APPENDIX 7.1: Qualitative Evaluation of REDIP Pilot Projects

The following describes the results of the In-depth interview conducted at selected kecamatans in March 2001.

Kecamatan:	Mranggen, Central Java (23 schools)
Pilot:	TPK
Date of Interview:	15 March 2001

1.Attendees:

Mranggen has the largest group of schools of all kecamatan studied. Of the 23 who attended, four were members of the 17 person TPK. This included the secretary, and all were educators. The meeting lasted 3 _ hours.

Planned	**Actual**
(from 2 schools)	(from 2 schools)
TPK members (2-4)	4
Principal (2)	3
Teachers (4)	4
Administrator (2-4)	3
Students (4)	4
Parents (4)	4
Kandep (1)	1 plus 2 from kanwil

2. Stated Purpose of the Pilot:

1. Improve awareness and participation of societal stakeholders in improving some aspect of educational quality.
2. Mobilize the potential of the community by securing donated resources, volunteers and revenue.

3. Beneficiaries:

TPK sponsored 13 activities that represented a broad interest among stakeholders. The competition activity covered seven topics (volleyball, table tennis, Indonesian language, jumping, civics, book reading and mathematics). The teacher training activity covered the topics of civics, English, social studies and mathematics. In addition activities covered training for librarians, an art festival, seminars for the community and parents including drug education, an OSIS science meeting, fund raising, and a principals' forum. There were others and the total package represented a very broad array of topics and types of activities. Respondents stated the following benefits:

Students. Improved skills in specific activities; motivated them to want to attend school; lower dropout due to motivation; and received new types of experiences.

Teachers. Improved skills and motivation; and increased knowledge and understanding.

Principals. and administrators. Improved relationships between SLTP and MTs; improved skills and knowledge; increased resources for school.

Parents. Increased motivation to help their children including helping them at home.

Community. None specified.

Government. Developed a mechanism to increase information flow and can learn more about school needs.

4. How, Why and Who:

Although the TPK served 23 schools it had only 17 members which meant that not every school had representation on the committee. Meetings were often held jointly with menu B groups and a total of 41 meetings were reported to have been held. This did include some of the menu B meetings. Members reported that it was difficult to disseminate information to all community members across the kecamatan. They felt they had insufficient time to plan and implement activities. Teachers felt that some of the seminar content could not be implemented in the classrooms.

Planning. All meetings were scheduled in the same way. Urgent topics were discussed. In many instances local consultants attended and especially in the beginning served to facilitate and train members. The chairman led some of the meetings while others were open discussion. They lasted about 3 hours and held on everyone's day off – Saturday or Sunday. In deciding on which activities to select members discussed what was and wasn't important. The facilitator provided guidelines on selecting activities. TPK invited K3S and MGMP to propose activities and these were discussed at their own meetings before presenting to TPK. The guidelines prepared by the consultant team provided the specific activity topics. When decided, a proposal team was appointed for each activity. Each group of three was responsible for preparing the proposal for that activity.

Implementation. After the proposal was approved, TPK met to discuss how to deal with specific activities. One person was appointed responsible for an activity's implementation. Other TPK members supported them. As an example, for the art festival, schools were sent invitations to participate. The activity leader gave update reports at each TPK meeting. The budget was used to buy gifts and certificates. Money flowed from the TPK secretary to the activity secretary who, in return, gave receipts to the TPK secretary.

There were many workshops and training sessions. The team discussed who might have the expertise to lead these. TPK was adamant that experts were not chosen from among friends and that selection was a group decision. TPK provided a detailed syllabus to the expert for what was to be covered in the seminar. The expert prepared specific content. Almost all experts received payment. Experts came from the former IKIP, REDIP, Dipenagoro University, the kandep, and community leaders.

M&E. Monitoring was covered in TPK meetings where each activity leader provided updated information on the status of the specific activity. Evaluation of success was limited with no record keeping provided on attendance. For example, the librarian training was said to be a success because skills were improved as reported by the activity leader at a TPK meeting. This proved to be a weak area.

5. The Future:

The TPK has already begun planning the next phase. It has a proposal or guidelines for the next group of activities. Each BP3 has committed to adding an additional rps 100 per student per month to cover the TPK costs. Based on comments made, TPK may increase membership to represent all schools. Attendance was high at meetings, about 85% demonstrating a high commitment. Members see the benefit and need of such a community organization that will tie schools more closely together.

6. Analysis and Conclusions:

Given that the TPK represented 23 schools and that so many activities were implemented, one must give credit to the TPK. The amount of time required to implement was considerable. The TPK worked more closely with a variety of institutions in a variety of ways. This included generating ideas of specific needs of principals and teachers, selecting experts and working with all stakeholders including students through OSIS. The TPK appears to have taken full advantage of community, educational and governmental organizational structures. The number of schools makes it unwieldy to implement programs effectively. TPK may want to consider splitting into two organizations – TPK north and TPK south. This would increase the ratio of members to the number of schools and provide greater school/community representation on TPK.

There is a definite view in the community that TPK serves an important purpose in bringing the larger kecamatan community closer together. The TPK may also see its role as supporting other organizations such as BP3, MGMP, and K3S by assisting in training and coordinating in-school and inter-school activities as well as professional development of in-school staff. It also seems to recognize the importance of stakeholder awareness, linking public awareness and closer community ties with increased student performance. Whereas performance evaluation seems to be a weakness, all other aspects of the TPK program show an excellent understanding of where improvements are needed. The TPK appears to be highly aggressive in addressing these needs.

Kecamatan:	Mranggen, Central Java (23 schools)
Pilot:	Textbook
Date of Interview:	9 March 2001

1. Attendees:

The appropriate attendees appeared at the session as requested. The session lasted slightly more than two hours.

Planned	**Actual**
(from 2 schools)	(from 2 schools)
teachers (4)	4
students (4)	4
library organizer (2)	2
parents (4)	4
principal (2)	2
kandep (1)	only the 2 kanwil representatives

2. Stated Purpose of the Pilot:

Provide stakeholders with classroom-based resource to increase the quality of learning.

3. Beneficiaries:

The librarians were identified as those responsible for managing the pilot activities.

Students. Although books were reported to be not much different than government books, each student had a copy rather than having to share. They could be taken home and students used them more frequently. Increased motivation to learn.

Teachers. More efficient in the classroom; and skills and knowledge about subject were increased.

Principals. Less paperwork required for government and saved on school budget.

Parents. Saved money; more family time since students needed to spend less time on schoolwork.

Librarian. More references available; more motivation to learn how to manage library; and increased student visitation to the library.

4. How, Why and Who:

Planning. It was very interesting to note that teachers could not state how they selected titles of textbooks. This question could not be answered by anyone so it remains a mystery as to how each school arrived at the decision as to which textbooks it would purchase.

Implementation. The textbook pilot was managed through TPK. Each school prepared its orders and then submitted to TPK for consolidation and ordering. TPK organized librarian-training program so they could develop skills in inventory control, storage, record keeping and general textbook management. Teachers received training through programs organized by TPK for English, mathematics, civics, and social studies. No TPK training sponsored for other subjects where textbooks were acquired. Other training provided through sources such as TPK included one day for principals and for MGMP on how to use textbooks.

It appears that librarians used their new skills well. Books were ordered through TPK and shipped to the schools. This was a very interesting decision since a community organization replaced the role of government in the ordering process. The librarian received books, inventoried and numbered them; distributed the correct number to the classroom; and then recorded student names and book numbers as the books were distributed. Upon collecting books, librarians reported that the recovery rate was 99 percent and 80 percent were in good to very good condition.

In a separate interview with students, the following was reported. Students took books home everyday but not for homework. They enjoyed looking through them and studying on their own and with each other. Students reported that teachers did change teaching style somewhat. This may have been due to a combination of factors involving not only new textbooks but also additional in-service training provided through TPK. Teachers had students read from textbooks aloud and then discuss. Teachers wrote on board less often. Teachers used problems from the book having students come to the board and solve or had students solve at desk and then explain procedures for solution. (math).

Teachers did not report that textbooks had much impact on the way they taught other than there was no need to write text on board and have student's copy. Parents stated the were proud of the new books and urged their students to use them.

M&E. The M&E system was put into place by each librarian based on the procedures taught in the TPK sponsored training program. It was not possible to determine the effectiveness at all 23 schools. The two schools that reported in the meeting indicated highly positive results. Principals indicated a much-increased level of efficiency of the procurement process over the government system. If the two schools are indicative, the M&E of textbooks will prove to be effective increasing the lifespan of textbooks and maintaining the correct level of inventory. This will mean that all students will continue

to have books. Also, books will not need to be replaced as frequently due to misuse and loss. It is likely that the system will result in lower overall cost because contact is between the school/TPK and the publisher; reduced shipping cost; and other factors.

5. The Future:

No one knows what will happen. Schools will need to see what their budgets contain. They are aware that the new procedure is more efficient. They see the need for teachers and other school staff to know what books are available but aren't sure how to identify titles or acquire samples to evaluate which books are best. It will be necessary to see what procedures are established under decentralization before any new system has an impact of textbook selection, acquisition; teacher training in use of textbooks.

6. Analysis and Conclusions:

The approach used in the REDIP pilot closely represents the major change expected in textbook procurement. Key features will be the use of privately produced textbooks; and procurement directly from publishers. It is unknown if districts will require school level, kecamatan level or kabupaten level selection of titles. The REDIP project assumes that schools will select titles. In this pilot, TPK played a larger role in coordinating procurement and training appropriate personnel. This is very interesting since it shows another function that TPK could perform. This would require BP3, MGMP, K3S and librarians to become more involved in the whole process which could be generalized to other non-salary procurements. It could also lead to greater sharing of limited resources among schools under the leadership of TPK working closely with MGMP and K3S. This is an unanticipated development but one that should be considered. The role assumed by this TPK shows that the process can be both efficient and effective and that TPK may be the best organization to coordinate procurement activities, replacing the role of government. Also, by combing orders from all schools, TPK may be able to negotiate better process and lower shipping costs on behalf of schools further increasing efficiency.

Kecamatan:	Banyubiru, Central Java (4 schools)
Pilot:	TPK
Date of Interview:	16 March 2001

1. Attendees:

The TPK serves a four SLTP kecamatan. Two are public and two are private schools. The stakeholders were well represented and 17 of the 20 member TPK attended. The meeting lasted 2 _ hours due to the fact that people had to attend the mosque. It was Friday. It was not possible to cover all subjects.

Planned	**Actual**
(from 2 schools)	(from 2 schools)
TPK members (2-4)	14 members
Principal (2)	2
Teachers (4)	11
Administrator (2-4)	3
Students (4)	4
Parents (4)	4
Kandep (1)	3 and 2 kanwil

2. Stated Purpose of the Pilot:

A. Improve awareness and participation of societal stakeholders in improving some aspect of educational quality.

B. Mobilize the potential of the community by securing donated resources, volunteers and revenue.

3. Beneficiaries:

TPK scheduled six pilots during the first phase and six more in the second. The competition activities in the first phase included eight subcomponents covering several subject competitions, two sports events, a singing competition and a public speaking competition. There was also a teaching competition involving students and teachers. A total of 40 students were involved in the three subject events; 196 students in the three sports events; 12 each in singing and public speaking; and 8 teachers and 16 students in the teaching competition. Other activities included community surveys, forums for teachers, students and community, fund raising, a newsletter that generated a profit, and more contests in the second phase.

Students. Students and teachers reported that teachers did use more types of student interactive methods. Students indicated they acquired new skills and knowledge from the various activities in which they participated. As a result, they were more motivated.

Teachers. Teachers also reported developing new skills and knowledge and were more motivated.

Principals. Principals learned new ways to raise funds, bring public and private schools closer together, and were more motivated.

Parents. Parents saw their children involved in schools in a different way and by attending the forum learned how to better support their children at home.

Community. Community leaders learned more about what was happening in the schools because they participated or observed competitions and other activities.

Government. Six government representatives served on the TPK and participated in several activities. They reported that as local Dinas representatives they could see new ways that government could help schools.

4. How, Why and Who:

TPK reported meeting a total of 17 times. Very little time was given to this part of the discussion. Some of the information was revealed as part of other discussions. It was apparent that TPK followed the guidelines established by the project. The camat was the chairman. What seemed to be significant was the record keeping and monitoring process. The TPK kept very good records of activities including such monitoring and evaluation techniques as attendance at each event. The TPK was able to give accurate responses to questions and often referred to a document that contained information. Appointed leaders supervised activities and reports were given at each session. The newsletter was a very will presented document that was sold for rps 700 and over a thousand issues were sold each month. The newsletter was well balanced in its presentation and of high quality. It was an eight-page document stapled in the middle. If this is any indication of the quality of work and attention to detail, the TPK conducted its planning, implementation and M&E activities efficiently and effectively.

