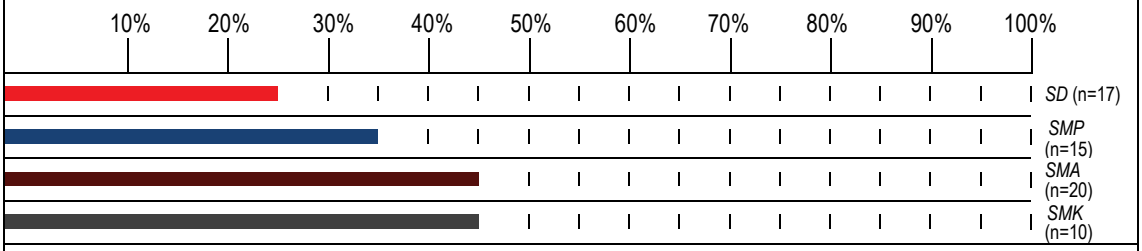
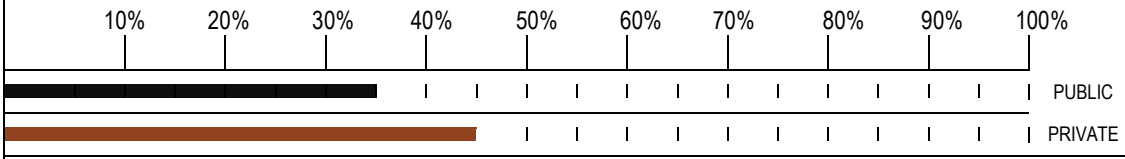
INDICATOR: TEACHING LEARNING PROCESS
REQUIREMENTS: Teaching learning process enriched with methods adopted from OECD countries or other developed countries
Source of Data: Field Study School Survey (n=70 *RSBI*; n=9 non-*RSBI*)
Level of Compliance: SCHOOL TYPE: *SD*=24%; *SMP*=33%; *SMA*=45%; *SMK*=44% SCHOOL OWNERSHIP: PUBLIC=35% ; PRIVATE=44%
TYPE    **OWNERSHIP** 
ANALYSIS: In general *RSBI* schools are under performing in meeting this requirement. Private schools have a 30% better rate of adopting international instructional methods.

Chart 14 - Teaching & Learning Process Methods - by School Type

Other Schools Use ISS as Reference - Overall Performance

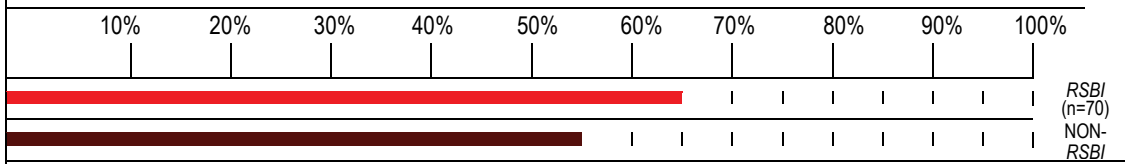
INDICATOR: TEACHING AND LEARNING PROCESS
CRITERIA: Other Schools Use ISS As Reference
Source of Data: Field Study School Survey (n=70 *RSBI*; n=9 non-*RSBI*)
Level of Compliance: *RSBI*=64%; NON-*RSBI*=56% 
ANALYSIS: Although the criteria are not fully met, the data demonstrate that the *RSBI* program is having a positive impact on other schools in terms of the latter looking to *RSBI* for good practices. The data do not provide an explanation for the reason that more than 50% of non-*RSBI* claim they are a reference for other schools.

Chart 15 - Other Schools Use ISS as Reference

Teaching and Learning Process As Referenced By Other School by Type

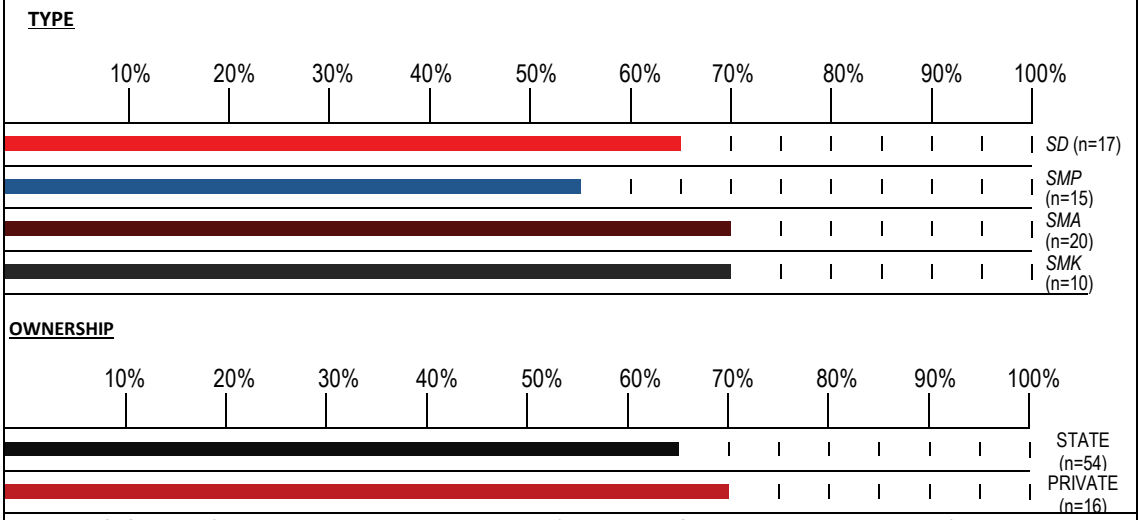
INDICATOR: TEACHING AND LEARNING PROCESS

CRITERIA: Other Schools Use ISS As Reference

Source of Data: Field Study School Survey (n=70 *RSBI*; n=9 non-*RSBI*)

Level of Compliance: SCHOOL TYPE: *SD*=64%; *SMP*=53%; *SMA*=70%; *SMK*=67%

SCHOOL OWNERSHIP: STATE=63% ; PRIVATE=69%



ANALYSIS: The fact that a larger percentage of private *RSBI* schools serve as reference schools may demonstrate private schools are perceived to perform better than public *RSBI*-designated schools in adopting international practices.

Chart 16 - Other Schools use ISS as Reference - by School Type

Use of English or Other Foreign Language for Certain Subjects

INDICATOR: Medium of Instruction

CRITERIA: Use of English or Other Foreign Language for Certain Subjects

Source of Data: Classroom Observations (n=68)

Method: Classroom observers were asked to assess the frequency of use of English and Bahasa Indonesia during the class period. Observers rated the medium of instruction using the following scale:

1) Always using *Bahasa Indonesia*
2) Majority of the time using *Bahasa Indonesia*
3) Always using English
4) Majority of the time using English

The chart below tabulates *RSBI* school class observations (n=68):

Table 19 - Frequency of Language Use in Class

	Frequency	Percent
Always *Bahasa Indonesia*	37	55%
Mostly *Bahasa Indonesia*	20	29%
Always English	5	7%
Mostly English	6	9%
Total	68	100%

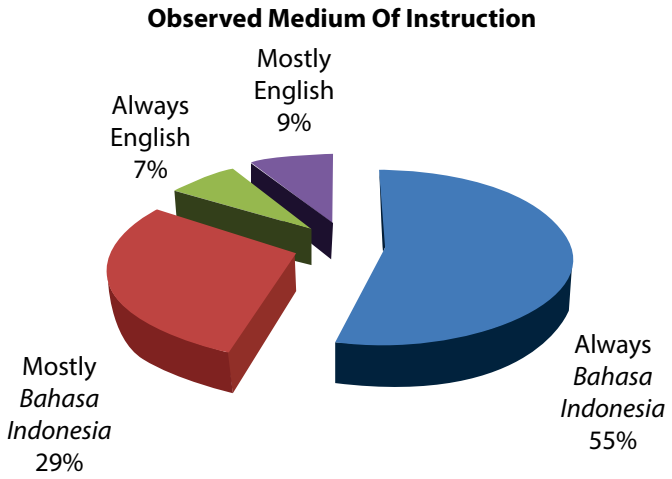


Chart 17 - Classroom Observation Medium of Instruction

The following table breaks down the observed frequency of medium of instruction by school type and ownership from the Field Study sample:

Table 20 - Frequency of Medium of Instruction Language by School Type

	SD	*SMP*	*SMA*	*SMK*	Public	Private
Always *Bahasa Indonesia*	6	5	15	11	30	7
Mostly *Bahasa Indonesia*	4	7	4	5	19	1
Always English	3	2	0	0	2	3
Mostly English	3	1	0	2	4	2
Total	16	15	19	18	55	13

Analysis: The medium of instruction data indicate a very low compliance for English as a medium of instruction. The numbers clearly show that *Bahasa Indonesia* is used most frequently overall (84% class time), which supports other research and claims that *RSBI* are struggling with English as a medium of instruction.

The low compliance here suggests that teachers are unprepared to instruct in English, and revert to Bahasa Indonesia to deliver lessons. It is interesting to note that no *SMA* classes were observed to be using English. It is also interesting that the frequency of English use decreases moving up the grades. One possible explanation for this is that as subjects become more technically difficult, teachers are unable to manage both subject matter and English.

English Language Capabilities of International Class Teachers

Compliance with regulations requiresthat all international class teachers be proficient in English language. Currently, the quality indicator being used is the TOEFL, where minimum requirement of international class teachers is a score of at least 450. The following table uses the Quick Survey data (n=854) to show the percentage of teachers by school type with the required minimum of 450.

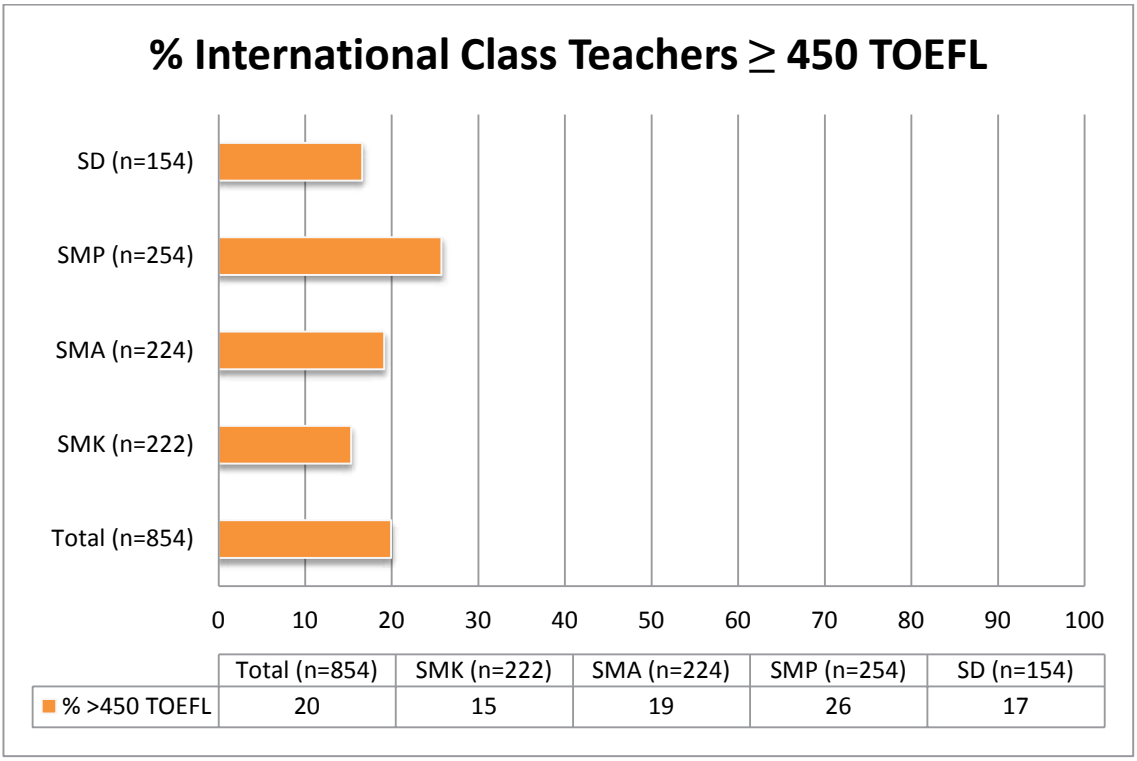


Chart 18 - Percent International Class Teachers with >450 TOEFL

Analysis: It is clear from the above chart that the majority of teachers teaching in international classes have not reached the minimum requirement for TOEFL competence. SMP are doing slightly better than other schools. On average, only 20% of the RSBI international class teachers have reached the minimum compliance requirement. It should be noted that although TOEFL is an international indicator of English teaching competence, using the TOEFL score is likely not a reliable measure of teachers' ability.

4.3.4. Evaluation

Use of Evaluation Standards from OECD country or other Developed Country

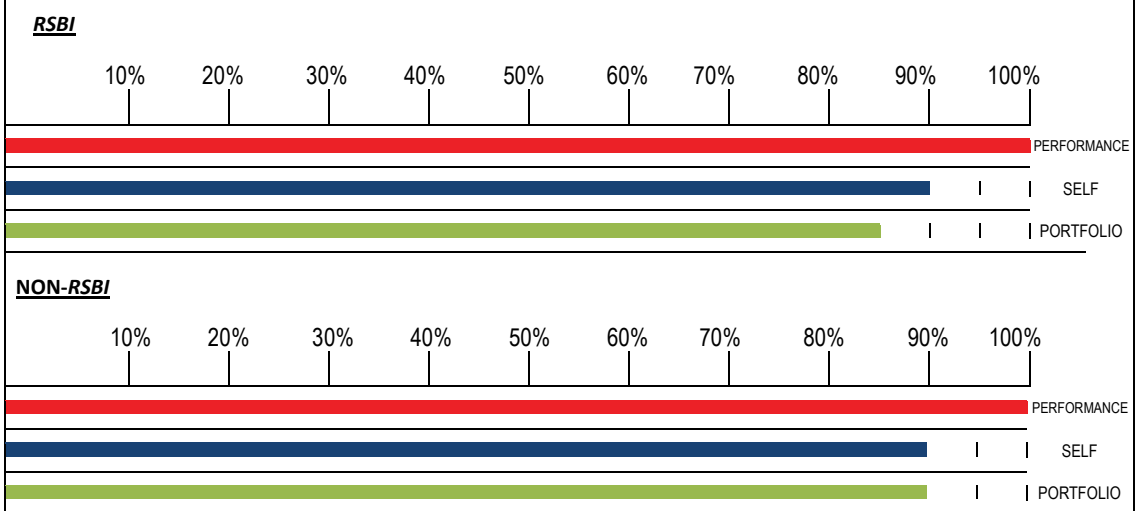
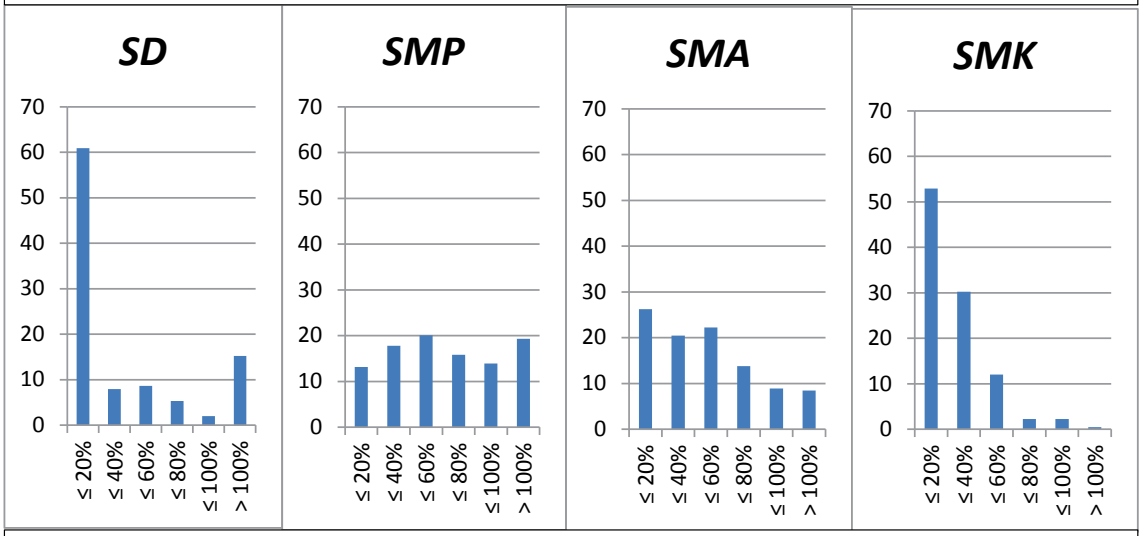
INDICATOR: EVALUATION
CRITERIA: Use of Evaluation Standards from OECD Country or other Developed Country
Source of Data: Field Study School Survey (n=70 *RSBI*; n=9 non-*RSBI*)
Level of Compliance: *RSBI*: PERFORMANCE=100%; SELF-EVALUATION=90%; PORTFOLIO= 86% (n=70) NON-*RSBI*: PERFORMANCE=100%; SELF-EVALUATION=89%; PORTFOLIO=89% (n=9)

METHODOLOGY: These data were collected by surveyors at sample schools. The respondents were principals and teachers reporting to closed questions (Yes or No). Reported here are the three types that might be considered as "innovative" teaching practices. (the others were "assignment", "work results", "attitude", and "written test", for all of which respondents reported 100% compliance). ANALYSIS: According to the reported use of a variety of student evaluation methods, *RSBI* schools perform well in meeting this criterion related to OECD evaluation methods used widely in developed countries. Non-RSBI schools are reportedly doing slightly better. It should be noted here that the nature and effective use of these evaluation methods is beyond the scope of the evaluation. It is a positive indication that schools/teachers are aware of alternative evaluation methods, but no assessment can be made from these data of frequency of their use or the nature and effectiveness of their applied practice.

Chart 19- Use of International Evaluation Methods

4.3.5. Teacher Qualifications

Minimum *S2/S3*: 10% (*SD*); 20% (*SMP*); 30% (*SMA/K*)

INDICATOR: TEACHER QUALIFICATIONS
CRITERIA: Minimum *S2/S3*: 10% (*SD*); 20% (*SMP*); 30% (*SMA/K*)
DATA SOURCE: *SURVAI CEPAT*

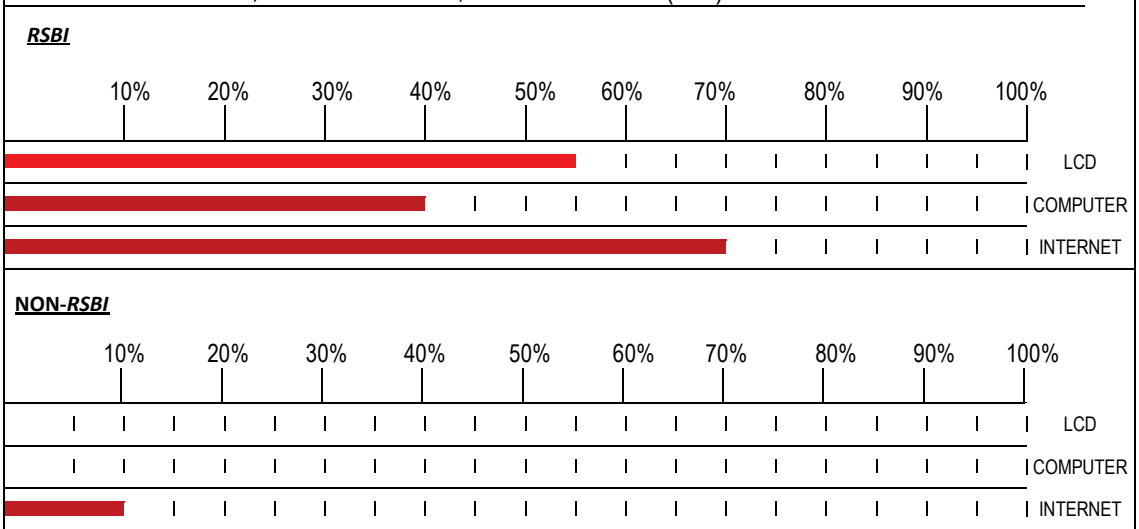


ANALYSIS: These charts present data that answers the question: "How close are schools to achieving compliance for teacher qualification?" For *SD*, only 15% of the schools have exceeded 10% teachers with S2/S3. Approximately 20% of *SMP* have exceeded 20% teachers with *S2/S3*. These data indicate that on the whole, the vast majority of schools have not reached their threshold of *S2/S3* teachers. In fact, *SMP* is further along than *SMA*, as *SMP* has a higher proportion of schools closer to their target.

Chart 20 - School Level of Compliance for Teachers with S2/S3

Able to use ICT in Teaching

INDICATOR: TEACHING LEARNING PROCESS
CRITERIA: Able to use ICT in Teaching
Source of Data: Field Study School Survey (n=70 *RSBI*; n=9 non-*RSBI*)
Level of Compliance: *RSBI*: LCD=54%; COMPUTER=37%; INTERNET=68% (n=70) NON-*RSBI*: LCD=0%; COMPUTER=0%; INTERNET=11% (n=9)



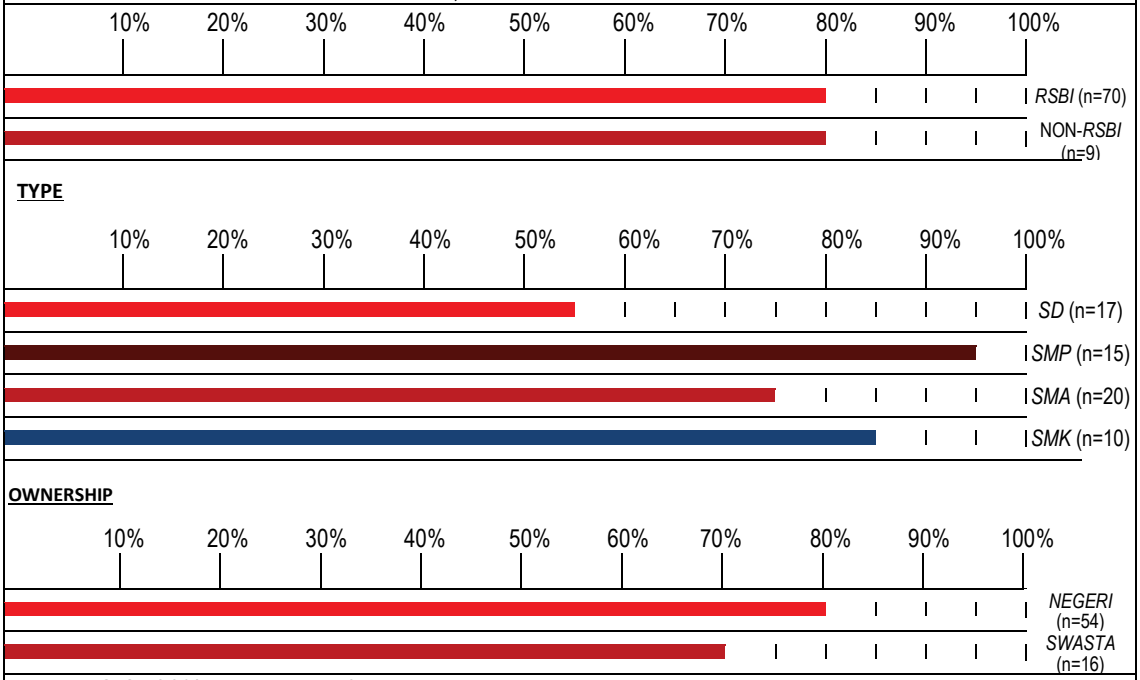
ANALYSIS: These data indicated that many teachers in the *RSBI* system have yet to adopt and practice ICT in teaching. Although the use of ICT is more widespread in *RSBI* than in non-*RSBI* in the comparison sample, and is likely a motivating factor for teachers and students, school visits revealed that using LDC projectors is the most frequent use of ICT for teachers. Teachers likely need more support to integrate ICT into their teaching practices.

Chart 21 - Teachers Able to Use ICT

4.3.6. Principal Qualifications

Minimum *S2/S3*

INDICATOR: PRINCIPAL QUALIFICATIONS
SBI COMPLIANCE: PRINCIPAL SHOULD HAVE A MINIMUM OF A MASTER'S DEGREE (*S2*)
Source of Data: Field Study School Survey (n=70 *RSBI*; n=9 non-*RSBI*)
Level of Compliance: *RSBI*=77%; NON-*RSBI*=78% SCHOOL TYPE: *SD*=53%; *SMP*=93%; *SMA*=75%; *SMK*=83% SCHOOL OWNERSHIP: STATE=80% ; PRIVATE=68%



ANALYSIS: 80% compliance for this criterion indicates overall good progress; and the same is true for non-*RSBI*. *SMP* has made the best progress with 95% of the sample *RSBI* schools having principals with at least a *S2* degree. Public schools perform better than private schools.

Chart 22 - Principals with *S2/S3*

Able to Speak Foreign Languages

INDICATOR: PRINCIPAL ENGLISH LANGUAGE COMPETENCE

SBI COMPLIANCE: PRINCIPAL SHOULD SPEAK ENGLISH ACTIVELY

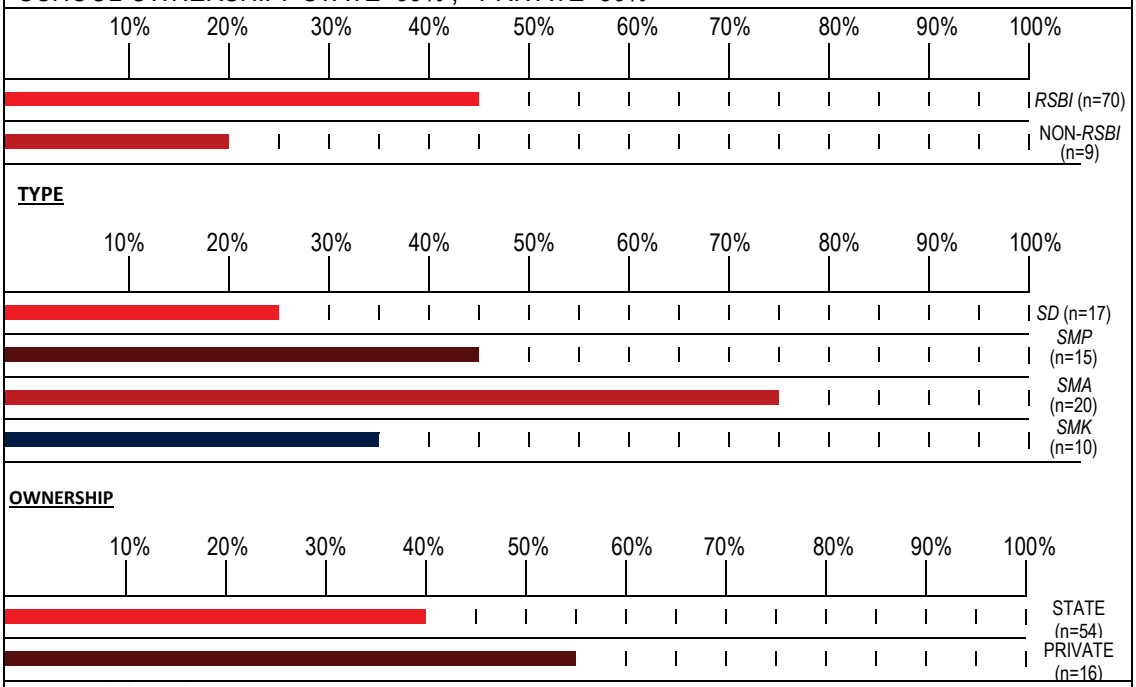
Source of Data: Field Study School Survey (n=70 *RSBI*; n=9 non-*RSBI*)

Level of Compliance:

RSBI=43%; NON-*RSBI*=22%

SCHOOL TYPE: *SD*=24%; *SMP*=46%; *SMA*=75%; *SMK*=33%

SCHOOL OWNERSHIP: STATE=39% ; PRIVATE=56%



ANALYSIS: *RSBI* schools are not compliant in meeting the criterion that principals are able to actively speak English; however, their performance is more than twice as good as non-*RSBI* schools. *SMA* have the greatest percentage of English speaking principals by far and, overall, private schools have a greater percentage in comparison with public schools.

Chart 23 - Principals Able to Speak Foreign Language

4.3.7. Infrastructure

ICT-based Infrastructure

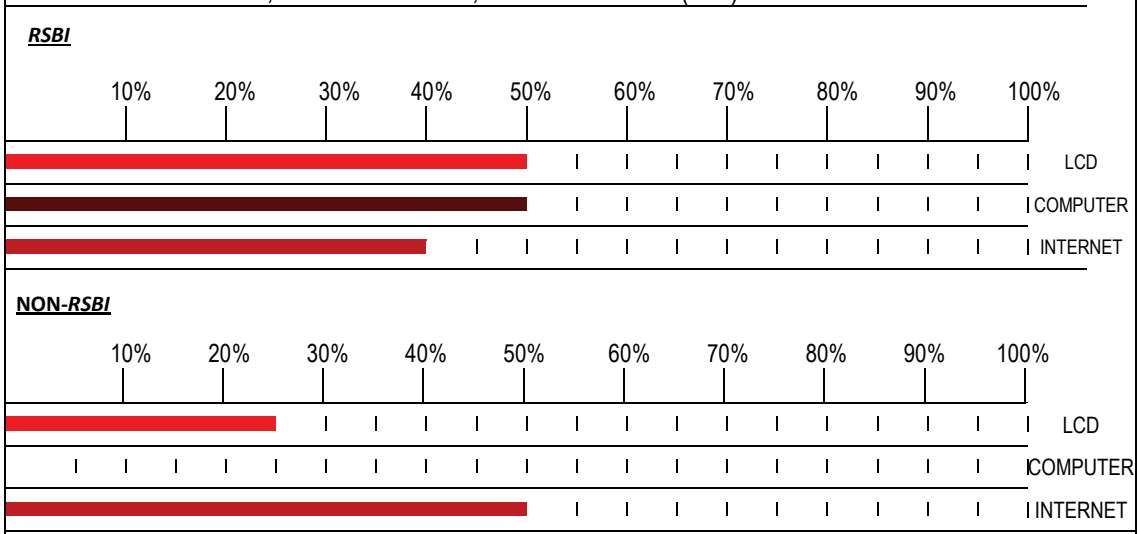
INDICATOR: INFRASTRUCTURE
REQUIREMENTS: ICT-based infrastructure
Source of Data: Field Study School Survey (n=70 *RSBI*; n=9 non-*RSBI*)
Level of Compliance: *RSBI*: LCD=52%; COMPUTER=52%; INTERNET=38% (n=70) NON-*RSBI*: LCD=25%; COMPUTER=0%; INTERNET=50% (n=9)

ANALYSIS: Overall performance in meeting this requirement is less than satisfactory. However, availability of ICT is better in *RSBI* schools than in non-*RSBI* schools. Other data indicate that ICT availability is considerably higher for private *RSBI* schools (e.g., 88% have internet connections in the classroom vs. 63% for public schools).

Chart 24 - Frequency of ICT-based Infrastructure

Availability of ICT in the Classroom by School Type

INDICATOR: INFRASTRUCTURE

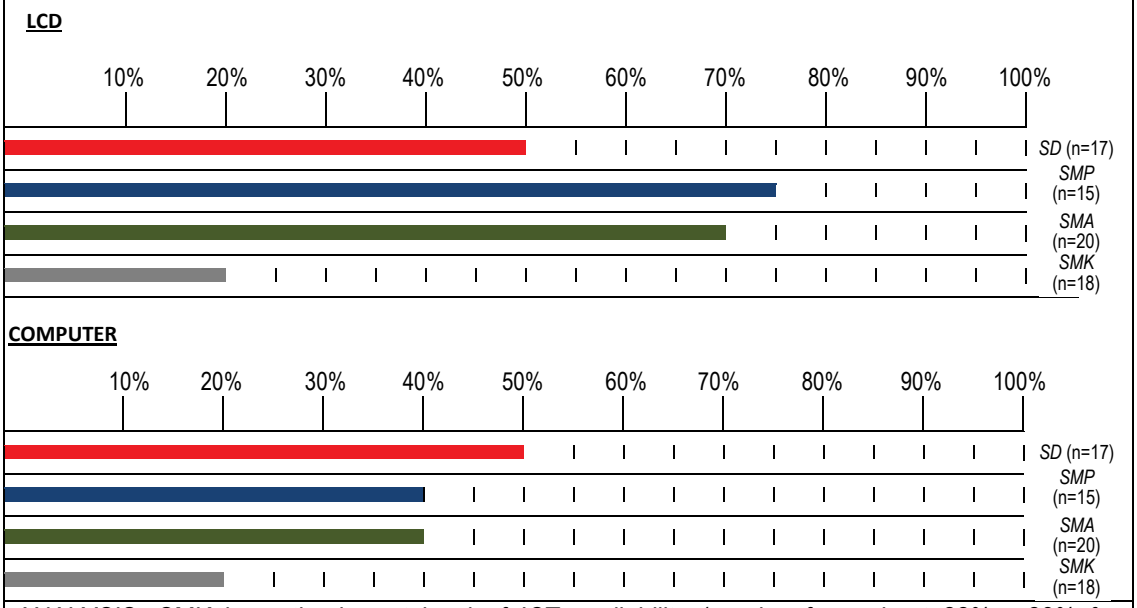
REQUIREMENTS: Availability of ICT in the Classroom

Source of Data: Field Study School Survey (n=70 *RSBI*; n=9 non-*RSBI*)

Level of Compliance:

LCD: *SD*=47%; *SMP*=73%; *SMA*=70%; *SMK*=28%

COMPUTER: *SD*=47%; *SMP*=40%; *SMA*=40%; *SMK*=22%



ANALYSIS: SMK have the lowest level of ICT availability (ranging from about 22% - 28% for computers and LCD in classrooms to 61% for internet connectivity). Many vocational skills such as hotel housekeeping and tailoring are considered to be "low tech".

