

Annex 3

Findings of Site Visits

Central Java, Bali, 31 January-5 February 2008

Introduction.

1. Field visits were undertaken in Central Java and Bali to review schools constructed under BEP, WSD/WDD activities, and Consolidation Activities under LAPIS, i.e. ELTIS, PGMI and ELOIS

School Visits

2. MORA. The MTR team visited two MORA schools - one new junior secondary school and one one-roof school – both schools were built under the BEP 2006 construction program.

3. The construction of the new school seemed acceptable (Pondok Pesantren Husnul Hidayah, Kebumen). The school had electricity but no telephone lines. The school had 36 students and 15 teachers. All teachers were new, young and inexperienced (only 70% were academically qualified), taught only 1-2hrs per day and were not paid. Students were charged 180,000Rp a month. This included three meals a day and temporary boarding facilities for some students. The school had no textbooks because MORA had not prepared the block grant. The building for grades 1-6 had also been renovated and the team was shown two empty rooms. Reportedly the school was used full time, with life-long-learning activities after school hours.

4. A meeting was held with MONE/MORA officials. They highlighted the problem of finding qualified teachers. The MORA representative also explained that it takes longer for private Islamic schools to attract students as the yayasan and the school have to prove itself to the community before parents are willing to send their children to the new school. It is expected that enrolments would increase overtime as the school became more established. School management was also a big issue, with very little activity. MONE and MORA cooperate when there are issues, but hold no formal meetings.

5. The construction of the one-roof junior secondary school also seemed acceptable (Pondok Pesantren Al Ikhsan, Kebumen)Efforts had been made to create an attractive external environment. There was no running water in the toilets. The school had 15 teachers (including one English teacher), all academically qualified but none of the teachers had S1. The schools had received the block grant funds from MORA for computers and text books.

6. MONE. The team visited one new junior secondary school (SATAP SMP 4 Bebandem, Amlapura). Construction was of good quality and the operations were quite impressive. The district coordinator participated during the visit. The school had 13 civil service teachers and 16 contracted teachers (more than they would like to have). From the start, there were students in all 7-9 grades (grade 7:99; grade 8:76, grade 9:44) compared to most schools where a further class level is added each year. Prior to the school being completed distance learning programs were organised for students in the area, utilising teachers from other junior secondary schools in the area. The School Management Committee was active and supportive. There were no school fees and a scholarship scheme exists for poor children in the area, funded by community donations. The school had most books, and computers but the library was not complete and science labs were not yet installed. There were no problems with drop-outs and attendance. A school development plan had been prepared and socialised. Teachers working groups had been formed that work across MONE/MORA. The

working group was funded by a national block grant. At the meeting arranged for the review team, both MONE and MORA representatives participated.

7. Impressions. Based on the visits above, it's evident that the support of private Islamic schools is the challenge. Not in terms of the quality of construction but in terms of enrolment, quality and sustainability. This is to a certain degree to be expected since private Islamic schools do not operate within an established education structure, and may need a longer start-up period.

8. The government schools have known channels of support for teacher salaries, operational costs and teacher professional development. Private Islamic schools on the other hand, largely rely on a combination of schools fees, block grants from MORA and income derived from the yayasan and wider community through other activities. This has the potential to change in the near future, with MORA planning to provide a significant increase of expenditure to private Islamic schools in its next budget to better reflect the public/private split of madrasah.

9. It seems as if a possible BEP strategy for the moment would be to carefully review, not only site selection and verification lessons, but also what happens in Islamic schools once they are constructed—rate of enrolment, teachers, materials, socialisation, community support. This information could then inform a possible modified approach and/or decisions on future investments in private Islamic school construction.

10. WSD/WDD. The review team had an opportunity to observe training-of-trainers workshop for province coordinators and district coordinators from MONE and MORA, review the program and talk to trainers and participants. The programs appeared well-designed and to be building on already existing materials from USAID and UNICEF and Government training plans. The training was impressive, and the participants were very appreciative and found the training very useful. The WDD/WSD seem to be an effective mechanism for ensuring links between the new schools and the districts, provide coordination between MONE-MORA, helping the new schools with planning together with the districts as well as introducing quality concepts. The WDD/WSD is still in a pilot phase but has potential for scaling up, however, that will depend on the Governments willingness and ability to sustain all its planned quality improvements, the cost of which has not yet been considered.

11. LAPIS Consolidation Activities

The review team visited LAPIS consolidation activities in Surabaya (ELTIS; PGMI; ELOIS). The visit provided an opportunity to talk to both the management teams and associated stakeholders regarding progress to date of the consolidation activities, as well as exploring difficulties encountered and lessons learned thus far.

12. ELOIS. The program started in January 2007 based on an assessment of Islamic schools that identified poverty and girls' access as main issues. The program is designed in consultation with MORA and builds capacity of Women's Study Centres who in turn train teachers. The program mainly aims at creating awareness, and the gender focus has met with some resistance in schools. MORA does not yet have a gender strategy and ELOIS cooperates with MORA on this. Increased allocations for Islamic schools is seen as a potential opportunity for more funds to go to Women's Centres and schools.

13. PGMI. The program supports the development of an undergraduate course for teacher certification for primary teachers in madrasahs at three universities. All materials will be developed under LAPIS. The course will be similar to that of MONE but with an Islamic perspective. At each stage of development, MONE and MORA are consulted for approval. The program also links with ELOIS and Women's Centres. The main challenge has been to

change the attitudes of lecturers who did not think they need training and are not used to working in teams. There are also sensitivities around gender. However, once the program was altered from a gender focus to dealing with the issue practically, e.g. in curriculum and writing, it has worked better.

14. ELTIS. The program has made rapid progress because of networking and guidance from ACIL and IABP. The program is designed to be replicable at the district level. It is reportedly not so expensive, the largest cost being allowances for training (Rp 100,000/day). They have found that teachers do not only need upgrading in English but also in other subjects. One of the greatest challenges is lack of listening materials and reading materials, and for listening in schools they will need tape-recorders. In the future they see MORA as central in terms of providing funding, and the universities will provide trainers.