5. The Future:

Five problems were identified that could prevent TPK from continuing – funding, available time, lack of community understanding, poor transportation due to the difficult and winding roads, and low attendance at events. TPK will continue. Now, income is generated through sale of monthly newsletters and duck raising. They plan to raise fish as well and feel confident that this will be successful. There are fishermen in the community who can help. They have not solved the other problems but expect that more workshops and other events will increase community and parent understanding.

6. Analysis and Conclusions:

This TPK was an excellent example of significant outside participation in education. Given that there were only four SLTP schools, those inside and outside of school were well represented. Linkages with other structures were significant. Three members were from BP3; there were six village and dinas representatives. TPK secured input from principals through K3S and teachers through MGMP.

The TPK was representative of how better trained and committed people can make programs work. The sense of community is apparent by the attendance at the session and taking informally with staff showed that teachers and principals were motivated and better trained. There was a definite commitment to TPK and members saw the importance of the organization because it filled a void that existed without it. They see the need to have an interschool organization to deal with some of the issues that are more difficult to deal with at the school level. Its size allows the four schools to work under TPK with significant input from each school. The private schools are benefiting greatly from this.

Kecamatan:	Bitung Tengah, North Sulawesi (17 schools)
Pilot:	TPK
Date of Interview:	8 March 2001

1. Attendees:

The project team arrived late and the wrong group of stakeholders was in attendance. After correcting this, an abbreviated interview was conducted that lasted approximately one and one half hours. Also, a K3S session was being held on the same day so that only the host principal was in attendance.

Planned	Actual
(from 2 schools)	(2 schools represented)
TPK members (2-4)	see below
Principal (2)	1 (TPK member)
Teachers (4)	4
Administrator (2-4)	0
Students (4)	4
Parents (4)	4 (TPK members)
Kandep (1)	1 (TPK member)

2. Stated Purpose of the Pilot:

1. Improve awareness and participation of societal stakeholders in improving some aspect of educational quality.
2. Mobilize the potential of the community by securing donated resources, volunteers and revenue.

3. Beneficiaries:

The TPK funded 12 activities across the two phases of the project. The pilots served three functions. The first was to conduct **sosialisasi** activities (public awareness for targeted audiences that included various communications, information sharing and community education activities). The second involved training including local content education for schools; for community members in skills in educational leadership; and for teachers in student-active teaching of local content. The third provided various inter-school competitions. The 12 pilots were designed to have the greatest impact across stakeholder groups.

> ***Students.*** Students benefited from all but one pilot. In terms of public awareness, they benefited indirectly from closer ties between the schools, teachers and parents. They benefited directly by participating in local content programs and competitions. They reported higher motivation to learn because of closer contacts between parents and the school and because of greater attention being paid to them through local content and inter-school competition. This was manifested by lower absences and by students

arriving earlier at school. They acquired "real world" skills as a result of the local content programs.

Teachers. Teachers reported they benefited from the same pilots as the students. They reported higher motivation as a result of the additional attention their students were receiving. And they reported acquiring some skills in how to implement local content programs and using local outside resources.

Principals/schools. The principal reported that the school benefited from all 12 of the pilots in a variety of ways. TPK helped them work more closely with other schools, providing them with better school management skills. The school received additional resources and one school (at least) was able to increase BP3 contribution from rps 7,500 to rps 10,000 monthly. And as a result of increased motivation of students and teachers, attendance was improved. Principals also were provided funding to hold a forum which helped strengthen their working relationship, augmenting K3S activities.

Parents. Parents reported they benefited from seven of the 12 pilots. These mainly focused on IEC activities that brought them into closer contact with teachers and the school. They received inputs through IEC that helped them learn more about what was being taught in schools. The inter-school competitions brought them together with other parents.

Community. Although no community members were present to define this, those in attendance reported that communities were part of some IEC activities as well as participated to a limited extent in local content programs. They saw first- hand how the school was helping the community. Some community members benefited from an activity dealing with training in how to help in school management.

Government. Local government representatives, especially at the village level, participated in some activities and learned from them. The IEC activities provided them valuable information as to how parents could be more involved in schools; and how, as participants on TPK they could bring together different stakeholders. This should proved helpful as decentralization is implemented.

Attendees reported that prior to REDIP, many of these programs were never considered. Community participation was excellent where over 700 attended the seminar on drugs, for example. More interaction among public and private schools was also reported. And, generally, the increased motivation improved student attendance.

4. How, Why and Who:

The TPK pilot was a community-based pilot that involved representatives from across stakeholder groups to participate in the same pilot activities of which there were 12. Pilots covered such activities as student competitions in math, English, volleyball, arts. IEC activities included seminars for parent's community members and other stakeholders in school

management, drug abuse, HIV/AIDS, and the importance of education. Specific training programs were designed to improve educator professionalism, train community members in educational leadership, and for students in traditional fish preparation.

***Planning*.** TPK followed the procedures established by the manual prepared by consultants. The appointed chairman was the government person who headed the kabupaten-level education office. Planning sessions were held as part of K3S meetings. During one of these sessions, the principals selected one person to be the secretary. Principals also appointed other members representing different stakeholder groups including teachers, parents and community members but not students. All TPK members were involved in proposal development. They met as a group and brainstormed to generate a list of potential activities. Then the group voted on which activities they wanted to implement. The actual number was selected and prioritized based on an idea of how much money they would receive from the project. The TPK secretary was responsible for writing the actual proposal on behalf of TPK and worked closely with local field consultants. Once approved, TPK was ready to begin.

***Implementation*.** TPK meetings were scheduled at least twice monthly. During the meetings, attendees identified working groups for each activity. Some people were selected from outside the TPK to serve on these committees and help implement and supervise activities. Certain people served as experts and volunteered their services. At this stage, some students were involved in implementation. Students report they didn't remember being involved in such activities before REDIP. Parents were also included as volunteers for implementation. The TPK reported that organization and implementation was not difficult and would be easy to sustain.

M&E. There was little time to explore how TPK monitored or evaluated the success of the activities. They did report that team members did follow up but it is not understood how this was done.

5. The Future:

As would be expected, TPK members report they will continue the TPK organization to implement other inter-school activities. TPK had already scheduled a soccer tournament. They do not see revenue as a problem. They feel there is sufficient community support that they will be able to secure revenues after they define the activities they want to implement. Based on this meeting, TPK may want to include students in the planning process.

6. Analysis and Conclusions:

The national consultant reports that Bitung Tengah was a good pilot site for TPK. Attendance at meetings was reported to be around 85 percent. Teachers stated they would like to see TPK representatives actually visit schools and talk to them directly about what community activities might benefit the schools. Teachers did not feel they were involved much in the planning process. Parents also felt they were not involved enough; however, as a result of pilot activities,

they were able to approach teachers more readily. Students still remain the object of these activities, yet they are not involved in planning and very little in implementation. Adults still may not see the value of including students in these processes.

The real difficulty is making sure that all students benefit from some of the TPK activities. There are over 4,000 students in the catchment area and is was difficult to determine how many participated in the various activities. The volleyball competition offers an interesting insight into how an attempt was made to involve the greatest number. Each school was to put forward a team for competition. Within each school, all students within each year were to practice and the physical education teacher selected the best. The selected team was then trained for the competition.

The REDIP activities seem to have caused many stakeholders to review their role in education. It was suggested that a wider set of stakeholders participated in planning and implementation activities than before REDIP. It was difficult to assess the level of participation of different government organizations. The kepala desa or village chiefs seemed to have participated in some aspect of implementation, primarily as judges or attendees in seminars. Higher level government officials other than those serving as counterparts to REDIP or the individual appointed as chairman of TPK made little effort to participate. Still, there seems to have been a change in how parents and community perceive their role in participating with schools in activities that bring the schools and community together. Although principals tend to maintain control of decision-making, they seem to have included more representatives from other stakeholder groups in the planning and implementation process. Teachers still seem to be under-represented in this process while students play almost no role other than participating in activities.

Overall, impacts on some educational outcomes seem to be positive. As reported earlier, all stakeholders, with the exception of government representatives, seem to have an increased motivation to participate in the educational process. As reported, there should be an increase in attendance rate, early arrival rate at school and some increase in achievement scores as measured by the cawu as a result of increased motivation. There should be some change in teacher pedagogy and in some subjects the content knowledge. Pilots covered a wide range of activities directed at changing attitudes and behaviors of most target audiences. In this regard, they were well designed. This should be verifiable by examining scores for motivation, achievement, and absence rates on the post-pilot survey.

Kecamatan:	Bitung Tengah, North Sulawesi
Pilot:	Textbook
Date of Interview:	8 March 2001

1. Attendees:

The interviewer required a bit more than two hours to complete the interview. Because of the K3S meeting scheduled that day, only one principal was in attendance as was one librarian.

Planned	Actual
(from 2 schools)	2
teachers (4)	4
students (4)	4
library organizer (2)	1
parents (4)	5
principal (2)	1
kandep (1)	1

2. Stated Purpose of the Pilot:

Provide stakeholders with classroom-based resource to increase the quality of learning.

3. Beneficiaries:

***Students*.** As reported by students, the textbook pilot resulted in increased learning of subject material as well as improvement of study habits. This will lead to higher scores on tests which, in turn, increase student motivation.

***Teachers*.** As reported by teachers, the pilot resulted in helping teachers to give better directions and assign tasks to students; improve teachers' subject knowledge; allows teachers to focus more on teaching/learning since they do not have to copy text onto blackboard; and can be used to hold students accountable by reducing students' excuses. As a result, teachers are more motivated.

***Principals*/School.** Principals can create a better school learning environment due to the increased motivation of students and teachers. This helps to improve the image of the school.

***Parents*.** As reported by parents, pilot textbooks reduce cost of education to poorer parents; creates more interaction with their children; gives parents more control over learning and direct students to higher achievement; and improves communication between teachers and parents.

***Community*.** N/A

Government. N/A

4. How, Why and Who:

The textbook pilot is a school-level pilot so that each of the 17 schools were to work separately to decide which textbooks were to be selected and how they were to be utilized. Textbooks were not funded for all subjects but those identified by the individual schools. It appears that the 17 schools worked together to determine which textbooks would be selected. The textbooks that were selected were for English, biology and physics. These were chosen because the ADB-funded project funded some textbooks but not for these subject. Prior to the acquisition of textbooks, teachers possessed teacher editions of government textbooks. One book per student was ordered and students were allowed to take home books.

Planning. The kecamatan chose the textbook component as part of a joint meeting sponsored by the Kanwil. The five kecamatan each chose the one menu item it wished to implement. The principals met at K3S to decide the subjects for which textbooks would be purchased. Thus, although a school level pilot, the schools agreed through K3S to choose the same subjects. It was decided that English textbooks would be purchased in phase one while biology and physics were chosen for phase two. The ADB project provided textbooks for the other subjects. Each principal prepared the proposal for his/her school and talked with subject matter teachers to gather additional information to include in the proposal. Supposedly, principals contacted private publishers to acquire information about the books they published. It is likely this information was acquired from teachers.

Implementation. Once approved by REDIP, principals contacted publishers of the books they selected. Advance payment was made in accordance with publisher requirements. From the time the order was placed until books were on the shelves, the procurement process lasted about six weeks. Books were shipped directly from the publisher to the school. The books were assigned to the librarian who inventoried them against the order. With student assistance, labels were placed in the books and they were numbered. The school needed to secure written permission from parents for students to stay late. Once inventoried, the librarian assigned an appropriate number of books to each subject teacher, recording the numbers of the books assigned. Teachers then distributed books to students, inventorying the number assigned to each student.

The school reported that there was 100 percent accuracy in titles sent and about 95 percent accuracy in quantity sent. The publishers reimbursed the school for the number of books not shipped. This procedure was a marked departure from the current government system and similar to the system defined under the World Bank textbook project. The schools described this approach as bottom-up while the government system was described as top-down. All were very pleased with the approach including the librarian who produced the inventory books to show the record keeping.

M&E. The librarian was assigned responsibility for monitoring and evaluation. The schools have an unwritten regulation communicated by the teachers to students. If books are damaged or lost, the student must pay for the book. Since the school year is not over, it is not possible to evaluate how the M&E system operated in terms of book collection, damage and loss rates. The librarian reported that all students were to cover books to protect them and that she made spot checks to see if students were taking care of the books. Students reported that many students were taking care of the books while some did not. The librarian and teachers estimated that the books could last up to eight years if handled properly. It was reported that the quality of books ordered from private publishers was higher than those published by government.