Chart 25 - Availability of ICT in the Classroom by School Type

Library with ICT Facilities/Digital Library

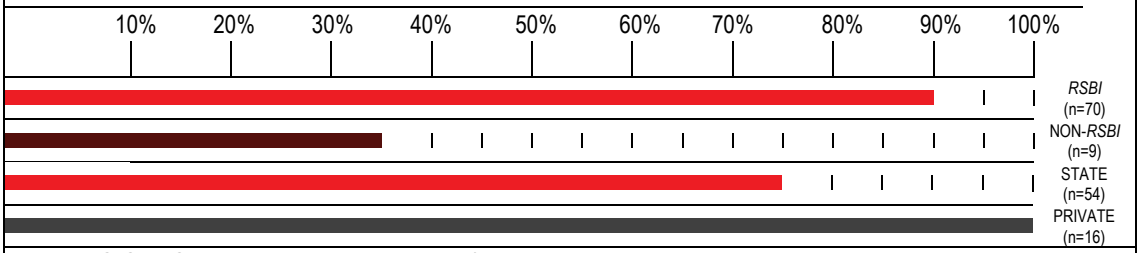
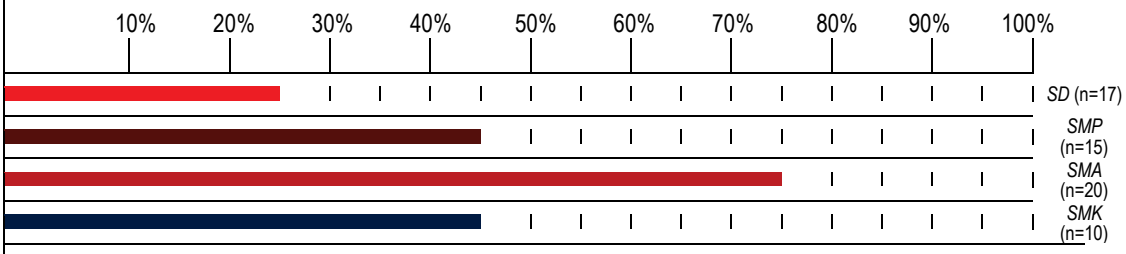
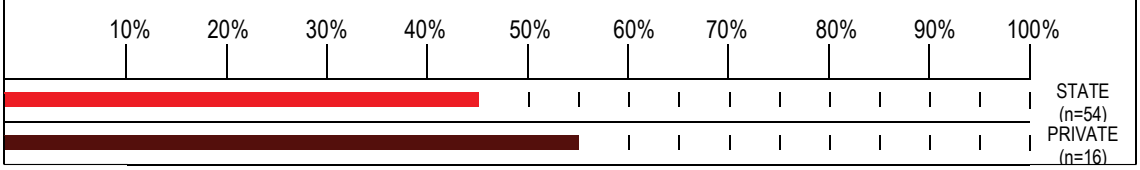
INDICATOR: INFRASTRUCTURE
CRITERIA: Library with ICT Facilities/Digital Library
Source of Data: Field Study School Survey (n=70 *RSBI*; n=9 non-*RSBI*)
Level of Compliance: *RSBI*=88%; NON-*RSBI*=33%; *NEGERI*=74%; *SWASTA*=100%

ANALYSIS: RSBI are well on the way to full compliance in this aspect. Access to resources ensures that *RSBI* can afford ICT. 100% of private schools report ICT in the library, and place high priority on its availability for students use.

Chart 26 - ICT Facilities in the Library

4.3.8. Management

Official Sister School Relationship with Schools in Indonesia or other Countries

INDICATOR: MANAGEMENT
REQUIREMENTS: Official Sister School Relationship
Source of Data: Field Study School Survey (n=70 *RSBI*; n=9 non-*RSBI*)
Level of Compliance: *SD*=24%; *SMP*=47%; *SMA*=75%; *SMK*=44%; *Negeri*=46%; *Swasta*=56%
TYPE  **OWNERSHIP** 

ANALYSIS: *SD* have the lowest level of sister schools, indicating that it is more difficult for lower grades to pursue and establish sister school relationships. *SMA* are strongly pursing the concept, which may indicate that more highly developed social skills in students are important for developing good school partnerships, and general education topics lend themselves to the concept more than technical topics (*SMK*). Private schools show a slight edge, indicating that these schools are better positioned than public schools to develop sister-school programs.

Chart 27 - Sister School Compliance

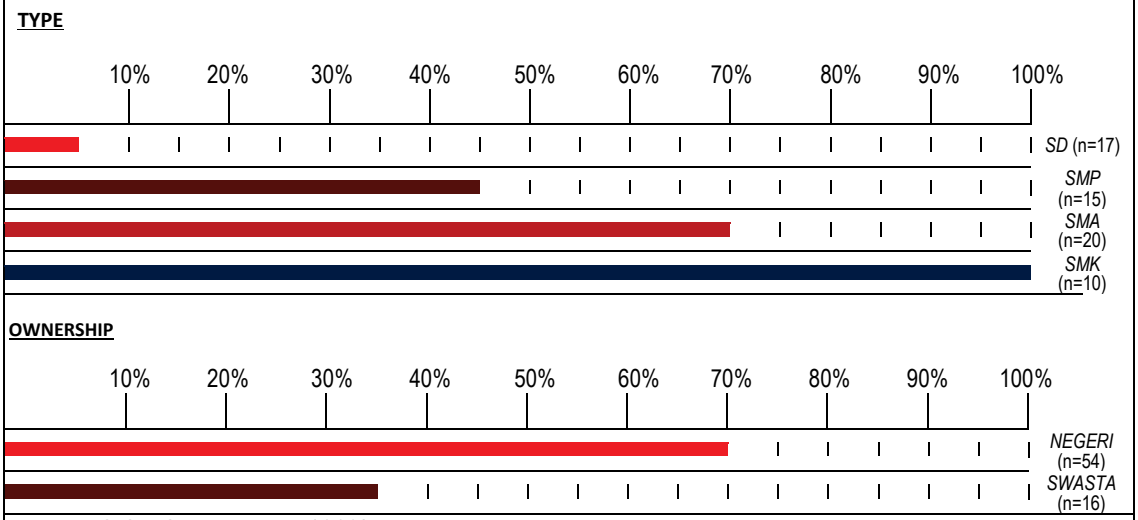
Has ISO 9001 Certificate

INDICATOR: MANAGEMENT

REQUIREMENTS: Has ISO 9001 Certificate

Source of Data: Field Study School Survey (n=70 *RSBI*; n=9 non-*RSBI*)

Level of Compliance: *SD*=6%; *SMP*=47%; *SMA*=70%; *SMK*=100%; State=70%; Private=37%



ANALYSIS: *SMK* report 100% compliance, indicating clear program guidelines and monitoring practices in *SMK* for ISO. There is steady decrease in compliance in general education, indicating a lack of compliance support, with only a small proportion of *SD* awarded an ISO certificate, or a lack of resources to implement the program. Public schools are twice as likely to become ISO certificated, and the high relative weight is due to *SMK*.

Chart 28 - ISO Compliance

4.3.9. School Financing

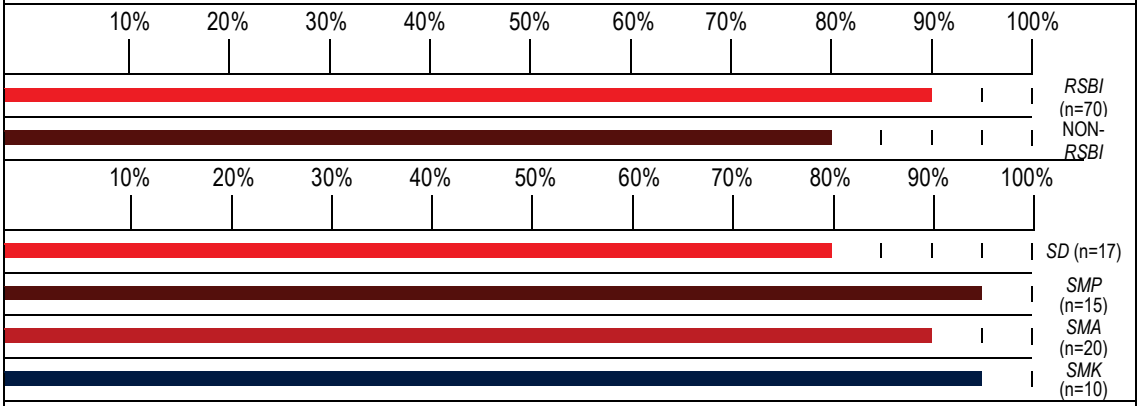
Applies transparent & accountable financial administration

INDICATOR: FINANCING

REQUIREMENTS: All school revenues are included in school budget

Source of Data: Field Study School Survey (n=70 *RSBI*; n=9 non-*RSBI*)

Level of Compliance: *RSBI*=89%; NON-*RSBI*=78% *SD*=77%; *SMP*=93%; *SMA*=90%; *SMK*=94%



ANALYSIS: These data indicate good compliance in terms of accountable and transparent financial administration. The majority of schools report having good financial systems in place with no undocumented accounts. *RSBI* fair better than Non-*RSBI* by 10%. Although still high, *SD* schools have the weakest financial transparency and accountability.

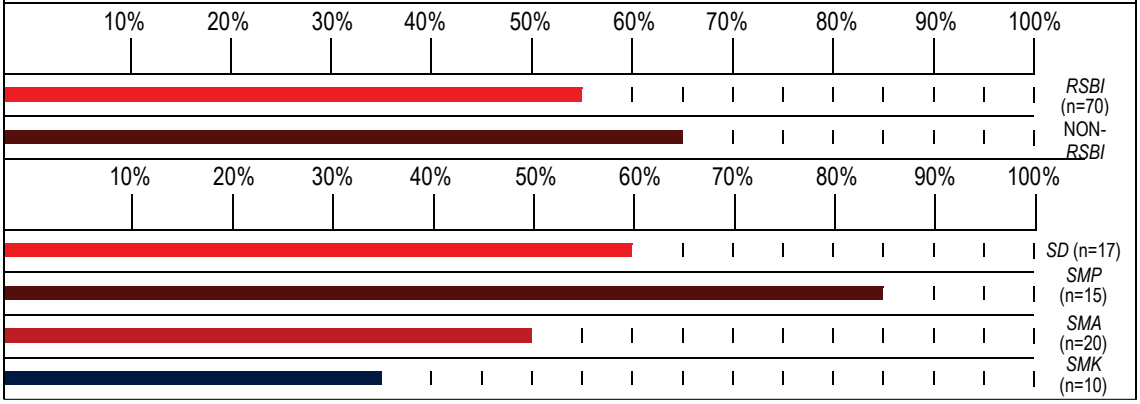
Chart 29 - Number of Schools Reporting all Revenue in the Budget

INDICATOR: FINANCING

REQUIREMENTS: Financial report is displayed in accessible place at school

Source of Data: Field Study School Survey (n=70 *RSBI*; n=9 non-*RSBI*)

Level of Compliance: *RSBI*=55%; NON-*RSBI*=67% *SD*=59%; *SMP*=87%; *SMA*=50%; *SMK*=33%



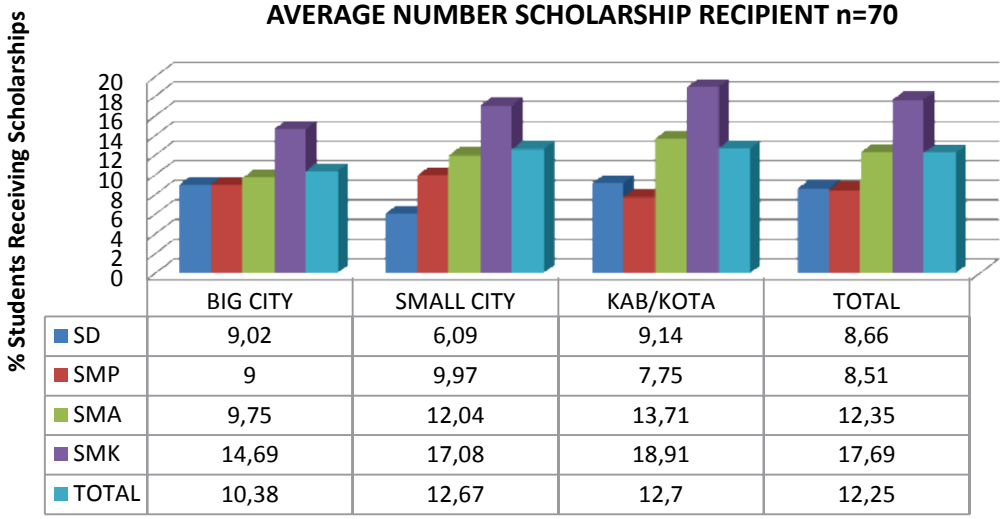
ANALYSIS: These data show an overall need to be more financially transparent in *RSBI* schools. Although more than half publically display their financial report, a significant number of schools do not. It is remarkable that *SMP* schools have a substantially higher likelihood of being financially open and transparent, which is a testament to good policy.

Chart 30 - Schools Reporting Budget Accessible to Public

20% of Students are Low-Income and Receive Scholarships/Financial Aid

OVERALL LOW INCOME STUDENTS

DATA SOURCE: Field Study School Survey (n=70)



	BIG CITY	SMALL CITY	KAB/KOTA	TOTAL
SD	9,02	6,09	9,14	8,66
SMP	9	9,97	7,75	8,51
SMA	9,75	12,04	13,71	12,35
SMK	14,69	17,08	18,91	17,69
TOTAL	10,38	12,67	12,7	12,25

Chart 31 - Average Number of Scholarship Recipients

Methodology: These data are from the Field Study School Survey questionnaire (n=70 *RSBI*). Upon school visits, surveyors met with school staff to tabulate data from school records. The data presented are the average number of low-income students within the category. The scale indicates percentage increments of the 20% minimum requirement.

Analysis: Ministerial Regulation 78/2009 sets the low-income student enrolment requirement for SBI at 20% of the total students, and schools should provide financial assistance based on their level of family income. These data show that, overall, RSBI are not meeting the compliance requirement (with 12% of students coming from low-income households on average). When comparing socio-economic strata, the relative amounts for respective school type are similar for *SMA* and *SMK*, with some variability with *SD* and *SMP*. Interviews from City/District Education Offices indicate that low academic achievement among low income students can account for low compliance.

How close are schools to reaching the 20% minimum low-income student requirement?

The charts below show the distribution of numbers of schools within the socio-economic strata by their level of achievement for meeting the 20% requirement of low-income students.

Big City

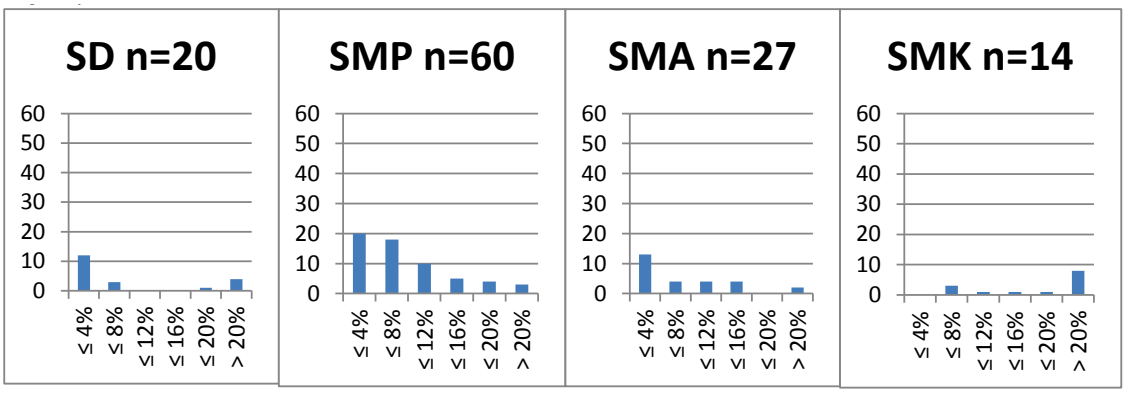


Chart 32 - Degree of Big City Schools Meeting 20% Low Income Students

Small City

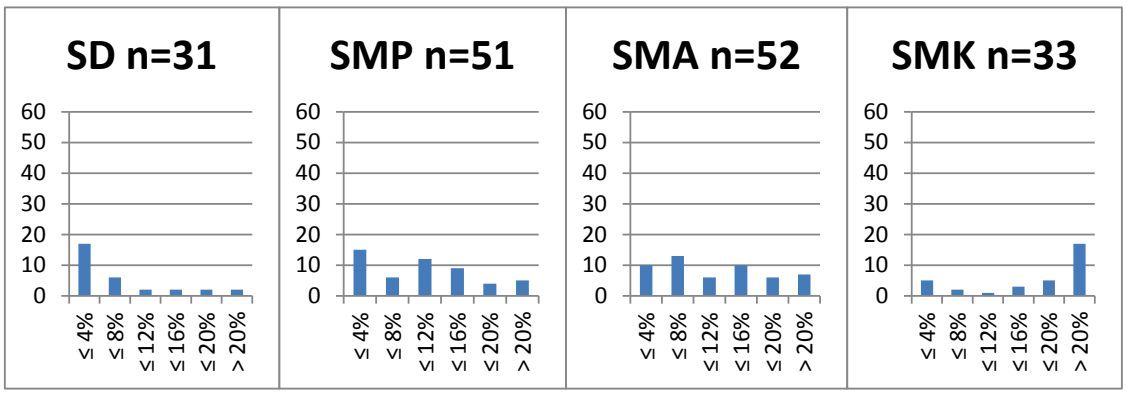


Chart 33 - Degree of Small City Schools Meeting 20% Low Income Students

District (Rural)

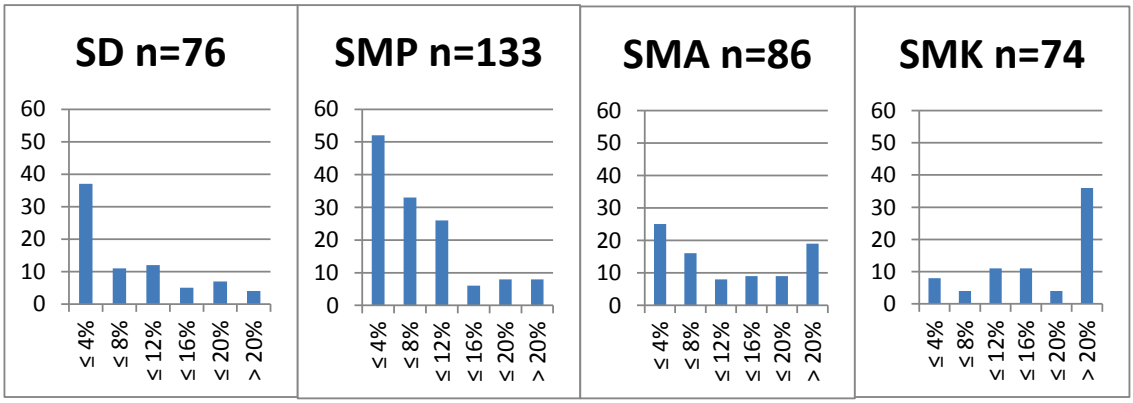


Chart 34 - Degree of District (Rural) Schools Meeting 20% Low Income Students

ANALYSIS: The data in Charts 31-33 above indicate a very low level of complianceby schools in meeting the 20% quota of low-income students. The data show that *SD* schools on average have the greatest difficulty recruiting students from poor backgrounds. There seems to be a high proportion of low percentages in big cities, with a lower proportion in small cities. As in large cities, a high proportion of schools in rural and District areas enroll a very low proportion of students from low-income families. It is important to note that *SMK* contribute the most to schools meeting the low income requirement.

4.3.10. Summary Of Compliance Analysis

The data presented above show the compliance situation results from our study. We strongly feel that the data reveal real constraints and barriers in four key areas: teacher qualifications, international curriculum adoption, international accreditation, and English as a medium of instruction. These areas are the most significant barriers to removing the "R" from *RSBI* without adjusting the policy and compliance requirements.

4.4. Classroom Observation Analysis

The results of the classroom observations are included here. We used an indirect style of observation tool through which behavioral activities were measured against frequency during the duration of the class. We chose this method for two reasons: 1) researchers were likely not familiar with the MoEC instruments, and how to reliably rank teachers on specific behaviors; and 2) participatory learning shows distinct behaviors that can easily be measured through active observationby the enumerators. The following table indicates the tasks observed for both teachers and students:

Table 21- List of Possible Observable Behaviors for Classroom Observations

Teacher	Student
Teacher handling administrative matters (non-academic)	Student listening to teacher
Teacher explains learning objectives	Student doing individual tasks
Teacher explains (lectures) in front of class	Teacher questions and student answer (Q&A)
Teacher moving around the room	Students working in groups
Teacher helping individual students at their seat	Students watching teacher present using LCD
Teacher gives homework	Students taking notes
Teacher using ICT	Students reading the textbook
Teacher does not support learning	Students using ICT

4.4.1. Teacher Behaviors during Class

The following pie chart shows the percentage of classroom time teachers spend doing particular tasks. Note that the results total over 100% as some tasks are occurring at the same time and are normalized for a uniform length of class time.

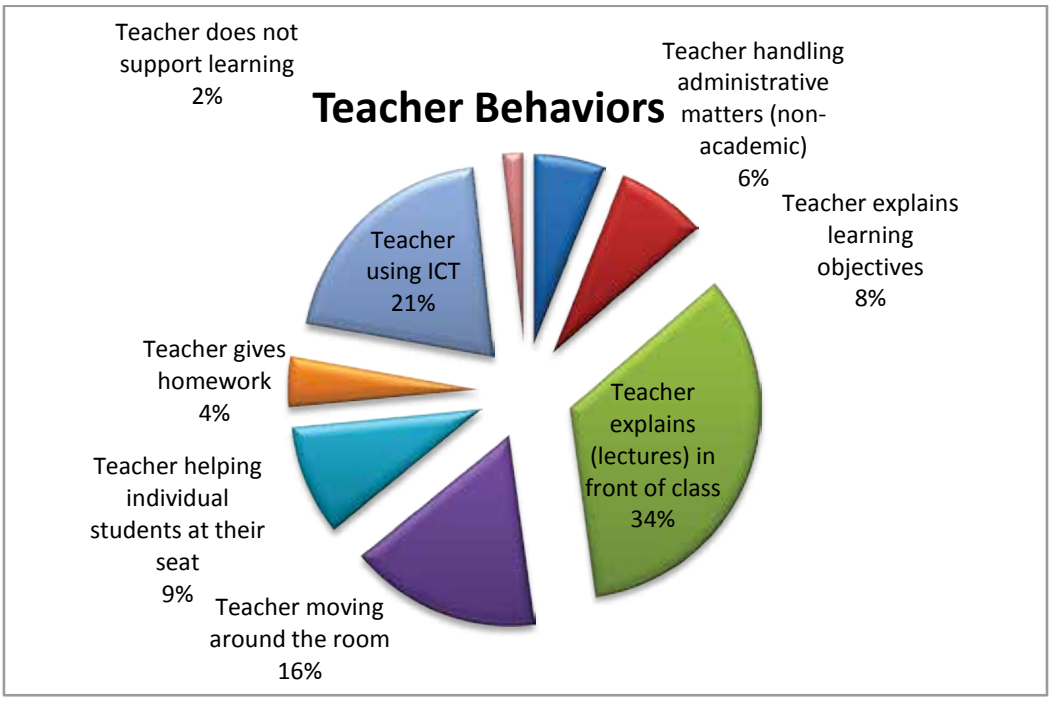


Chart 35 - Observed Teacher Behaviors

Analysis: It is clear from this type of measurement that teachers spend more time on lecturing to the class than on any other single activity (8%+34% of class time). They also spend a lot of time helping individual students at their seat. Teachers were also found to be presenting material to students using the LCD projector (see student data below).

4.4.2. Student Behaviors during Class

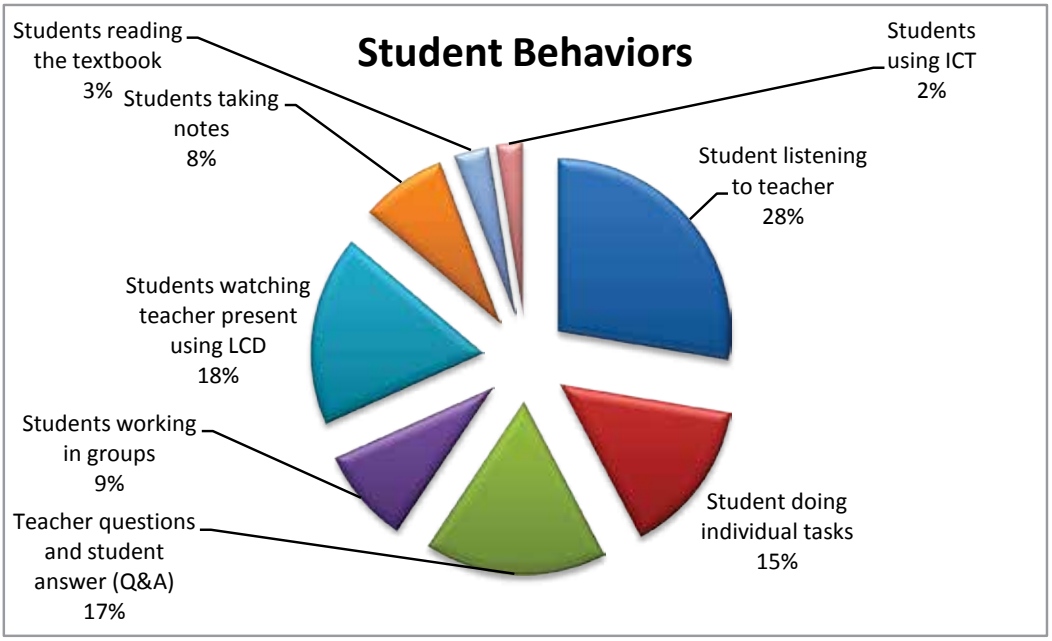


Chart 36 - Observed Student Behaviors

Analysis: It is clear from these results that most of the time students are learning passively or doing individual tasks. Very little group work is being done. These results provide some supportive triangulation with quantitative results shown in Charts 13 and 14 above, where less than 50% report using methods adopted from other countries. These findings provide substantive evidence that the multi-modal teaching methodology envisioned for ISS is happening at a very low rate, with low rates of opportunity for students to improve their competence in higher cognitive skills such as analysis, synthesis, application, and evaluation.

4.5. In-depth Interview Analysis

Purpose of Qualitative Data in this Study

The qualitative data and analysis is extremely important with this type of evaluation as it provides the situational context within which the *RSBI* program is implemented. Our evaluation spent considerable time, resources and effort to obtain and analyze situational data from a variety of school and implementation stakeholders. We present here findings drawn from interviews with principals, teachers, school committees, parents, and students at the school level, and City/District education officers. The data were obtained through face-to-face interviews where open-ended questions explored perceptions and changes in school facilities and teaching. The data constitutes the perceptions of stakeholders. We have analyzed and reported the most commonly discussed attributes.

Historical Context

When asked about what changes have occurred in their school since they obtained *RSBI* status, school-level stakeholders are of the opinion that most aspects of their school improved with program implementation. Facilities have been expanded and improved. Integration of ICTs in labs, classrooms and libraries offered an expanded electronic experience. Curriculum changes, while experiencing some language and implementation difficulties, have been overall improved and accepted. It also appears that school morale and confidence have improved. Public awareness, along with parental and community involvement has improved, and overall there is a reported acceptance and pride resulting from the changes brought on by *RSBI* program implementation.

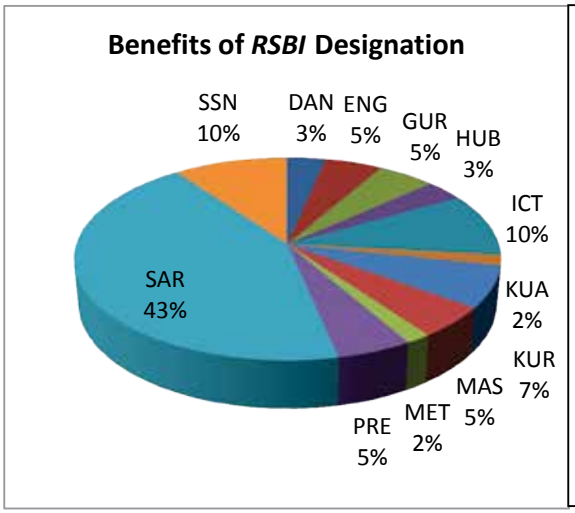
4.5.1. School Principals

School principals from *RSBI* and non-*RSBI* schools were interviewed (n=79). Principals were asked about the benefits and challenges of being *SBI* candidates. They were also asked what he/she needed to improve the quality of their school, particularly in terms of teaching and learning, and what resources and opportunities would be essential for improvement.

Benefits as Perceived by Principals

The chart below summarizes the nature and frequency of reported benefits of the *RSBI* program.

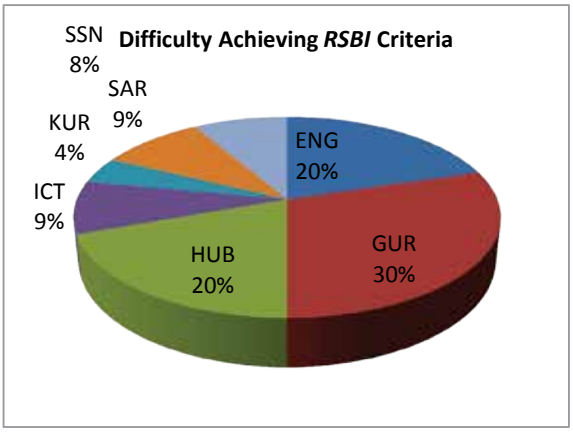
ANALYSIS: Principals report a wide variety of benefits upon becoming an *RSBI* school. They report that the program has affected all aspects of their schools ranging from improved facilities to increasing public awareness and confidence. The most outstanding benefit is related to improved facilities. Other benefits relate to behaviors and perceptions of higher standards, improved teacher quality, more study hours, enriched curriculum, parental and community involvement and awareness, and overall school performance and accreditation.



SAR Better facilities
SSN Improved school standards
DAN Greater financial assistance
ENG More English
GUR More teacher training/competency/quality
HUB Sister schools
ICT LCD/ICT teaching/learning
KUA Increased confidence
KUR Improved curriculum/more study hours/better objectives
MAS Increased parental/community confidence
MET Better learning methods
PRE Improved school performance

Chart 37 - Benefits of *RSBI* Designation

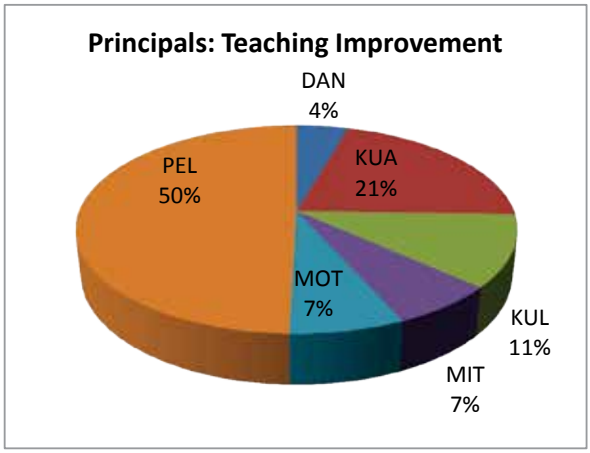
Difficulties Meeting *RSBI* Compliance Criteria



ANALYSIS: 100% of Principals reported knowing what the *RSBI* criteria were. 'They reported that the most difficult criteria to meet were teachers' acquisition of the master's degree qualification (GUR), meeting the TOEFL qualification of >450 (ENG), partnering with an overseas school (HUB), adapting overseas curriculum (KUR,) incorporating ICT into lesson plans (ICT), upgrading ICT facilities (SAR) and achieving the 8 NES standards (SNN).

Chart 38 - Difficulties Meeting *RSBI* Compliance Criteria

Principals' Perspective on Teacher Training



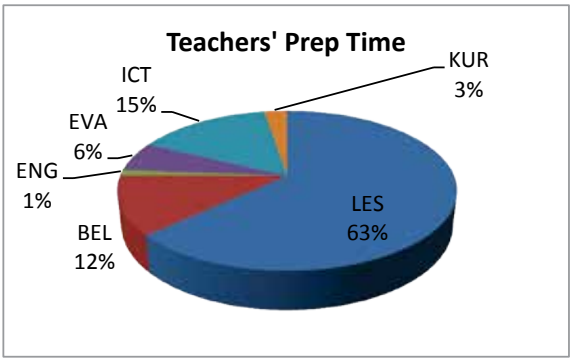
ANALYSIS: Competent and skilled teachers are essential for improving quality. Principals agree that improving teacher motivation through all types of teacher training and financial support offer the best opportunity to improve the overall quality of teaching and learning.

