



THE WORLD BANK

Evaluating Impact:



Turning Promises into Evidence

**Impact Evaluation BERMUTU Support to KKG/MGMP on
Teacher Competency and Student Learning**

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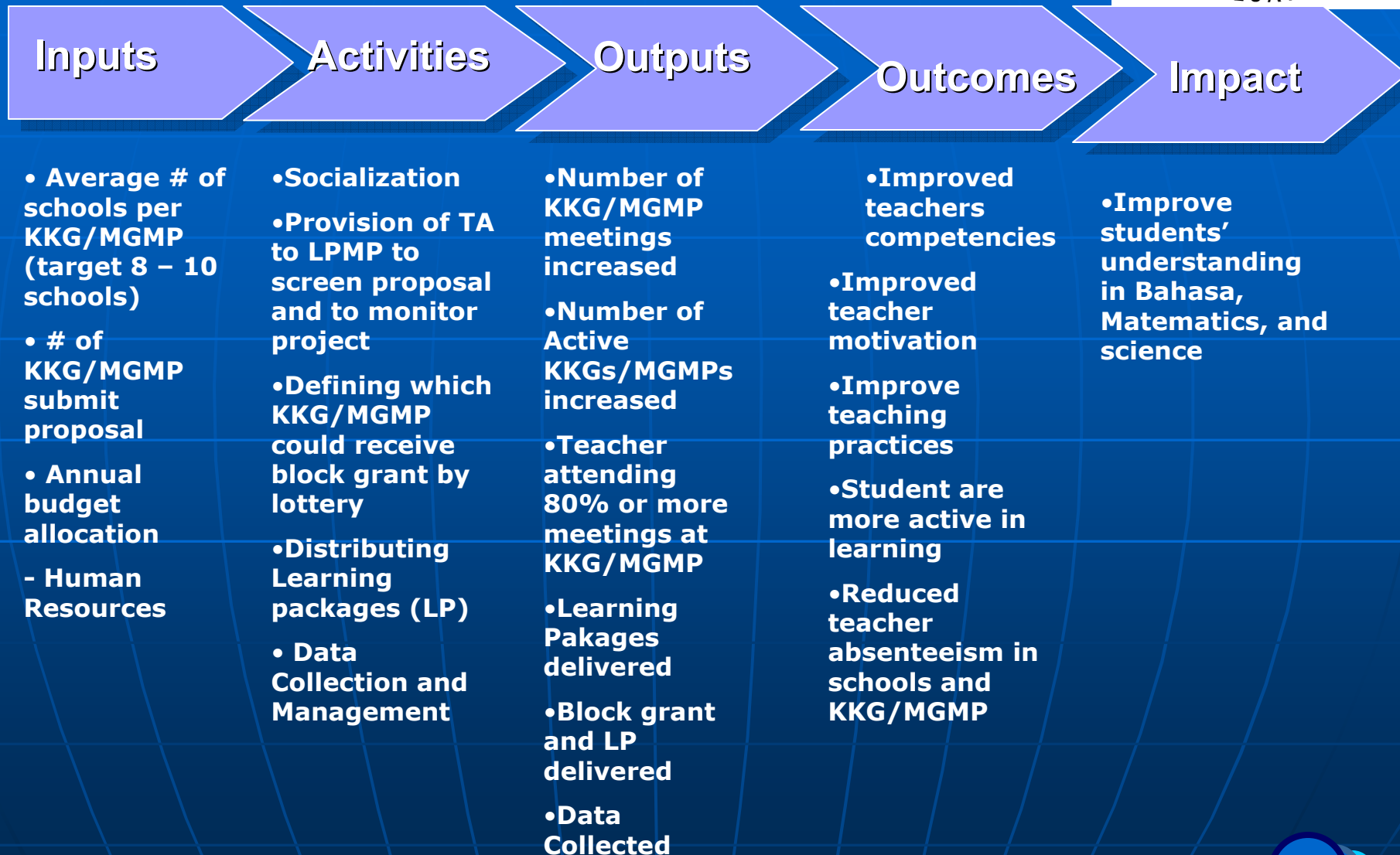
Manila, December 2008