5. The Future:

Stakeholders reported they would like to see REDIP continue so that they could acquire more books. If not, they need to look at other sources of revenue and will likely turn to alumni and current students. Parents would like to see the school acquire supplementary books and library books. The current library currently has 500 books, but the librarian reports 8,000 when texts are included. Librarians see textbooks as library books. Students would like to see other teaching aids such as dictionaries, atlases, science equipment and other aids such as wall maps. It is unclear at this time if the schools will take steps to build on this pilot.

6. Analysis and Conclusions:

The textbook pilot focuses on providing resources at the classroom level, but does not ensure appropriate use. The pilot did not take this into consideration, yet beneficiaries reported positive gains simply by introducing resources. Although there may have been a positive impact, a potential significant gain was lost by not requiring schools to use some funding for training teachers, students and parents on how textbooks could be best utilized as a learning aid.

One positive gain was the practice in using a bottom-up procedure for procurement. Under decentralization, this will become a standard practice. Participants saw that such an approach reduces not only the time to acquire instructional resources but that accuracy of numbers and titles is much higher. This should prove encouraging for school level personnel to take more responsibility in preparing requirements for educational resources; preparing documentation for their acquisition; procuring resources; and managing them when they arrive.

The pilot built on the K3S structure as a means to identify needs and standardize decision making across schools in the kecamatan. It did not take the opportunity to use MGMP's formal structure for teachers to conduct research on available textbooks; acquire sample copies; and review them for suitability. The selection of textbooks is likely to be a teacher responsibility with support from principals. It appears that without direction of this nature from the consulting team, the kecamatan resorted to traditional decision making techniques vested with the principal.

Indonesian schools are under-resourced. By introducing new resources and allowing school level personnel to be involved in decision-making has a positive impact on motivation. Even

without training, parents seem to have been involved in use of textbooks increasing their motivation. It is possible that other pilot activities prepared parents for the introduction of new resources and what role parents could play at home to improve learning. This was not reported making it impossible to discern how parents might learn about their role with respect to home support.

At a very basic level textbooks assist teachers by freeing them from having to write textbooks on the blackboard and allowing time for students to copy assignments. More time can be devoted to classroom teaching/learning practices. This alone should improve student learning. The question arises as to how best use the time. Teacher editions of textbooks should provide suggestions on different ways to present learning including using more creative student-centered learning. It is unknown whether the chosen textbooks were of this quality. The selection process seems to have been rather perfunctory and possibly teachers selected a textbook that they knew of rather than reviewing several titles in MGMP meetings. In the future, it may be preferable to provide training to teachers and principals concerning an appropriate selection and procurement process, and how to use instructional materials once they are received. Students did report significant gains on cawu tests (about 2 points) and attributed these gains to having new textbooks to take home.

It seems there was sufficient preparation on the part of librarians to receive, and store textbooks. Distribution and record keeping systems were created to keep track of textbooks. This was verified to the extent that record keeping books were examined. It remains to be seen whether the system works, and this will be known after the school year ends and books are collected.

To the extent the pilot was implemented it appears to have been successful at this kecamatan. Much more could have been done to improve teaching practices, but students, teachers, principals, the librarian and parents seemed to have benefited sufficiently to make the pilot worthwhile.

Kecamatan:	Tombatu, North Sulawesi (7 schools)
Pilot:	BP3
Date of Interview:	9 March 2001

1. Attendees:

A full three hours was used to discuss this pilot. There was a broad representation from within and outside of schools. As with many meetings, the government official in attendance did not volunteer any information so this aspect of the pilots had to be inferred by other stakeholder comments.

Planned	**Actual**
(from 2 schools)	(4 schools represented)
BP3 members (4)	5 (parents)
Principal (2)	3 (BP3 members)
Teachers (4)	6
Students (4)	10
Kandep (1)	1

2. Stated Purpose of the Pilot:

1. Increase and broaden the role of parents participating in BP3 in ways other than raising revenues.
2. Build institutional capacity of the BP3 organization.

3. Beneficiaries:

The pilot activities designed by BP3 involved four types of benefits. The first was to provide various types of competition for students. The second was aimed at improving local content courses for students while involving parents, teachers and community in programs that mirrored jobs performed in the community. The third involved IEC or public awareness activities mainly for parents. The last activity was a form of in-kind revenue generation using parents and community volunteers to improve school facilities. A total of 11 pilots were conducted over the two phases. Actually, three pilots were continued from the first phase resulting in eight different pilot activities being implemented.

Students. Most benefits accrued to students indirectly since much of the activity was related to parent and community involvement with the school. Students benefited by improving academic performance as a result of parents' understanding schools' expectations. By being involved in a variety of activities, students benefited directly through increased motivation and skills development.

Teachers. Teachers benefited by developing closer communications with parents through parent visits to teachers' classrooms to observe and teacher home visitation.

This led to students performing better because of parent involvement directly in student learning.

Principals. Principals learned how to involve parents in school more effectively, secure more in-kind funding for the school, and keep the community informed of school developments.

Parents. Probably the largest beneficiaries, parents increased participation by observing teachers teach, help develop local content, volunteer, attend classes on how to improve their children's learning, and have teachers visit their homes. This proved highly motivating and increased parent perception that the schools were doing a good job.

Community. Community members had an opportunity to learn more about what happens in their schools by having access to a newspaper produced by the school. This is likely to increase community involvement through voluntederism and supplying financial and other resources.

Government. Officials were able to observe new approaches to community involvement, learning new ways that bottom-up planning might evolve. This was of limited benefit due to the limited involvement of government officials.

4. How, Why and Who:

The BP3 activities demonstrated an excellent balance, involving teachers, parents and students, with the parent organization taking a lead role in organizing. Although principals played a large role in planning, BP3 was seen as the lead organization in planning, implementing and monitoring.

Planning. Utilizing the existing BP3 structure (a parent is the chairperson), the principal conducted presentations about what types of activities might be useful for BP3. Parents, teachers and the principal discussed priorities. At some meetings other participants included the village leader and religious leaders from the community. There were a total of four meetings held before a decision was made on which pilot activities would be implemented. The secretary of BP3 (a parent) prepared the proposal while the school secretary typed it. Although not stated, it was assumed that the principal provided assistance to the BP3 secretary.

Implementation. BP3 held meetings to call for volunteers or appoint someone to act as leader for each activity. Activities ran concurrently for the most part. The leader had to be a BP3 member. For example, a parent and a school administrator were appointed to head the newspaper activity for one school.

The leader was responsible for identifying an acquiring volunteers to help with implementation. Volunteers wrote articles for the newspaper and students were used to

distribute newspapers. Papers were published once monthly, and each student was given ten copies to sell at rps. 100 a piece. BP3 members collected this money from students. Seed money was borrowed and paid back once project funds were received. It was estimated that the money collected served to fund all aspects of production so the newspaper pilot operated at breakeven. For other activities, money was disbursed to the working group to cover various costs such as transportation.

M&E. The monitoring system is unclear. It was very difficult to get answers from the group that made sense. For this reason, there is little confidence that the information presented here is accurate. The BP3 chairperson from one school stated that leaders of activities were placed on the meeting agenda to provide reports on the progress of the pilot activities. Money that was collected from newspaper sales was passed to BP3 members who passed to the secretary and deposited in the bank account. BP3 representatives could not state how much money was collected. No one could clearly state how BP3 measured success of pilots. They reported, for example, that 90 percent of all newspapers distributed to students were sold. There was no accurate count for how many parents attended open house activities and what percentage of the total parent population attended. M&E appears to be a very weak link in the pilot.

5. The Future:

As one would expect, attendees reported they want to continue BP3 activities. Since the newspaper operates as a breakeven activity, it is realistic to expect this could continue. One parent suggested that future issues would be difficult to sell unless the quality of content were improved, a very perceptive observation. In one local content program, fish farming, it is expected that fish progeny will be sold, yielding a profit and allowing the program to continue. Meetings will continue once monthly, but there is no current plan on how other costs will be covered such as transportation for parent visits and seminars. The BP3 has an ambitious plan for the future. They wish to acquire land and build a school laboratory. At this stage they have no idea how to proceed.

6. Analysis and Conclusions:

In one sense the BP3 pilots appear to be a success. In another sense, results seem to be superficial. One measure of success may be suggested that shows the role of BP3 was expanded beyond setting and collecting fees from parents. This was the original intent of the government regulation. By involving parents and community members in decision making concerning school activities, the BP3 role has changed and expanded dramatically.

Second, the activities conducted by BP3 at the school level paralleled the TPK activities. This suggests that TPK is really a BP3 structure at the kecamatan level. This offers the possibility of connecting the two structures so that planning and implementation may be coordinated. For example, the newspaper may be published at the TPK level covering all schools. BP3 may sponsor the school level distribution of the papers while students at each school could contribute articles and sell advertising. Revenues could be passed to the TPK and profits could be

distributed equitably to each school BP3. For various competitions, BP3 could sponsor the in-school activities with winners participating in inter-school activities organized by TPK. To achieve some economy of scale, the TPK might hire outside speakers to conduct workshops for parents, MGMP and K3S on topics of interest to the kecamatan. There seems to be a logical link between these two organizations that currently does not exist. Such organizational structures exist for principals and teachers, and it makes sense to create a similar structure for community.

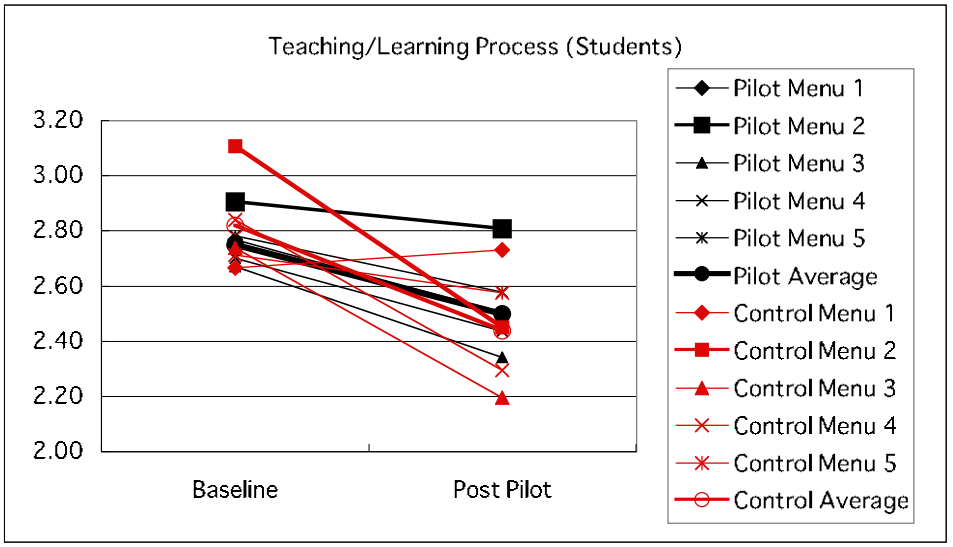
The BP3 activities were managed primarily by parents with inputs from the school and to a much less extent from government and NGO organizations such as religious organizations. This is significant since many of the activities incorporated parents, students, and school personnel in a manner that allowed them to work more closely together. This is an important condition of decentralization, and to that extent, the pilot was successful.

Where pilots failed was in the management and M&E activities. There seemed to be a lack of understanding about defining and using quantitative measures to evaluate success and monitor progress. Also, financial management seemed to be a weak link. It was difficult, for example, to follow the flow of money in the newspaper activity. Answers were not clear on how students got money to the secretary and how the secretary accounted for the income. This is an important limitation for if schools and communities receive grants for implementing a large variety of activities (not just BP3), there needs to be a quality mechanism in place that operationally defines how success will be measured; defines how progress will be monitored; and defines who and how evaluation will be conducted. Finally, there needs to a financial management system that is both transparent and technically sound so that all members of the school community have access to the information. The BP3 idea to build a school laboratory will need a higher level of sophistication in these areas if the program is to be successful. These skills are not apparent at this stage.