Chart 39 - Principals' Perspective on Teacher Training

PEL : Provide all types of teacher training
DAN : Provide teacher development funds for further education
KUA : Generate motivation/competency for teachers/teacher exchange
KUA : Engage teachers in management
KUL : Teacher exchange/teacher in industry/cluster administration
MOT : Motivate teachers

4.5.2. Teachers

Teacher Tasks

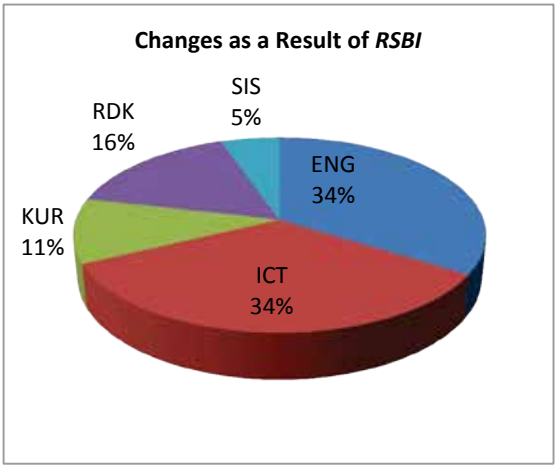


ANALYSIS: Most teachers spent their time planning their lesson and preparing worksheets and assessment sheets. Some teachers used ICT and the Internet to do research and prepare their lesson, while other teachers also reported using reference books, making materials and customizing curriculum. Very little time is spent on English preparation.

Chart 40 - Teachers' Prep Time Tasks

LES : Lesson planning/attendance/worksheet prep/assessment sheet
BEL : Search reference books/prepare worksheet/assessment tools/customize curriculum/make materials for lesson/re-learn material
ENG : Prepare English questions/material
EVA : Prepare evaluation tools
KUR : Use ICT/Internet to prepare lesson Integrate International curricula/learn content standards/ indicators

Teachers' Experience of Change since Becoming *RSBI*



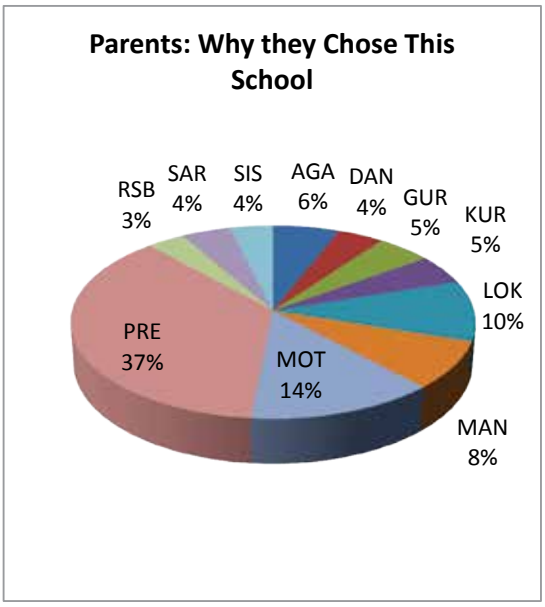
ANALYSIS: Overall, the biggest differences between *RSBI* and non-*RSBI* classes reported by teachers encompass the transition necessary to incorporate the English language into the classroom through bilingual engagement with students and the incorporation of a variety of ICT methods into lesson planning, teaching and learning.

Chart 41 - School Changes as a Result of *RSBI*

ENG : English must be used. Prepare vocabulary/greetings/materials/bilingual classroom
ICT : Mastery of ICT, Lesson Plan resource, must use for lesson preparation and in class
KUR : Adapt curriculum. To OECD books/adopt curric to cooperative learning/problem solving
RDK : Teachers more prepared/students more prepared/better mastery of lessons
SIS : Non International Teachers

4.5.3. Parents

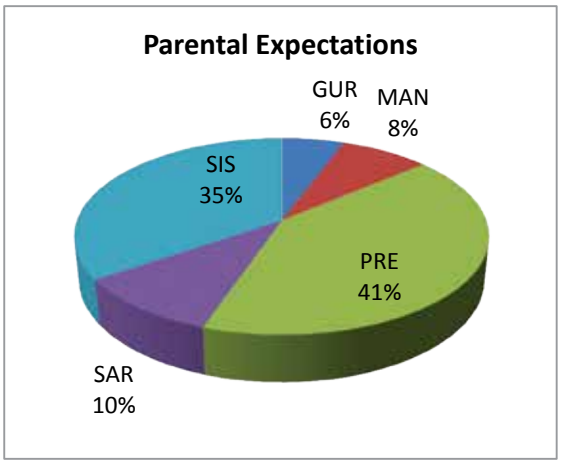
Why Parents Chose this School



ANALYSIS: Parents chose a particular school to send their children to for a variety of reasons. The most commonly reported reason related to the perception that by attending a particular school, their children would have a broader range of opportunities after graduation (PRE), and that teachers would better motivate their students (MOT). Other reasons for choosing a particular school related to the reported quality of teachers (GUR), the fact that the school is located close to where the family lives (LOK), the overall reported quality of the school (MAN), a good school reputation (SIS), good school facilities (SAR), learning materials (KUR), religious integration (AGA), cost (DAN) and the fact that the school had *RSBI* designation (RSB).

Chart 42 - Why Parents Chose This School

Parents' Expectations

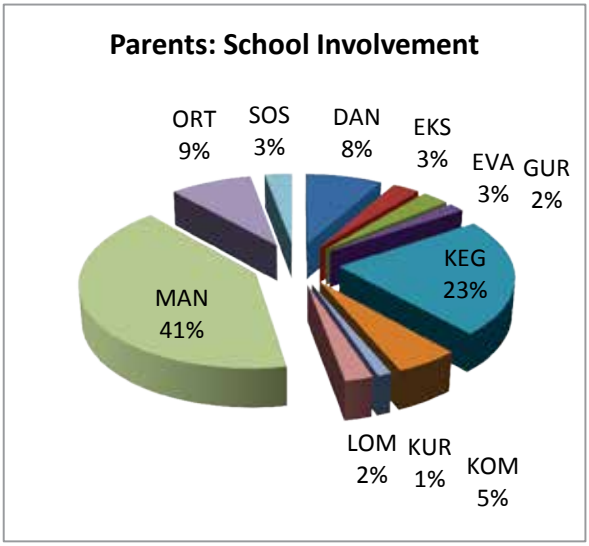


GUR: Good teachers
KUR: Good curriculum
MAN: Good School
PRE: Graduate opportunities
SAR: Good atmosphere
SIS: Children have advanced education and socialization

Chart 43 - Parents Expectations for *RSBI*

ANALYSIS: Parents' expectations for choosing a particular school revolved around perceptions that the *RSBI* school was better equipped to provide an education that would lead to improved opportunities for their children after graduation (PRE), that they will obtain a more advanced education than available in a non-*RSBI* school (SIS), the learning atmosphere was good (SAR), the school had a good reputation (MAN) and the teachers were good (GUR).

Parents' Involvement



Parents reported being involved in a number of school activities. The majority were involved in management committees (MAN), various school activities (KEG), fund raising (DAN), field trips (EKS), student evaluation (EVA), guest teachers (GUR), other committees (KOM), curriculum (KUR), competitions (LOM), providing input (ORT) and public awareness (SOS).

Chart 44 - Parent Involvement in *RSBI*

4.5.4. School Committee

School Committee roles are quite varied. They are organized and established by a variety of methods including appointing and electing of members and through recommendations from the community. The school committee appears to act as a liaison between the school and the community discussing and helping the decision making process around many school matters. Some are involved in school policy and management, infrastructure development, teacher and principal hiring evaluation, student testing, school activities etc. We did not find evidence that the role of School Committees had changed as a result of *RSBI*.

4.5.5. Students

As expected, students spoke highly of *RSBI*, and felt that the opportunities afforded by good facilities (ICT) and enriched learning materials provided them the best opportunity to gain relevant skills to succeed. However, students largely reported that they struggled with the English medium classes. Their concern resides in not grasping core concepts with materials and instruction in a language they are not proficient in. Some students felt that their national exam scores may suffer because of this, and sought outside help (tutoring) to remediate their learning. This is an explanation for the lower exam scores achieved compared to non-*RSBI* in the core subject area.

4.5.6. Government Official (City/District Education Office)

Education Officers report that they are key in helping schools become *RSBI*. They assist and support schools through recommendations, evaluation and verification and support the application process. Their main roll involves the monitoring and evaluation of RSBI schools through a variety of processes and instruments. M&E involves assessing student recruitment, assessing teacher qualifications, evaluating the performance of principals, evaluating overall school performance and curricula, monitoring testing and undertaking overall program evaluation.

The other roll provided by District Education Officers is a supportive one. The District helps with funding, infrastructure, teacher training, administrative training, *RSBI* prioritized training, scholarships, teacher resources and *RSBI* community awareness.

4.5.7. Comparisons with Non-RSBI Schools

Interviews of stakeholders at non-*RSBI* schools help to further contextualize the affect and perceptions of the RSBI program. Most non-*RSBI* principals interviewed knew well of the more difficult *RSBI* compliance requirements, and perceived that the *RSBI* program provides more access to facilities and training support. One non-*RSBI SMP* visited showed remarkable dedication and motivation with staff and principal, referring to the *RSBI* as a standard which they would like to realize. These observations and data provide supportive evidence that RSBI are referred to by other schools, and act as a motivator for school quality improvement.

4.5.8. Summary of In-Depth Interview Analysis

The context revealed by the qualitative data make it clear that schools and communities have benefited from *RSBI*. Despite the compliance challenges, the program has motivated staff, students, and the community to rally around the school towards developing the best possible schools for their children. We have learned that *RSBI* is referenced by other schools as setting a standard for their own school. Stakeholders at all levels have reported that teaching has improved. We also feel that the national exam scores are not adequate to measure the breadth of skill competence development envisioned in ISS schools. Students and teachers also struggle with the curriculum and language ISS achievement indicators, and this is likely to be having an effect on teacher and student competency development and students' learning success.

Chapter 5.
SUMMARY ANALYSIS

In the Summary Analysis section, we will draw together the findings and analysis to provide readers with an evidence-based discussion that constitutes the foundation for our policy option recommendations. Here we will examine the program rationale in terms of vision and international precedent. We also examine the concept of ISS, its specific characteristics and approaches, and the efficacy of the model in terms of educational practice and outcomes, the feasibility of implementation including capacity, efficiency, and financing considerations, and the implications in terms of social equity. This chapter ends with conclusions drawn from the analysis.

5.1 Examination of the Rationale

The ISS program is rooted in the desire for citizens of Indonesia to be internationally competitive in order to stimulate innovation with the intent to bring economic and social prosperity for the nation. The ISS model was designed with the intent to create an environment where students are challenged, develop creative thinking and problem-solving skills, and apply their learning to new situations. It is perceived that one of the key skills that is needed is international English language competency for students—as future citizens fully engaged in the economy—in order to tap into all the available knowledge, information, and resources in the international community. Ability to access these opportunities through ICT is central to this vision, and English is the "lingua franca" to enable full utilization of available knowledge and information. The purpose of RSBI is to test a model for developing high quality Indonesian schools (National Standard Schools with "A" accreditation) to become schools that meet international standards.

5.2 ISS Concept: Characteristics and Approaches

5.2.1 International Perspective – Medium of Instruction

We want to focus here on English as a medium of instruction. The "English policy" among ISS stakeholders is quite controversial, and has been the focus of previous MoEC research. If one looks at examples from the international education community, education quality improvement strategies are rooted in the same goals as in Indonesia, and English is perceived by many countries as an essential skill. But the approaches countries are taking depart from the ISS model in Indonesia. In countries such as South Korea—the number one scorer on the PISA examinations—education policy mandates instruction in the national language, accompanied in parallel throughout basic and secondary education by the compulsory study of English for all students as a separate course offering. The reason for this approach is to strengthen

academic success by enabling teachers and students to fully engage difficult, technical content in their native language, without the added burden of struggling to understand core concepts in a non-native language. The notion of instruction of difficult coursework in English might seem as a way to accelerate foreign language competence—and we see a slight increase in English scores over the national average—but our findings indicate that in core subjects there is no effect. One would expect that if the "English policy" in ISS were successful, that we would see a significant national exam score improvement, but we donot. Some subjects in some school levels are slightly better (see Table 19above.), but overall, the difference we measured is inconclusive due to non-comparable data sets. This result leads us to believe that impediments to learning exist in the ISS model, and one possibility for this is using the non-native English language as the medium of instruction.

Research on the topic of medium of instruction supports our conclusion. Nunan (2003) investigated English as a medium of instruction and suggests that other Southeast Asian countries (China, Malaysia, and Vietnam) have invested considerable resources in providing English, often at the expense of core curriculum concepts. He reports from his 62 case studies around the region that teachers are unprepared to deliver complex content in English, and this situation is impacting overall learning quality, and that, furthermore, governments have little capacity to support teachers to gain the necessary skills to make the policy effective. Kirkpatric (2011) investigated the use of English as medium of instruction in primary and tertiary education, and argues that the increasing trend towards the introduction of English in primary curriculum is pedagogically ill-advised, and represents a threat to local languages and to children's sense of identity. Though his findings relate more to social consequences, it is important to note here that English as a medium of instruction is considerably disruptive to the development of learning, and that the practice distracts students from gaining knowledge and skills to help them succeed throughout their educational experience. Our qualitative findings support both Nunan's and Kirkpatric's conclusions, as both principals and teachers report that English instruction is one of the key barriers to reaching ISS policy compliance.

Research in Indonesia further supports our claims. Sultan, Borland and Eckersley (2012) studied ISS schools in Indonesia, and report that 90% of the 260 *SMP RSBI* principals surveyed scored less than 245 on the TOEFL examination of English language competency, with only 10% getting good results. The authors also report IELTS test results for 40 ISS teachers, with 80% scoring between 2.5 and 3.5, and only 20% scoring between 4 and 4.5. Our results are within this range. Only 27% of teachers in the 255 *SMP RSBI* schools surveyed reported passing TOEFL scores (see Chart 18 above). Our findings for National Exam performance in English (slightly higher in *RSBI*) support the findings of the Sultan, et. al. study (2012). They report that students in English medium courses are scoring better on the English portion of the Indonesian National Exam. The study also reports that many *RSBI* students attend private English tutorial sessions for remediation.

Our evaluation results, along with relevant academic studies, support the notion that schools find it difficult to achieve English competence. Though students from RSBI score slightly better in English, the practice has a significant and detrimental effect on good performance in other curricular subjects.

5.2.2 Adoption of OECD or other Developed Nation Accreditation & Curriculum

Only four schools within our study sample (n=70) have reported having successfully achieved international accreditation. This very low uptake and implementation of the policy indicates that schools find it difficult to achieve (as supported in our quantitative and qualitative findings). In our investigations, the policy of international accreditation is not well defined other than seeking international, independent accreditation from a developed nation as stated in Ministerial Regulation 78/2009. Discussions with stakeholders point to this ISS compliance requirement as very difficult to meet for a variety of reasons. Chief among them is the lack of clear guidelines to liaise with appropriate foreign authorities to coherently harmonize two accreditation requirements.

We can surmise that the purpose of the policy is to provide quality improvement reference points for schools to target, and that foreign developed-country accreditation instruments would provide an understandable framework for schools to follow and plan for. Other than Malaysia, any accreditation framework would likely be in another language, and this may contribute to the lack of uptake. It would make sense that the Sister School program would be a vehicle for facilitating international accreditation, but the lack of guidelines leaves the method for attaining accreditation up to the schools.

5.3 Efficacy of the Model: Education Practice and Outcomes

In addressing this topic, we make the following assumptions: (i) the national exam is the primary indicative measure of quality, (ii) financial justification of the program is heavily grounded in student performance, and (iii) indications of quality improvements are based on analysis of qualitative data.

Considering the substantial investments both government and communities have made in *RSBI*, one would expect the academic performance of *RSBI* students to be significantly better than schools that have not received these investments. This analysis is constrained by the data available from MoEC. A comparison of *RSBI* national exam scores from 2011 shows significantly better performance for *SMP RSBI* but very little improvement for *SMA* and *SMK* compared with non-*RSBI* as demonstrated in Table 23 below (national data for *SD* was not available).

Table 22 - Comparison of 2011 National Exam Scores

LEVEL	NATIONAL MEAN ALL SUBJECTS	*RSBI*	% Better Performance by *RSBI*
SMP	7.32	8.72	16%
SMA	8.09	8.24	2%
SMK	7.63	7.94	1%

However, this conclusion must be qualified by two additional considerations. First, although *RSBI* students outperform others based on national averages, the national exam score averages for *SMP* includes all schools of all accreditation levels which would result in overall lower scores on average. Nearly all *RSBI* in the Quick Survey sample were already at level "A" accreditation before the *RSBI* program began. Second, a comparison of *RSBI* national exam scores with similar "A" level non-*RSBI* shows very little difference in the scores, and in a few cases the non-*RSBI* outperform the *RSBI* (see Table 19, Charts 9-11 above).

The qualitative data demonstrate that the existence of the *RSBI* program has brought about significant motivation for schools, both *RSBI* and others, to improve overall quality.

5.4 Feasibility of Implementation: Capacity, Efficiency and Financing Considerations and Social Equity

Management and Organization

Management and organizational practices vary. There are different management and organizational practices at the provincial and district government levels. These practices can be grouped into two categories, namely organizational structures that have dedicated units and staff for managing and administering *RSBI* and organizational structures that assign *RSBI* responsibilities to existing units and staff as additional responsibilities. About 20% of staff time is allotted for *RSBI* management

and administration under the latter structure. This indicates that the call on manpower is limited, considering that local education units are used to managing a number of projects in addition to routine administration and monitoring. Each MoEC directorate has its own implementation and monitoring guidelines which adds a burden at the local government level where education units must handle four different *RSBI* programs. The evaluation data show the program is not effective in conducting monitoring and following up with plans for improvement. The study also found that structures that have dedicated units for *RSBI* management tend to do more in-depth monitoring and evaluation and reporting (see below). 12% of the City/District Education Offices visited reported no responsibility for *RSBI*. One of the study Provincial Dinas offices reported no responsibility for *RSBI*, with the study District reporting the same.

Provincial and district staff who handle *RSBI* responsibilities have not received special training on *RSBI* management, administration and monitoring and evaluation. Some of these staff have received "socialization" regarding the purposes and implementation procedures either directly from MoEC or from superiors who received the socialization and passed the information on to others in the organization. Some who received the information have been transferred to other units and in many cases information specific to RSBI is not passed on to replacements. All MoEC directorates have published implementation manuals and guidelines, but the extent to which staff understands or refer to them varies. This negatively affects capacity for management, which results in inefficiencies in the system.

Financing Considerations

The majority of funds from parents and government are meant to cover infrastructure and equipment costs for *SD* and *SMP RSBI* schools, while *BOS* provides operational costs; *SMK* receive a special subsidy from the central budget for operations; *SMA* do not receive subsidies for operations. While regular government schools that receive *BOS* cannot charge fees, *RSBI* are exempt and therefore may use fees and contributions to cover operational costs. We believe this is an efficient and effective policy considering that operational and maintenance costs for enhanced equipment would be much more than that provided by *BOS*[30].

The evaluation found evidence that some provinces conduct intensive monitoring to measure the gap between the current status of facilities and equipment, for example, and the standards imposed by regulations. However, there is no evidence that monitoring data is used for determining government financial inputs in the form of block grants. Thus, *RSBI* must rely on fees and contributions for additional funds for infrastructure investments in addition to topping up operational costs. In terms of meeting current infrastructure standards, this has not proved to be an efficient or effective mechanism in that, for example, only 50% *RSBI* in the sample had fulfilled the requirement that each classroom have ICT equipment.

This state of affairs is due in large part to MoEC funding patterns. For example, schools that received block grants were divided into four sets where the first set of schools received block grants over a period of four years, the second batch received block grants for three years and the third set only received block grants for two years, with the size of the grants relatively constant. There is no indication that an assessment was done to determine the number of grants a school received. In terms of government funding to help schools meet ISS standards, this system has neither been efficient nor effective.

Based on the analysis of student performance compared with national exam scores, the *RSBI* program as it is currently constituted cannot be considered to be cost effective. However, there is sufficient evidence both from the evaluation and from other relevant national and international studies that the program has the potential to improve overall quality of education in Indonesian.

30 The evaluation did not collect data on the specific uses of fees and contributions

Social Equity Considerations

In this section, we discuss the *RSBI* financial structures and their connection with equity and access, particularly for poor and disadvantaged students. In terms of finance, we provide a detailed financial analysis in our report that gives a financial profile of the program. As can be seen from our findings, on a unit cost basis, the ISS program is quite expensive as compared to non-*RSBI* schools. Considering this financial reality, a few questions immediately arise: Is this cost justified? What has our evaluation shown to support or refute the ISS policy on financial grounds? And finally, if the ISS program is sustained in some form or degree, what is the evidence that supports that this is a good investment, and is there any precedent that justifies continuation of the program?

In terms of equity and access, a further set of questions arise: Is the ISS program fair in terms of social equity? Is the current financial structure—i.e. ability to levy fees on parents—inherently biased towards the middle and upper class? If fees were removed, how would this change the situation? Would canceling the program serve the benefit of Indonesian people? What could be done to improve the uptake of low-income students if the current fee structure is sustained?

The above questions are on policymakers' and stakeholders' minds. We will address each of above questions in terms of our evaluation and other countries practices regarding improving equity and access, particularly as they relate to finance.

It would be remiss to just look at the financial implications alone, and not consider the overall justification of the program in terms of social equity and access. The chief argument against the program coming from high-ranking, influential stakeholders is that the program is inherently unfair. It can be argued that by charging parents fees, coupled with a questionably effective low-income recruitment policy, low income students are being disproportionately excluded. We feel this argument has a degree of merit; but should it out-weigh all other considerations, including policy adjustment and program improvement, and be a reason to cancel the program?

To address this issue, we make another assumption: Indonesia can learn from our evaluation situation analysis, and from international best practices, and successfully apply program improvement measures that enable the *RSBI* system and schools to reach equity and access targets, and continue to improve their overall teaching and learning quality to meet the vision of the program.

We feel that the key findings from our evaluation, other than assessment of compliance against selected indicators, arethe measured and perceived impediments schools are encountering that constrain the schools from reaching their full potential: English as a medium of instruction (discussed at the beginning of this chapter); international accreditation; adoption of international curriculum; reaching the required percentage of *S2* teachers; lack of coherence in teacher professional development program offerings; effective integration of ICT; and no formative monitoring for school performance improvement. To mitigate these barriers and constraints, we provide policy recommendations in Option 3 below in the Recommendations chapter. The one remaining finding/issue we will discuss in length relates to equity and access.

We are particularly concerned that schools have not reached the 20% quota for low-income students. Our data shows that overall, only 12% of total enrolment in RSBI is from low-income families. Our disaggregated data on how close schools are to reaching this quota (See Charts 30-33, Section 5.3.9); indicate that many schools are well below the compliance requirement, and far from achieving the minimum standard. We can infer from these data that availability of "full paying customers" could be a disincentive for *RSBI* to meet the low-income quota. And of course, there are likely other factors at play here, including those based in the opinions that low-income students on scholarships are discriminated against and bullied, or that low-income students are difficult to recruit due to overall low academic performance within their socio-economic bracket, or are in low numbers in big city communities such

as Jakarta Selatan. The question then is: can these impediments and barriers be overcome to make RSBI more accessible and equitable?

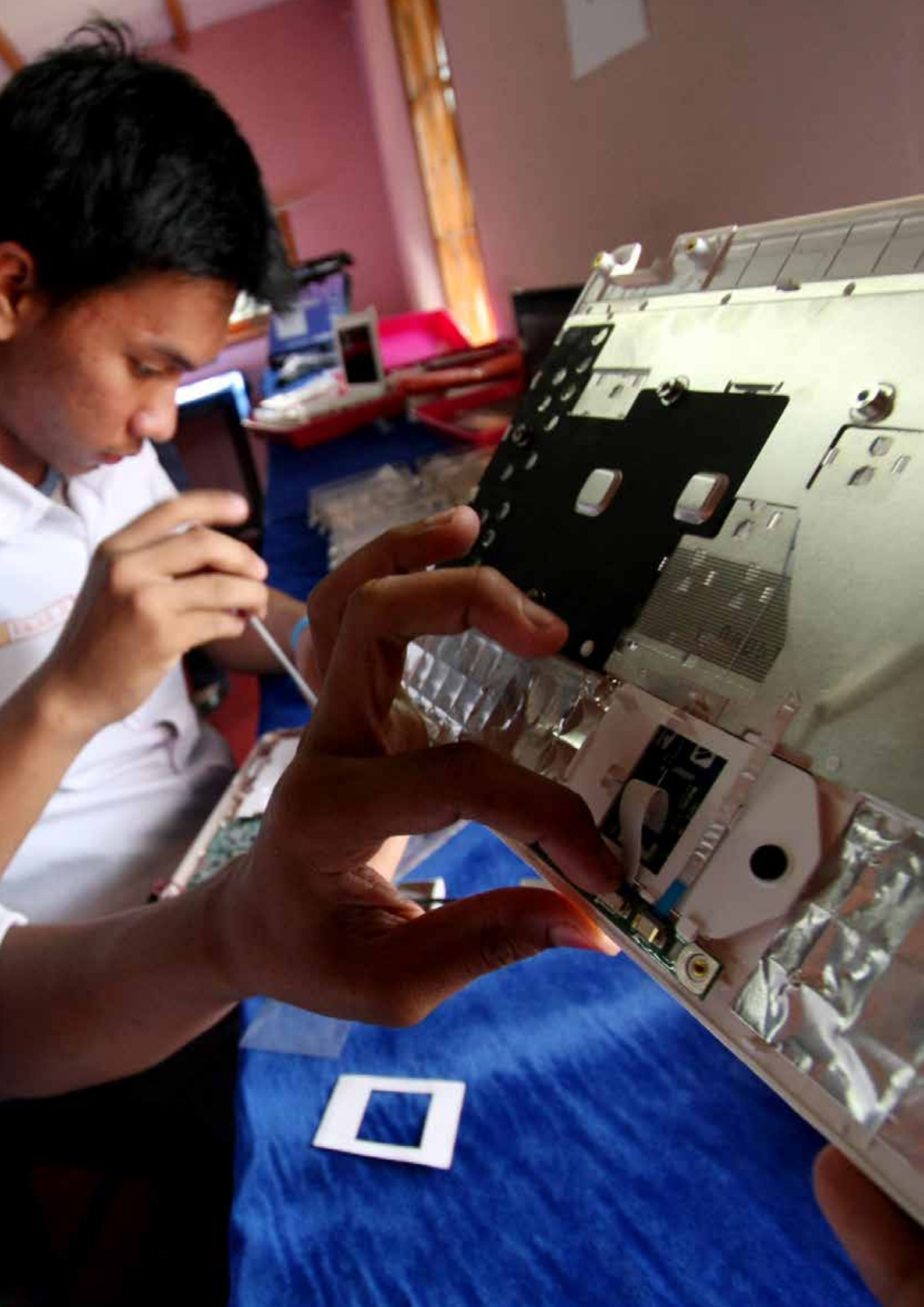
If we come back to the case of South Korea, we can see a precedent to support the argument to keep the *SBI* program, but substantive changes would need to occur to make it more effective, particularly for inclusion of low-income and marginalized students.[31] Korea has comprehensive programs to help raise the academic level of low-income and marginalized students. They have special in-school programs that help low-income students overcome socio-economic-related under achievement. Korea has implemented academic and social counseling in schools, mentorship programs, and has extended these programs to parents. They have provided vouchers for extracurricular activities and other enrichment programs. With a clear policy focus with clear guidelines, Korea has helped to raise the education opportunities for all, and has put in place the support systems necessary to provide opportunity for all. Indonesia can learn from these and other countries' programs to help improve the uptake and retention of low-income students.

One low-income quota policy issue remains. Anecdotal reports indicate that paying students resent non-paying students in schools, and the situation serves to create a social divide in some schools, and causes significant bullying and divisiveness. Possible sources of this type of the resentment could be due to the fact that low income students are receiving scholarships. Other sources of resentment might originate from social, cultural, and language differences. We don't know how widespread this is, but it is a social issue that needs to be addressed. We feel that the issue may go beyond *RSBI*. Policy adjustment recommendations must include provision to reduce these social tensions, which may include implementing sensitivity programs or other harmonization measures.

5.5 Conclusions

To go back to the questions posed at the beginning of this section: Is the ISS program cost justified? We feel that it is because of its potential to be a portal for inserting international best practices into the Indonesian education system, and qualitative perceptions of the school community support this. Is the program inherently biased towards the middle and upper classes? Our low-income quota data also support this, but we feel that this is not a reason to cancel the program on the grounds that intervention and active recruitment programs will help to mitigate the bias (see Option 3 in Recommendations below). Would canceling the program serve the benefit of the Indonesia people? Our evidence and experience in the evaluation indicate that canceling the program would not serve to improve education quality. Although issues of equity exist, the investment in the schools will serve to exemplify necessary measures that can be applied to all schools, and create an opportunity to fully develop aspects of education for national improvement. To support a positive transformation in the program, a more supportive and formative system is needed, and necessary capacity building at the Education Office level will be essential.

31 See:http://www.ncee.org/programs-affiliates/center-on-international-education-benchmarking/top-performing-countries/south-korea-overview/



Chapter 6

POLICY OPTIONS FOR ISS

From the evaluation we have identified policy options that take into account the directive of Law 20/2003 to establish "international standard education units." The policy options are meant to exist within the bounds of the law that is currently in force. After intensive data analysis and ongoing consultations and interviews with key government counterparts at the national, provincial and city/district levels and with school personnel and community members, we provide three policy options regarding the future of the Rintisan Sekolah Bertaraf Internasional (RSBI) for consideration by policy makers.

POLICY OPTION 1 – Maintain Current ISS Policy

Rationale: Law 20/2003 is the law of the land; and although it is under review by the Constitutional Court, it would be premature to change the law as well as the policies detailed in numerous government regulations that make the law operational. The Indonesian legal framework is such that changing lower level regulations such as ministerial decrees is rather common and done without difficulty. However, changing a law is a more challenging proposition because it is an affair of the national parliament which involves political rather than technical considerations.

Great investments have been made in the *RSBI* program to build infrastructure, procure equipment and train teachers. These investments have been made with significant government funding (over Rp.1 trillion), (including a substantial loan from ADB for international standard *SMK*), as well as vast amounts of extra fees paid by parents and contributions from the business community. High expectations on the part of students, school personnel, parents and communities have been raised with the prospect of an international school being made available in every district and city in the country.

Ramifications: Continuation of the current policy would affirm that the policy is effective. However, this would be in contradiction of many of the findings of the evaluation which demonstrate that the policies and regulations as currently promulgated are not effective for achieving the stated purpose of the law. Although the program has a great deal of support at the grass roots level, several influential stakeholders are concerned about the expense and the perception that it is a government subsidized program for the "elite."

Conclusion for Option 1: The evaluation findings indicate that the quality enhancements expected by raising standards of select schools to meetinternational standards has not been effective in improving students' performance on the Indonesian national exams (*Ujian Nasional*)[32]. The findings also indicate that it will be extremely difficult, expensive and time consuming for the present 1339 *RSBI*-designated schools to meet all the standards and requirements as set forth in Ministerial Regulation 78/2009.

32 Although *RSBI* students outperform based on national averages, the data are inconclusive because the national averages include schools at all levels of accreditation, whereas almost all *RSBI* in the sample were already at level "A" accreditation.

Further, if the letter of the law is followed, it means another 884 *RSBI* would need to be established in order to meet the terms of the Law which states that each level of basic and secondary education must be established in every district and city.

POLICY OPTION 2: Terminate the *RSBI* Program

Rationale: The program is very expensive and absorbs government funds that could be used for more pressing needs such as assisting schools and districts to meet MSS and implement free basic education in accordance with current policy. The research demonstrates that after six years the majority of *RSBI*-designated schools still have not set up the infrastructure nor have they procured the equipment as mandated by Ministerial Regulation 78/2009. Fulfillment of these requirements requires substantial further investments over the coming years. Furthermore, continuation of the current policy of one school of each type for each city/district will require an additional 884 schools (See Table 3 above), requiring more investment to reach the require target.

The vast amount of investment, both from government, parents and communities over the past six years has not produced measurable improvements in terms of student performance (considering that National Test (*Ujian Nasional*) scores of *RSBI* students are on average similar to those of students in comparable schools that have not received the *RSBI* investments) and the fact that the expensive equipment procured are not being used effectively.

A major criticism of the *RSBI* program is that it discriminates against disadvantaged children and children from lower socio-economic strata. Current policy regulations require at least 20% of the student body in international standard schools to come from disadvantaged backgrounds, yet the evaluation data show that the average proportion receiving scholarships is only about 12 %.[33] In addition to financial barriers, disadvantaged students also face academic and cultural barriers that likely have a significant negative effect on low-income student enrolment. Academic performance of children from lower socio-economic groups tends to be below that of higher socio-economic strata, and often disadvantaged students who receive subsidies and special treatment face ridicule from more affluent students.

Ramifications: This option has significant political ramifications in that it requires a change in a fundamental education law (Law 20/2003). Furthermore, if this option is taken, careful consideration needs to be paid to the investments already made in the current 1339 *RSBI*. These investments could be "written off" as investments in a pilot project that did not meet expectations. Under this option the special exception to allow basic education government schools (*SD* and *SMP*) to collect fees would be rescinded. *BOS* subsidies would not be sufficient to cover expensive operational and maintenance costs for the equipment and infrastructure investments already made. The evaluation did not produce evidence whether or not private basic education schools or *SMA* and *SMK* could achieve currently defined international standards without government assistance.