1. Background

- Establishment of Teacher Working Groups (KKGs/MGMPs) in each districts.
- To increase teachers' competency by teachers.
- National Examination results and teacher mastery in subject and in pedagogy knowledge.
- 45% teacher absenteeism (teacher abs.project – Firm)
- Based on govn.regulation 2005 on National Ed.System
- Provides learning packages/training packages and references to the groups
- Giving block grant to support activities, such as invite lecturers to update teachers understanding, teaching tools (training how to use the learning packages, science kit), accommodation.



2. Results Chain



3. Primary Research Questions

What is the impact of BERMUTU support to KKG/MGMP on:

- Teacher motivation
- Teacher competency
- Student learning



4. Outcome Indicators

■ Teacher motivation

- reduced teacher absenteeism to 20% in KKG/MGMP as well as in school by studying documents and interview
- conducting classroom action research and lesson study measured by interview

■ Teacher Competency

- Improved teachers mastery in subject and pedagogical knowledge measured by test
- Improved teaching practices measured by classroom observation

■ Student learning

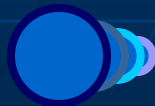
- Increase students participation in classroom instruction by measured observation and interview
- Improved students understanding in certain subject (Indonesian language, English language, mathematics, science measured by test



5. Identification Strategy/Method



- 75 BERMUTU Districts → 10 district evaluation
- All KKGs/MGMPs have equal chance to get grant from BERMUTU but they need to submit proposal to LPMP (Office of Educational Quality Assurance)
- LPMP screen the proposals to find eligible and ineligible ones
- Lottery to find which KKG/MGMP will get grant
- Draw the KKG/MGMPs who get and who do not get grant
- 100 KKGs/MGMPs: 50 T GROUPS AND 50 CONTROL GROUPS
- 6 PS AND 6 JSS are randomly selected from each group



6. Sample and data



Sample

1. 10 districts
2. Survey 600 schools associated with teacher working groups.

Data collection and Management

1. Center for Educational Evaluation --- collect data on teacher and student achievement and students characteristics.
2. Firm – observe classroom, interview principals and teachers to collect data on teachers absence, teachers participation, conducting CAR and innovative teaching practices
3. Directorate of teacher profession – monitor the activities of KKG/MGMP
4. Center for Policy Research and Educational Innovation – analyze data and make executive report



7. Time Frame/Work Plan



No.	Activities	Year 2009	Year 2010	Year 2011	Year 2012
1	Distribution of guidelines	2 nd week of January			
2	Socialization to LPMP and District	2 nd week of January			
3	Socialization to KKG/MGMP	3 th week of January			
4	Submitting propossal	2 nd week of February			
5	Screening propossal	3 th week of February			
6	Lottery	4 th week of February			
7	Baseline data collection	2 nd week of March			
8	Data collection		May	May	May
9	Monitoring KKG/MGMP		May	May	May
10	Data analysis	June	June	June	June
11	Report writing	August	August	August	August
12	Executive report writing				October

8. Sources of Financing

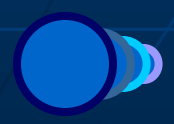


- **Bermutu Project**
 - World Bank Loan
 - Grant from the Netherland
 - Government of Indonesia



THANK YOU





5. Identification Strategy/Method

- Randomized Controls

- Randomized KKG/MGMP (10 districts)

- Active KKG/MGMP

- # of schools/teacher working group (target 8 – 10 schools)

- Budget usage

- Schedule of activities

- Lottery

Control Group	Treatment Group
KKG with learning packages but without block grant	KKG with learning packages and block grant
MGMP with learning packages but without block grant	MGMP with learning packages and block grant



5. Identification Strategy/Method