APPENDIX 7.2.A: Pilot Kecamatan Averages by Menu

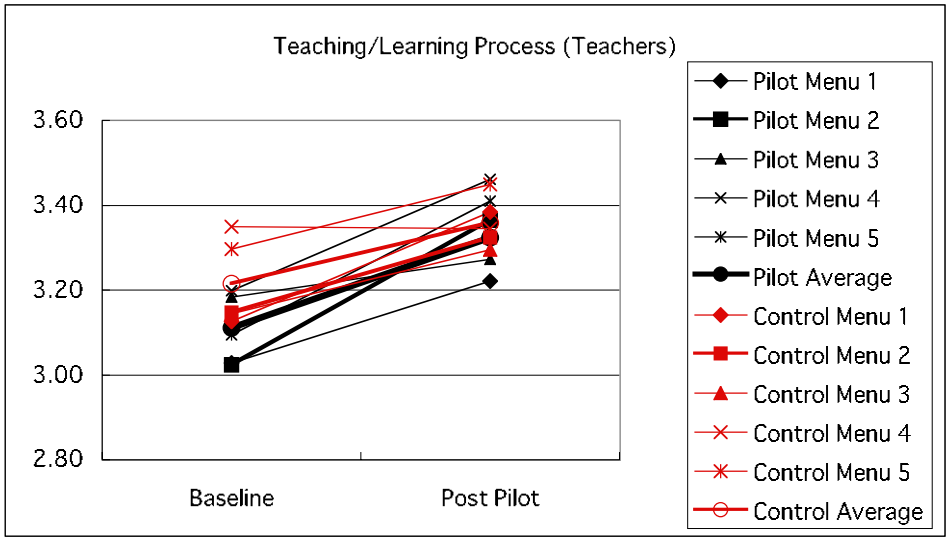
1. Teaching/Learning Process (Students)

	Baseline	Post Pilot	Difference
Pilot Menu 1	2.77	2.50	-0.26
Pilot Menu 2	2.90	2.81	-0.10
Pilot Menu 3	2.67	2.34	-0.33
Pilot Menu 4	2.70	2.44	-0.27
Pilot Menu 5	2.78	2.58	-0.21
Pilot Average	2.75	2.50	-0.25
Control Menu 1	2.67	2.73	0.07
Control Menu 2	3.11	2.45	-0.66
Control Menu 3	2.74	2.20	-0.54
Control Menu 4	2.84	2.29	-0.54
Control Menu 5	2.71	2.57	-0.14
Control Average	2.82	2.44	-0.38



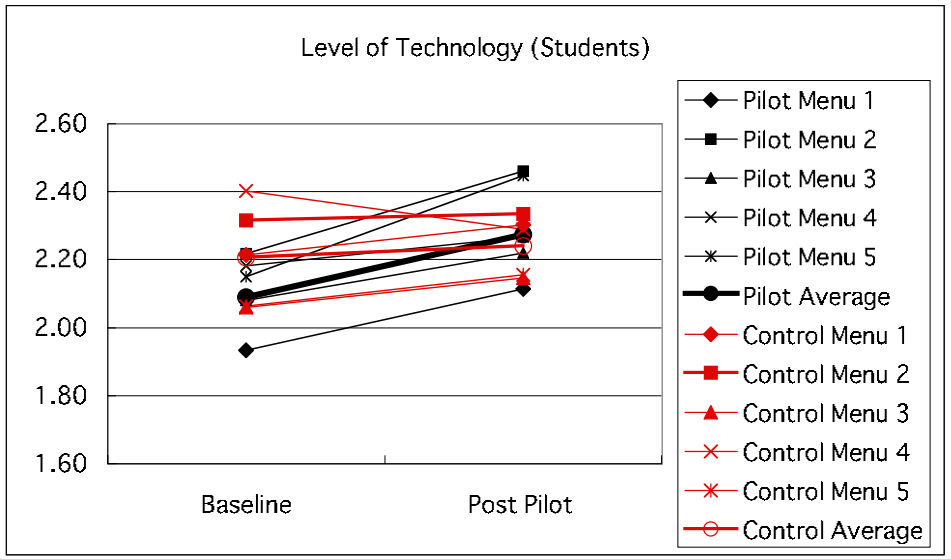
2. Teaching/Learning Process (Teachers)

	Baseline	Post Pilot	Difference
Pilot Menu 1	3.03	3.22	0.19
Pilot Menu 2	3.02	3.36	0.34
Pilot Menu 3	3.18	3.27	0.09
Pilot Menu 4	3.20	3.46	0.26
Pilot Menu 5	3.09	3.41	0.32
Pilot Average	3.11	3.32	0.21
Control Menu 1	3.13	3.38	0.26
Control Menu 2	3.15	3.32	0.18
Control Menu 3	3.14	3.30	0.15
Control Menu 4	3.35	3.35	0.00
Control Menu 5	3.30	3.45	0.15
Control Average	3.22	3.36	0.14



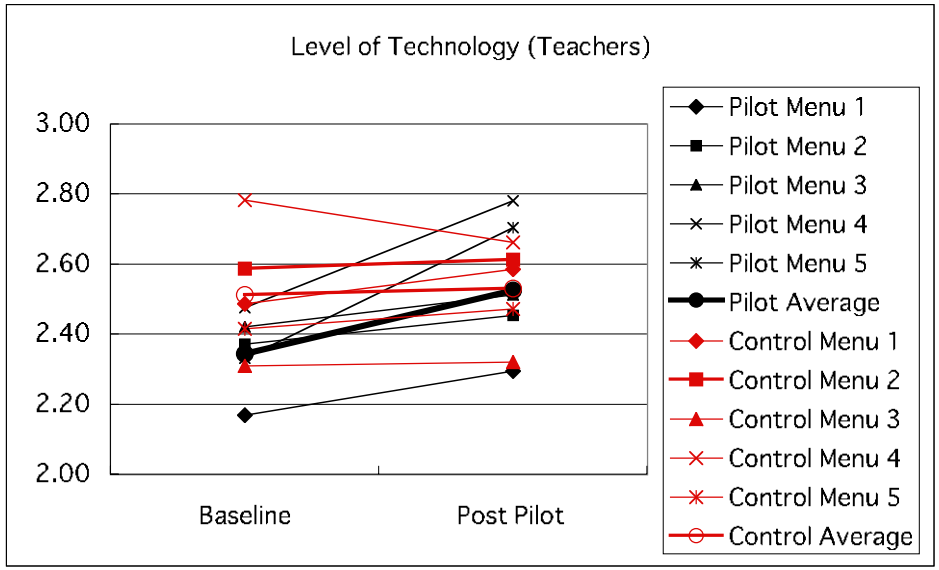
3. Level of Technology (Students)

	Baseline	Post Pilot	Difference
Pilot Menu 1	1.93	2.11	0.18
Pilot Menu 2	2.22	2.46	0.24
Pilot Menu 3	2.08	2.22	0.14
Pilot Menu 4	2.18	2.27	0.08
Pilot Menu 5	2.15	2.45	0.30
Pilot Average	2.09	2.27	0.18
Control Menu 1	2.21	2.30	0.09
Control Menu 2	2.32	2.33	0.02
Control Menu 3	2.06	2.15	0.09
Control Menu 4	2.40	2.29	-0.11
Control Menu 5	2.06	2.16	0.09
Control Average	2.21	2.24	0.03



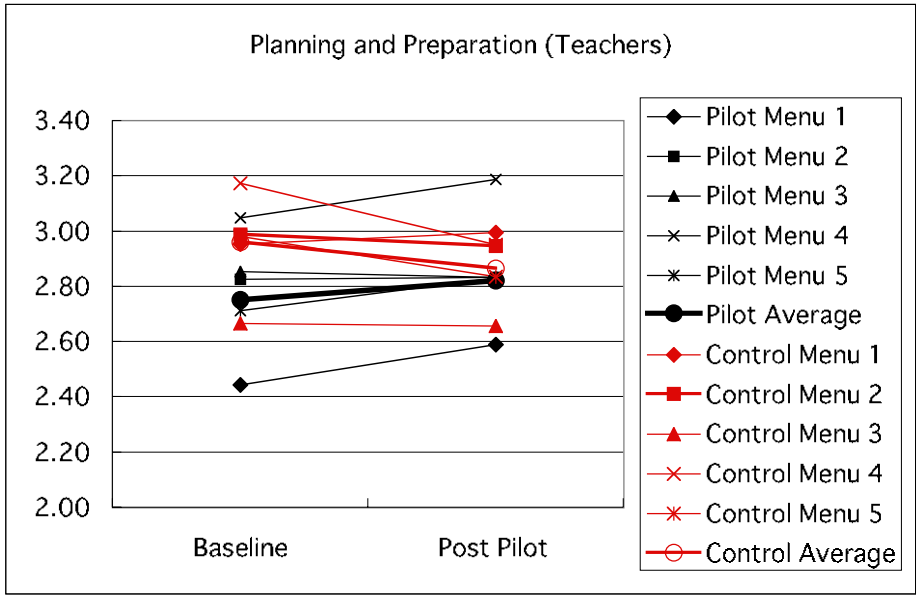
4. Level of Technology (Teachers)

	Baseline	Post Pilot	Difference
Pilot Menu 1	2.17	2.29	0.13
Pilot Menu 2	2.37	2.45	0.08
Pilot Menu 3	2.42	2.51	0.09
Pilot Menu 4	2.48	2.78	0.30
Pilot Menu 5	2.33	2.70	0.37
Pilot Average	2.34	2.52	0.18
Control Menu 1	2.49	2.58	0.10
Control Menu 2	2.59	2.61	0.02
Control Menu 3	2.31	2.32	0.01
Control Menu 4	2.78	2.66	-0.12
Control Menu 5	2.42	2.47	0.06
Control Average	2.51	2.53	0.02



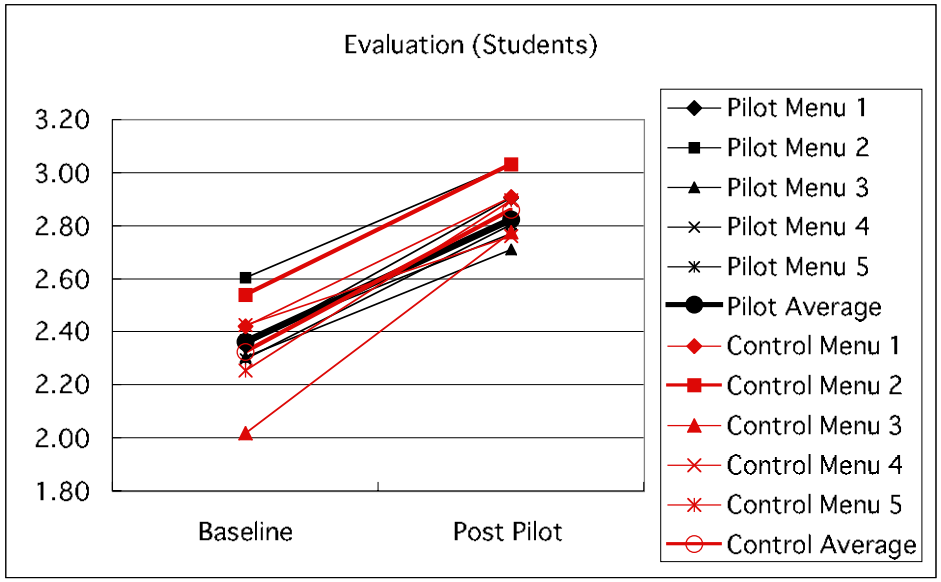
5. Planning and Preparation of Learning Process (Teachers)

	Baseline	Post Pilot	Difference
Pilot Menu 1	2.44	2.59	0.15
Pilot Menu 2	2.82	2.83	0.01
Pilot Menu 3	2.85	2.83	-0.02
Pilot Menu 4	3.05	3.19	0.14
Pilot Menu 5	2.71	2.83	0.12
Pilot Average	2.75	2.82	0.07
Control Menu 1	2.95	2.99	0.04
Control Menu 2	2.99	2.95	-0.04
Control Menu 3	2.66	2.66	-0.01
Control Menu 4	3.17	2.95	-0.22
Control Menu 5	2.98	2.83	-0.15
Control Average	2.96	2.87	-0.09



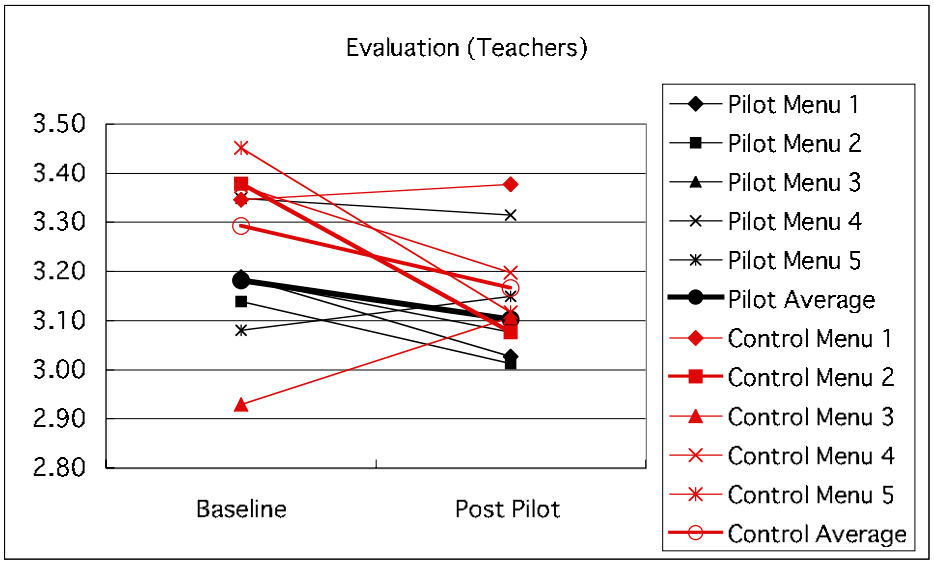
6. Evaluation of the Learning Process (Students)