Qualitative data from the evaluation has demonstrated that there is a great deal of community pride in the *RSBI* and parents, school personnel and key stakeholders have high expectations for the future. The evidence demonstrates that there is high motivation for teachers to improve instruction, learn English and work toward advanced degrees. And other schools have been motivated to improve their quality of instruction with the hopes that these schools may someday enter the *RSBI* program. Termination of the program would likely result in education personnel and certain segments of the community becoming depressed and dispirited which could negatively impact community coherence and education quality improvement motivation for some time to come.

33 See also "Design Research Policy Implementation *RSBI*", Policy Research Centre, Research And Development Agency, Ministry Of National Education, Jakarta, 2011

It is also clear from international and domestic research that using English as a medium of instruction significantly detracts from reaching overall curriculum objectives.[34] This finding, along with school difficulties in reaching international accreditation and curriculum adoption, supports the claim that there are significant barriers to improving quality, and if removed, that school performance would likely improve.

Conclusion for Option 2: There is a potential waste in investments already made if the policy is terminated, and the special allowance for *RSBI* to charge fees rescinded. *BOS* alone is not sufficient to operate and maintain the expensive equipment already procured. Termination of the policy would likely result in the *RSBI* reverting back to previous standards which could result in reduced motivation among stakeholders, and potentially have a negative impact on *RSBI* stakeholder community attitude and motivation for quality improvement. Finally, without special support enabled by the policy, the potential to transform the situation and make good use of the investments with relatively further modest support from the government and community would be lost.

POLICY OPTION 3: Modify Current Policies and Regulations

Rationale: The findings from the evaluation clearly demonstrate that students in *RSBI*-designated schools are not performing better on average than students in similar non-*RSBI* schools. The findings also show that *RSBI*-designated schools are far from meeting all the requirements and standards set forth in Ministerial Regulation 78/2009. However, the evaluation results, along with current research in the area of ISS, indicate that most of the short comings identified through the evaluation can be remedied by making modifications in the regulations underlying Law 20/2003 without necessarily changing Law 20/2003. The recommendations for specific modifications are presented below.

The advantages of this optionare that it would:

- sustain and make further use of the investments already made through the *RSBI* program,
- not result in disappointment and reduced motivation that termination might cause at the grass roots and continue to be a motivating factor to improve quality both in *RSBI* and neighboring schools,
- continue to serve as an entry point for international best practices without the difficult-to-achieve requirements that ISS adapt foreign curricula and receive foreign accreditation,
- only require further modest investments by government by leveraging contributions from affluent parents and the business community,
- Impose sanctions to ensure at least 20% of students come from poor households and that these students are supported in *RSBI*.

Ramifications: This option would require significant changes in Ministerial Regulation 78/2009 such as removing the requirement to teach in English but would not necessarily require changes in the Law. The other major issues that need to be addressed are those relating to: funding practices and more accommodation for the disadvantaged and lower socio-economic students; consideration of a new accreditation standard that is higher than that for National Standard Schools but not at full international standards; enhanced management, supervision and monitoring practices; the unfulfilled current status of *RSBI*-designated schools which have not yet reached ISS status; the unreached target of establishing four levels of international schooling in every district as mandated by Law 20/2003 (884 more are needed). Specific recommendations to address these issues are presented below:

Conclusion for Option 3: The evaluation findings indicate that by removing contextually-related *SBI* compliance barriers, *RSBI* have the potential to serve as the entry point and center for dissemination of much needed international best practices (not only in terms of instruction, but also in terms of management and organization). Presented here are specific evaluation survey-informed recommendations for a new ministerial regulation to replace Ministerial Regulation 78/2009.

34 See Nunan (2003); Kirkpatric (2011); Sultan, et.al. (2012)

Establish an Inter-Directorate ISS Task Force

Establish an inter-directorate ISS Task Force to facilitate and oversee the consultations and drafting of the new ministerial policy regulation for ISS. The ISS Task Force will sit above the respective directorate levels to enable more consistent and coherent policy and implementation of new measures for all types of schools.

Modification of Ministerial Regulation (Permen Diknas) 78/2009

Ministerial Regulation No. 78 Year 2009 constitutes the current reference for policy guidelines and compliance standards that regulate the implementation of International Standard Schools. Our evaluation findings indicate that some of the ISS compliance standards within this regulation constrain schools to a degree, which negatively impacts quality learning opportunities for students and set forth certain conditions that are nearly impossible to meet in the near-immediate future. The following are recommendations for modification:

- **Remove English as medium of instruction**. We found from our contextual qualitative investigations that English as a medium of instruction has motivated teachers to seek improvement of their English; however the competence needed for delivery of complex concepts, and effectively using English-language resources requires highly competent language skills on the part of both teachers and students, and the efforts needed to adequately develop these is detrimental to overall quality improvement. Research carried out by MoEC supports these findings (See Nunan, 2003; Kirkpatric, 2011; and Sultan, et.al. 2012). Furthermore, the evaluation findings—low percentage of teachers with minimum TOEFL competencies, low frequency of English usage in instruction (7%), achievement of English competency requirements is one of the top 3 difficulties reported by principals—indicate that the English medium of instruction requirements is a significant barrier to ISS compliance. A search of international best practices shows that countries that do best on PISA exams, for example S. Korea and Finland, do not use English as a medium of instruction. However, in order to fully prepare ISS students to compete internationally and take advantage of English medium learning resources, it will be essential that English language be offered as a compulsory subject from the early grades through graduation, and that teachers are well trained to develop working competence in English.

- **Remove OECD or other developed country accreditation**. Results from the evaluation show very low compliance (only 6%) of accreditation from OECD or other developed countries. Obtaining such accreditation is a time consuming and very difficult task since foreign governments would have to provide the legal basis for such accreditation and foreign private schools would be governed by its country's accreditation standards and regulations. We believe that accreditation standards should be a reference for Indonesian ISS rather than defining Indonesia ISS standards by foreign accreditation. Sister school relationships should continue and be expanded since this is neither a difficult nor expensive undertaking.

- **Remove OECD or other developed country curriculum adoption**. Schools report that OECD or other developed country curriculum adoption is difficult. We found no evidence of specific guidelines for foreign curriculum adoption, or instructions on assessing and aligning the curricula with Indonesia curricula. Furthermore, we suspect that language is a significant barrier for this.

- **Review ISO Certificate Compliance**: The quantitative school survey data includes frequency of compliance with the ISO 9001 certification. *SMK* has 100% compliance. Other school types show varying degrees of compliance (*SMA*: 70%; *SMP*: 47%; and *SD*: 6%). In addition to these findings, in some instances during interviews, non-*SMK* principals reported that ISO compliance was very expensive, and perceived as little value to the overall quality of the school. A contextual review of ISO will help to determine its intended quality improvement effectiveness.

- **Include OECD or other country curriculum as reference curriculum**. *RSBI*-designated schools should be required to use OECD or other developed country curricula as a ***reference curriculum***. The reason for this is to set the expectation that foreign curricula serve as content, methodology, and evaluation references that intend to enrich and extend teaching and learning in the Indonesian context, and enable specific selection of reference to support teachers' continuous professional development by adoption, practice, and reflection on new and innovative methodologies without the added burden of required adoption. This concept intends to open new opportunities for learning, and improve teaching competence for improved learning outcomes in students. RSBI schools should have special training in accessing curricular and instructional materials and methods from developed countries and how to incorporate these in the school's national curriculum.

- **Add graduation requirement by adopting an international exam innovation**. Adoption of an additional graduation requirement will help institutionalize relevant skills as a high-stakes achievement. Internationally accepted exam innovations, such as the PISA exam and Creative Questions (that measure higher order thinking, such as analysis, synthesis, and evaluation), will serve to motivate schools and students toward reaching competence based on an existing international standard. Research will be required to determine a realistic standard to be set at a level that ensures higher competencies than required by the national exams (*Ujian Nasional*).

Funding Practices and Accommodation for Disadvantaged Students

Current funding practices whereby parents and other stakeholders contribute the majority of funding (68% vs. 24% by three levels of government) should be continued since affluent parents do not complain about high entrance and monthly fees. However, in some places *RSBI* has become "market oriented" where schools charge fees as much as the "market will bear", which results in catering to the affluent. Therefore, it is recommended that a cap be placed on fees charged in order to "level the playing field" and give more opportunities to the less affluent to enroll their children in *RSBI*. Additional special government funding for infrastructure should be discontinued until a detailed evaluation is made to determine more specifically the infrastructure and equipment needed to enable the *RSBI* schools to teach at a level that develops the capacity of students to both do well on national exams as well as pass an international standard exam at a level to be determined (see last bullet above). Once the requirement to teach English is removed, needs assessments should be conducted to determine the type and depth of English training needed to access and use international education materials in English and communicate with schools abroad. This will be much more feasible than requiring the teaching of complex subject matter in English.

While central government subsidies for *RSBI* would be discontinued for the immediate future, although *BOS* funds would continue, provincial governments should be encouraged to support *RSBI* with their decentralization budgets. Government Regulation (*PP*) 38/2009 clearly defines some responsibilities for provincial and district governments to support international standard schools. District government budgets are quite limited in that the greatest part goes for paying civil servants and teachers; but provincial governments have more flexibility in providing financial support for *RSBI* for equipment, maintenance and teacher training.

A major issue that must be addressed is the lack of opportunities for disadvantaged children and children from lower socio-economic strata. Although regulations require at least 20% of the student body to come from poor households the evaluation data show that the average proportion receiving scholarships is only about 12%. Sanctions should be applied to *RSBI* that do not meet this quota. The 20% criterion should apply to international standard classes in schools that operate national as well as international classes. This may require schools to actively recruit such students, as suggested by a high level *RSBI* manager. The subsidies should be sufficient to cover all student needs including books, uniforms, and extra-curricular activities.

Disadvantaged students face not only financial barriers to participate in *RSBI*, but also academic and cultural barriers. In general, the academic performance of children from lower socio-economic groups tends to be below that of children from high socio-economic strata. In order to enable these children to compete in *RSBI* schools they should receive special remedial instruction either in the form of vouchers to attend special tutorials (known as "BimBel" in Indonesia) or other supplemental instruction tailored to their academic needs. There are good examples of international good practices, such as implemented in South Korea that *RSBI* managers can look to for guidance. Finally, disadvantaged students who receive subsidies and special treatment may face ridicule from affluent students. *RSBI* should be required to provide some form of on-goinginclusion, harmonization, and sensitivity training to address this issue.

Establishing a New Accreditation Standard

The findings indicate that *RSBI*-designated schools are not likely to achieve international standard status soon and will likely require substantial investments from both government and the community to achieve this. At the same time, based on an overall assessment of the quantitative and qualitative data, the evaluation team concludes that most of the *RSBI* have the potential to achieve higher levels of performance if the barriers described above are removed, and if the recommendations for inputs described above are implemented. Therefore, we recommend that a new accreditation standard should be enacted which recognizes international orientation/focus (not standard) that designates a higher level of performance than National Standard "A" accreditation. This would legalize or validate the continued existence of *RSBI* as a special class of schools while recognizing that they are not yet at international standards, although international standard status remains a very long term goal.

Enhanced Management, Supervision and Monitoring Practices

To enable quality development in *RSBI*-designated schools, an efficient and effective planning and quality assurance system must be in place and working. A modified policy for *RSBI* through a new ministerial regulation as described above will require capacity building for program managers and implementers at the provincial, district and school levels to fully understand the new regulations and gain the skills needed to monitor and evaluate progress in meeting the new accreditation standard described above and how to best link other schools to access the achievements made by the *RSBI*.

Invest in a Consolidated and Coherent Teacher Continuous Professional Development Program

The key to quality improvement rests with teachers and their competencies to apply and practice innovative methods that develop the knowledge, skills, and behaviors students need to achieve at a high-quality level. For quality improvement to happen in ISS schools, teachers and school principals must take the lead to facilitate and manage improved teaching practice that includes adopting and practicing new methods, finding ways to effectively integrate student hands-on ICT, formulate individual teacher professional development plans based on collaboration with colleagues, self-reflection and evaluation, and find ways to engender commitment to regularly and consistently share knowledge and practical experience with colleagues for overall quality improvement that includes inclusion and support of all students, no matter their financial situation or social background. Such a program should be on-going and daily, with the goal of creating schools as professional learning environments.

Implement a Leadership Program for School Principals

Schools cannot change without a dedicated and active school principals. It will be important for school principals to be are aware of and practice leadership methods that include long-term goals for personal/professional growth and enable school staff to achieve at a high level.

Unfilled Target of Establishing Four Levels of International Schooling in Every District

Assuming that Law 20/2003 is not changed in the immediate future and remains the law of the land, the target of establishing four levels of international standard schooling in every district and city remains. The evaluation's mapping of existing *RSBI* indicates that 1339 schools have been designated as *RSBI*. Based on Evaluation mapping data, another 884 have yet to enter the program to begin the journey to reach ISS standards. The evaluation team recommends that a process of consolidation takes place among the existing *RSBI*-designated schools as described above, while the target for full compliance according to the law is in force, and therefore that the timing of developing the remaining schools be delayed for a period of one – three years during which time MoEC would undertake intensive research to determine the extent to which the new policies are effective in introducing international best practices and in improving student academic performance. At the end of the evaluation period a policy decision would be made whether or not to: (i) provide additional government support to *RSBI* that achieve the new accreditation standard to enable them to continue to achieve true ISS standards; (ii) make the new accreditation the final goal and thereby drop the "international standard" classification (for example, changing the designation to "international reference standard") and thus bring about a change in Law 20/2003; (iii) provide government support to another 884 (or perhaps more) schools to achieve *RSBI* designation or new accreditation status.

APPENDIX 1
LAWS AND REGULATIONS GOVERNING ISS

ISS program development in Indonesia is based on laws and regulations as follow:

a) Constitutions No. 20/2003 on the National Education System,

b) Constitutions No. 32/2004 on the Regional Government and has been revised several times, the final version is Conventions No. 12/2008,

c) Constitutions No. 33/2004 on the Fiscal Balance between Central and Regional Government,

d) Government Regulations (PP) No. 19/2005 on the National Education Standard,

e) Government Regulations No. 38/2007 on the Governance Division of Task and Responsibility between Central Government, Provincial Government, and Municipal/District Government,

f) Government Regulations No. 48/2008 on the Education Financing,

g) Government Regulations No. 78/2009 on the Implementation of International Standard School at Basic and Secondary Education,

h) Government Regulations No. 17/2010, Juncto PP No. 66/2010 on the Management and Implementation of Education,

i) Presidential Regulation No. 29/2010 on the 2011 Government Working Plan,

j) Minister of National Education No. 19/2007 on the Management of Education Standard by Basic and Secondary Education Unit,

k) Minister of National Education No. 20/2007 on the Education Assessment Standard,

l) Minister of National Education No. 24/2007 on the Infrastructure and Facility Standard for *SD/MI*,

m) Minister of National Education No. 78/2009 on the Implementation of International Standard School at Basic and Secondary Education,

n) Minister of National Education No. 48/2010 on theStrategic Plan for MoNE 2010-2014, and

o) Strategic Plan od Directorate General Basic and Secondary Education Management, MoNE 2010-2014.

APPENDIX 2
POLICY OVERVIEW

The ISS program is mandated by Article 50 in Law 20/2003, the Education Act of Indonesia, that requires each City/District (*Kota/Kabupaten*) develop at least one unit of education "at all levels of education, to be developed further as a unit having international standards of education."[37] Article 50 also stipulates that implementation for the provisions of Education Management shall be further stipulated by Government Regulations. Among the most important is Presidential Decree 19/2005 for the National Education Standards (NES), where Article 61 reinforces Law 20/2003 to establish international education units as above. Act 20/2003 further explains that the core intent of the Act is to "improve the quality of education that has competitiveness at the national level, regional and international levels, [and] increase the relevance of education to community needs and global challenges." The underlying rational for establishing international units is to "further drive towards quality assurance of education competitive on a global level."[38]

As Law 20/2003 and Regulation 19/2005 lay the foundation for the International Standard School program, Ministerial Regulation 78/2009 provides guidelines for program implementation. This regulation outlines in general terms the compliance standards ISS are expected to achieve. Most significantly, 78/2009 is the regulatory mandate that allows ISS-classified schools to raise funds to support their compliance from a variety of sources, including parents (school fees)—ostensibly exempting ISS from the "free public education" mandate in Indonesia. The table below summarizes the three above policies:

POLICY	NAME	PROVISION / MANDATE
Law 20/2003	Act of the Republic of Indonesia on National Education System	Establishes International Standard Schools in Indonesia
Government Regulation 19/2005	National Education Standards	Reinforces 20/2003, and provides rationale for ISS as a vehicle for establishing regional and international education benchmarks and minimum service standards
Ministerial Regulation 78/2009	Regulation of the Ministry of National Education about the Operation of the International Standard Schools in the Basic and Secondary Level.	Sets for general provisions, specific standards for curriculum, learning process, teacher and principal qualifications, facilities and infrastructure, including ICT, management, financing, quality assurance, and school culture.

A number of other government regulations have ISS policy or reference. In particular, Government Regulation 38/2007 (for decentralization) addresses roles and responsibilities of the Central, Provincial, and District government for ISS, including respective responsibilities for curriculum, staffing, teaching and learning process, facilities, and financing.

37 See Act of the Republic of Indonesia Number 20, Year 2003 on National Education System, Article 50, Paragraph 3.
38 Ibid. Article 91, Paragraph 1.

APPENDIX 3
REGULATION OF MOEC NO. 78 OF 2009

REGULATION
MINISTER OF NATIONAL EDUCATION
OF THE REPUBLIC OF INDONESIA

NUMBER 78 OF 2009

ABOUT

THE OPERATION OF THE INTERNATIONAL STANDARD
SCHOOL IN THE BASIC AND SECONDARY LEVEL

BY THE GRACE OF GOD ALMIGHTY
THE MINISTER OF NATIONAL EDUCATION,

Considering :

a. that in order to grow, and develop the imagination, innovation, reasoning, curiosity, experimentation and learners to discover new possibilities in accordance with the characteristics of students and subjects taught at international schools, to provide the quality of international schools;

b. that in connection with the letter a, it is necessary to stipulate Regulation of the Minister of National Education on the Implementation of International standard schools in the Study of Primary and Secondary Education;

Remembering :

1. Law Number 20 Year 2003 on the Education System (State Gazette of the Republic of Indonesia Year 2003 Number 78, Supplement Number 4301
2. Law - Law No. 32 Year 2004 regarding Regional Government (State Gazette of the Republic of Indonesia Year 2004 Number 125, Supplement to State Gazette Number 4437);
3. Law Number 39 Year 2008 on the Ministry of State (State Gazette of the Republic of Indonesia Year 2008 Number 166, Additional State Gazette of the Republic of Indonesia Number 4916);
4. Government Regulation No. 38 of 2007 on the Division of Government Affairs between the Government, Provincial Government and Local Government of Regency / City (Republic of Indonesia Year 2007 Number 82, Supplement to State Gazette Number 4754);
5. Presidential Regulation Number 9 Year 2005 regarding Position, Task, Function, Authority, Organizational Structure and Administration of the Ministry of the Republic of Indonesia as already amended by Presidential Decree No. 20 of 2008;
6. Presidential Decree No. 187 / M 2004 regarding United Indonesia Cabinet Formation as already amended by Presidential Decree No. 77 / P Year 2007;

DECIDED:

Enact:
MINISTER OF EDUCATION ON THE IMPLEMENTATION OF THE NATIONAL INTERNATIONAL SCHOOL LEVEL IN BASIC EDUCATION AND MEDIUM.

CHAPTER I GENERAL PROVISIONS

Article 1

In this Regulation the following meanings:

1. Society is a group of Indonesian citizens who care and non-government role in education.
2. Education Unit is a group that organizes educational services in formal education at all levels and types of education.
3. Formal education is a structured educational pathway and tiered consisting of primary and secondary education.
4. Primary education is education in the formal education in the form of primary school (elementary) and secondary school (*SMP*) that underlies secondary education.
5. Secondary education is education in the formal education in the form of high school (SMA), and Vocational School (*SMK*).
6. National Education Standards hereinafter abbreviated *SNP* is minimal criteria of the education system throughout the territory of the Unitary Republic of Indonesia.
7. Organisation for Economic Co-Operation and Development which se; anjutnya abbreviated OECD is an international organization whose purpose is to help governments of its member countries to face the challenges of economic globalization.
8. Hereinafter referred to as international schools are schools that *SBI* has met all *SNP*s that are enriched with certain quality advantages derived from OECD member countries or other developed countries.
9. Other developed countries are the countries that are not included in the OECD membership but it has certain advantages in the field of education.
10. Minister is the Minister responsible for national education.
11. Department of the Ministry of Education.

Article 2

Objectives of the *SBI* is to produce graduates who have:

a. Competency standards and competency standards of competence to be enriched with one of the accredited schools in OECD member countries or other developed countries;
b. High comparative competitiveness as evidenced by the ability to display local excellence at the international level;
c. Ability to compete in international competitions as evidenced by the gold medal, silver, bronze and other forms of international awards;
d. Ability to compete overseas work, especially for graduates of vocational high schools;
e. Ability to communicate in English (TOEFL test score> 7.5 in the scale of the internet based test for high school, TOEIC score of 450 to *SMK*), and / or other foreign languages;

f. Ability of internationally active role in maintaining the survival and development of the world from the perspective of economic, socio-cultural, and environmental;

g. Ability to use and develop information and communication technology in a professional manner.

CHAPTER II
STANDARD IMPLEMENTATION

Part One
General

Article 3

SBI at primary and secondary education was held after fulfilling all 8 (eight) elements enriched SNP education standards or OECD member countries other developed countries.

Part Two
Curriculum

Article 4

(1) *SBI* curriculum is based on content standards and the standards of competency that is enriched with the standards of OECD member countries or other developed countries.

(2) *SBI* implement semester credit units (credits) for Juneor high school, and vocational.

The third section
Learning Process

Article 5

(1) *SBI* comply with the model of the process that enriched the learning process in OECD member countries or other developed countries.

(2) The learning process as prescribed in paragraph (1) implementing technology-based learning approach to information and communication, active, creative, effective, fun, and contextual.

(3) *SBI* may use the language of instruction in English and / or other foreign languages are used in an international forum for the particular subject.

(4) Learning Indonesian Language, Religion, and Education

(5) Citizenship using the language of instruction Indonesian.

(6) The use of the language of instruction in English or other foreign languages referred to in paragraph (3) starts from grade IV to *SD*.

Part Four
Teachers and Education Personnel

Article 6

(1) Educators *SBI* educator standards enriched with the standard school educators from OECD member countries or other developed countries.

(2) All educators are able to facilitate learning based on information and communication technology.

(3) Educators can teach in English and / or other foreign languages are used in an international forum for the subject / field of study, except for Indonesian Language, Religious Education and Citizenship Education.

(4) An international school has at least 10% of educators are educated *S2* or *S3* elementary teacher education (*PGSD*) and / or *S2* or *S3* educated in accordance with Amnestied subjects of college study programs accredited.

(5) International school have at least 20% of educators are educated in accordance with the S2 or S3 Amnestied field of study of college study programs accredited.

(6) International vocational high school and have at least 30% of educators are educated in accordance with the *S2* or *S3* Amnestied field of study of college study programs accredited.

(7) Teachers of vocational subjects in vocational school must have a certificate of competence from the competence of certification bodies, business / industry, professional associations which are recognized nationally or internationally.

(8) Educators as referred to in paragraph (3) have a TOEFL score of ≥ 7.5 or equivalent or other foreign languages as the medium of learning established in *SBI* is concerned.

Article 7

(1) *SBI* educators can employ foreign nationals when there is no citizen of Indonesia educators who have the qualifications and competencies necessary to mengampu subject / field of study.

(2) Educators of foreign nationals referred to in paragraph (1) a maximum of 30% of all educators.

(3) Teaching of foreign nationals referred to in paragraph (1) must be able to speak Indonesian well.

Article 8

(1) Power *SBI* education must include at least the principal, librarian, laboratory personnel, learning resources technicians, administrative staff, cleaners, and security personnel.

(2) Power *SBI* meet educational standards Personnel are fortified with the standard school education personnel in OECD member countries or other developed countries.

Article 9

(1) The school principal referred to in Article 12 paragraph (1) shall:

a. citizen of Indonesia;
b. *S2* least educated of the college program of study accredited college or other recognized state equivalent to *S2* in Indonesia;
c. has embarked on training of school heads of the principal training institution recognized by the Government;
d. able to speak English, and / or other foreign languages are active;
e. have a TOEFL score of ≥ 7.5 or other foreign languages are active;
f. entrepreneurial spirit.
g. skills in management, organizational, and leadership and entrepreneurship education;
h. able to build up international networking;
i. ability to operate a computer / information and communication technologies to support the implementation of the duties and functions; and
j. ability to develop a school development plan (*RPS*) / plans of the school (*RKS*) and the School Action Plan and Budget (*RKAS*).

Part Five
Facilities and Infrastructure

Article 10

(1) *SBI* meet the standards of facilities and infrastructure are enriched with facilities and educational standards of the OECD member countries or other developed countries.

(2) Each classroom is equipped with a means of *SBI* ICT-based learning.

(3) *SBI* has a library equipped with digital facilities that provide access to learning resources throughout the world (e-library).

(4) *SBI* has the space and facilities to support the professional development of teachers.

(5) *SBI* complete facilities and infrastructure which can be utilized to develop the potential of learners in the field of academic and non-academic.

Part Six
Management

Article 11

SBI management should:

a. Management standards are fortified with the standard management of schools in OECD member countries or other developed countries;

b. Implement a quality management system ISO 9001 and ISO 14000 final version;

c. Partnerships with leading school in the country and / or in developed countries;

d. Prepare students who are expected to achieve national achievement and / or international aspects of science, technology and / or art;

e. Apply the semester credit system for vocational high school and, and

f. Implementing school-based administrative system of information and communication technologies on 8 national education standards.

Article 12

(1) Management of *SBI* in elementary, Juneor high school and vocational school can be held in:

   a. one-one-roof system;
   b. one no-one-roof system;
   c. different no-one-roof system.

(2) Integrated model-one-one-roof system is implemented in a single location by using the same system of education management.

(3) Separate models-one-no one-stop system is implemented in a different location or separately using the same system of education management.

(4) Separate models vary-not a one-stop system is implemented in different locations (Separately) with a different system of education management.

(5) Further provisions on the implementation of *SBI* models referred to in paragraph (1) set forth in separate regulations.

Part Seven
Financing

Article 13

(1) The cost of financing the implementation of *SBI* meet the standards of education and implementing financial governance transparent and accountable.

(2) The Government, provincial, district / city governments, and society in accordance with the authority is obliged to finance the implementation of *SBI*.

(3) *SBI* may charge to cover the lack of education above the standard cost of financing that is based on the *RPS / RKS* and *RKAS*.

(4) The Government may provide financial assistance, facilities and infrastructure, teachers and other education personnel and other assistance for the implementation of *SBI* held by local government or community.

(5) The provincial government could provide funding, infrastructure, teachers and other education personnel and other assistance for the implementation of *SBI* diselenggrakan by the government, the district / city, or community.

(6) The district / municipality may provide financial assistance, facilities and infrastructure, teachers and other education personnel and other assistance for the implementation of *SBI* diselenggrakan by the government, the provincial government, or society. Community can provide funding, infrastructure, teachers and other education personnel and other assistance for

(7) the implementation of *SBI* diselenggrakan by the government, local government, or society.

(8) Assistance to the *SBI* poured in and used in accordance with the school development plan / school action plans, action plans, and school budgets.

(9) Assistance to the *SBI* may be terminated if the school is not performing in accordance with the objectives of the *SBI* as defined in Article 2.

Article 14

(1) The procedure for the implementation of financial management and accountability *SBI* guided by the principle of efficiency, effectiveness, transparency and accountability in accordance with statutory regulations.

(2) The management and financial accountability in the financing of the implementation of *SBI* as referred to in paragraph (1) conducted in accordance with Accounting Standard Indonesia.

Part Eight
Appraisal

Article 15

(1) *SBI* applying assessment standards that are enriched with a superior assessment system of school education in OECD member countries or other developed countries.

(2) *SBI* apply the model of authentic assessment and develop a model-based assessment of information and communication technology.

(3) *SBI* Students must follow the national exam.

(4) *SBI* exam schools implement curriculum refers to the education unit in question.

(5) *SBI* can implement school examinations referred to in paragraph (4) in English or other foreign languages.

(6) *SBI* can facilitate learners to access the internationally recognized certifications and / or school final exams are equal from OECD member countries or other developed countries.

CHAPTER III STUDENTS

Article 16

(1) Admission of new students is administered by the *SBI* on the following requirements:

a. *SD*:
   1. Birth certificate;
   2. Tests of intelligence above the average collective intelligence tests Indonesia (*TIKI*) and / or tests of academic potential;
   3. Interest and aptitude tests;
   4. Health certificate from a doctor;
   5. Willingness to pay fees to cover costs above the standard lack of education funding except for students of parents who can not afford economically.

b. *SMP*:
   1. The average value of report cards *SD* Class IV to Class VI of at least 7.5;
   2. The average value of at least 7.5 *SD* diploma;
   3. Tests of intelligence above the average collective intelligence tests Indonesia (*TIKI*) and / or tests of academic potential;
   4. Interest and aptitude tests;
   5. Health certificate from a doctor; and
   6. Willingness to pay fees to cover costs above the standard lack of education funding except for students of parents who can not afford economically.

c. *SMA / SMK*:
   1. The average value of school report cards to Class IX Class VII at least 7.5;
   2. The average value of at least 7.5 school diploma;
   3. Tests of intelligence above the average collective intelligence tests Indonesia (*TIKI*) and / or tests of academic potential;
   4. Interest and aptitude tests;
   5. English language tests;
   6. Test the ability of information and communication technology (ICT);
   7. Health certificate from a doctor; and
   8. Willingness to pay fees to cover costs above the standard lack of education funding except for students of parents who can not afford economically.

SBI shall allocate scholarships or tuition assistance for students of Indonesian citizens who have high academic

(2) Potential but are less capable of at least 20% of the total number of learners.

Article 17

(1) Guidance is intended for students full potential, both the potential for academic and non-academic in accordance with the provisions of the legislation.

(2) The pattern of development as referred to in paragraph (1) conducted through face to face, the assignment of structured and unstructured, and self-development.

Article 18

(1) Students who have completed the educational program and pass the national exams and school exams conducted by *SBI* earn a diploma.

(2) Students who have completed vocational school vocational education program and pass an examination conducted by the *SBI* were given diplomas and certificates according to international competence competence achieved international expertise.

(3) Students who undergo and pass a certification from an internationally recognized institution shall be entitled to a certificate recognized inernasional.

CHAPTER IV SCHOOL CULTURE

Article 19

(1) *SBI* developed a school environment that is clean, orderly, beautiful, lush, safe, healthy, non-smoking and drugs, and violence-free culture.

(2) The education process is centered on the development of students, a conducive learning environment, emphasis on learning, professionalism, high expectations, excellence, respect for each individual school and social community residents.

(3) *SBI* developed a competitive and collaborative culture and entrepreneurial spirit which is based on high moral and ethical.

(4) *SBI* building a culture that leads to an increase of capacity in English and / or other foreign languages, information and communication technology, and culture across the nation.

Article 20

(1) The *SBI* conducted to establish cooperation with academic and non-academic education unit is equivalent to that held by the foreign educational institution accredited or recognized in his country.

(2) The cooperation referred to in paragraph (1) aims to:

a. improve the quality of basic education or secondary education; and
b. expanding network of partnerships for the benefit of the education unit.

(3) The collaboration of academic and non-academic as referred to in paragraph (1) may take the form:

a. implementation of school twinning program (sister school);
b. penyelengggaraan credit program acquisition activities;
c. implementation of credit transfer program;
d. exchange of students;
e. exchange of teachers and / or educational personnel;
f. with a variety of resource utilization;

g. organization of extracurricular activities;
h. special apprenticeship vocational secondary education;
i. organization of scientific meetings;
j. implementation of research programs and / or
k. organization of joint seminars.

(4) The cooperation of management and organization of education as referred to in paragraph (1), paragraph (2), and paragraph (3) may be canceled, if after inspection by the Control Team proved to violate the provisions of the legislation.

CHAPTER V
IMPLEMENTATION OF AUTHORITY

Article 21

(1) The Government, provincial governments, and / or the district / city government held at least one *SBI*.

(2) In the case of district / city governments are not able to conduct as prescribed in paragraph (1), district / city government in collaboration with the provincial government.

(3) In the event the district / city and provincial governments are not capable of holding referred to in paragraph (1), the provincial and district / city level in collaboration with the Government.

(4) The public may conduct *SBI*.

(5) Implementation of *SBI* as referred to in paragraph (1) through paragraph (4) done after obtaining permission from the Minister.

Article 22

(1) The district / city hold at least 1 (one) international standard *SD* and / or facilitate the implementation of at least 1 (one) held an international school community.

(2) If the provisions referred to in paragraph (1) can not be met, the district / city government held at least 1 (one) *SD* units developed into an international education.

(3) The district / city handed Juneor high school, vocational and international level and are prepared to be developed into *SBI* to the provincial government.

(4) The district / city submit an *SD* to be developed into *SBI* to the government of the province if the district / city governments do not organize an international school.

Article 23

(1) The provincial government to facilitate the implementation of an international school in the district / city.

(2) Facilitation as referred to in paragraph (1) include:

a. investment funds;
b. funding of operational costs;
c. teachers and the provision of, and d. quality assurance.