	Baseline	Post Pilot	Difference
Pilot Menu 1	2.35	2.90	0.56
Pilot Menu 2	2.60	3.03	0.43
Pilot Menu 3	2.31	2.71	0.40
Pilot Menu 4	2.37	2.77	0.40
Pilot Menu 5	2.30	2.80	0.51
Pilot Average	2.36	2.82	0.46
Control Menu 1	2.42	2.91	0.49
Control Menu 2	2.54	3.03	0.49
Control Menu 3	2.02	2.78	0.76
Control Menu 4	2.42	2.76	0.34
Control Menu 5	2.25	2.89	0.64
Control Average	2.32	2.86	0.53



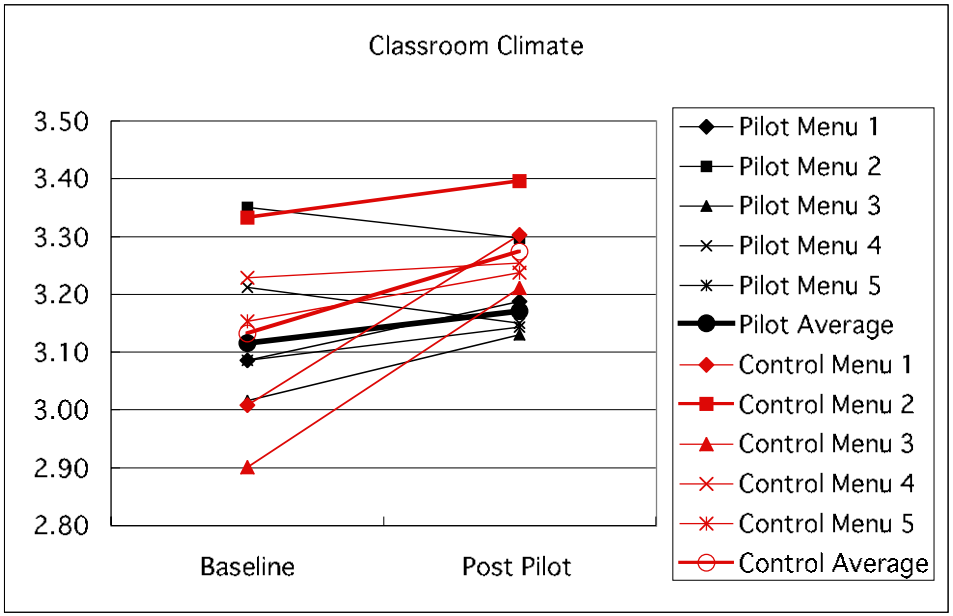
7. Evaluation of the Learning Process (Teachers)

	Baseline	Post Pilot	Difference
Pilot Menu 1	3.19	3.03	-0.16
Pilot Menu 2	3.14	3.01	-0.13
Pilot Menu 3	3.18	3.08	-0.11
Pilot Menu 4	3.35	3.32	-0.03
Pilot Menu 5	3.08	3.15	0.07
Pilot Average	3.18	3.10	-0.08
Control Menu 1	3.35	3.38	0.03
Control Menu 2	3.38	3.08	-0.30
Control Menu 3	2.93	3.11	0.18
Control Menu 4	3.37	3.20	-0.18
Control Menu 5	3.45	3.12	-0.33
Control Average	3.29	3.17	-0.13



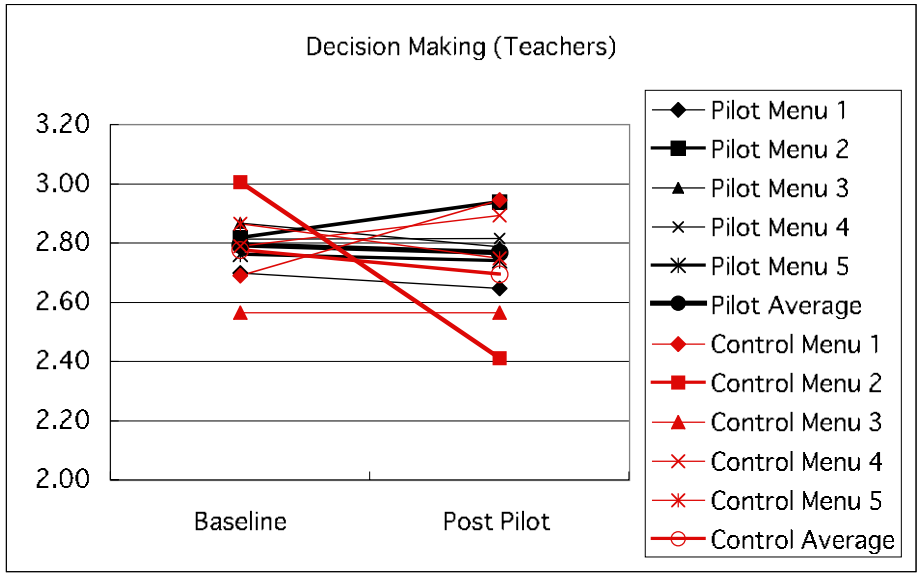
8. Classroom Climate

	Baseline	Post Pilot	Difference
Pilot Menu 1	3.09	3.19	0.10
Pilot Menu 2	3.35	3.30	-0.05
Pilot Menu 3	3.02	3.13	0.11
Pilot Menu 4	3.21	3.15	-0.06
Pilot Menu 5	3.09	3.14	0.06
Pilot Average	3.12	3.17	0.05
Control Menu 1	3.01	3.30	0.29
Control Menu 2	3.33	3.40	0.06
Control Menu 3	2.90	3.21	0.31
Control Menu 4	3.23	3.25	0.03
Control Menu 5	3.15	3.24	0.08
Control Average	3.13	3.27	0.14



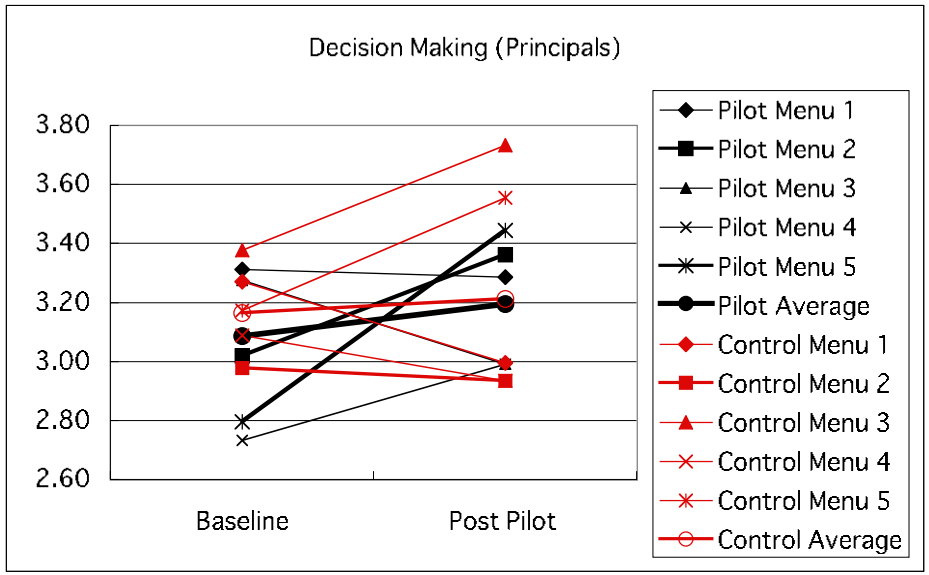
9. Decision Making (Teachers)

	Baseline	Post Pilot	Difference
Pilot Menu 1	2.70	2.65	-0.05
Pilot Menu 2	2.82	2.94	0.12
Pilot Menu 3	2.87	2.79	-0.08
Pilot Menu 4	2.81	2.81	0.00
Pilot Menu 5	2.76	2.74	-0.02
Pilot Average	2.79	2.77	-0.03
Control Menu 1	2.69	2.95	0.26
Control Menu 2	3.01	2.41	-0.59
Control Menu 3	2.56	2.57	0.00
Control Menu 4	2.79	2.89	0.11
Control Menu 5	2.86	2.75	-0.12
Control Average	2.78	2.69	-0.08



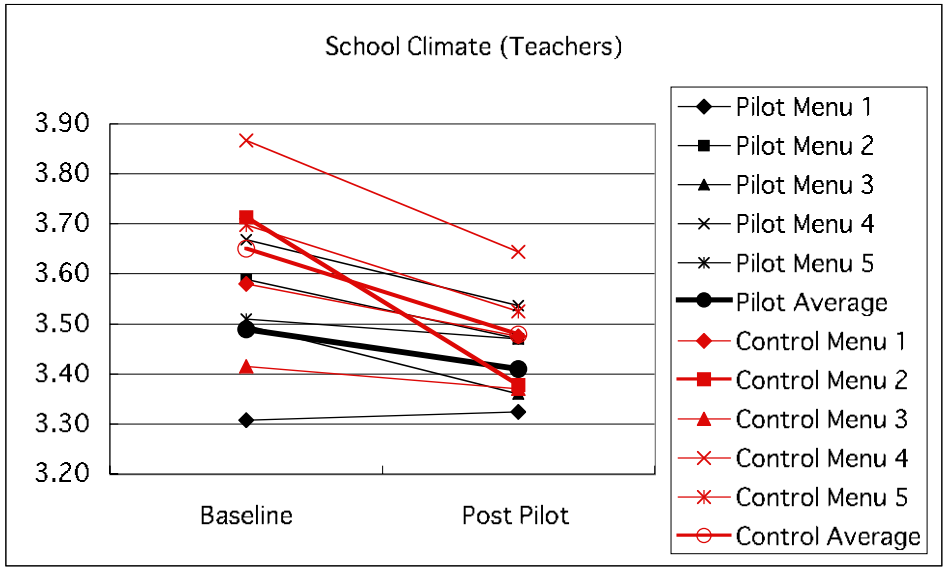
10. Decision Making (Principals)

	Baseline	Post Pilot	Difference
Pilot Menu 1	3.31	3.28	-0.03
Pilot Menu 2	3.02	3.36	0.34
Pilot Menu 3	3.27	2.99	-0.28
Pilot Menu 4	2.73	2.99	0.26
Pilot Menu 5	2.79	3.44	0.65
Pilot Average	3.09	3.20	0.11
Control Menu 1	3.27	3.00	-0.28
Control Menu 2	2.98	2.93	-0.04
Control Menu 3	3.38	3.73	0.36
Control Menu 4	3.09	2.93	-0.16
Control Menu 5	3.17	3.56	0.38
Control Average	3.16	3.21	0.05



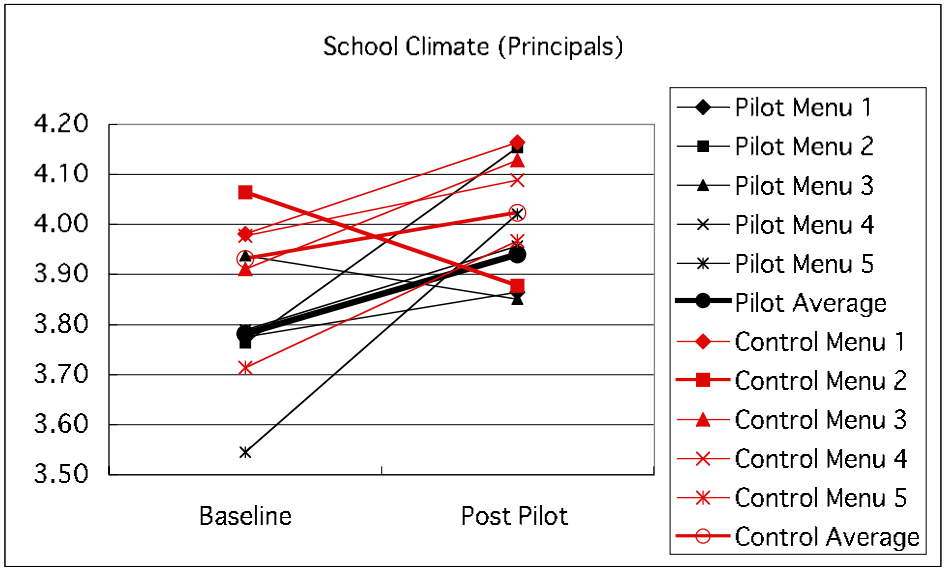
11. School Climate (Teachers)

	Baseline	Post Pilot	Difference
Pilot Menu 1	3.31	3.32	0.02
Pilot Menu 2	3.59	3.47	-0.12
Pilot Menu 3	3.50	3.36	-0.14
Pilot Menu 4	3.67	3.54	-0.13
Pilot Menu 5	3.51	3.47	-0.04
Pilot Average	3.49	3.41	-0.08
Control Menu 1	3.58	3.48	-0.10
Control Menu 2	3.71	3.38	-0.34
Control Menu 3	3.41	3.37	-0.04
Control Menu 4	3.87	3.64	-0.22
Control Menu 5	3.70	3.53	-0.17
Control Average	3.65	3.48	-0.17



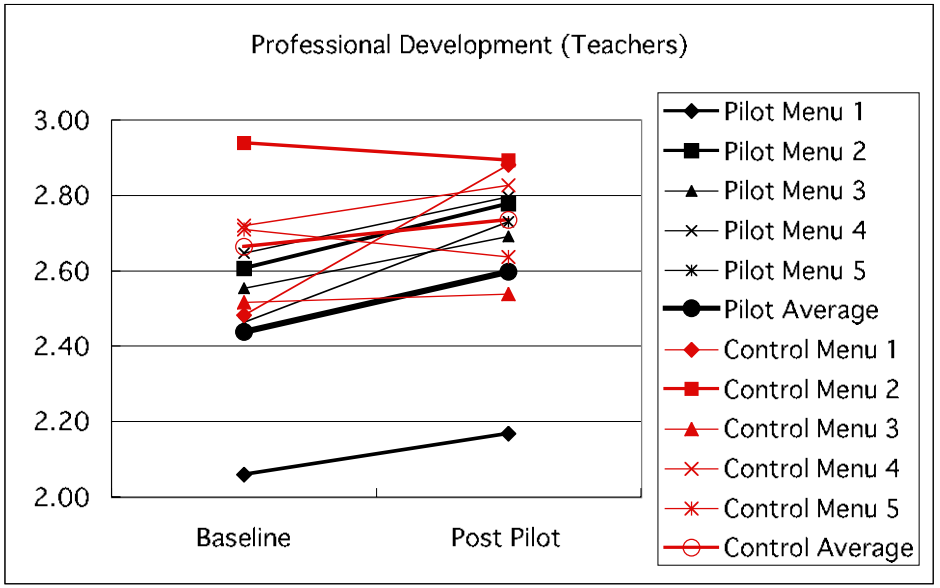
12. School Climate (Principals)

	Baseline	Post Pilot	Difference
Pilot Menu 1	3.78	3.87	0.09
Pilot Menu 2	3.76	4.15	0.39
Pilot Menu 3	3.94	3.85	-0.09
Pilot Menu 4	3.79	3.96	0.17
Pilot Menu 5	3.55	4.02	0.47
Pilot Average	3.78	3.94	0.16
Control Menu 1	3.98	4.16	0.18
Control Menu 2	4.06	3.88	-0.19
Control Menu 3	3.91	4.13	0.22
Control Menu 4	3.98	4.09	0.11
Control Menu 5	3.71	3.97	0.25
Control Average	3.93	4.02	0.09



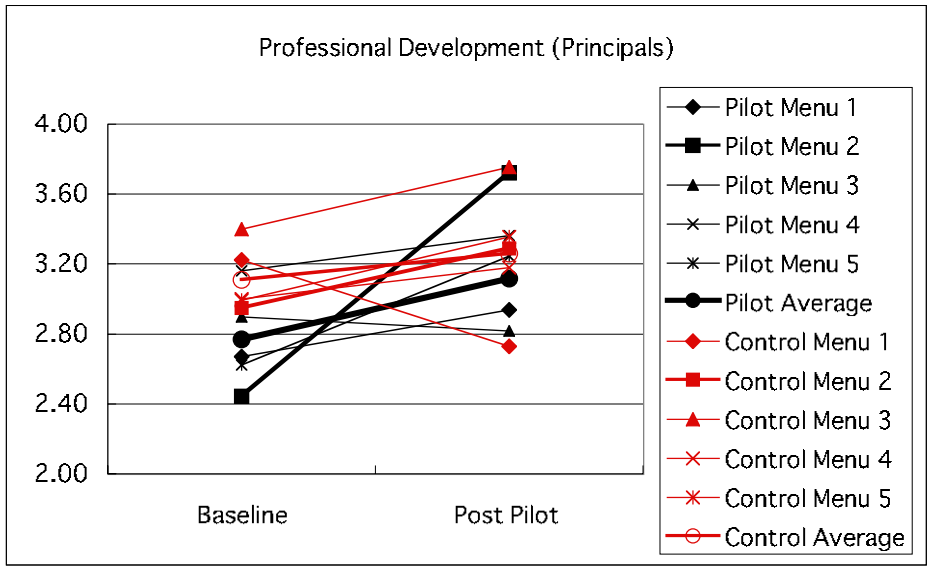
13. Professional Development (Teachers)

	Baseline	Post Pilot	Difference
Pilot Menu 1	2.06	2.17	0.11
Pilot Menu 2	2.61	2.78	0.17
Pilot Menu 3	2.55	2.69	0.14
Pilot Menu 4	2.65	2.80	0.15
Pilot Menu 5	2.46	2.73	0.27
Pilot Average	2.44	2.60	0.16
Control Menu 1	2.48	2.88	0.40
Control Menu 2	2.94	2.89	-0.05
Control Menu 3	2.52	2.54	0.02
Control Menu 4	2.72	2.83	0.11
Control Menu 5	2.71	2.64	-0.07
Control Average	2.66	2.74	0.07



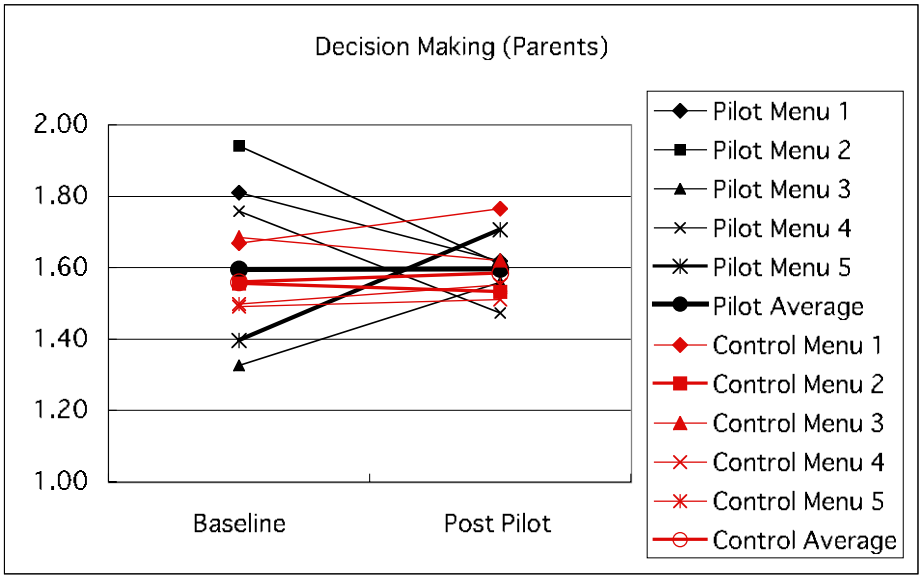
14. Professional Development (Principals)

	Baseline	Post Pilot	Difference
Pilot Menu 1	2.67	2.94	0.27
Pilot Menu 2	2.44	3.72	1.28
Pilot Menu 3	2.90	2.82	-0.08
Pilot Menu 4	3.16	3.36	0.20
Pilot Menu 5	2.62	3.24	0.62
Pilot Average	2.77	3.12	0.35
Control Menu 1	3.22	2.73	-0.50
Control Menu 2	2.95	3.29	0.34
Control Menu 3	3.40	3.76	0.36
Control Menu 4	3.00	3.18	0.18
Control Menu 5	2.99	3.36	0.36
Control Average	3.11	3.26	0.15



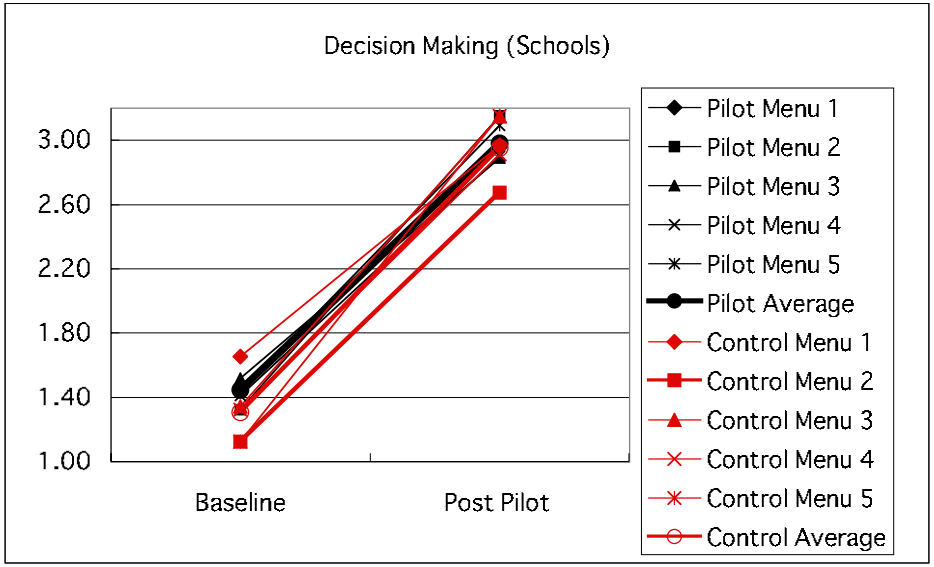
15. Decision Making (Parents)

	Baseline	Post Pilot	Difference
Pilot Menu 1	1.81	1.62	-0.19
Pilot Menu 2	1.94	1.61	-0.33
Pilot Menu 3	1.33	1.56	0.23
Pilot Menu 4	1.76	1.47	-0.28
Pilot Menu 5	1.40	1.71	0.31
Pilot Average	1.59	1.60	0.00
Control Menu 1	1.67	1.76	0.10
Control Menu 2	1.55	1.53	-0.02
Control Menu 3	1.68	1.62	-0.06
Control Menu 4	1.49	1.51	0.02
Control Menu 5	1.50	1.55	0.05
Control Average	1.56	1.59	0.03



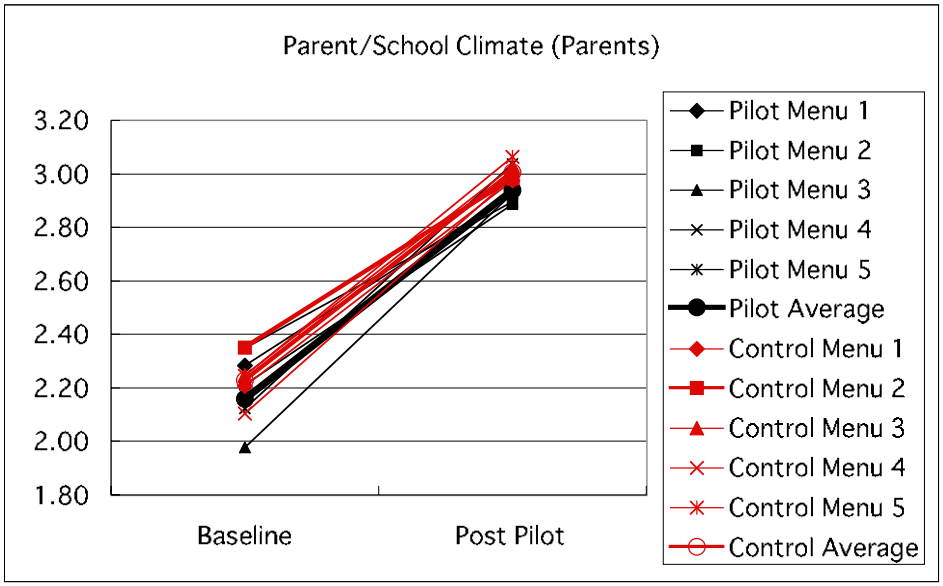
16. Decision Making (Schools)