Article 24

(1) The provincial government received education units submitted by the district / city or establish basic educational unit and intermediate educational units to be developed into *SBI*.

(2) The provincial government held at least 1 (one) *SMP*, 1 (one) high school, and 1 (one) international vocational and / or facilitate the implementation of at least 1 (one) *SMP*, 1 (one) high school, and 1 (a) *SMK* international community held in each district / city in the region.

(3) In the event that the provisions referred to in paragraph (1) can not be met, the provincial government held at least 1 (one) *SMP*, 1 (one) high school, and

(4) One (1) Vocational education developed into an international unit.

(5) The district / city to help enforce the Juneor high school, vocational and international level or developed into an international educational unit.

Article 25

The Government may establish educational units to be developed into an international educational unit.

Article 26

(1) The district / town planning requirements, lifting, placing, mutate, provide welfare, honor, protection, conduct training and development, and lay off teachers and civil servants at an international school or developed into an organized *SBI* by the district / city.

(2) The provincial government needs to plan, lifting, placing, mutate, provide welfare, honor, protection, conduct training and development, and lay off teachers and civil servants at the elementary, Juneor high school and vocational school or an international *SBI* developed into organized by the provincial government.

(3) The plan needs, lifting, placing, mutate, provide welfare, honor, protection, conduct training and development, and lay off teachers and civil servants in international education units or developed into an international educational unit which hosted by the Government.

(4) Mutation principal civil servants in the *SBI* or developed into *SBI* must obtain permission from the Minister.

(5) Government, provincial, and district / city government may assign a civil servant teachers in *SBI* or *SBI* developed into an organized society.

CHAPTER VI
LICENSING OF IMPLEMENTATION

Article 27

SBI operating license can be granted by the Minister to the educational unit has met the following requirements:

a. Have a feasibility study to be the *SBI*;

b. A value obtained accreditation from the *BAN-S / M*;

c. Legal status of education;

d. Meet national standards of education that is enriched with the standard of education among one school in OECD member countries or other developed countries;

e. Have collaborated with one unit of education or international education agency;

f. *SBI* has a development plan;

g. A recommendation from the local government;

h. Have a source of funding from government or local governments to schools organized by the government or local governments and schools for school organizers held by the public; and

i. *SBI* organizers to ensure adequate funding for 6 (six) years.

Article 28

(1) To obtain operating licenses from the Ministry for *SBI*, legal education or legal education unit of education organizers propose to the Minister through the Director General of Elementary and Secondary Education.

(2) The proposal referred to in paragraph (1) furnished evidence of the requirements referred to in Article 27 letter a to letter i.

(3) At the latest within a period of 6 (six) months after receipt of the proposal *SBI* implementation plan referred to in paragraph (1), the Department to verify the feasibility of the implementation of *SBI*.

(4) No later than within 30 (thirty) business days after verification, the Minister or officials appointed by the Minister to give consent or refuse to permit the implementation of *SBI*.

(5) Verification by the Department as referred to in paragraph (3) is Tim

(6) Controller appointed by the Minister.

(7) Permits the implementation of *SBI* as referred to in paragraph (4) is given only to one school.

CHAPTER VII CONTROL OF OPERATION

Article 29

(1) Control of the implementation of *SBI* is intended for the achievement of the objectives of the international school as defined in Article 2.

(2) Control as prescribed in paragraph (1) include:

a. verification in order to permit;

b. supervision, monitoring, and evaluation of *SBI*.

(3) The Minister of National Education to form the Control Team to assist the implementation of control as prescribed in paragraph (2).

CHAPTER VIII

SURVEILLANCE, MONITORING AND EVALUATION

Article 30

(1) Monitoring the implementation and management of primary and secondary education unit covers the supervision of international academic and non-academic.

(2) The national government to supervise the management and administration of education in the *SBI*.

(3) The provincial government to supervise the management and administration of education in the *SBI* under its authority.

(4) The district / city to supervise the management and administration of education in the *SBI* under its authority.

Chapter IX

REPORTING AND FOLLOW-UP

Article 31

(1) SBI shall submit a written report on the administration of education is concerned every 1 (one) year to the Minister through the Director General of Elementary and Secondary Education, with copies submitted to the Head of the Provincial Education Department and the Head of Education District / City.

(2) The Minister may request the *SBI* report as needed.

CHAPTER X PENALTIES

Article 32

(1) Violation of this regulation may be penalized as follows:

a. written warning and / or

b. prohibition to receive new students, and or c. *SBI* revocation of operating licenses.

(2) The sanctions referred to in paragraph (1) is awarded after obtaining consideration of the controlling team.

(3) Revocation of the operating license *SBI* conducted if:

a. *SBI* was no longer meets the requirements of an international organization of the educational unit;

b. *SBI* is no longer organized learning activities or the management of international education unit, and;

c. *SBI* to hire educators and / or foreign educational staff that does not comply with the requirements and procedures.

Article 33

SBI license to operate revoked educational unit under the guidance of district / city or the appropriate governmental authority.

CHAPTER XI TRANSITIONAL PROVISIONS

Article 34

(1) Units are expressed as *SBI* education shall adjust the provisions of this regulation no later than 3 (three) years from this regulation are set.

(2) Units that education can not meet the provisions of paragraph (1) may not use the nomenclature of *SBI*.

CHAPTER XII FINAL PROVISIONS

Article 35

Ministerial Regulation comes into force on the date of enactment.

Stipulated in Jakarta on

THE MINISTER OF NATIONAL EDUCATION,

SIGNED

Bambang Sudibyo

Copy of the original. Head of Legal and

Organization of the Ministry of National Education,

SIGNED

Dr. A. Pengerang Moenta, SH, M.H., DFM.

NIP 196108281987031003

APPENDIX 4
SBI STANDARDS COMPLIANCE CRITERIA

INDICATOR	CRITERIA	NOTES
Accreditation	• "A" accreditation from School and *Madrasah* Accreditation Agency (*BAN*) • Additional Accreditation from OECD country or other developed country	
Curricula and Graduates' Competence	• Adoption of Curricula from Other Countries • Average national test score of 7.0 for *RSBI* and 8.0 for *SBI*	
Teaching learning process	• Adoption of Teaching and Learning Methods from Other countries • Other Schools Use ISS As Reference • Use of English or Other Foreign Language for Certain Subjects From Grade 4	
Evaluation	• Use of evaluation standards from OECD country or other developed country • Development of ICT Based Assessment	Use of portfolios as part of evaluation process
Teacher Qualifications	• Minimum *S2/S3*: 10% (*SD*), 20% (*SMP*), 30% (*SMA / K*) • Able to use ICT in Teaching	
Principal Qualifications	• Minimum S2/S3 • Able to actively speak foreign languages	
Infrastructure	• ICT available in Every Classroom • Library with ICT Facilities/Digital Library	
Management	• Official Sister School Relationship with Schools in Indonesia or Developed Countries • Has ISO 9001 version 2000 or later and ISO 14000 Certification	
Financing	• Applies transparent and accountable Financial Administration • 20% of Students Are Poor and Receive Scholarships/Financial Aid	

APPENDIX 5
ISSUES ARISING FROM THE EVALUATION

NO.	ISSUE	IMPLICATION	POSSIBLE REASON
1.	Lack of definition clarity of "International Standard"	No solid benchmark for ISS evaluation; Different interpretation among schools; Lack of control by community (incl. parents) on school performance;	(Un)-common understanding between government, school and parents on the definition
2.	Policy clarity on international curriculum standard	Wide disparity of international curriculum being adopted schools; Reduced inter-school consistency	Availability of official international curriculum document; Implementation of international curriculum at school level; Knowledge on the international curriculum among government and school;
3.	Teachers' pedagogical skills for participatory approaches	International curriculum cannot be delivered well to the students; Under-achievement of ISS for pedagogical aspects;	Teaching activities in the class; Students' improvement on test score;
4.	Academic qualifications of teachers	Content of international curriculum cannot be delivered well; Under-achievement of ISS for pedagogical aspects;	Result of academic test for teachers;
5.	Funding for professional development	Funding available at school level is not sufficient; Schools rely on external funding for professional development;	Budget allocation for professional development (at all levels of government and at school level); Frequency of trainings conducted by relevant institutions; Frequency of participation in professional trainings;
6.	Weak English competencies for ISS teachers & principals	School fails to build an international network; Content of international curriculum cannot be delivered well; Students do not understand well what the teachers deliver;	Use of English in teaching activities in the class; Students understanding on the contents delivered by teachers in English; Results of (in English) students test;
7.	Relevance of International standard English test scores on ability to teach particular subject in English	English test scores fail to detect English problem among teachers;	Results of English score; Use of English in teaching activities in the class;
8.	Financial Transparency	Difficult to control mismanagement and fraud; Schools fail to prove that they use fund properly;	Existing financial reporting system; Role of school committee and parents in controlling school financial practices;

9.	Connections between ISS & SBM	ISS do not implement SBM well; ISS are not well managed;	Existence and function of school committee; Involvement of parents and community in school management and teaching-learning process;
10.	Compliance monitoring	Monitoring of ISS is not done well; Achievements of ISS are not monitored well; Un-intended impacts of ISS are not monitored well;	Existing monitoring system for ISS; Implementation of the existing ISS monitoring system;
11.	Time limit on program funding	Schools are still unable to be self-financed after the program is over;	Ability of school to mobilize non-government funding;
12.	Frequent staffing changes	Lack of continuous understanding of government officials of ISS issues; Loose of basic ideas of ISS program;	Government officials knowledge and understanding on the ISS concepts;
13.	Conflict between ISS students and regular ed. students	Learning environment is not good;	Teachers and students responses on the existence of international classes in their school;
14.	Effect of admission meritocracy on equity policy	Schools fail to recruit students from poor family;	Existing students selection process/system; Number and proportion of poor students;
15.	Difficulty recruiting low-income students	Unable to meet 20% quota;	Existing students selection process/system; Number and proportion of poor students;
16.	Communication of policy / avenues of access to the public	The policy is not well informed; Unable to meet 20% quota;	Number and proportion of poor students; Knowledge on the access policy among government officials, schools and parents;
17.	Competition between schools for poor students	Schools fail to recruit students from poor family;	Number and proportion of poor students;
18.	Policy clarity on international partner guidelines	Different practices among school in developing international network; International network is built, but no implication to the school quality;	Existence of international network; Nature of international network developed by school;
19.	Socio-economic factors influencing schools ability to attract low-income students	Unable to meet 20% quota;	Number and proportion of poor students;

APPENDIX 6.
ACHIEVEMENT OF THE STUDY OBJECTIVES

Evaluation Team identified five key objectives. Table below presents a summary of the achievement of the study objectives:

NO.	OBJECTIVE	ACTIVITY	RESULTS / ACHIEVEMENT	CONSTRAINTS
1	To obtain valid and reliable **quantitative data** in order to construct a situational analysis of the ISS program in terms of school compliance, historical change, and comparison with non-ISS schools.	Stakeholder Consultations	Data records from *SD, SMP, SMA, SMK* directorates were obtained to enable study design, sampling, and contacting schools	Unable to make appointments
		Quick Survey	The Quick Survey was fully implemented to obtain quantitative school profile and RSBI-compliance data. **1339 schools were identified as *RSBI*; 62% of schools responded**. School location maps were constructed, and data files were produced of updated records for school respondents. Records were cross-checked for accuracy by phone and triangulated by field study data	Inaccuracy of data records from respective directorates
		Field Study	Observational and factual quantitative school-record data were obtained from **70 *RSBI* and 9 non-*RSBI* comparison schools**. Field Study Team training and piloting of data collection instruments to improve validity and reliability of data. Field supervision of teams by consultants.	Geographic isolation; resources; national holidays; availability of key stakeholders

NO.	OBJECTIVE	ACTIVITY	RESULTS / ACHIEVEMENT	CONSTRAINTS
2	To send Field Study Teams to a **random sampling** of at least **70 *RSBI* of and 9 non-*RSBI*** to carry out and accurately record observations and in-depth interviews with a variety of stakeholders	Field Observations	Carried out random sampling. Teams dispatched to all target schools. School facilities observations were carried out on **79 schools**. Classroom observations were carried out in **78/79 schools**. (one classroom observation did not take place)	Logistics for timing of classroom observation
		In-depth Interviews	Multiple stakeholders in **79** schools. All interview forms were received from the field, logged, and processed.	Availability of individual stakeholders during visits;
3	To obtain valid and reliable qualitative data in order to gain insight into causal reasons underlying key issues in order to make informed **policy and practice recommendations** for policy adjustments and program quality improvement	Field Study	Obtained **qualitative** data from in-depth **interviews of 7 individual stakeholders in each of 79 schools**; inter-stakeholder **triangulation** to assess reliability of claims;	Non-random selection of stakeholders
		Stakeholder Interviews (*Pusat*)	Obtained qualitative data from Central MoEC officials including MoEc Directors of *SMA, SMK*; MoRA Director of *SE*; Director *BSNP*; Director Puslitjak. (See Recommendations in later section)	Unable to make appointments. E.g. *SD* directorates; *BAPPENAS*
4	To carry out **Provincial and City/District-level stakeholder in-depth interviews** to provide insight into contextual policy interpretations, implementation practices, and data into the overall organizational capacity supporting RSBI	Stakeholder Interviews; field visits by Team Leader	Met interview targets: **12 Provincial** *Dinas Pendidikan*; **23 City/District** Education Offices; supporting interviews at Pusat (Central) government level (see above)	Availability of Education Office Head in some cases
5	**Build capacity** in the Center for Policy Research (***BALITBANG***) by including counterparts in the field study.	Field Study	Counterpart from Center for Policy Research counterpart participated; shared information; accompanied Team Leader on Field Visits	Availability of counterparts to participate in study

APPENDIX 7.
EVALUATION STUDY DESIGN & WORK PLAN PURPOSE OF THE EVALUATION

The purpose of the Evaluation of International Standard Schools is to undertake a situation analysis of International Standard Schools (*RSBI*) to gain insight into and understanding of the key issues and causal factors within the policy and practice environment in order to make informed recommendations for policy adjustment and program improvement.

EVALUATION OBJECTIVES

1) To obtain valid and reliable quantitative data in order to construct a situational analysis of the *RSBI* program in terms of school compliance, historical change, and comparison with non-ISS schools.
2) To send Field Study Teams to a random sampling of at least 70 *RSBI* of and 8 non-*RSBI* to carry out and accurately record observations and in-depth interviews with a variety of stakeholders.
3) To obtain valid and reliable qualitative data in order to gain insight into causal reasons underlying key issues in order to make informed policy and practice recommendations for policy adjustments and program quality improvement.
4) To carry out Provincial and Kabupaten-level stakeholder in-depth interviews to provide insight into contextual policy interpretations, implementation practices, and data into the overall organizational capacity supporting *RSBI*.
5) Build capacity in the Center for Policy Research (*BALITBANG*) by including counterparts in the field study.

KEY QUESTIONS

1) What is the current status of all *RSBI* schools?
2) What are the reasons underlying key issues related to compliance?
3) What are the reasons underlying key issues related to quality improvement?
4) What policy interpretations and organizational practices have bearing on *RSBI* implementation issues?
5) What are the "end-to-end" barriers, challenges, and gaps to achievement of the *RSBI* vision?

METHODOLOGY & SCOPE

Three activities will comprise the Evaluation of International Standard Schools:

1) International Standard School Quick Survey (*RSBI* Quick Survey)
2) Field Study
3) Stakeholder interviews

RSBI QUICK SURVEY

Purpose of the RSBI Quick Survey

The purpose of the *RSBI* Quick Survey is to obtain profile information for all International Standard Schools to contribute to a better understanding of the current status of the program.

Specific Objectives of the RSBI Quick Survey

The specific objectives of the *RSBI* Quick Survey are:

1) To update and verify school profile data for all *RSBI*
2) To create a database of basic compliance and achievement information for all *RSBI*
3) Create an *RSBI* map and charts to present profile information and inform decision making

The *RSBI* Quick Survey is a centrally-based survey of all *RSBI* schools using a short questionnaire to obtain basic data about the school and its situation with respect to *RSBI* requirements.

RSBI Quick Survey Methods & Scope

The *RSBI* Quick Survey will be a quantitative survey conducted centrally, from the Trans Intra Asia offices. The method allows for all types of *RSBI* schools—*SD, SMP, SMA, SMK, MA*, Public & Private—to be contacted by phone, fax, email, and/or regular mail to transmit and administer the survey questionnaire. The questionnaire will cover basic school, teacher, and student information. Questions will also cover status information related to *RSBI* history and compliance including data on: adopted compliance guidelines, graduates, student assessment, examination practices, facilities, ICT, school management, medium of instruction, curriculum, etc. Graduate student Enumerators will be hired and trained by the Data Analyst to conduct the survey and enter the data.

The Data Analyst will:

- Support the Evaluation Team to identify qualified enumerator candidates
- Supervise staff and/or temporary staff to complete phone number list for all schools
- Develop a training protocol for enumerators
- Develop a script for initial phone contact
- Develop a coding scheme for the questionnaire with the assistance of the Evaluation Team
- Develop a spreadsheet for data entry
- Carryout quality control
- Supervise data disaggregation for analysis by the Evaluation Team

RSBI Quick Survey Data Collection Methods:

All schools will be surveyed using a questionnaire. Schools will be requested to provide data from Semester 1 of the 2011-2012 year. The following table outlines the methods in order of preference:

METHOD	TRANSMISSION OF QUESTIONNAIRE	RETURN OF QUESTIONNAIRE
Initial Contact	Initial contact will be made by phone to all schools to inform of the survey, and confirm method of questionnaire transmission	All schools will be phoned to check if they have received the questionnaire and give the time limit of 2 days for completion.
Method 1	Fax	Phone interview
Method 1	Email	Phone interview
Method 2	Postal Service	Phone interview
Follow-up	A follow-up phone call will be made if necessary	

RSBI Quick Survey Data Management & Analysis

The Data Analyst will create a database spreadsheet for the purpose of data entry and organization. Coding of the survey questions will be carried out by the Evaluation Team under the supervision of the Data Analyst. Compliance, historical, and comparative analysis will be undertaken through correlation with demographic situation.

RSBI Quick Survey Quality Control

All schools will be surveyed. The Data Analyst will make spot-check, follow-up phone calls to schools for quality control purposes.

FIELD SURVEY

Specific Purpose of the Field Survey

The purpose of the Field Study is to obtain valid and reliable in-depth quantitative and qualitative data from a representative sample of *RSBI* to gain insight into and understanding of key issues and their underlying causes in order to make informed recommendations for policy adjustment and program improvement.

Specific Objectives of the Field Survey

The specific objectives of the field survey are:

1) To send Field Study Teams to a random sampling of least 100 *RSBI* of and 30 non-*RSBI* to carry out and accurately record observations and in-depth interviews with a variety of stakeholders.
2) To obtain valid and reliable qualitative data in order to gain insight into causal reasons underlying key issues in order to make informed recommendations from both quantitative and qualitative data towards policy adjustment and program quality improvement.
3) To carry out Provincial and Kabupaten level stakeholder interviews to provide insight and data into the overall organizational capacity supporting *RSBI*.
4) Build capacity in the Center for Policy Research (*BALITBANG*) by including counterparts in the field study.

The Field Study Sample

A random sample of 72 *RSBI* schools of all types—*SD, SMP, SMA, SMK, MA*, public, and private—plus 8 non-ISS schools as a comparison group, was chosen for visiting to carry out school/classroom observations and in-depth interviews with principals, teachers, students, school committee, and parents and other community members as possible. Prior to sampling Kabupaten with >2 *RSBI* (245) were stratified into three demographic groups: Big City >2,000,000, Small City <1,000,000, and Kabupaten. A proportional sample results in 6 Big City, 6 Small City, and 9 Kabupaten. *RSBI* Schools were then proportionally selected within the respective Kabupaten. The sample is distributed over 12 Provinces.

Selection of the Comparison Sample

The comparison sample will be non-randomly selected from non-*RSBI* schools with good reputations as quality schools to be able to compare *RSBI* quality measures with those from non-*RSBI* with similar quality outputs. The reason for this non-random selection is to probe more deeply into what makes a quality school unrelated to *RSBI*, and to then be able to construct a comparative analysis between *RSBI*-dependent variables with *RSBI* independent variables. We can then be more confident that differences between the schools will likely be related to their *RSBI* status (or non-*RSBI* status), and not to other, un-controlled for factors.

Creating a Master List of Schools with Contact Details

Prior to the Field Study, the Evaluation Team will use existing data, and data from the *RSBI* phone survey carried out earlier, to compile a list of all *RSBI* schools with current contact details.

Data Collection Methods

Three types of methods will be used to collect data during the Field Study: 1) School Survey, 2) School & Classroom Observations, and 3) In-depth Interview. A School Survey questionnaire will be completed by the team to gather quantitative information to inform the situation analysis of the International Standard Schools. The School Observations will be completed by the team to observe presence and overall condition of the school facilities. Classroom sessions will be observed using an in-direct method of surveying, where teachers' and students' behaviors during the lesson are recorded to provide a "profile" of the learning environment (see below). In-depth interviews will be undertaken by the team to obtain qualitative data from key stakeholders such as school principal, teachers, students, school committee, and parents.

Designing and Testing the Survey Instruments

The Evaluation Team will design and modify existing instruments for the Evaluation. Key issues identified during the inception period provide the basis for in-depth questioning that will comprise the qualitative surveys. Quantitative surveys for direct school and classroom observation were provided by the respective directorates to use as the basis of standard, however, due to the likely variance in background and experience for the Field Study Teams, classroom observations will be recorded using an "in-direct" method, where teachers' and students' behaviors are recorded, rather than specifically scoring or ranking individual teachers behaviors. The in-direct method allows for observers to indicate the teacher and student behaviors at times through the lesson. The in-direct method will allow for analysis of factors such as time spent lecturing, time spending with student working in groups, or working individually, that can be correlated with teaching competences. Also, structured interview questionnaires will be developed for Provincial and Kabupaten Dinas Pendidikan officers' interviews focusing on organizational challenges. The instruments will be tested, finalized, and re-tested in non-sample ISS schools in Jakarta.

Coding the Questions

Each of the survey questions will be coded based on the evaluation domains and themes detailed in project Inception Report (See Evaluation Matrix in Appendix 3 attached). The coding will allow for easy disaggregation and comparison. Closed coding will be predominantly used, with some open coding of qualitative questions.

Field Study Teams

The Evaluation Team proposes that seven (7) Field Study Teams be trained and deployed to conduct the Field Study in 22 Kabupaten, with each team responsible for an average of 11 schools. Each team will be composed of two (or three if teams have MoEC counterpart) people, one experienced, university-level researcher as Field Study Team Leader, and one graduate student-level person as Enumerator. One researcher will be engaged as a Field Study Team Leader Coordinator to assist the Evaluation Team in coordination duties. The Evaluation Team Leader will oversee the management of the Field Study Teams with support from the Evaluation Team.

Field Supervision

The Evaluation Team Education Expert, Education Finance Specialist, and Data Analyst will act as Field Supervisors in the field during the Field Study data collection. Each will be assigned two or three Field Study Teams to oversee and supervise for part of the Field Study Teams' time in the field. A supervision schedule will be developed by the Team Leader, who will assist the Field Supervisors during field activities.

Capacity Building of Counterparts

A key aim of the study is to improve capacity of the Center for Policy Research (*BALITBANG*) carryout policy research. It is proposed in the Field Study that three counterparts from the Center participate as members of Field Study Teams to accompany the teams in the field to collect data. The counterparts will also assist their assigned Field Study Team in organizing the data, and assist their team with the summary reports. Counterparts will participate as much as possible in the training & piloting activities, as well as traveling to field locations to collect data.

Training & Piloting

The Data Analyst, with assistance from the Evaluation Team, will design a training plan for the Field Study Teams. The training will include an in-school practicum that will also serve to refine the instruments and sampling protocol. A pilot sample of non-study *RSBI* schools in Jakarta (number of schools to be determined) will be selected for the piloting practicum. Two rounds of piloting are planned for training and instrument finalization. (See Work Plan for proposed schedule.)

Deployment of Field Survey Teams

Field Survey Teams will follow the Field Protocol (see appendix). Teams will be deployed approximately September 1, 2012. Teams will travel first to Provincial *Dinas Pendidikan*, then to *Kabupaten Dinas Pendidikan* before traveling to schools. Teams will spend approximately 1 day at each of the schools.

STAKEHOLDER INTERVIEWS

In-depth stakeholder interviews with government and non-government stakeholders will be conducted centrally, provincially, and within Kabupaten to get information and qualitative data on policy issues, and implementation practices, challenges, and barriers of the *RSBI* model, concept, and policies. These interviews will occur at all levels, and will be ongoing during the Evaluation at the central level, and will be done at the Provincial and Kabupaten-level by Field Study Teams and Supervisors during the field study discussed above. A primary goal of these interviews is to provide organizational capacity information to inform the assessment. There are no direct budget implications for this activity at the central level.

DATA ORGANIZATION, ANALYSIS, AND REPORTING

The Data Analyst will develop appropriate tools for entry of the data. The *RSBI* Quick Survey and Field Study Teams will be trained to enter data properly. Entered data will be processed and analysed using statistical software. Disaggregation and analysis will be based on the Evaluation Matrix described in the body of the report. The respective teams will enter data and submit the MS Excel files to the Data Analysis upon completion. The Field Study Team Leaders will be responsible for writing a summary report of the qualitative findings from the In-depth Interviews. Overall analysis and reporting will be carried out by the Evaluation Team.

QUALITY CONTROL

During the data collection, the Data Analyst will spot-check by phone proximately 10% of the study schools and comparison schools to follow-up to ensure that the teams have visited and have done a thorough job at the school. He will also contact Dinas offices for follow-up. During the data entry process, the Data Analyst will randomly check fidelity of data entry by cross-checking and comparison of the raw data with the entered data as needed.

RISKS

The table below outlines risks and measures planned to reduce their effect on the outcome of the Field Study.

RISK	IMPLICATION	MITIGATION
Poor communication mechanisms for some schools	Incomplete data	Due diligence to obtain correct contact information and follow-up with all schools and appropriate education offices, if necessary
Observational Bias	Severely impacts statistical confidence of the validity and reliability of the data	Rigorous and supervised training and piloting for data collection; engage experienced educational researchers as Team Leaders for in-depth interview and other qualitative data gathering; use "in-direct" method in classroom observations.
Under qualified researchers and enumerators	Reduced rigor for following good research practices; maybe viewed by stakeholders as under-qualified and taken less seriously	Recruit qualified and experienced researchers and enumerators who have reference and/or reputation among trusted sources as competent and reliable
Data management: entry and coding	Data entry mistakes effect overall reliability of the study; miss-coding prohibits extraction of key findings for analysis	Cross-checking and follow-up as feasible; engage experienced researchers; use a coding matrix that reflects key issues and questions of the evaluation, and test the system
Availability of stakeholder to participate in the evaluation	Reduces statistical reliability of findings and underlying causes of key issues, weakening recommendations for policy adjustment and program improvement	Follow formal channels in contacting schools requesting participation; establish multiple contacts with stakeholders; raise the stature of the evaluation by engaging experienced, and competent researchers; adjust logistics plans to meet the availability of the stakeholders

STAFFING

RSBI QUICK SURVEY STAFFING

RSBI Quick Survey Team Leader (1) – 24 person-days

Roles & Responsibility

- Lead and oversee Survey Enumerators
- Coordinate work with Data Analyst
- Fax, email, and phone schools
- Enter data into Excel spreadsheet
- Cross check data where needed
- Follow-up with schools as needed

Qualifications & Experience

- Graduate student in social science
- Experience in research design and surveys
- Intermediate to advanced user of MS Excel
- Excellent communication skills, oral and written
- Good English competency
- Experience leading a team an asset by not required

***RSBI* Quick Survey Enumerators (3) – 69 person-days**

Roles & Responsibility

- Fax, email, and phone schools
- Enter data into Excel spreadsheet
- Cross check data where needed
- Follow-up with schools as needed

Qualifications & Experience

- Graduate student in social science
- Experience in research design and surveys
- Excellent communication skills, oral and written
- Good English competency and asset, but not required

FIELD STUDY STAFFING

Field Study Team Leader Coordinator (1) – 32 person-days

Roles & Responsibility

- Assist Data Analyst and Evaluation Team in coordinating Field Survey Teams
- Lead and oversee Survey Enumerator as Field Study Team member
- Coordinate work with Data Analyst and Evaluation Team
- Follow-up with Evaluation Team Office Manager on Study Visit appointments
- Meet and interview government officers, principals, teachers and other stakeholders
- Engage and support MoEC counterpart, if applicable
- Be primarily responsible for conducting in-depth interviews in the field
- Assist Field Study Enumerator to enter data into Excel spreadsheet
- Cross check data where needed
- Follow-up with schools as needed
- Complete Field Study report containing an in-depth interview summary, and detailing names and contact numbers of all persons met and interviewed

Qualifications & Experience

- Mid-level lecturer at a social science research facility or university
- Minimum *S2* (Master's Degree)
- At least 5 years' experience in research design and surveys
- Intermediate to advanced user of MS Excel
- Excellent communication skills, oral and written
- Good English competency
- Experience at overseeing graduate students
- Project coordination experience desired but not required

Field Study Team Leaders (6) – 32 person-days each (192 total)

Roles & Responsibility

- Lead and oversee Survey Enumerators
- Coordinate work with Field Study Team Leader Coordinator, Data Analyst and Evaluation Team Office Manager

- Follow-up with Evaluation Team Office Manager on Study Visit appointments
- Meet and interview government officers, principals, teachers and other stakeholders
- Engage and support MoEC counterpart, if applicable
- Be primarily responsible for conducting in-depth interviews in the field
- Assist Field Study Enumerator to enter data into Excel spreadsheet
- Cross check data where needed
- Follow-up with schools as needed
- Complete Field Study report containing an in-depth interview summary, and detailing names and contact numbers of all persons met and interviewed

Qualifications & Experience

- Mid-level lecturer at a social science research facility or university
- Minimum *S2* (Master's Degree)
- At least 5 years' experience in research design and surveys
- Intermediate to advanced user of MS Excel
- Excellent communication skills, oral and written
- Good English competency
- Experience at overseeing graduate students

Field Study Team Enumerators (7) – 32 person-days each (224 total)

Roles & Responsibility

- Conduct quantitative school observations in the field
- Be responsible for detailed note taking as needed during in-depth interviews
- Follow-up to confirm appointments as needed
- Enter data into Excel spreadsheet
- Cross check data where needed
- Follow-up with schools as needed
- Assist Field Study Team Leader in Field Study report writing

Qualifications & Experience

- Graduate student in social science
- Experience in research design and surveys
- Excellent communication skills, oral and written
- Good English competency and asset, but not required

Location	Activity	Task	Data Collected
Central agencies (MOEC, MORA)	Seek permission to visit	Communicating the study to relevant government officials.Request MOEC to write letter to Dinas Pendidikan (in selected province and district) about team visit. The letter should indicate (at least: objective of the study, dates of visit, name of researchers, name of schools to be visited).	-
	Secondary data collection	Collecting existing ISS data in relevant directorate (MOEC: *SD, SMP, SMA, SMK*; MORA: Madrasah all levels)	School profile (including name, address, phone number, number of student, number of class, number of international class), but subject to data availability at the office.
	In-depth interview	Interviewing relevant government officials on the regulations/ policies regarding ISS	Information about basic idea and the direction of OSS program, resource allocation for ISS, monitoring and evaluation system of ISS.
	Meeting with school committee	In-depth interview;	Role and responsibility of SC; Response to ISS status, etc; Many other things as reflected by interview guide;
	Doing school observation	Look at several things those cannot be covered by school survey (using questionnaires);	Availability and utility of facilities required by international standards;
	Doing class observation	Look at the capacity of teachers in international school (English, content, participatory method)	Preparation made by teachers before teaching; Activities of teacher in the class; Some other things as of reflected by class observation instrument;
	Meeting with some parents	In-depth interview	Response to the school program; Some other things as reflected by interview guide;
	Meeting with some students	In-depth interview	Response to subjects delivered in English; Some other things as reflected by interview guide;

RSBI QUICK SURVEY WORK SCHEDULE

Main Activities & Deliverables	2012																						Pers. Resp.
	June		JULY				AUGUST				SEPTEMBER				OCTOBER				NOVEMBER				
	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
PHASE 1: INCEPTION PHASE																							
RSBI Mapping		■	■	■	■	■	■	■	■	■	■	■	■	■									ET
Compile Master List of RSBI Schools			■	■																			ET
Prepare RSBI Survai Cepat questionnaire		■	■	■	■																		ET
Design RSBI Survai Cepat scope, methdology & plan		■	■	■	■	■																	ET
TORs for activities			■	■	■	■																	TL, ET
Approval of RSBI Survai Cepat plan & budget						■																	ACDP, MOEC
PHASE 2: EVALUATION																							
2.1 Concept mobilization & instrument design																							
RSBI Survai Cepat																							
Draft survey questionnaire			■	■																			ET
Finalization of Sampling Protocol				■																			ET
Finalization of Survey Questionnaire				■																			ET
Design of data entry spreadsheet & database					■																		DA, ET
2.2 Research preparation & staffing																							
Approval of proposed staffing						■																	ACDP
RSBI Survai Cepat																							
Training plan for RSBI Survai Cepat Team					■																		DA, ET
Recruit RSBI Survai Cepat Team (4 people)						■																	EFS, ET
Train RSBI Survai Cepat C24Team							■																EFS, DA, ET
2.3 Research, Data Collection, Consultations																							
RSBI Survai Cepat																							
Administer Survey							■	■	■														SST, DA, ET
Data entry & Organization							■	■	■	■													SST, DA, ET
2.4 Data Organization & Analysis																							
RSBI Survai Cepat																							
Create ISS Map and charts addressing key issues & questions										■													ET
Comparative analysis on identified parameters											■												ET
Cross-check data with Field Study findings																■							DA, ET

LEGEND: TIA = Trans Intra Asia; IPAC = Institute of Public Administration of Canada; ET = Evaluation Team; ACDP = ACDP Consultants; TL = Team Leader; DA = Data Analysit; ACDPS = ACDP Secretariat; EFS = Education Finance Specialist; ES = Education Specialist; CSC = Case Study Coordinator; C STL = Case Study Team Leader; SST = School Survey Teams; FST = Field Study Teams; CST = Case Study Team

RSBI QUICK SURVEY WORK SCHEDULE (CONTINUED)

2.5 Activity findings aggregation analysis & comparisons																										
	Create Evaluation findings matrix for domains and themes																									TL, ET
	Align evidence to support issues & questions																									ET
	Draw preliminary conclusions for issues causality																									ET
	Draft preliminary recommendations for policy adjustment																									TL, ET
	Meeting with ACDP consultants to review findings																									ET
2.6 Report Consultations																										
	Submit draft final report to ACDP																									TL, ET
	Circulate to those consulted																									TL, ACDP
	Arrange workshop details with MoEC & others																									ET, TIA
	Evaluation Workshop in Jakarta on findings																									ET, TIA
	Integrate workshop findings into final report																									TL, ET
PHASE 3: COMPLETION																										
	Review report and recommendations for next steps																									ACDP, SH
	Finalize Final Report																									TL, ET
	Submit Final Report to ACDP Program Manager																									TL, ET
	Seek Final Report approval																									ACDP
	Support ACDP as needed																									TL, ET
	Team Leader depart for Canada																									

FIELD STUDY WORK

Main Activities & Deliverables	2012																								Pers. Resp.
	June		JULY				AUGUST				SEPTEMBER				OCTOBER				NOVEMBER						
	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4			
PHASE 1: INCEPTION PHASE																									
Stakeholder consultations & existing data collection			■	■	■	■																			ET, ACDP
List of Key Issues & Indicators			■	■	■	■																			ET
Compile Master List of ISS Schools			■	■																					ET
Prepare evaluation questions		■	■	■	■																				ET
Design evaluation scope, methdology & plan		■	■	■	■	■																			ET
TORs for activities			■	■	■	■																			TL, ET
PHASE 2: EVALUATION	**LEGEND**: TIA = Trans Intra Asia; IPAC = Institute of Public Administration of Canada; ET = Evaluation Team; ACDP = ACDP Consultants; TL = Team Leader; DA = Data Analysit; ACDPS = ACDP Secretariat; EFS = Education Finance Specialist; ES = Education Specialist; CSC = Case Study Coordinator; C																							
2.1 Concept mobilization & instrument design																									
Field Study																									
Draft survey Instruments			■	■	■	■																			ES, EFS, ET
Field study strategy & protocol			■	■																					ET
Field study logistics plan					■	■	■																		TL, ET
Coding framework & instrument question coding						■																			TL, DA, ET
Draft field survey protocol				■																					EFS, ET
Design of data entry spreadsheet & database							■	■																	DA, ET
2.2 Research preparation & staffing																									
Approval of proposed staffing						■																			ACDP
Field Study																									
Training plan for Field Study teams					■	■																			ET
Recruit Field Study Teams (7 teams of 2 people ea.)							■	■	■																ES, EFS, DA, ET
Training of Field Study teams									■	■															ES, EFS, DA
Select Pilot Schools (Jakarta)							■	■																	ET, ACDP

SCHEDULE

2.3 Research, Data Collection, Consultations		
Field Study		
Piloting School/Classroom Observation Protocol		ET
Finalize Observation Protocol & Instruments		ET
Field Study Teams deployed		TIA, ET
Data collection		FST, ET
Data entry & Organization		FST, DA, ET
2.4 Data Organization & Analysis		
Field Study		
Conduct statistical software analysis		DA
Comparative analysis on issue parameters		ET
2.5 Activity findings aggregation analysis & comparisons		
Create Evaluation findings matrix for domains and themes		TL, ET
Align evidence to support issues & questions		ET
Draw preliminary conclusions for issues causality		ET
Draft preliminary recommendations for policy adjustment		TL, ET
Meeting with ACDP consultants to review findings		ET
2.6 Report Consultations		
Submit draft final report to ACDP		TL, ET
Circulate to those consulted		TL, ACDP
Arrange workshop details with MoEC & others		ET, TIA
Evaluation Workshop in Jakarta on findings		ET, TIA
Integrate workshop findings into final report		TL, ET
PHASE 3: COMPLETION		
Review report and recommendations for next steps		ACDP, SH
Finalize Final Report		TL, ET
Submit Final Report to ACDP Program Manager		TL, ET
Seek Final Report approval		ACDP

APPENDIX 8.
EVALUATION MATRIX

The Evaluation Matrix was developed to guide and focus the evaluation lines of inquiry. Three components make up the basic analytical framework of the study: Compliance, Historical Change, and Comparison. Within these three components, four topic domains intend to broadly cover education sector system areas: 1) Organizational Arrangements; 2) Education Management; 3) Learning Environment; and 4) School Community. To help shape the study towards quality improvement, three crosscutting themes important in education quality improvement were identified and integrated: system capacity; professional development; & leadership. These themes will crosscut each of the evaluation domains above, helping to shape and focus the evaluation investigations, data management, analysis and recommendations. Together the four domains and three crosscutting themes comprise the Evaluation Matrix. The following table shows the structure of the evaluation with aligned questions:

COMPLIANCE	
	ORGANIZATIONAL ARRANGEMENTS
	- What policy and guideline features influence the compliance capacity of the system? - What are the key areas of skills and competency improvement to help improve the overall compliance within the system? - What organizational leadership structure and practices can help to improve overall compliance? - What financial issues impact compliance?
	EDUCATION MANAGEMENT
	- What school-based management practices influence compliance capacity of schools? - What role can the Province and District Dinas play in improving school compliance? - What school leadership practices will help to bridge compliance gaps in the schools? - How have financial arrangement effected the overall education management compliance?
	LEARNING ENVIRONMENT
	- What are the strengths and weaknesses that effect curriculum and teaching practice compliance? - What are the key teaching competences fundamental to ensuring that the learning quality standards are met? - How can compliance requirements be adjusted to improve the overall equity of access and quality of student achievement? - What impact has the financial provisions and fee arrangements had on compliance?
	SCHOOL COMMUNITY
	- What effect does the broader school community have on school compliance? - What relationships between school and community are important for achieving compliance regulations? - What measures can be taken to improve community awareness and participation towards achieving compliance regulations and learning objectives? - How have the financial structures impacted the community?
HISTORICAL	
	ORGANIZATIONAL ARRANGEMENTS
	- How has the program changed standard operating procedures and their capacity to manage policy and guideline requirements? - How has the program effected change in accountability and transparency practices? - What organizational leadership structure and practices have changed as a result of the program?

	EDUCATION MANAGEMENT
	- How has school monitoring changed as a result of the program? - How have planning and data management practices changed as a result of the program? - How has the management of the school changed as a result of the program? - What management issues have emerged directly connected to the financial climate around International Standard Schools?
	LEARNING ENVIRONMENT
	- What changes have occurred in teaching practice as a result of the program? - How has the type and frequency of professional development changed since becoming an International Standard School? - What quality improvement and student learning outcome skills and achievement changes have resulted from the program?
	SCHOOL COMMUNITY
	- How has the program effected the involvement of the school community with the school? - What changes in community perceptions of the school have resulted from the school becoming an International Standard School? - What changes in school involvement by non-governmental organizations have occurred as a result of becoming an International Standard School? - How have the schools effected the financial situation among families?
COMPARISON	
	ORGANIZATIONAL ARRANGEMENTS
	- What comparisons can be made between accreditation rates of schools as a result of the program? - What effect has the financing of International Standard Schools had on comparative quality measures?
	EDUCATION MANAGEMENT
	- How do the nature and frequency of professional development opportunities differ between regular schools and International Standard Schools? - What school leadership practices are different between regular schools and International Standard Schools?
	LEARNING ENVIRONMENT
	- What are the differences and similarities between classrooms in International Standard classes and classes in non-International Standard Schools? - What are the differences in quality and achievement between International Standard classes and similar level and classes in regular schools? - What are the differences and similarities in teaching methodology between regular and International Standard Schools?
	SCHOOL COMMUNITY
	- What are the differences and similarities in community involvement between regular schools and international schools? - What comparison can be made between school-based community engagement activities between regular schools and International Standard Schools? - What comparisons can be made between the level of involvement of non-governmental organizations in regular schools and International Standard Schools?

APPENDIX 9.
STUDY SAMPLING METHOD

Selection of *RSBI* Sample

A crucial step in designing the study was determining the sampling method. During the Inception Phase, the Team was able to obtain *RSBI* school lists with contact information and approval date from each of the MoEC directorates—*SD, SMP, SMA, SMK*. These data files contain the primary data used to plan the Quick Survey and Field Study activities.

A proportionally representative sample of *RSBI* schools was desired for in-depth field study. The reasoning then behind sampling considers the distribution, location and number of *RSBI*, and the limited time and resources allocated for the study. For an accurate picture of *RSBI*, the study needs to probe into the program situation in schools, as well as into the role of decentralized government and its mechanisms to administer and monitor the project. As the ISS policy has been driven from the central government into a decentralized system in Indonesia, sampling needs to allow researchers to investigate multiple administrative areas in order to answer questions regarding the nature of policy uptake, interpretation, and implementation, as well as the implementation results (and challenges) in schools.

In order to produce data that allows for making generalizations about the ISS program, the evaluation team undertook a *probability sampling* method to ensure that the sample was representative. From the data provided by MoEC, the Team's preliminary mapping exercise revealed that most *RSBI* schools reside in major population centers in Java, and a *simple random sample* of schools would likely select only schools in Javan cities, and therefor bias results, views and interpretations towards Java urban areas. To prevent this, the team used *stratified sampling* of City/Districts to ensure proportional representation in the random sample, as well as broaden the field of inquiry to gain a more accurate picture of all the schools.

Before individual schools were randomly selected, the team first stratified based on three socio-economic demographic location types: "Big City" (pop. > 1,000,000), "Small City" (pop. < 1,000,000), and "*Kabupaten*" (or rural). To eliminate null selections—*Kota/Kabupaten* without *RSBI*—and the likelihood of selecting districts just entering the program, the team carried out location stratification on 254 *Kota/Kabupaten* with >2 *RSBI* resulting in: 15 Big City; 74 Small City; and 165 *Kabupaten* (Rural) districts.

Data from MoEC indicated that 1339 *RSBI* schools in 500 *Kota/Kabupaten* in Indonesia. Within the 254 *Kota/Kabupaten* we found 918 *RSBI*, or an average of 3.6 schools per *Kota/Kabupaten*. Our desired sample size was 80 schools, to include 72 *RSBI* and 8 non-*RSBI* for comparison. Therefore, we need to proportionally select schools from approximately 24 *Kota/Kabupaten*. Results in the following distribution: 2 Big City, 8 Small City, and 14 *Kabupaten*. Within this distribution, proportional numbers of schools were randomly selected using random number generation. The results of this exercise are presented in the tables below:

Table 12.1 - Sample Location & Type Distribution

	SD			*SMP*			*SMA*			*SMK*			TOTAL
	N	S	Non-*RSBI*	N	S	Non-*RSBI*	N	S	Non-*RSBI*	N	S	Non-*RSBI*	
KOTA JAKARTA	1	1	S	2	2	S	1	1		3			13
KOTA MAKASSAR				1	1			1		1			4
KOTA TANGERANG	1	2											3
KOTA BANDUNG							1		N	1			3
KOTA SUKABUMI						N				2			3
KOTA SALATIGA	1						1			1			3
KOTA SEMARANG										1			1
KOTA MALANG	1			1			1			1			4
KOTA YOGYAKARTA		1	N	1			2	1		3			9
KOTA PALEMBANG	1						1		N				3
KAB. SUKABUMI	1						1						2
KAB. PEKALONGAN				1									1
KAB. SEMARANG							1						1
KAB. WONOSOBO				1				1				N	3
KAB. TOMOHON		1						1					2
KAB. LAMONGAN	1		S										2
KAB. MALANG		1					1						2
KAB. TRENGGALEK	1			1			1			1			4
KAB. KULON PROGO	1												1
KAB. SLEMAN				1									1
KAB. TARAKAN				1			1			1			3
KAB. PINRANG				1			1			1			3
KAB. ACEH BARAT	1					N	1			1			4
KAB. SUMBAWA	1			1			1			1			4
TOTAL													79

N = *Negeri* (Government School); S = *Swasta* (Private School);

Distribution of School Type

From the MoEC *RSBI* school data, each type of school represents approximately 25% of the school types. The random stratified sampling exercise included a fairly even distribution of school types. The tables below show these distributions:

Table 12.2 - Distribution of School Types within the *RSBI* Study Sample

	NEGERI	SWASTA	TOTAL
SD	11	6	17
SMP	12	3	15
SMA	15	5	20
SMK	18	0	18
TOTAL	56	14	70

Table 12.3 - Distribution of School Ownership Types by Sample Strata

STRATA	SAMPLE KOTA/ KAB.	SAMPLE SCHOOLS		TOTAL
		NEGERI	SWASTA	
BIG CITY	2	9	6	15
SMALL CITY	8	21	4	25
KABUPATEN	14	26	4	30
TOTAL	24	56	14	70

The full list of Field Study Schools is found in Appendix 7.

Selection of Non-*RSBI* Comparison Schools

Nine schools were chosen as non-RSBI comparison schools by *non-probabilistic sampling*. We selected the comparison schools based on their local reputation as "good" schools so we would be more confident of that the differences (and similarities) seen between *RSBI* and non-*RSBI* were due to *RSBI*-related factors and program features. The school type distribution of the non-*RSBI* sample is presented in the table below.

Table 12.4 - Distribution of non-*RSBI* Comparison Schools

STRATA	*SD*	*SMP*	*SMA*	*SMK*	TOTAL
BIG CITY	1	1			2
SMALL CITY	1	1	2		4
KABUPATEN	1	1		1	3
TOTAL	**3**	**3**	**2**	**1**	**9**

APPENDIX 10.
FIELD STUDY SAMPLE : *RSBI* SAMPLE SCHOOLS

NO	PROPINSI	KABUPATEN	*RSBI* NAME	STRATA	STATUS
1	BANTEN	KOTA TANGERANG SELATAN	SD ISLAM CIKAL HARAPAN	SD	NEGERI
2	BANTEN	KOTA TANGERANG SELATAN	SD Pembangunan Jaya	SD	SWASTA
3	BANTEN	KOTA TANGERANG SELATAN	SD Al-Zahra Indonesia	SD	SWASTA
4	JAKARTA	KOTA JAKARTA SELATAN	SDN RAWAJATI 08 PAGI	SD	NEGERI
5	JAKARTA	KOTA JAKARTA SELATAN	SD ISLAM AL-AZHAR KEBAYORAN BARU	SD	SWASTA
6	JAKARTA	KOTA JAKARTA SELATAN	SMA NEGERI 28 JAKARTA	SMA	NEGERI
7	JAKARTA	KOTA JAKARTA SELATAN	SMA ISLAM AL AZHAR 1 JAKARTA	SMA	SWASTA
8	JAKARTA	KOTA JAKARTA SELATAN	SMK NEGERI 6 JAKARTA	SMK	NEGERI
9	JAKARTA	KOTA JAKARTA SELATAN	SMK NEGERI 57 JAKARTA	SMK	NEGERI
10	JAKARTA	KOTA JAKARTA SELATAN	SMK NEGERI 20 JAKARTA	SMK	NEGERI
11	JAKARTA	KOTA JAKARTA SELATAN	SMPN 19 JAKARTA	SMP	NEGERI
12	JAKARTA	KOTA JAKARTA SELATAN	SMPN 68 JAKARTA	SMP	NEGERI
13	JAKARTA	KOTA JAKARTA SELATAN	SMP BAKTI MULYA 400	SMP	SWASTA
14	JAKARTA	KOTA JAKARTA SELATAN	SMP SEKOLAH CITA BUANA	SMP	SWASTA
15	JAWA BARAT	KOTA BANDUNG	SMA Negeri 5 Bandung	SMA	NEGERI
16	JAWA BARAT	KOTA BANDUNG	SMK NEGERI 1 BANDUNG	SMK	NEGERI
17	JAWA BARAT	KAB. SUKABUMI	TK/SD BERTARAF INTERNASIONAL KAB. SUKABUMI	SD	NEGERI
18	JAWA BARAT	KAB. SUKABUMI	SMA NEGERI 1 CIBADAK	SMA	NEGERI
19	JAWA BARAT	KOTA SUKABUMI	SMK NEGERI 3 SUKABUMI	SMK	NEGERI
20	JAWA BARAT	KOTA SUKABUMI	SMK NEGERI 1 SUKABUMI	SMK	NEGERI
21	JAWA TENGAH	KAB. PEKALONGAN	SMPN 1 WIRADESA PEKALONGAN	SMP	NEGERI
22	JAWA TENGAH	KOTA SALATIGA	SDN SALATIGA 06	SD	NEGERI
23	JAWA TENGAH	KOTA SALATIGA	SMA NEGERI 1 SALATIGA	SMA	NEGERI
24	JAWA TENGAH	KOTA SALATIGA	SMK NEGERI 2 SALATIGA	SMK	NEGERI
25	JAWA TENGAH	KAB. SEMARANG	SMA Negeri 1 Ungaran	SMA	NEGERI
26	JAWA TENGAH	KOTA SEMARANG	SMK NEGERI 04 SEMARANG	SMK	NEGERI
27	JAWA TENGAH	KAB. WONOSOBO	SMA MUHAMMADIYAH WONOSOBO	SMA	SWASTA
28	JAWA TENGAH	KAB. WONOSOBO	SMPN 1 WONOSOBO	SMP	NEGERI
29	JAWA TIMUR	KAB. LAMONGAN	SDN MADE IV	SD	NEGERI
30	JAWA TIMUR	KOTA MALANG	SDN KAUMAN I	SD	NEGERI
31	JAWA TIMUR	KAB. MALANG	TK/SD BERTARAF INTERNASIONAL BANI HASYIM	SD	SWASTA
32	JAWA TIMUR	KOTA MALANG	SMA NEGERI 4 MALANG	SMA	NEGERI
33	JAWA TIMUR	KAB. MALANG	SMA NEGERI 1 KEPANJEN	SMA	NEGERI
34	JAWA TIMUR	KOTA. MALANG	SMK NEGERI 6 MALANG	SMK	NEGERI

35	JAWA TIMUR	KOTA. MALANG	SMPN 5 MALANG	SMP	NEGERI
36	JAWA TIMUR	KAB. TRENGGALEK	SDN 3 SURODAKAN	SD	NEGERI
37	JAWA TIMUR	KAB. TRENGGALEK	SMA NEGERI 1 TRENGGALEK	SMA	NEGERI
38	JAWA TIMUR	KAB. TRENGGALEK	SMK NEGERI 1 POGALAN	SMK	NEGERI
39	JAWA TIMUR	KAB. TRENGGALEK	SMPN 1 TRENGGALEK	SMP	NEGERI
40	YOGYAKARTA	KAB. KULON PROGO	SDN Wates IV	SD	NEGERI
41	YOGYAKARTA	KAB. SLEMAN	SMPN 4 Pakem	SMP	NEGERI
42	YOGYAKARTA	KOTA YOGYAKARTA	SD MUH SAPEN I	SD	SWASTA
43	YOGYAKARTA	KOTA YOGYAKARTA	SMA NEGERI 3 YOGYAKARTA	SMA	NEGERI
44	YOGYAKARTA	KOTA YOGYAKARTA	SMA NEGERI 2 YOGYAKARTA	SMA	NEGERI
45	YOGYAKARTA	KOTA YOGYAKARTA	SMA BOPKRI 1	SMA	SWASTA
46	YOGYAKARTA	KOTA YOGYAKARTA	SMK NEGERI 5 YOGYAKARTA	SMK	NEGERI
47	YOGYAKARTA	KOTA YOGYAKARTA	SMK MUHAMMADIYAH 3 YOGYAKARTA	SMK	NEGERI
48	YOGYAKARTA	KOTA YOGYAKARTA	SMK NEGERI 2 YOGYAKARTA	SMK	NEGERI
49	YOGYAKARTA	KOTA YOGYAKARTA	SMPN 5 YOGYAKARTA	SMP	NEGERI
50	KALIMANTAN TIMUR	KAB. TARAKAN	SMA NEGERI 1 TARAKAN	SMA	NEGERI
51	KALIMANTAN TIMUR	KAB. TARAKAN	SMK NEGERI 2 TARAKAN	SMK	NEGERI
52	KALIMANTAN TIMUR	KAB. TARAKAN	SMPN 1 TARAKAN	SMP	NEGERI
53	SULAWESI SELATAN	KOTA MAKASSAR	SMA ISLAM ATHIRAH MAKASSAR	SMA	SWASTA
54	SULAWESI SELATAN	KOTA MAKASSAR	SMK NEGERI KEHUTANAN	SMK	NEGERI
55	SULAWESI SELATAN	KOTA MAKASSAR	SMPN 6 MAKASSAR	SMP	NEGERI
56	SULAWESI SELATAN	KOTA MAKASSAR	SMP ISLAM ATHIRAH	SMP	SWASTA
57	SULAWESI SELATAN	KAB. PINRANG	SMA NEGERI 1 PINRANG	SMA	NEGERI
58	SULAWESI SELATAN	KAB. PINRANG	SMK NEGERI 2 PINRANG	SMK	NEGERI
59	SULAWESI SELATAN	KAB. PINRANG	SMPN 1 PINRANG	SMP	NEGERI
60	SULAWESI UTARA	KAB. TOMOHON	SD GMIM IV TOMOHON	SD	SWASTA
61	SULAWESI UTARA	KAB. TOMOHON	SMA LOKON SANTO NIKOLAUS TOMOHON	SMA	SWASTA
62	ACEH	KAB. ACEH BARAT	SDN PERCONTOHAN MEULABOH	SD	NEGERI
63	ACEH	KAB. ACEH BARAT	SMA NEGERI 4 WIRA	SMA	NEGERI
64	ACEH	KAB. ACEH BARAT	SMK NEGERI 2 MEULABOH	SMK	NEGERI
65	SUMATERA SELATAN	KOTA PALEMBANG	SMA NEGERI 17 PALEMBANG	SMA	NEGERI
66	SUMATERA SELATAN	KOTA PALEMBANG	SDN 87 Palembang	SD	NEGERI

67	NUSA TENGGARA BARAT	KAB. SUMBAWA	SDN 2 SUMBAWA BESAR	SD	NEGERI
68	NUSA TENGGARA BARAT	KAB. SUMBAWA	SMA NEGERI 2 SUMBAWA BESAR	SMA	NEGERI
69	NUSA TENGGARA BARAT	KAB. SUMBAWA	SMK NEGERI 2 SUMBAWA BESAR	SMK	NEGERI
70	NUSA TENGGARA BARAT	KAB. SUMBAWA	SMPN 1 SUMBAWA BESAR	SMP	NEGERI

NON-*RSBI* COMPARISON SCHOOLS

NO	PROPINSI	KABUPATEN	COMPARISON SCHOOL (NON-*RSBI*) NAME	STRATA	STATUS
1	ACEH	KAB. ACEH BARAT	SMP NEGERI 2 MEULABOH	SMP	NEGERI
2	JAKARTA	KOTA JAKARTA SELATAN	SMP Islam Taman Quraniyah	SMP	
3	JAKARTA	KOTA JAKARTA SELATAN	SDN Duren Tiga 01 Pg.	SD	NEGERI
4	JAWA TIMUR	KAB. LaMONGAN	SDN UNGGULAN JETIS 3	SD	NEGERI
5	JAWA BARAT	KOTA BANDUNG	SMA NEGERI 4	SMA	NEGERI
6	YOGYAKARTA	KOTA YOGYAKARTA	SD NEGERI KEPUTRAN 2	SD	NEGERI
7	SUMATERA SELATAN	KOTA PALEMBANG	SMA NEGERI 1 PALEMBANG	SMA	NEGERI
8	JAWA BARAT	KOTA SUKABUMI	SMP NEGERI 3	SMP	NEGERI
9	JAWA TENGAH	KAB. WONOSOBO	SMK NEGERI 2 WONOSOBO	SMK	NEGERI

APPENDIX 11.
SCHOOL SURVEY QUANTITATIVE DATA TABLES

1. Accreditation

Table 1.1. Accreditation of school sample, by level of education and school status (%)

	Latest accreditation (A4)		Geting accreditation from developed country institution (A15)		
	A	Less than A	Yes	No	Total
School type:					
- ***RSBI***	95.71	4.29	5.71	94.29	**100.00**
- **Non *RSBI***	88.89	11.11	0.00	100.00	**100.00**
- **All**	94.94	5.06	5.06	94.94	**100.00**
***RSBI* by level:**					
- ***SD***	88.24	11.76	0.00	100.00	**100.00**
- ***SMP***	100.00	0.00	13.33	86.67	**100.00**
- ***SMA***	100.00	0.00	0.00	100.00	**100.00**
- ***SMK***	94.44	5.56	11.11	88.89	**100.00**
***RSBI* by status:**					
- **Public**	**96.30**	**3.70**	**3.70**	**96.30**	**100.00**
- **Private**	**93.75**	**6.25**	**12.50**	**87.50**	**100.00**

2. Curriculum and performance of graduates' competence

Table 2.1. International award and adoption of curricula from other countries, by level of education and school status (%)

	Have ever gained academic international award (D9)			Adoption of curricula from other countries (B6)			
	Yes	No	Total	Yes	No	Don't know	Total
By school status:							
- ***RSBI***	7.14	92.86	100.00	37.14	60.00	2.86	**100.00**
- **Non *RSBI***	0.00	100.00	100.00	11.11	88.89	0.00	**100.00**
- **All**	6.33	93.67	100.00	34.18	63.29	2.53	**100.00**
***RSBI* by level:**							
- ***SD***	5.88	94.12	100.00	23.53	76.47	0.00	**100.00**
- ***SMP***	6.67	93.33	100.00	33.33	66.67	0.00	**100.00**
- ***SMA***	15.00	85.00	100.00	45.00	50.00	5.00	**100.00**
- ***SMK***	0.00	100.00	100.00	44.44	50.00	5.56	**100.00**
***RSBI* by status:**							
- **Public**	**7.41**	**92.59**	**100.00**	**35.19**	**61.11**	**3.70**	**100.00**
- **Private**	**6.25**	**93.75**	**100.00**	**43.75**	**56.25**	**0.00**	**100.00**

Table 2.2. Average of national exam score, by level of education and school status

	Subject matter (D2)						
	Physics*	Chemistry*	Biology*	IPA**	Math	English	All subject matter
By school status:							
- ***RSBI***	7.93	8.57	8.18	8.41	8.43	7.99	**8.19**
- **Non *RSBI***	8.51	8.90	8.31	7.87	8.50	7.77	**8.25**
- **All**	7.98	8.61	8.19	8.29	8.44	7.96	**8.20**
***RSBI* by level:**							
- ***SD***	n.a	n.a	n.a	8.42	8.31	8.99	**8.33**
- ***SMP***	n.a	n.a	n.a	8.41	8.80	8.22	**8.52**
- ***SMA***	7.93	8.57	8.18	n.a	8.59	8.18	**8.25**
- ***SMK***	n.a	n.a	n.a	n.a	8.07	7.48	**7.72**
***RSBI* by status:**							
- **Public**	**8.23**	**8.70**	**8.36**	**8.56**	**8.51**	**7.99**	**8.22**
- **Private**	**7.01**	**8.16**	**7.67**	**8.23**	**8.18**	**7.98**	**8.10**

* Only for *SMA*
** Only for *SD & SMP*

Table 2.3. Availability of ICT based transcript delivery to students, by level of education and school status (%)

	Availability of ICT based transcript delivery (D5)		
	Yes	No	Total
By school status:			
- ***RSBI***	44.29	55.71	**100.00**
- **Non *RSBI***	11.11	88.89	**100.00**
- **All**	40.51	59.49	**100.00**
***RSBI* by level:**			
- ***SD***	17.65	82.35	**100.00**
- ***SMP***	53.33	46.67	**100.00**
- ***SMA***	50.00	50.00	**100.00**
- ***SMK***	55.56	44.44	**100.00**
***RSBI* by status:**			
- **Public**	**44.44**	**55.56**	**100.00**
- **Private**	**43.75**	**56.25**	**100.00**

3. Teaching learning process

Table 3.1. Availability of ICT based teaching learning process at school, by level of education and school status (% Yes)

	Aspect of ICT (A28b)					
	Availabilty of computer in all classroom	Computer is always used by teachers to deliver subject matter	Availability of internet connection in all classrooms	Internet is always used by tecahers to deliver subject matter	Availability of LCD projector in all classrooms	LCD projector is always used by teacher to deliver subject matter
By school status:						
- ***RSBI***	37.14	51.61	68.57	37.70	54.29	**51.47**
- **Non *RSBI***	0.00	50.00	11.11	0.00	0.00	**25.00**
- **All**	32.91	51.52	62.03	34.85	48.10	**50.00**
***RSBI* by level:**						
- ***SD***	47.06	50.00	64.71	46.15	47.06	**56.25**
- ***SMP***	40.00	53.33	73.33	53.85	73.33	**46.67**
- ***SMA***	40.00	47.06	75.00	22.22	70.00	**50.00**
- ***SMK***	22.22	56.25	61.11	35.29	27.78	**52.94**
***RSBI* by status:**						
- **Public**	**35.19**	**53.19**	**62.96**	**32.61**	**50.00**	**50.00**
- **Private**	**43.75**	**46.67**	**87.50**	**53.33**	**68.75**	**56.25**

Supporting information:
- Q5F : Question #C2 (student perception on teachers ability to use ICT)

Table 3.2. Adoption of teaching learning method from other countries, by other school, by level of education and school status (%)

	Adoption of other countries' teaching learning method (B8)			
	Yes	No	Don't Know	Total
By school status:				
- ***RSBI***	37.14	60.00	2.86	**100.00**
- **Non *RSBI***	11.11	88.89	0.00	**100.00**
- **All**	34.18	63.29	2.53	**100.00**
***RSBI* by level:**				
- ***SD***	23.53	76.47	0.00	**100.00**
- ***SMP***	33.33	66.67	0.00	**100.00**
- ***SMA***	45.00	45.00	5.00	**100.00**
- ***SMK***	44.44	50.00	5.56	**100.00**
***RSBI* by status:**				
- **Public**	**35.19**	**61.11**	**3.70**	**100.00**
- **Private**	**43.75**	**56.25**	**0.00**	**100.00**

Table 3.3. Status of school's teaching learning process as reference for other school, by level of education and school status (%)

	Has been reference for other school (B10)			
	Yes	No	Don't Know	Total
By school status:				
- ***RSBI***	64.29	28.57	7.14	**100.00**
- **Non *RSBI***	55.56	33.33	11.11	**100.00**
- **All**	63.29	29.11	7.59	**100.00**
***RSBI* by level:**				
- ***SD***	64.71	29.41	5.88	**100.00**
- ***SMP***	53.33	40.00	6.67	**100.00**
- ***SMA***	70.00	25.00	5.00	**100.00**
- ***SMK***	66.67	22.22	11.11	**100.00**
***RSBI* by status:**				
- **Public**	**62.96**	**31.48**	**5.56**	**100.00**
- **Private**	**68.75**	**18.75**	**12.50**	**100.00**

4. Evaluation

Table 4.1. Student evaluation method applied, by level of education and school status (% "Yes")

	Evaluation method (D1)						
	Assignment/ Project	Performance	Product	Written test	Attitude evaluation	Self evaluation	Portfolio
By school status:							
- ***RSBI***	97.14	100.00	100.00	100.00	97.14	90.00	**85.71**
- **Non *RSBI***	100.00	100.00	100.00	100.00	100.00	88.89	**88.89**
- **All**	97.47	100.00	100.00	100.00	97.47	89.87	**86.08**
***RSBI* by level:**							
- ***SD***	100.00	100.00	100.00	100.00	100.00	82.35	**76.47**
- ***SMP***	100.00	100.00	100.00	100.00	100.00	100.00	**100.00**
- ***SMA***	90.00	100.00	100.00	100.00	95.00	85.00	**80.00**
- ***SMK***	100.00	100.00	100.00	100.00	94.44	94.44	**88.89**
***RSBI* by status:**							
- **Public**	**98.15**	**100.00**	**100.00**	**100.00**	**96.30**	**87.04**	**83.33**
- **Private**	**93.75**	**100.00**	**100.00**	**100.00**	**100.00**	**100.00**	**93.75**

5. Teacher

Table 5.1. Percentage of teachers with *S-2* or *S-3* education to total number of teacher in certain subject matters, by level of education and school status (Average %) – C2