	Baseline	Post Pilot	Difference
Pilot Menu 1	1.45	2.97	1.51
Pilot Menu 2	1.32	3.15	1.83
Pilot Menu 3	1.52	2.89	1.37
Pilot Menu 4	1.41	2.90	1.49
Pilot Menu 5	1.44	3.09	1.66
Pilot Average	1.45	2.98	1.54
Control Menu 1	1.65	2.97	1.32
Control Menu 2	1.13	2.67	1.55
Control Menu 3	1.34	3.15	1.80
Control Menu 4	1.32	2.91	1.59
Control Menu 5	1.12	3.15	2.03
Control Average	1.31	2.95	1.65



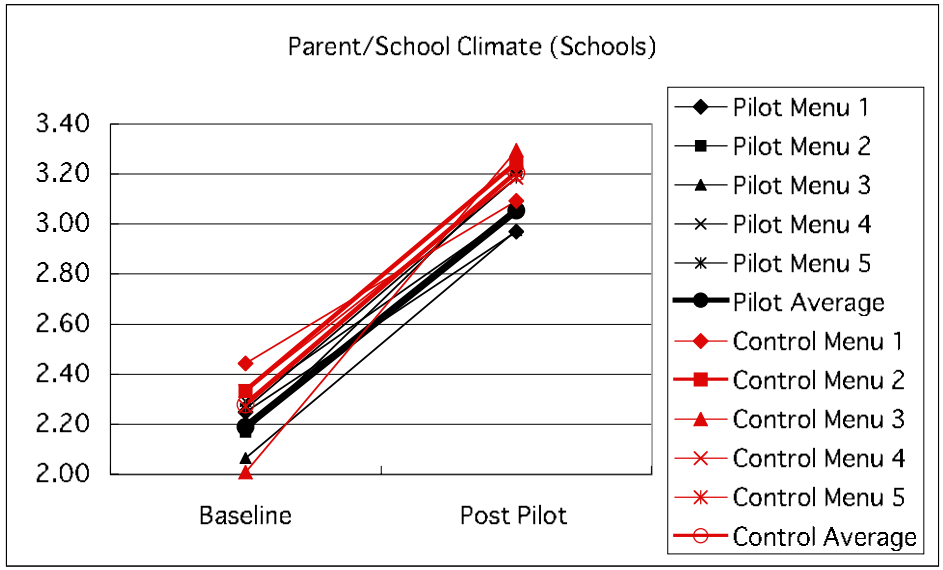
17. Parent/School Climate (Parents)

	Baseline	Post Pilot	Difference
Pilot Menu 1	2.28	2.93	0.64
Pilot Menu 2	2.21	2.89	0.67
Pilot Menu 3	1.98	2.93	0.95
Pilot Menu 4	2.35	2.90	0.55
Pilot Menu 5	2.12	3.04	0.92
Pilot Average	2.16	2.94	0.78
Control Menu 1	2.21	2.97	0.77
Control Menu 2	2.35	2.98	0.63
Control Menu 3	2.25	3.03	0.78
Control Menu 4	2.10	2.99	0.89
Control Menu 5	2.24	3.06	0.82
Control Average	2.23	3.01	0.78



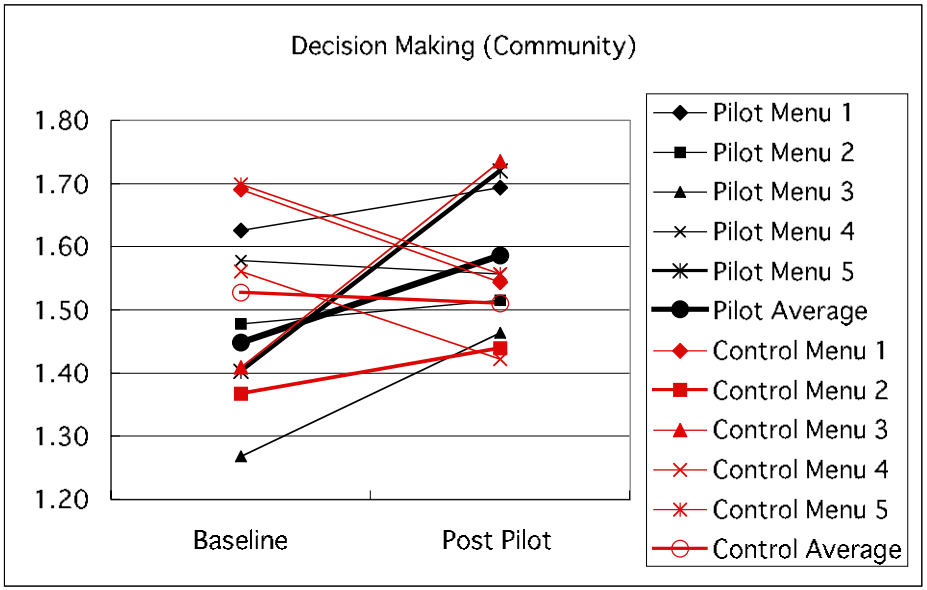
18. Parent/School Climate (Schools)

	Baseline	Post Pilot	Difference
Pilot Menu 1	2.25	2.97	0.72
Pilot Menu 2	2.17	3.21	1.04
Pilot Menu 3	2.06	2.98	0.91
Pilot Menu 4	2.29	3.05	0.76
Pilot Menu 5	2.26	3.19	0.93
Pilot Average	2.19	3.06	0.87
Control Menu 1	2.44	3.09	0.65
Control Menu 2	2.33	3.24	0.91
Control Menu 3	2.01	3.29	1.29
Control Menu 4	2.33	3.19	0.85
Control Menu 5	2.27	3.21	0.94
Control Average	2.28	3.21	0.93



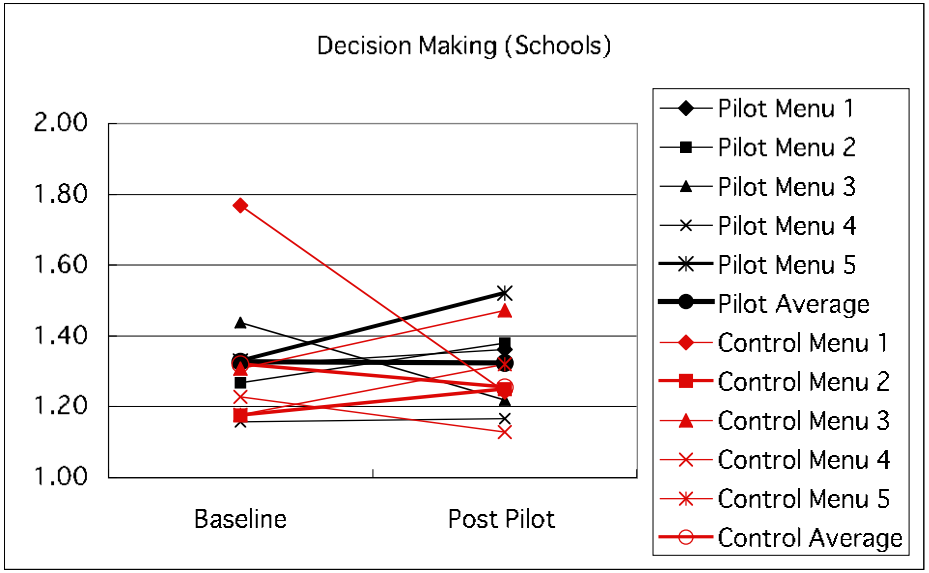
19. Decision Making (Community)

	Baseline	Post Pilot	Difference
Pilot Menu 1	1.63	1.69	0.07
Pilot Menu 2	1.48	1.51	0.04
Pilot Menu 3	1.27	1.46	0.20
Pilot Menu 4	1.58	1.56	-0.02
Pilot Menu 5	1.40	1.72	0.32
Pilot Average	1.45	1.59	0.14
Control Menu 1	1.69	1.54	-0.15
Control Menu 2	1.37	1.44	0.07
Control Menu 3	1.41	1.74	0.33
Control Menu 4	1.56	1.42	-0.14
Control Menu 5	1.70	1.56	-0.14
Control Average	1.53	1.51	-0.02



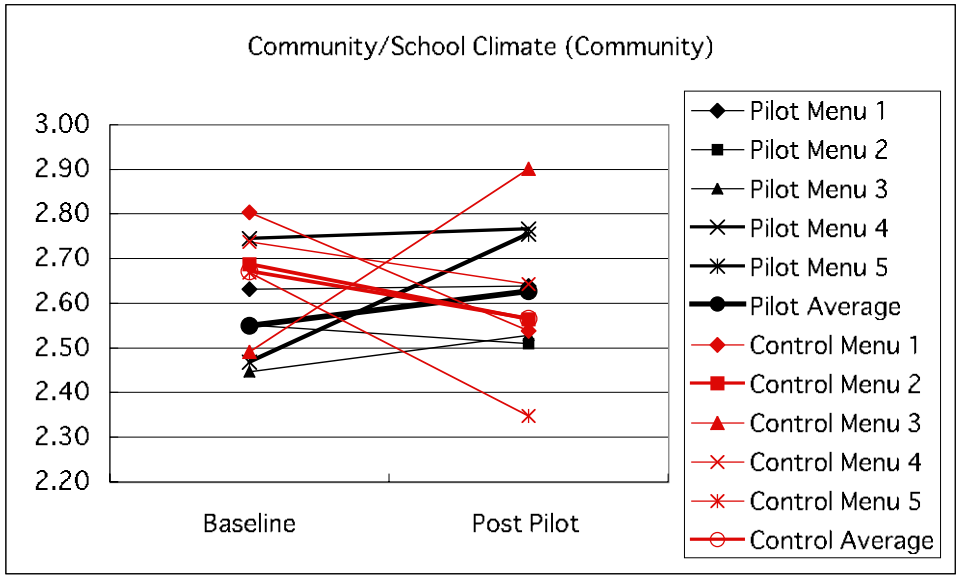
20. Decision Making (Schools)

	Baseline	Post Pilot	Difference
Pilot Menu 1	1.32	1.36	0.04
Pilot Menu 2	1.27	1.38	0.11
Pilot Menu 3	1.44	1.22	-0.22
Pilot Menu 4	1.16	1.17	0.01
Pilot Menu 5	1.33	1.52	0.19
Pilot Average	1.33	1.32	0.00
Control Menu 1	1.77	1.24	-0.53
Control Menu 2	1.18	1.25	0.07
Control Menu 3	1.31	1.47	0.16
Control Menu 4	1.23	1.13	-0.10
Control Menu 5	1.18	1.32	0.14
Control Average	1.32	1.25	-0.06



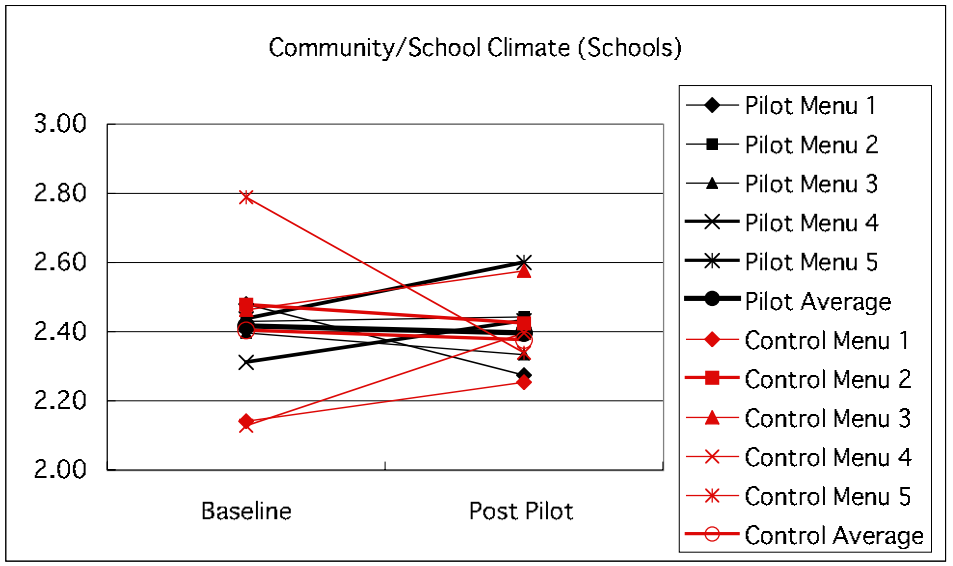
21. Community/School Climate (Community)