	Aspect of ICT (A28b)					
	IPA*	Physics**	Chemistry**	Biology**	Math	English
By school status:						
- ***RSBI***	3.52	25.19	49.31	23.60	14.63	**10.28**
- **Non *RSBI***	8.89	20.00	0.00	23.96	14.00	**8.04**
- **All**	4.32	24.71	45.51	23.61	14.56	**10.05**
***RSBI* by level:**						
- ***SD***	3.99	n.a	n.a	n.a	5.31	**2.94**
- ***SMP***	n.a	15.48	20.00	21.31	16.98	**11.00**
- ***SMA***	n.a	32.88	69.44	27.42	19.04	**11.81**
- ***SMK***	n.a	24.00	35.71	12.00	16.07	**14.89**
***RSBI* by status:**						
- **Public**	**5.17**	**25.86**	**46.83**	**25.72**	**15.56**	**13.32**
- **Private**	**1.16**	**22.22**	**66.67**	**15.63**	**11.56**	**0.00**

* Only for *SD*
** Only for *SMP, SMA, SMK*

Table 5.2. Percentage of certified teachers to total number of teacher in certain subject matters, by level of education and school status (Average %) – C2

	Subject Matter**				
	Physics	Chemistry	Biology	Math	English
By school status:					
- ***RSBI***	76.47	69.92	78.49	72.83	**66.91**
- **Non *RSBI***	70.00	77.67	100.00	68.83	**53.00**
- **All**	75.79	70.50	80.69	72.37	**65.49**
***RSBI* by level:**					
- ***SMP***	69.44	55.00	83.89	70.56	**70.38**
- ***SMA***	96.84	78.90	84.60	87.53	**72.15**
- ***SMK***	54.87	61.17	50.00	58.44	**58.63**
***RSBI* by status:**					
- **Public**	**80.14**	**75.43**	**82.59**	**76.47**	**69.64**
- **Private**	**60.38**	**52.78**	**64.62**	**55.50**	**54.63**

** Only for *SMP, SMA* and *SMK*

Table 5.3. Percentage of teachers trained on English to toal number of teacher in certain subject matters, by level of education and school status (Average %) – C2

	Subject Matter**				
	Physics	Chemistry	Biology	Math	English
By school status:					
- ***RSBI***	78.80	65.20	75.56	70.30	**90.11**
- **Non *RSBI***	13.00	37.50	16.75	8.60	**80.00**
- **All**	71.49	63.70	70.26	64.00	**89.08**
***RSBI* by level:**					
- ***SMP***	76.13	54.25	80.00	62.78	**75.00**
- ***SMA***	98.26	79.00	82.90	85.95	**91.85**
- ***SMK***	52.00	44.09	45.00	55.94	**95.50**
RSBI by status:					
- **Public**	**75.82**	**61.37**	**78.65**	**68.33**	**90.69**
- **Private**	**92.86**	**78.13**	**69.75**	**79.13**	**87.50**

** Only for *SMP, SMA* and *SMK*

Table 5.4. Percentage of teachers speak English actively to total number of teacher in certain subject matters, by level of education and school status (Average %) – C2

	Subject Matter**				
	Physics	Chemistry	Biology	Math	English
By school status:					
- ***RSBI***	48.13	41.68	51.80	40.14	**93.98**
- **Non *RSBI***	28.75	66.00	18.75	15.33	**100.00**
- **All**	46.33	43.15	47.91	37.10	**94.60**
***RSBI* by level:**					
- ***SMP***	76.00	79.25	90.22	70.38	**85.71**
- ***SMA***	48.33	43.06	42.18	72.15	**89.89**
- ***SMK***	26.92	24.30	6.25	58.63	**100.00**
***RSBI* by status:**					
- **Public**	**39.58**	**33.00**	**45.09**	**33.14**	**92.81**
- **Private**	**81.25**	**77.83**	**73.86**	**70.75**	**100.00**

** Only for *SMP, SMA* and *SMK*

Supporting information:

- Q5F: Question #C1 (whether students understand what teachers say in English)

6. Educational Staff (School Principal)

Table 6.1. Qualification of school principal, by level of education and school status (%)

	Aspect of qualification (C1)						
	Less than S-2 education	S-2 or S-3 education	Participated in schoo principal training	Certified	Speak english actively	Use english pasively only	Trained on English
By school status:							
- ***RSBI***	22.86	77.14	91.43	91.43	42.86	55.71	**82.86**
- **Non *RSBI***	22.22	77.78	77.78	88.89	22.22	77.78	**44.44**
- **All**	22.78	76.22	89.87	91.14	40.51	58.23	**78.48**
***RSBI* by level:**							
- ***SD***	47.06	52.94	82.35	94.12	23.53	70.59	**88.24**
- ***SMP***	6.67	93.33	100.00	86.67	46.67	53.33	**80.00**
- ***SMA***	20.00	75.00	90.00	95.00	75.00	35.00	**75.00**
- ***SMK***	16.67	83.33	94.44	88.89	33.33	66.67	**88.89**
***RSBI* by status:**							
- **Public**	**20.37**	**79.63**	**94.44**	**94.44**	**38.89**	**59.26**	**81.48**
- **Private**	**31.25**	**68.75**	**75.00**	**81.25**	**56.25**	**43.75**	**87.50**

7. Insfrastructure

7.1. General school infrastructure

Table 7.1. General condition of school, by level of education and school status (% Yes)** – From Q2 : Section C

	School looks clean	Sport ground is available	School yard is wide enough	School profile information board is available
By school status:				
- ***RSBI***	88.57	95.71	94.29	**62.86**
- **Non *RSBI***	66.67	100.00	100.00	**77.78**
- **All**	86.08	96.20	94.94	**64.56**
***RSBI* by level:**				
- ***SD***	88.24	100.00	100.00	**76.47**
- ***SMP***	80.00	86.67	93.33	**46.67**
- ***SMA***	90.00	95.00	85.00	**65.00**
- ***SMK***	94.44	100.00	100.00	**61.11**
***RSBI* by status:**				
- **Public**	**85.71**	**94.64**	**94.64**	**64.29**
- **Private**	**100.00**	**100.00**	**92.86**	**57.14**

** Results from school observation by enumerators (not from interview)

7.2. ICT facilities in the classroom

Note: See Table 3.1 above

7.3. Library

Table 7.2. Condition of school library, by level of education and school status (%)

	Subject Matter**						
	Library is available	Internet facilities available in library	Internet in good condition	Used by teachers as one of learning material			
				Always	Often	Rare	Never
By school status:							
- ***RSBI***	98.57	80.00	94.92	31.43	50.00	15.71	**2.86**
- **Non *RSBI***	100.00	33.33	75.00	11.11	55.56	33.33	**0.00**
- **All**	98.73	74.68	93.65	29.11	50.63	17.72	**2.53**
***RSBI* by level:**							
- ***SD***	100.00	82.35	87.50	41.18	52.94	0.00	**5.88**
- ***SMP***	100.00	73.33	100.00	33.33	60.00	6.67	**0.00**
- ***SMA***	100.00	90.00	100.00	20.00	50.00	30.00	**0.00**
- ***SMK***	94.44	72.22	92.86	33.33	38.89	22.22	**5.56**
***RSBI* by status:**							
- **Public**	**98.15**	**74.07**	**93.02**	**25.93**	**53.70**	**16.67**	**3.70**
- **Private**	**100.00**	**100.00**	**100.00**	**50.00**	**37.50**	**12.50**	**0.00**

Supporting information:

- Q2: Section E (observation on library)

Table 7.3. Availability and condition of laboratory, by level of education and school status (%)--A28c

	IPA Lab is available	IPA Lab is in good condition	Language lab available	Language lab is in good condition	Computer lab is available	Computer lab is in good condition
By school status:						
- ***RSBI***	78.57	82.54	85.71	83.87	98.57	**94.20**
- **Non *RSBI***	100.00	55.56	33.33	50.00	100.00	**88.89**
- **All**	81.01	79.17	79.75	81.82	98.73	**93.59**
***RSBI* by level:**						
- ***SD***	58.82	86.67	76.47	85.71	100.00	**82.35**
- ***SMP***	100.00	73.33	86.67	100.00	100.00	**93.33**
- ***SMA***	100.00	95.00	95.00	68.42	100.00	**100.00**
- ***SMK***	55.56	69.23	83.33	87.50	94.44	**100.00**
***RSBI* by status:**						
- **Public**	**77.78**	**83.33**	**88.89**	**83.67**	**98.15**	**92.45**
- **Private**	**81.35**	**80.00**	**75.00**	**84.62**	**100.00**	**100.00**

Supporting information:

- Q2: Section F (observation on lab)

Table 7.4. Availability and other facilties, by level of education and school status (%)

	Multimedia room is available (A28c)	Art room is available (A28d)	Health clinic is available (A28d)	Sport facilities is available (A28d)
***RSBI* by level:**				
- ***SD***	52.94	64.71	94.12	**100.00**
- ***SMP***	80.00	80.00	86.67	**93.33**
- ***SMA***	80.00	75.00	85.00	**95.00**
- ***SMK***	61.11	44.44	88.89	**100.00**
- **All**	68.57	65.71	88.57	**97.14**
***RSBI* by status:**				
- **Public**	**66.67**	**55.56**	**87.04**	**96.30**
- **Private**	**75.00**	**100.00**	**93.75**	**100.00**

8. School management

Table 8.1. Availability ISO certificate and sister school of in *RSBI*, by level of education and school status (%)

	Have ISO certificate (A19)	Have sister school (A17)
***RSBI* by level:**		
- ***SD***	5.88	23.53
- ***SMP***	46.67	46.67
- ***SMA***	75.00	75.00
- ***SMK***	100.00	44.44
- **All**	58.57	48.57
***RSBI* by status:**		
- **Public**	**70.37**	**46.30**
- **Private**	**18.75**	**56.25**

Table 8.2. Planning and reporting by school, by level of education and school status (%)

	Have school development plan (E1)	Have annual plan (E2)	Report to parents (E3)	Report to district Dinas Pendidikan (E4)
By school status:				
- ***RSBI***	98.57	100.00	90.00	**85.71**
- **Non *RSBI***	88.89	77.78	88.89	**77.78**
- **All**	97.47	97.47	89.87	**84.81**
***RSBI* by level:**				
- ***SD***	100.00	100.00	94.12	**76.47**
- ***SMP***	93.33	100.00	86.67	**86.67**
- ***SMA***	100.00	100.00	95.00	**85.00**
- ***SMK***	100.00	100.00	83.33	**94.44**
***RSBI* by status:**				
- **Public**	**98.15**	**100.00**	**87.04**	**88.89**
- **Private**	**100.00**	**100.00**	**100.00**	**75.00**

Table 8.3. Availability and role of school committe, by level of education and school status (% Yes)

	Have school committee (E5)	Subject Matter**			
		Bridging communication betwen parents and school	Giving recommendation or advice to school	Supporting school program	Monitoring and evaluating school
By school status:					
- ***RSBI***	100.00	98.57	100.00	98.57	**94.29**
- **Non *RSBI***	100.00	100.00	100.00	100.00	**100.00**
- **All**	100.00	98.73	100.00	98.73	**94.94**
***RSBI* by level:**					
- ***SMP***	100.00	94.12	100.00	94.12	**100.00**
- ***SMA***	100.00	100.00	100.00	100.00	**86.67**
- ***SMK***	100.00	100.00	100.00	100.00	**95.00**
- **All**	100.00	100.00	100.00	100.00	**94.44**
***RSBI* by status:**					
- **Public**	**100.00**	**100.00**	**100.00**	**100.00**	**94.44**
- **Private**	**100.00**	**93.75**	**100.00**	**93.75**	**93.75**

Supporting information:

- Q5C: Question #C4 (involvement of parent in school management)

Table 8.4. Involvement of private sector. By level of education and school status (% Yes)

	Involving private sector (E9)	Area of participation/ involvement (E10)								
		Forwarding expecation/ aspiration	Developing school vision, mission and objective	Developing school development plan	Developing school annual plan	Implementation of school plan	Teaching learning process	Extra curriculair activities	School rehabilitation/ development	Providing school facilities
By school status:										
- ***RSBI***	62.86	25.71	5.71	18.57	11.43	31.43	21.43	42.86	48.57	**48.57**
- **Non *RSBI***	55.56	22.22	11.11	33.33	22.22	33.33	22.22	33.33	44.44	**55.56**
- **All**	62.03	25.32	6.33	20.25	12.66	31.65	21.52	41.77	48.10	**49.37**
***RSBI* by level:**										
- ***SD***	70.59	29.41	5.88	17.65	5.88	29.41	35.29	52.94	52.94	**41.18**
- ***SMP***	46.67	6.67	0.00	13.33	6.67	20.00	0.00	40.00	46.67	**40.00**
- ***SMA***	70.00	25.00	0.00	15.00	10.00	30.00	10.00	45.00	60.00	**60.00**
- ***SMK***	61.11	38.89	16.67	27.78	22.22	44.44	38.89	33.33	33.33	**50.00**
***RSBI* by status:**										
- **Public**	**61.11**	**24.07**	**7.41**	**18.52**	**12.96**	**25.93**	**20.37**	**38.89**	**46.30**	**51.85**
- **Private**	**68.75**	**31.25**	**0.00**	**18.75**	**6.25**	**50.00**	**25.00**	**56.25**	**56.25**	**37.50**

Table 8.5.
Availability of some school specific regulation in *RSBI*s, by level of education and school status (%)

	No smoking policy (E12)	Anti-bullying policy (E13)	No-discrimination policy (E14)
***RSBI* by level:**			
- ***SD***	88.24	100.00	100.00
- ***SMP***	100.00	100.00	100.00
- ***SMA***	95.00	100.00	100.00
- ***SMK***	100.00	94.44	100.00
- **All**	95.71	98.57	100.00
***RSBI* by status:**			
- **Public**	**94.44**	**98.15**	**100.00**
- **Private**	**100.00**	**100.00**	**100.00**

Supporting information:

- Q5F: Question #C3 (smoking), #C4 (bullying)
- Q5C: Question #C5 (smoking), #C6 (bullying)

9. Financing

Table 9.1.
School fees, by level of education and school status (Rp 000)

	Entrance fee (G3)				Monthly fee (G4)			
	Min	Mean	Median	Max	Min	Mean	Median	Max
By school status:								
- ***RSBI***	0	5,858	3,000	58,000	0	395	178	**4,900**
- **Non *RSBI***	0	1,233	500	6,000	0	70	0	**350**
- **All**	0	5,331	2,500	58,000	0	358	171	**4,900**
***RSBI* by level:**								
- ***SD***	0	6,040	3,000	24,000	0	253	150	**940**
- ***SMP***	0	6,093	2,250	27,800	0	588	175	**4,900**
- ***SMA***	0	8,723	4,750	58,000	0	601	238	**4,500**
- ***SMK***	0	2,309	2,500	5,415	0	141	171	**355**
***RSBI* by status:**								
- **Public**	**0**	**3,407**	**2,875**	**58,000**	**0**	**184**	**150**	**1,360**
- **Private**	**100**	**14,133**	**15,000**	**27,800**	**45**	**1,107**	**625**	**4,900**

Table 9.2.
Average number of scholarship receiver, by level of education and school status

	Scholarship receiver (G5)			
	Min	Mean	Median	Max
By school status:				
- ***RSBI***	0	140	57	**864**
- **Non *RSBI***	0	33	25	**110**
- **All**	0	128	38	**864**
***RSBI* by level:**				
- ***SD***	0	42	24	**238**
- ***SMP***	0	98	18	**712**
- ***SMA***	0	94	50	**339**
- ***SMK***	0	318	259	**864**
***RSBI* by status:**				
- **Public**	**0**	**160**	**74**	**864**
- **Private**	**0**	**71**	**17**	**700**

Table 9.3
Some aspects of financial reporting at school, by level of education and school status (%)

	Scholarship receiver (G5)			All school revenue are included in school budget (G7)	Financial report is displayed in accessable place at school (G9)
	Manually	Computerized	Semi-computerized		
By school status:					
- ***RSBI***	7.14	44.29	48.57	88.57	**55.71**
- **Non *RSBI***	22.22	44.44	33.33	77.78	**66.67**
- **All**	8.86	44.30	46.84	87.34	**56.96**
***RSBI* by level:**					
- ***SD***	11.76	41.18	47.06	76.47	**58.82**
- ***SMP***	0.00	40.00	60.00	93.33	**86.67**
- ***SMA***	10.00	50.00	40.00	90.00	**50.00**
- ***SMK***	5.56	44.44	50.00	94.44	**33.33**
***RSBI* by status:**					
- **Public**	**9.26**	**42.59**	**48.15**	**90.74**	**62.96**
- **Private**	**0.00**	**50.00**	**50.00**	**81.25**	**31.25**

Table 9.4.
Annual total non-salary school expenses and unit cost per student, by level of education and school status– G2 & A26

	Total non salary expenses (Rp million)				Unit cost/student (Rp 000)			
	Min	Median	Mean	Max	Min	Median	Mean	Max
By school status:								
- ***RSBI***	35.80	2,490	3,030	11,200	71	3,119	4,423	**31,359**
- **Non *RSBI***	39.87	447	972	3,180	379	862	1,051	**2,454**
- **All**	35.80	2,306	2,790	11,200	71	2,642	4,034	**31,359**
***RSBI* by level:**								
- ***SD***	35.8	631	1,380	7,450	71	1,087	2,694	**17,580**
- ***SMP***	268	2,040	2,270	7,150	487	4,260	4,834	**21,567**
- ***SMA***	719	3,320	3,740	10,900	742	5,043	5,370	**14,484**
- ***SMK***	640	3,830	4,460	11,200	1,170	2,674	4,712	**31,358**
***RSBI* by status:**								
- **Public**	**35.8**	**2,490**	**3,080**	**11,200**	**71**	**2,777**	**3,924**	**31,359**
- **Private**	**321**	**2,490**	**2,820**	**7,450**	**522**	**3,926**	**6,216**	**21,567**

Table 9.5a.
Funding from central government and province, by level of education and school status

	Central government (Rp million)				Provincial government (Rp million)			
	Min	Median	Mean	Max	Min	Median	Mean	Max
By school status:								
- ***RSBI***	0	213	544	3,960	0	57.8	361	**4,560**
- **Non *RSBI***	0	236	266	674	0	69.6	312	**1,440**
- **All**	0	216	512	3,960	0	66.0	356	**4,560**
***RSBI* by level:**								
- ***SD***	0	238	347	1,390	0	0	90.3	**1,020**
- ***SMP***	0	639	1,070	3,960	0	0	466	**4,460**
- ***SMA***	0	205	377	2,540	0	73.5	146	**750**
- ***SMK***	0	200	472	3,700	0	177	770	**4,560**
***RSBI* by status:**								
- **Public**	**0**	**279**	**636**	**3,960**	**0**	**85.4**	**452**	**4,560**
- **Private**	**0**	**140**	**231**	**1,390**	**0**	**0**	**54.1**	**550**

Table 9.5b.
Funding from district government and parent, by level of education and school status

	District government (Rp million)				Parents (Rp million)			
	Min	Median	Mean	Max	Min	Median	Mean	Max
By school status:								
- ***RSBI***	0	43.1	7.44	10,100	0	1,710	2,640	**13,400**
- **Non *RSBI***	0	27.3	4.40	3,200	0	0	727	**3,980**
- **All**	0	41.7	7.09	10,100	0	1,657	2,420	**13,400**
***RSBI* by level:**								
- ***SD***	0	0	74.7	663	0	169	1,790	**13,400**
- ***SMP***	0	0	261	2,400	0	832	1,580	**5,640**
- ***SMA***	0	82.7	686	4,110	0	3,400	3,520	**10,600**
- ***SMK***	0	643	1,840	10,100	0	3,620	3,330	**9,040**
***RSBI* by status:**								
- **Public**	**0**	**957**	**636**	**10,100**	**0**	**1,550**	**2,180**	**10,600**
- **Private**	**0**	**23.3**	**231**	**373**	**0**	**4,350**	**4,170**	**13,400**

Table 9.5c.
Funding from community (other than parent) and other sources, by level and school status

	Community other than parents (Rp million)				Other sources (Rp million)			
	Min	Median	Mean	Max	Min	Median	Mean	Max
By school status:								
- ***RSBI***	0	0	79.0	2,030	0	0	231	**7,600**
- **Non *RSBI***	0	0	0	0	0	0	3.1	**15.1**
- **All**	0	0	70.0	2,030	0	0	205	**7,600**
***RSBI* by level:**								
- ***SD***	0	0	12.4	123	0	0	26.1	**323**
- ***SMP***	0	0	116	1,390	0	0	217	**1,070**
- ***SMA***	0	0	106	2,030	0	0	169	**1,460**
- ***SMK***	0	0	81.3	1,370	0	0	503	**7,600**
***RSBI* by status:**								
- **Public**	**0**	**0**	**101**	**2,030**	**0**	**0**	**1.9**	**15.1**
- **Private**	**0**	**0**	**4.9**	**59**	**	**	**	**

** Number of case is very small, only one private school reported

10. Other Isssue: Supervision and Role of Local Government

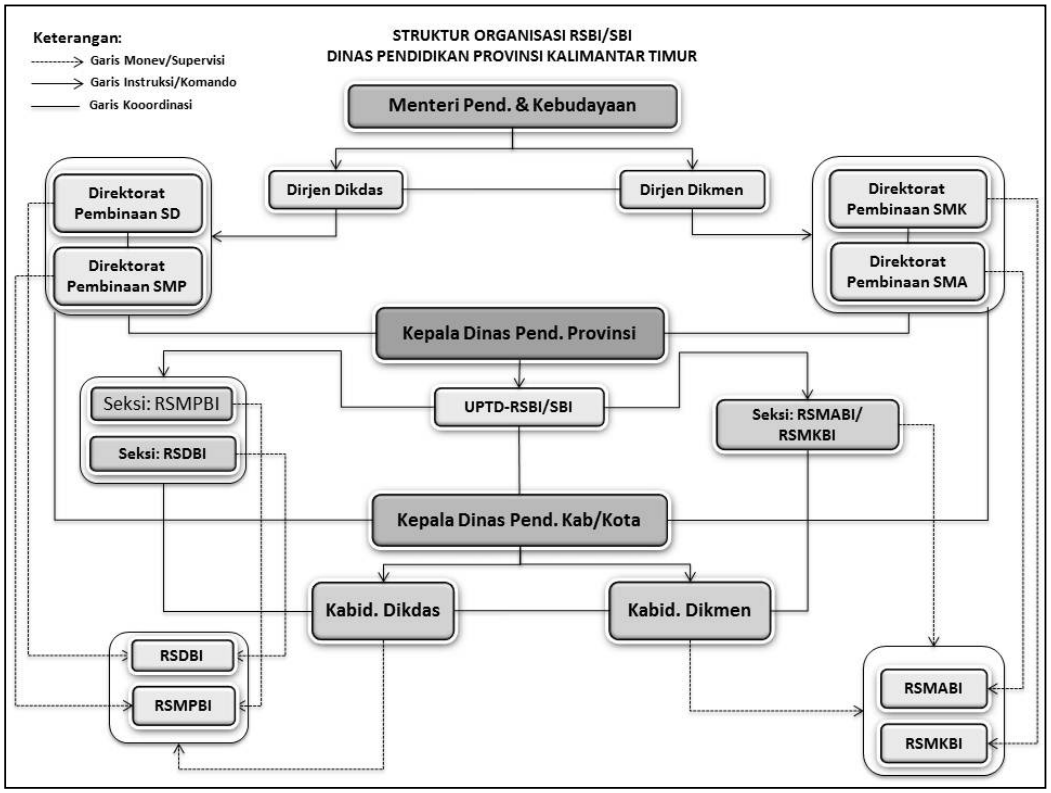
Table 10.1
Expected and Implemented Role of District *Dinas Pendidikan*, by level of education and school status (%) --- F1

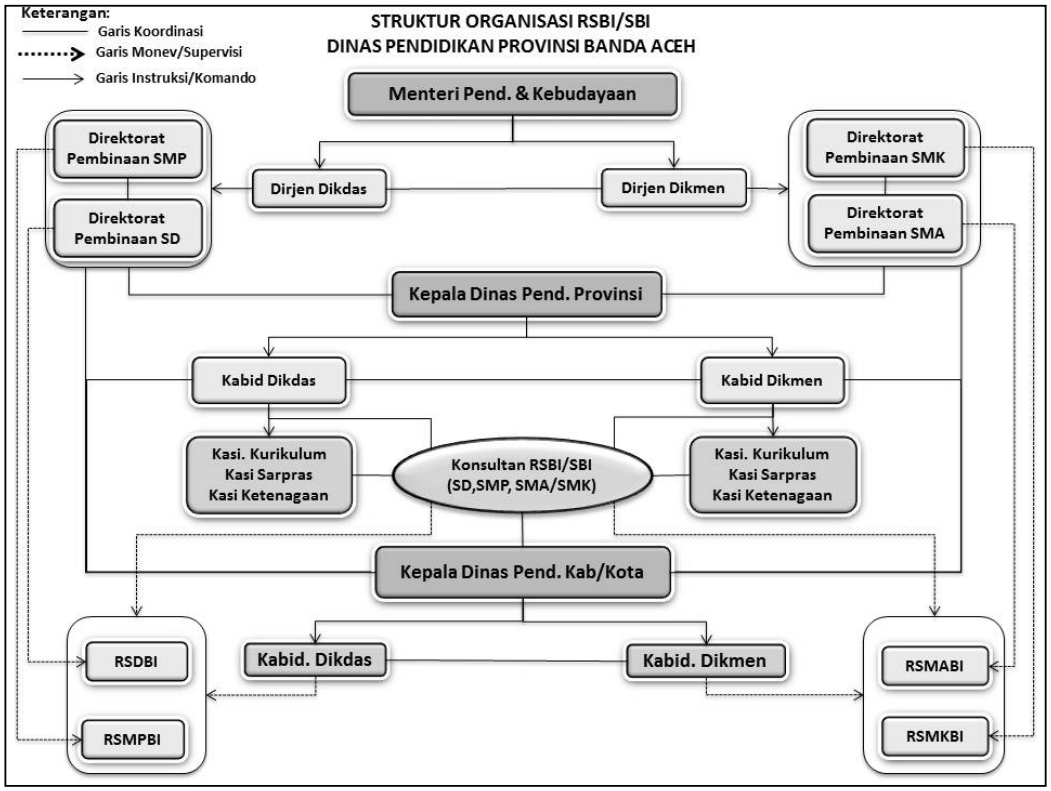
	Giving feedback		Monitoring		Providing training		Financial assistance		Providing quality teacher		Paying teacher well		Giving more flexibility	
	Expected	Implemented	Expected	Implemented	Expected	Implemented	Expected	Implemented	Expected	Implemented	Expected	Implemented	Expected	Implemented
By school status:														
- ***RSBI***	97.14	78.57	100.00	88.57	98.57	84.29	94.29	53.62	87.14	51.43	90.00	71.43	94.29	**85.51**
- **Non *RSBI***	100.00	66.67	100.00	88.89	100.00	66.67	100.00	44.44	88.89	44.44	88.89	44.44	100.00	**66.67**
- **All**	97.47	77.22	100.00	88.61	98.73	82.28	94.94	52.56	87.34	50.63	89.87	68.35	94.94	**83.33**
***RSBI* by level:**														
- ***SD***	100.00	82.35	100.00	100.00	100.00	88.24	94.12	35.29	76.67	41.18	94.12	70.59	94.12	**81.25**
- ***SMP***	86.67	66.67	100.00	86.67	93.33	80.00	80.00	42.86	80.00	46.67	66.67	66.67	80.00	**80.00**
- ***SMA***	100.00	80.00	100.00	80.00	100.00	90.00	100.00	70.00	90.00	50.00	95.00	65.00	100.00	**100.00**
- ***SMK***	100.00	83.33	100.00	88.89	100.00	77.78	100.00	61.11	100.00	66.67	100.00	83.33	100.00	**88.89**
***RSBI* by status:**														
- **Public**	**98.15**	**79.63**	**100.00**	**88.89**	**98.15**	**83.33**	**94.44**	**54.72**	**96.30**	**53.70**	**94.44**	**75.93**	**96.30**	**81.48**
- **Private**	**93.75**	**75.00**	**100.00**	**87.50**	**100.00**	**87.50**	**93.75**	**50.00**	**56.25**	**43.75**	**75.00**	**56.25**	**87.50**	**100.00**

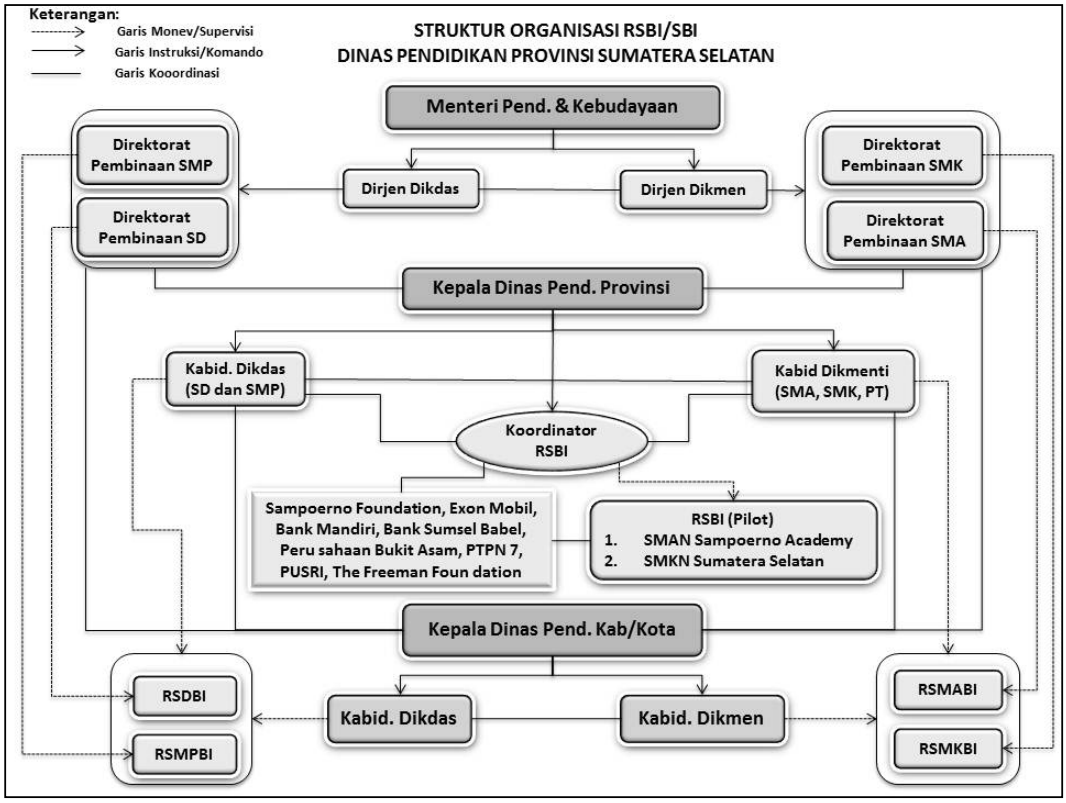
Table 10.2
Frequency and duration of school supervision, by level of education and school status

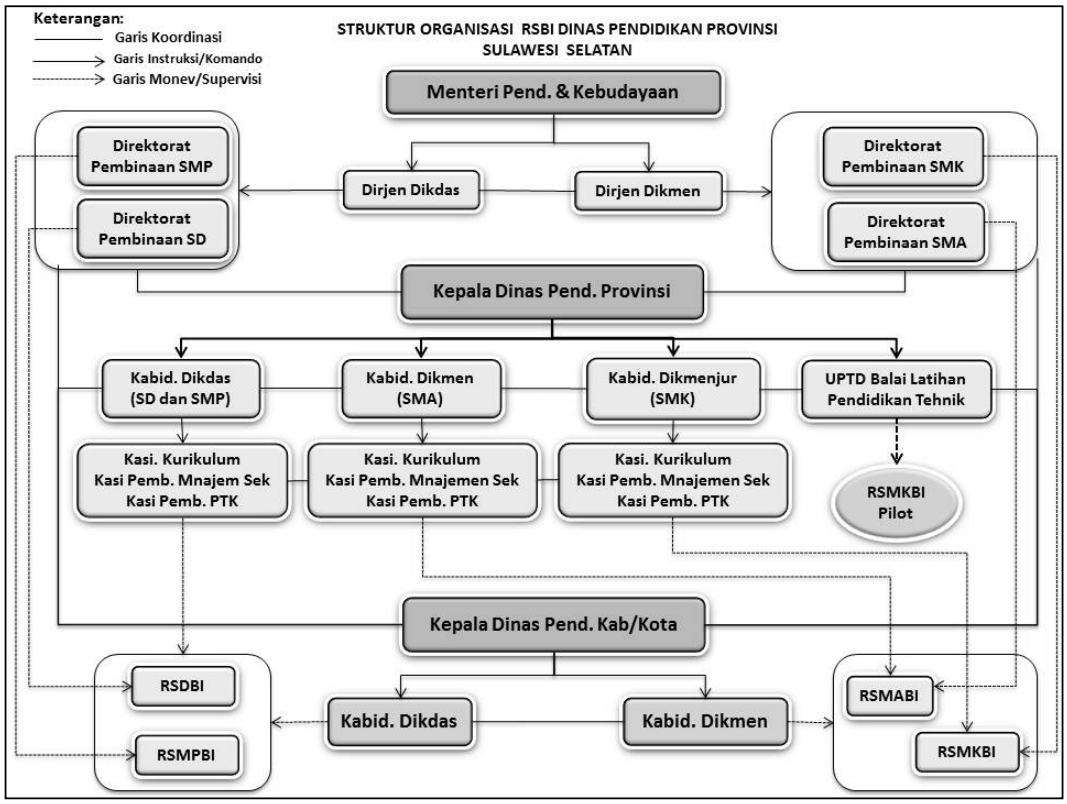
	Number of visit by supervisor a year (F2)				Duration (hours) per visit (F3)			
	Min	Median	Mean	Max	Min	Median	Mean	Max
By school status:								
- ***RSBI***	0.00	13.54	12.00	50.00	0.00	2.41	2.00	**8.00**
- **Non *RSBI***	5.00	19.22	12.00	96.00	1.00	2.89	2.00	**6.00**
- **All**	0.00	14.19	12.00	96.00				
***RSBI* by level:**								
- ***SD***	2.00	15.59	12.00	48.00	1.00	2.24	2.00	**8.00**
- ***SMP***	0.00	11.80	12.00	24.00	0.00	2.47	2.00	**4.00**
- ***SMA***	2.00	11.85	12.00	30.00	1.00	2.60	2.00	**6.00**
- ***SMK***	3.00	14.94	12.00	50.00	1.00	2.33	2.00	**5.00**
***RSBI* by status:**								
- **Public**	**2.00**	**15.39**	**12.00**	**50.00**	**1.00**	**2.63**	**2.00**	8.00
- **Private**	**0.00**	**7.31**	**6.00**	**24.00**	**0.00**	**1.69**	**2.00**	3.00

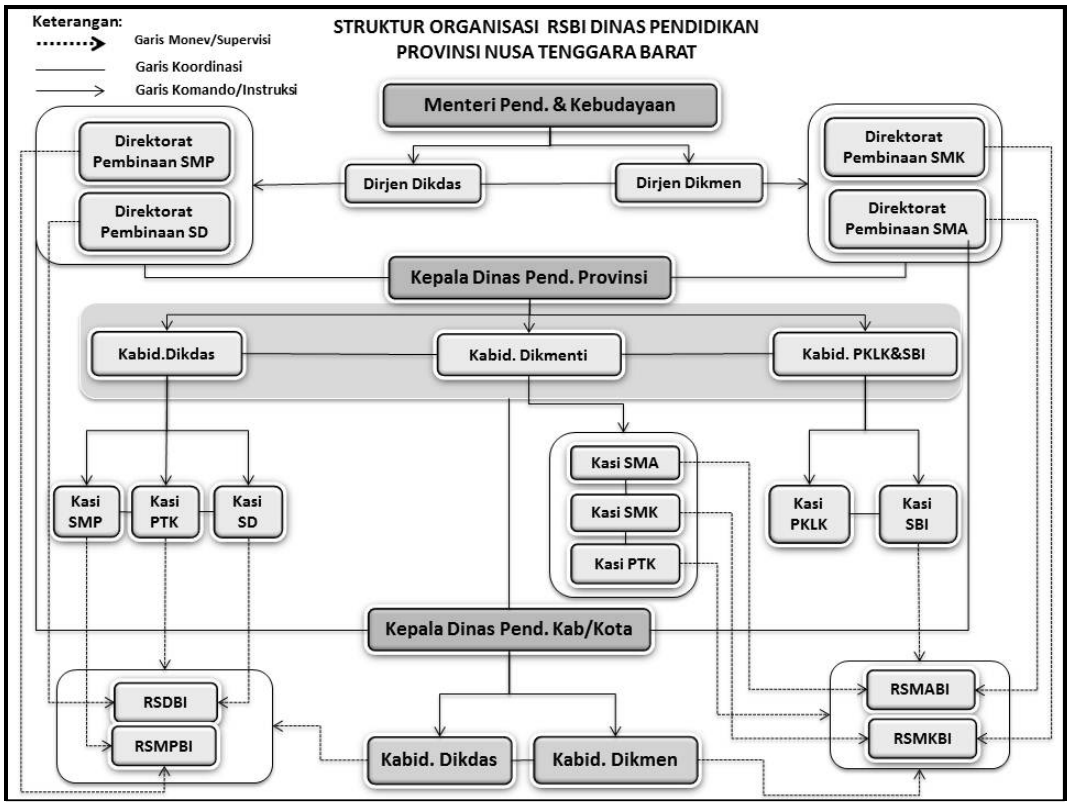
APPENDIX 12.
PROVINCIAL ORGANIZATIONAL CHARTS

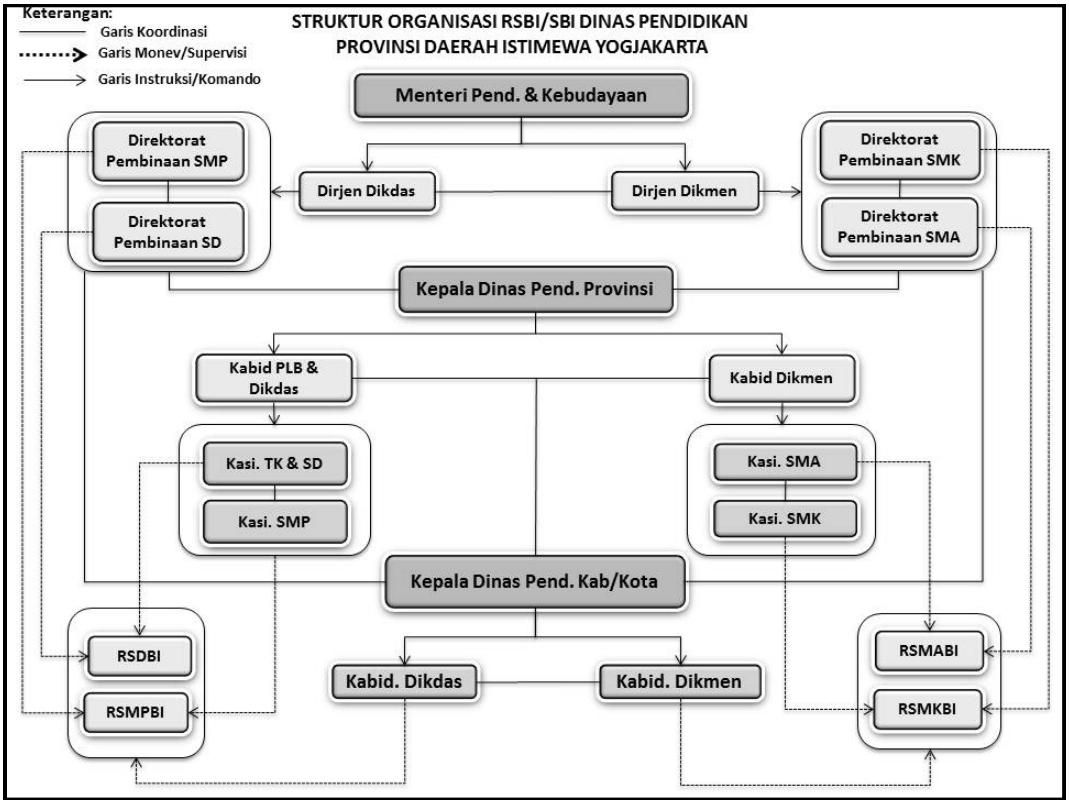


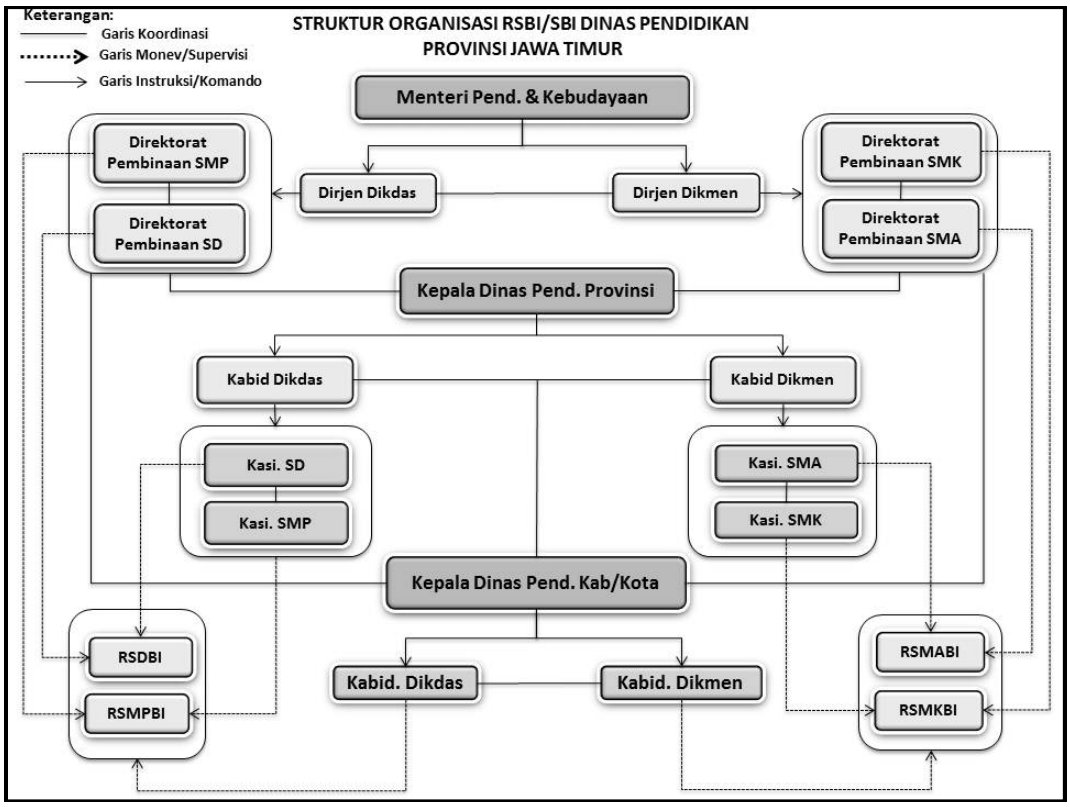


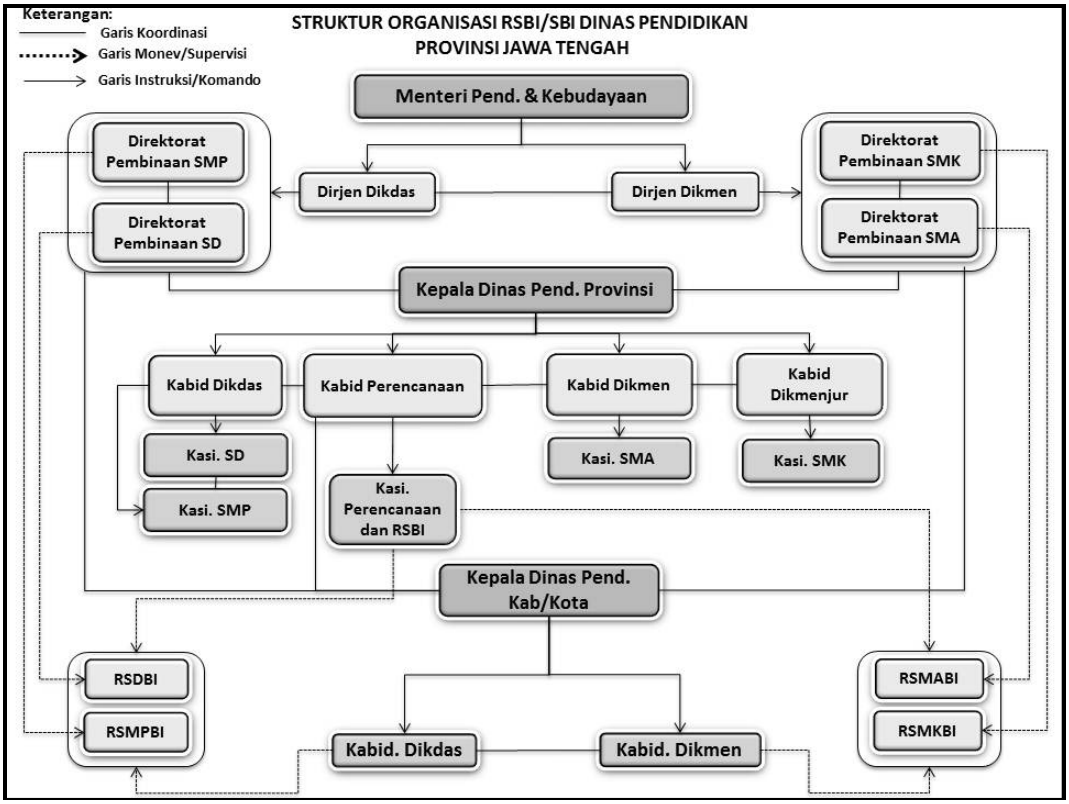

Keterangan:
Garis Monev/Supervisi
Garis Instruksi/Komando
Garis Kooordinasi
STRUKTUR ORGANISASI RSBI/SBI
DINAS PENDIDIKAN PROVINSI SUMATERA SELATAN
Menteri Pend. & Kebudayaan
Direktorat Pembinaan SMP
Direktorat Pembinaan SD
Dirjen Dikdas
Dirjen Dikmen
Direktorat Pembinaan SMK
Direktorat Pembinaan SMA
Kepala Dinas Pend. Provinsi
Kabid. Dikdas (SD dan SMP)
Kabid Dikmenti (SMA, SMK, PT)
Koordinator RSBI
Sampoerno Foundation, Exon Mobil, Bank Mandiri, Bank Sumsel Babel, Peru sahaan Bukit Asam, PTPN 7, PUSRI, The Freeman Foun dation
RSBI (Pilot)
1. SMAN Sampoerno Academy
2. SMKN Sumatera Selatan
Kepala Dinas Pend. Kab/Kota
RSDBI
RSMPBI
Kabid. Dikdas
Kabid. Dikmen
RSMABI
RSMKBI

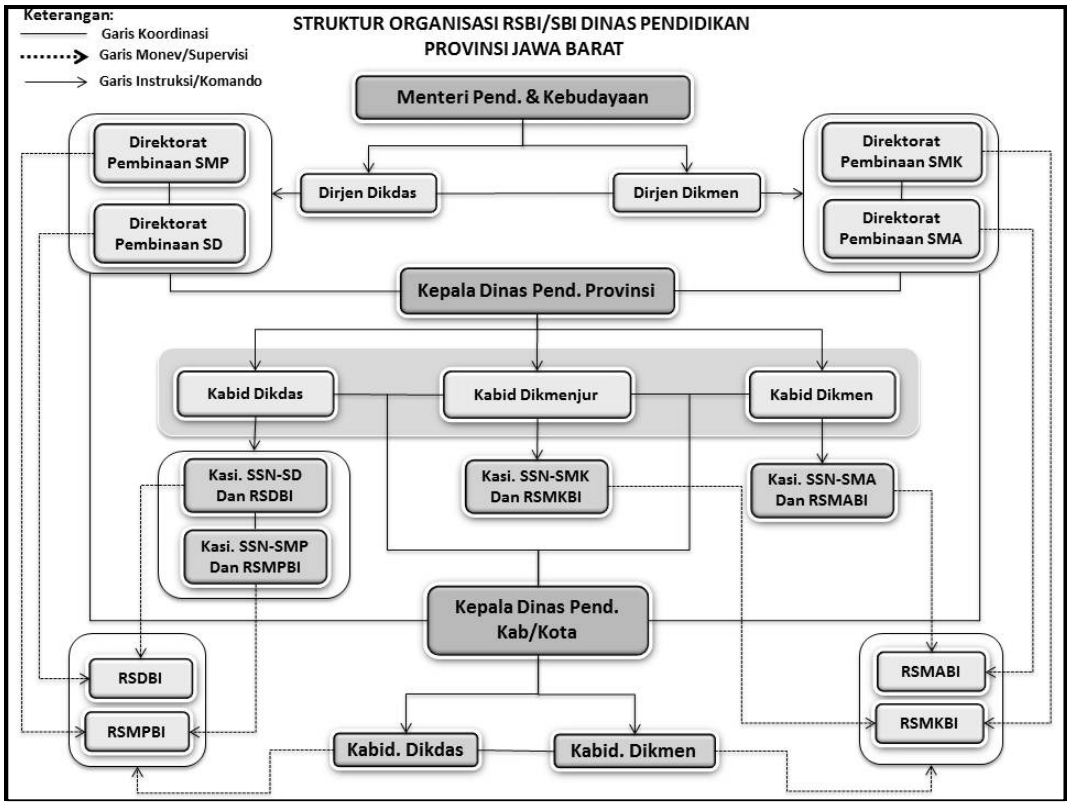

Keterangan:
Garis Koordinasi
Garis Instruksi/Komando
Garis Monev/Supervisi
STRUKTUR ORGANISASI RSBI DINAS PENDIDIKAN PROVINSI
SULAWESI SELATAN
Menteri Pend. & Kebudayaan
Direktorat Pembinaan SMP
Direktorat Pembinaan SD
Dirjen Dikdas
Dirjen Dikmen
Direktorat Pembinaan SMK
Direktorat Pembinaan SMA
Kepala Dinas Pend. Provinsi
Kabid. Dikdas (SD dan SMP)
Kabid. Dikmen (SMA)
Kabid. Dikmenjur (SMK)
UPTD Balai Latihan Pendidikan Tehnik
Kasi. Kurikulum
Kasi Pemb. Mnajem Sek
Kasi Pemb. PTK
Kasi. Kurikulum
Kasi Pemb. Mnajemen Sek
Kasi Pemb. PTK
Kasi. Kurikulum
Kasi Pemb. Mnajemen Sek
Kasi Pemb. PTK
RSMKBI Pilot
Kepala Dinas Pend. Kab/Kota
RSDBI
RSMPBI
Kabid. Dikdas
Kabid. Dikmen
RSMABI
RSMKBI

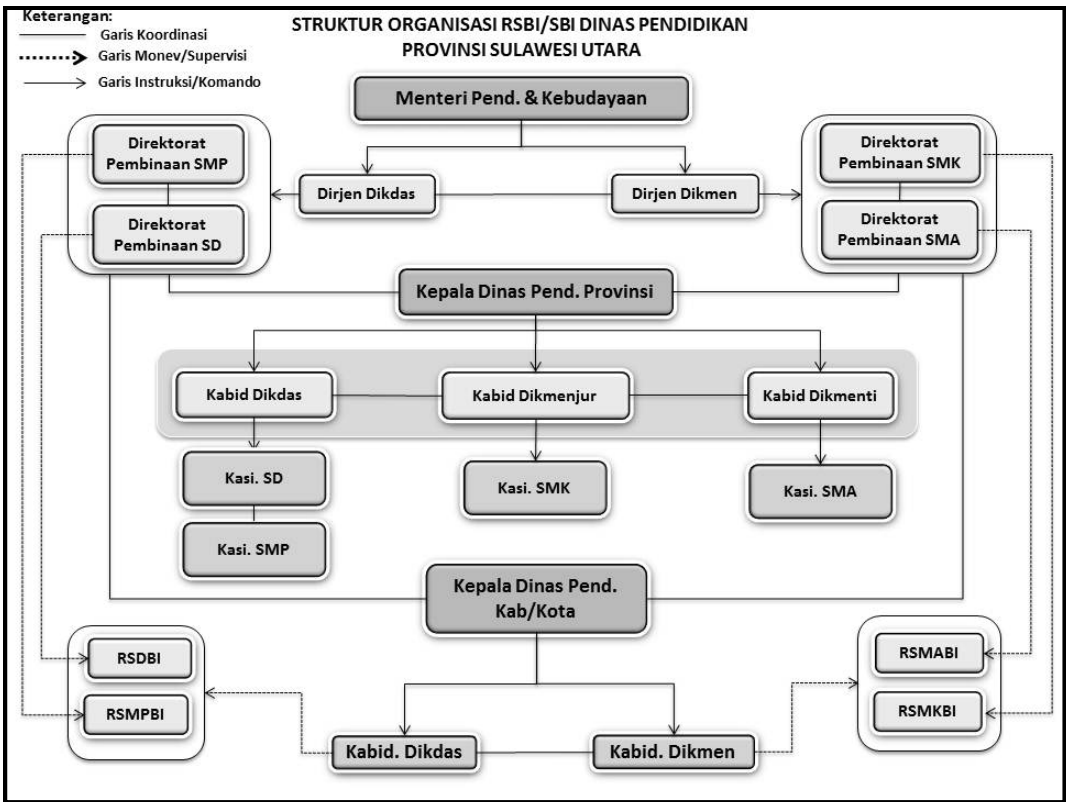

Keterangan:
Garis Monev/Supervisi
Garis Koordinasi
Garis Komando/Instruksi
STRUKTUR ORGANISASI RSBI DINAS PENDIDIKAN
PROVINSI NUSA TENGGARA BARAT
Menteri Pend. & Kebudayaan
Direktorat Pembinaan SMP
Direktorat Pembinaan SD
Dirjen Dikdas
Dirjen Dikmen
Direktorat Pembinaan SMK
Direktorat Pembinaan SMA
Kepala Dinas Pend. Provinsi
Kabid.Dikdas
Kabid. Dikmenti
Kabid. PKLK&SBI
Kasi SMP
Kasi PTK
Kasi SD
Kasi SMA
Kasi SMK
Kasi PTK
Kasi PKLK
Kasi SBI
Kepala Dinas Pend. Kab/Kota
RSDBI
RSMPBI
Kabid. Dikdas
Kabid. Dikmen
RSMABI
RSMKBI

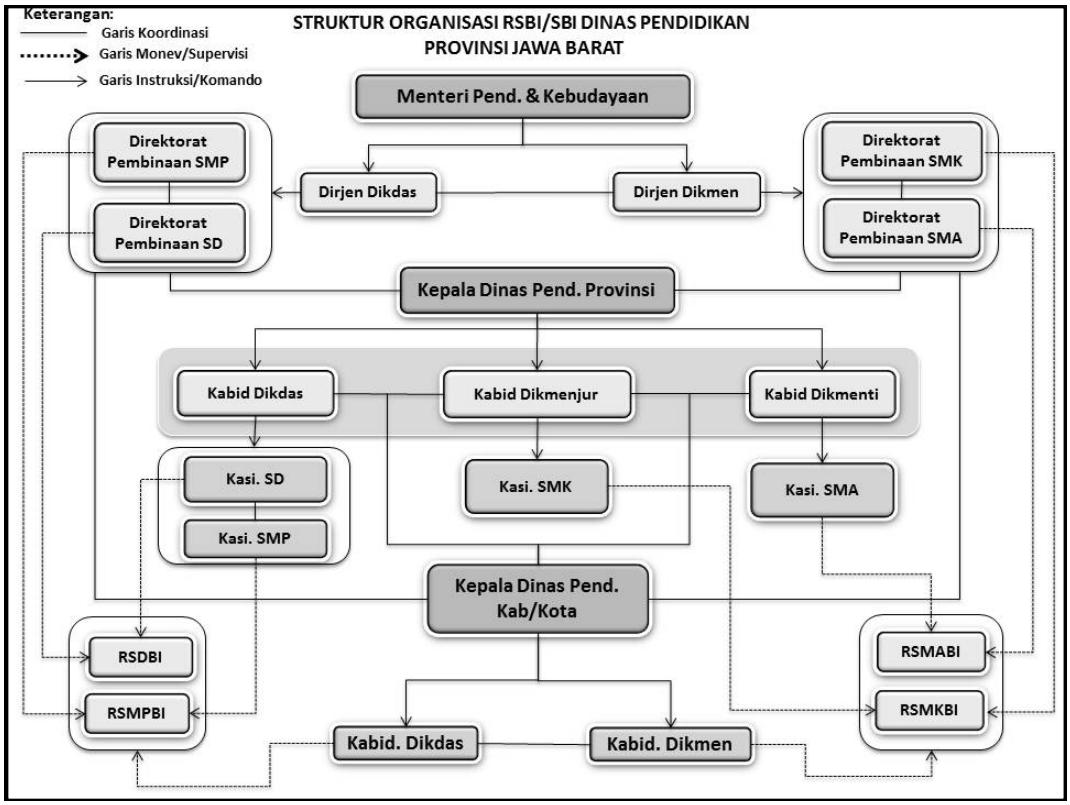

Keterangan:
Garis Koordinasi
Garis Monev/Supervisi
Garis Instruksi/Komando
STRUKTUR ORGANISASI RSBI/SBI DINAS PENDIDIKAN
PROVINSI DAERAH ISTIMEWA YOGJAKARTA
Menteri Pend. & Kebudayaan
Direktorat Pembinaan SMP
Direktorat Pembinaan SD
Dirjen Dikdas
Dirjen Dikmen
Direktorat Pembinaan SMK
Direktorat Pembinaan SMA
Kepala Dinas Pend. Provinsi
Kabid PLB & Dikdas
Kabid Dikmen
Kasi. TK & SD
Kasi. SMP
Kasi. SMA
Kasi. SMK
Kepala Dinas Pend. Kab/Kota
RSDBI
RSMPBI
Kabid. Dikdas
Kabid. Dikmen
RSMABI
RSMKBI

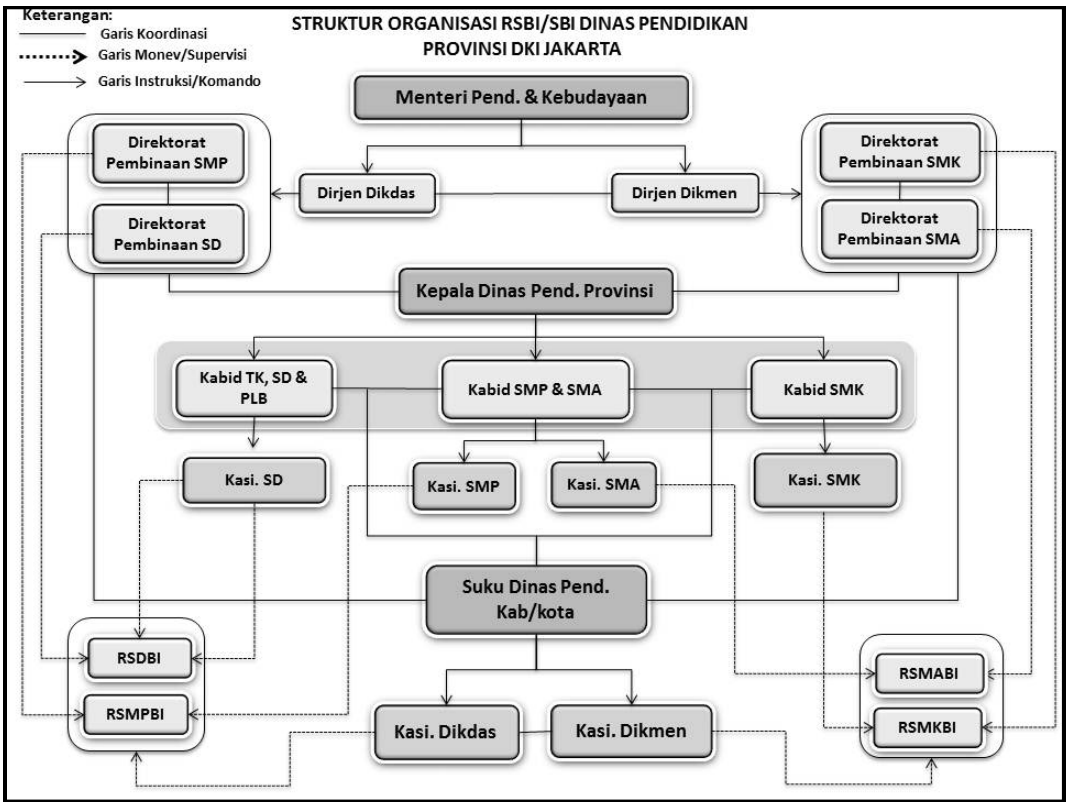

Keterangan:
Garis Koordinasi
Garis Monev/Supervisi
Garis Instruksi/Komando
STRUKTUR ORGANISASI RSBI/SBI DINAS PENDIDIKAN
PROVINSI JAWA TIMUR
Menteri Pend. & Kebudayaan
Direktorat Pembinaan SMP
Direktorat Pembinaan SD
Dirjen Dikdas
Dirjen Dikmen
Direktorat Pembinaan SMK
Direktorat Pembinaan SMA
Kepala Dinas Pend. Provinsi
Kabid Dikdas
Kabid Dikmen
Kasi. SD
Kasi. SMP
Kasi. SMA
Kasi. SMK
Kepala Dinas Pend. Kab/Kota
RSDBI
RSMPBI
Kabid. Dikdas
Kabid. Dikmen
RSMABI
RSMKBI


Keterangan:
Garis Koordinasi
Garis Monev/Supervisi
Garis Instruksi/Komando
STRUKTUR ORGANISASI RSBI/SBI DINAS PENDIDIKAN
PROVINSI JAWA TENGAH
Menteri Pend. & Kebudayaan
Direktorat Pembinaan SMP
Direktorat Pembinaan SD
Dirjen Dikdas
Dirjen Dikmen
Direktorat Pembinaan SMK
Direktorat Pembinaan SMA
Kepala Dinas Pend. Provinsi
Kabid Dikdas
Kabid Perencanaan
Kabid Dikmen
Kabid Dikmenjur
Kasi. SD
Kasi. SMP
Kasi. Perencanaan dan RSBI
Kasi. SMA
Kasi. SMK
Kepala Dinas Pend. Kab/Kota
RSDBI
RSMPBI
Kabid. Dikdas
Kabid. Dikmen
RSMABI
RSMKBI

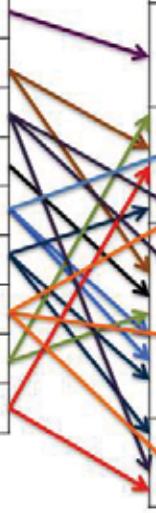

Keterangan:
Garis Koordinasi
Garis Monev/Supervisi
Garis Instruksi/Komando
STRUKTUR ORGANISASI RSBI/SBI DINAS PENDIDIKAN
PROVINSI JAWA BARAT
Menteri Pend. & Kebudayaan
Direktorat Pembinaan SMP
Direktorat Pembinaan SD
Dirjen Dikdas
Dirjen Dikmen
Direktorat Pembinaan SMK
Direktorat Pembinaan SMA
Kepala Dinas Pend. Provinsi
Kabid Dikdas
Kabid Dikmenjur
Kabid Dikmen
Kasi. SSN-SD Dan RSDBI
Kasi. SSN-SMP Dan RSMPBI
Kasi. SSN-SMK Dan RSMKBI
Kasi. SSN-SMA Dan RSMABI
Kepala Dinas Pend. Kab/Kota
RSDBI
RSMPBI
RSMABI
RSMKBI
Kabid. Dikdas
Kabid. Dikmen


Keterangan:
Garis Koordinasi
Garis Monev/Supervisi
Garis Instruksi/Komando
STRUKTUR ORGANISASI RSBI/SBI DINAS PENDIDIKAN
PROVINSI SULAWESI UTARA
Menteri Pend. & Kebudayaan
Direktorat Pembinaan SMP
Direktorat Pembinaan SD
Dirjen Dikdas
Dirjen Dikmen
Direktorat Pembinaan SMK
Direktorat Pembinaan SMA
Kepala Dinas Pend. Provinsi
Kabid Dikdas
Kabid Dikmenjur
Kabid Dikmenti
Kasi. SD
Kasi. SMP
Kasi. SMK
Kasi. SMA
Kepala Dinas Pend. Kab/Kota
RSDBI
RSMPBI
RSMABI
RSMKBI
Kabid. Dikdas
Kabid. Dikmen


Keterangan:
Garis Koordinasi
Garis Monev/Supervisi
Garis Instruksi/Komando
STRUKTUR ORGANISASI RSBI/SBI DINAS PENDIDIKAN
PROVINSI JAWA BARAT
Menteri Pend. & Kebudayaan
Direktorat Pembinaan SMP
Direktorat Pembinaan SD
Dirjen Dikdas
Dirjen Dikmen
Direktorat Pembinaan SMK
Direktorat Pembinaan SMA
Kepala Dinas Pend. Provinsi
Kabid Dikdas
Kabid Dikmenjur
Kabid Dikmenti
Kasi. SD
Kasi. SMP
Kasi. SMK
Kasi. SMA
Kepala Dinas Pend. Kab/Kota
RSDBI
RSMPBI
RSMABI
RSMKBI
Kabid. Dikdas
Kabid. Dikmen


Keterangan:
Garis Koordinasi
Garis Monev/Supervisi
Garis Instruksi/Komando
STRUKTUR ORGANISASI RSBI/SBI DINAS PENDIDIKAN
PROVINSI DKI JAKARTA
Menteri Pend. & Kebudayaan
Direktorat Pembinaan SMP
Direktorat Pembinaan SD
Dirjen Dikdas
Dirjen Dikmen
Direktorat Pembinaan SMK
Direktorat Pembinaan SMA
Kepala Dinas Pend. Provinsi
Kabid TK, SD & PLB
Kabid SMP & SMA
Kabid SMK
Kasi. SD
Kasi. SMP
Kasi. SMA
Kasi. SMK
Suku Dinas Pend. Kab/kota
RSDBI
RSMPBI
RSMABI
RSMKBI
Kasi. Dikdas
Kasi. Dikmen

No.	RSBI Commponents
1	Accreditation "A"
2	Teacher
3	Learning Process
4	Evaluation
5	Headmaster
6	Principal
7	School Management (MBS)
8	KTSP/SKL
9	Funding



No.	RSBI Commponents
A	Organization Emv.
B	Educational Management
C	Learning Emv.
D	School Community

A	1
B	2, 3, 5, 9, 6, 7, 9
C	2, 3, 4, 5, 6, 7
D	3, 6, 7, 9

APPENDIX 13.
DOCUMENTS CONSULTED DURING THE EVALUATION

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Chapter 3	Courtesy of MoEC Public Relations and Information Center
Chapter 4	Courtesy of MoEC Public Relations and Information Center
Chapter 5	Courtesy of MoEC Public Relations and Information Center
Chapter 6	Courtesy of MoEC Public Relations and Information Center

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