	Baseline	Post Pilot	Difference
Pilot Menu 1	2.63	2.64	0.01
Pilot Menu 2	2.55	2.51	-0.04
Pilot Menu 3	2.45	2.53	0.08
Pilot Menu 4	2.74	2.77	0.02
Pilot Menu 5	2.47	2.75	0.29
Pilot Average	2.55	2.63	0.08
Control Menu 1	2.80	2.54	-0.27
Control Menu 2	2.69	2.56	-0.12
Control Menu 3	2.49	2.90	0.41
Control Menu 4	2.74	2.64	-0.09
Control Menu 5	2.67	2.35	-0.32
Control Average	2.67	2.56	-0.11



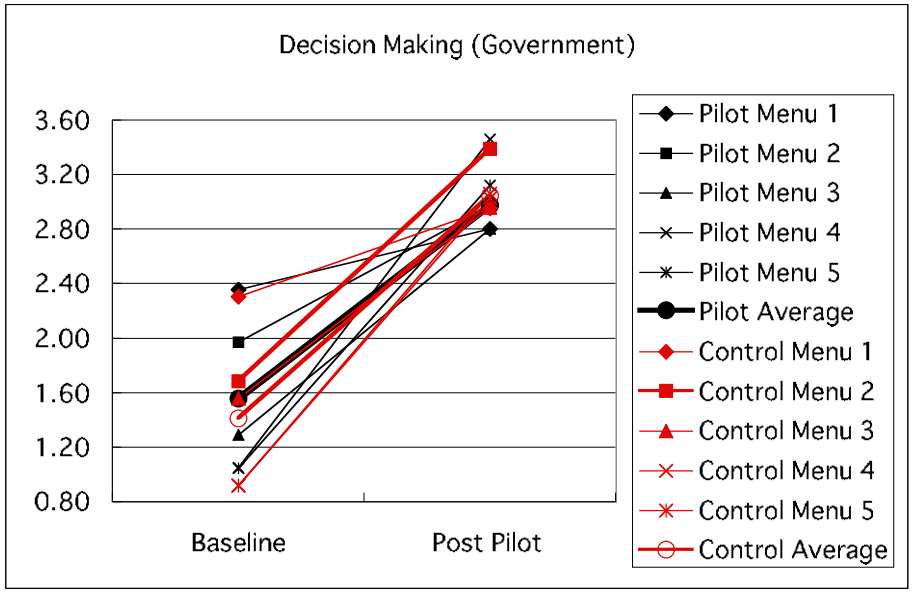
22. Community/School Climate (Schools)

	Baseline	Post Pilot	Difference
Pilot Menu 1	2.48	2.27	-0.21
Pilot Menu 2	2.43	2.44	0.01
Pilot Menu 3	2.40	2.33	-0.06
Pilot Menu 4	2.31	2.43	0.12
Pilot Menu 5	2.44	2.60	0.16
Pilot Average	2.42	2.40	-0.02
Control Menu 1	2.14	2.25	0.11
Control Menu 2	2.48	2.42	-0.05
Control Menu 3	2.46	2.58	0.11
Control Menu 4	2.13	2.40	0.27
Control Menu 5	2.79	2.34	-0.45
Control Average	2.40	2.38	-0.03



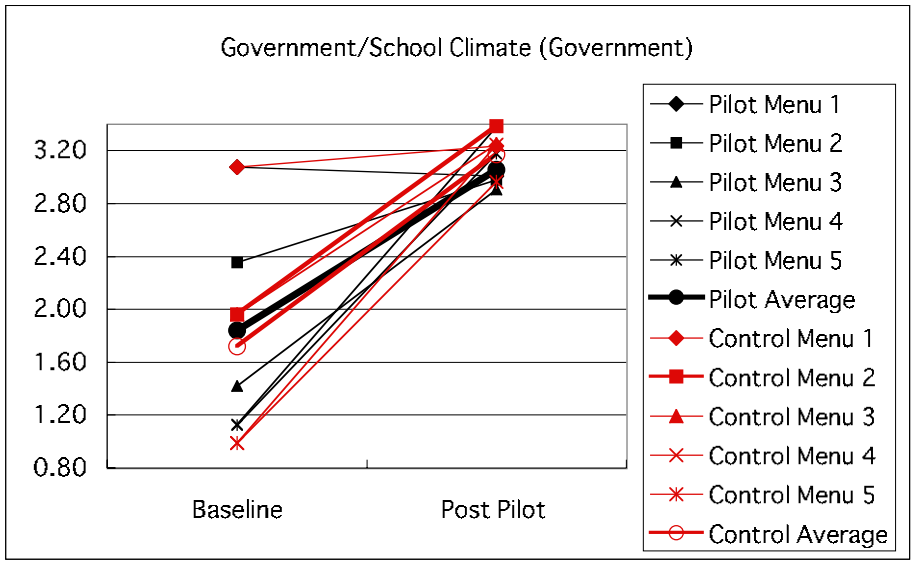
23. Decision Making (Government)

	Baseline	Post Pilot	Difference
Pilot Menu 1	2.35	2.80	0.45
Pilot Menu 2	1.97	2.97	1.00
Pilot Menu 3	1.29	2.80	1.51
Pilot Menu 4	1.05	3.46	2.41
Pilot Menu 5	1.05	3.12	2.07
Pilot Average	1.56	2.97	1.42
Control Menu 1	2.30	2.95	0.65
Control Menu 2	1.68	3.39	1.71
Control Menu 3	1.56	2.96	1.40
Control Menu 4	0.92	3.06	2.14
Control Menu 5	0.92	3.03	2.11
Control Average	1.41	3.05	1.63



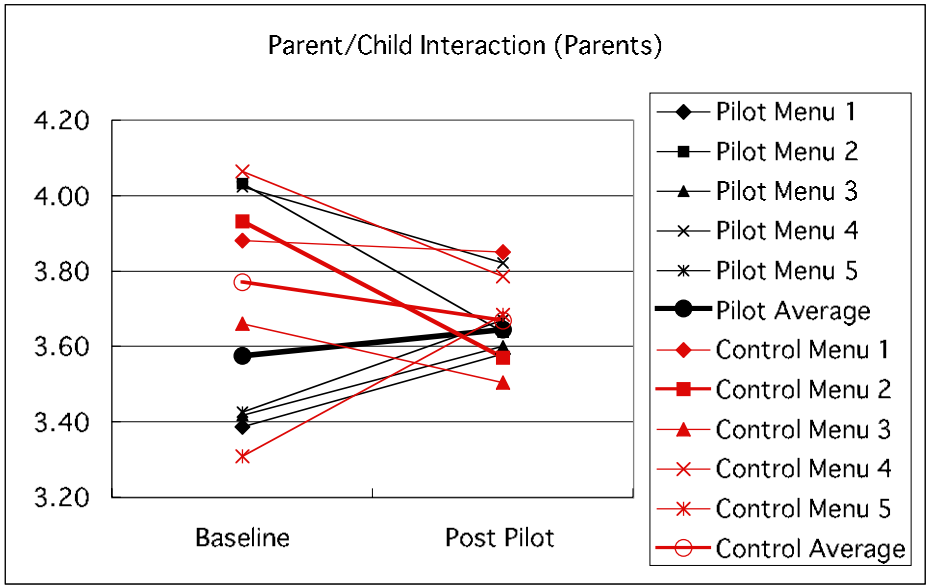
24. Government/School Climate (Government)

	Baseline	Post Pilot	Difference
Pilot Menu 1	3.07	3.01	-0.07
Pilot Menu 2	2.35	2.98	0.63
Pilot Menu 3	1.42	2.91	1.49
Pilot Menu 4	1.13	3.38	2.25
Pilot Menu 5	1.12	3.18	2.06
Pilot Average	1.84	3.06	1.21
Control Menu 1	3.07	3.24	0.16
Control Menu 2	1.96	3.38	1.42
Control Menu 3	1.96	3.25	1.29
Control Menu 4	0.99	3.24	2.26
Control Menu 5	0.99	2.96	1.98
Control Average	1.72	3.17	1.46



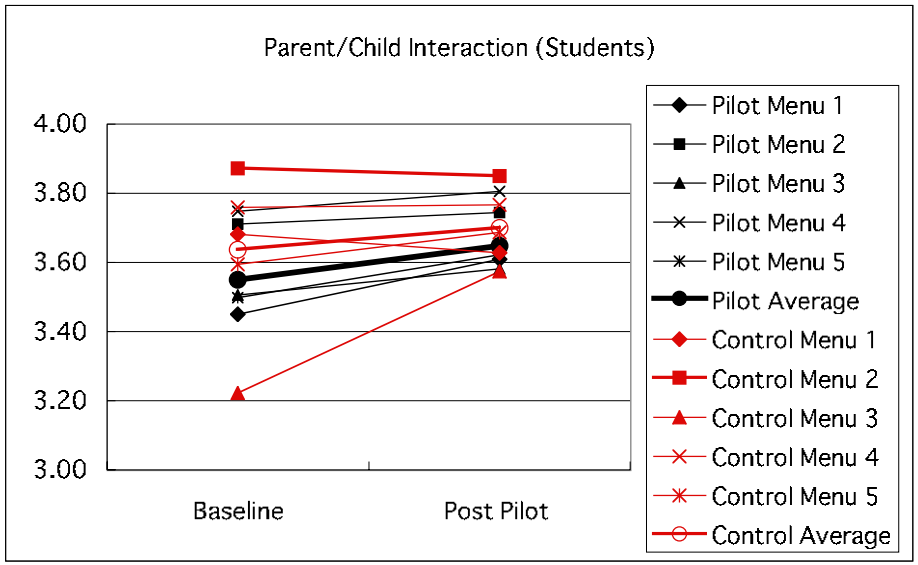
25. Parent/Child Interaction (Parents)

	Baseline	Post Pilot	Difference
Pilot Menu 1	3.39	3.58	0.19
Pilot Menu 2	4.03	3.64	-0.39
Pilot Menu 3	3.42	3.60	0.18
Pilot Menu 4	4.02	3.82	-0.20
Pilot Menu 5	3.43	3.67	0.24
Pilot Average	3.57	3.64	0.07
Control Menu 1	3.88	3.85	-0.03
Control Menu 2	3.93	3.57	-0.36
Control Menu 3	3.66	3.50	-0.15
Control Menu 4	4.06	3.79	-0.28
Control Menu 5	3.31	3.68	0.37
Control Average	3.77	3.67	-0.10



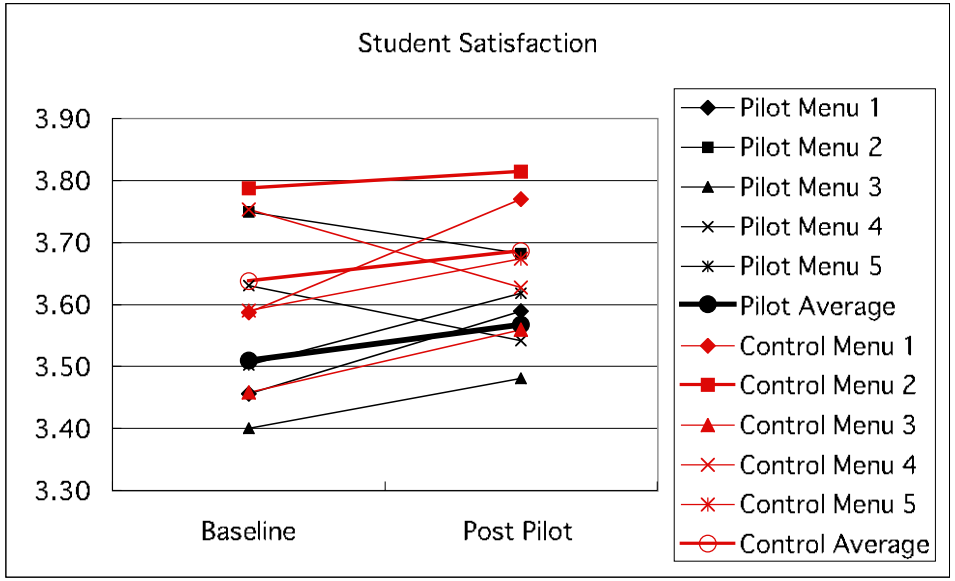
26. Parent/Child Interaction (Students)

	Baseline	Post Pilot	Difference
Pilot Menu 1	3.45	3.61	0.16
Pilot Menu 2	3.71	3.74	0.03
Pilot Menu 3	3.51	3.58	0.08
Pilot Menu 4	3.75	3.81	0.06
Pilot Menu 5	3.50	3.62	0.12
Pilot Average	3.55	3.65	0.10
Control Menu 1	3.68	3.63	-0.05
Control Menu 2	3.87	3.85	-0.02
Control Menu 3	3.22	3.57	0.35
Control Menu 4	3.76	3.77	0.01
Control Menu 5	3.59	3.69	0.09
Control Average	3.64	3.70	0.06



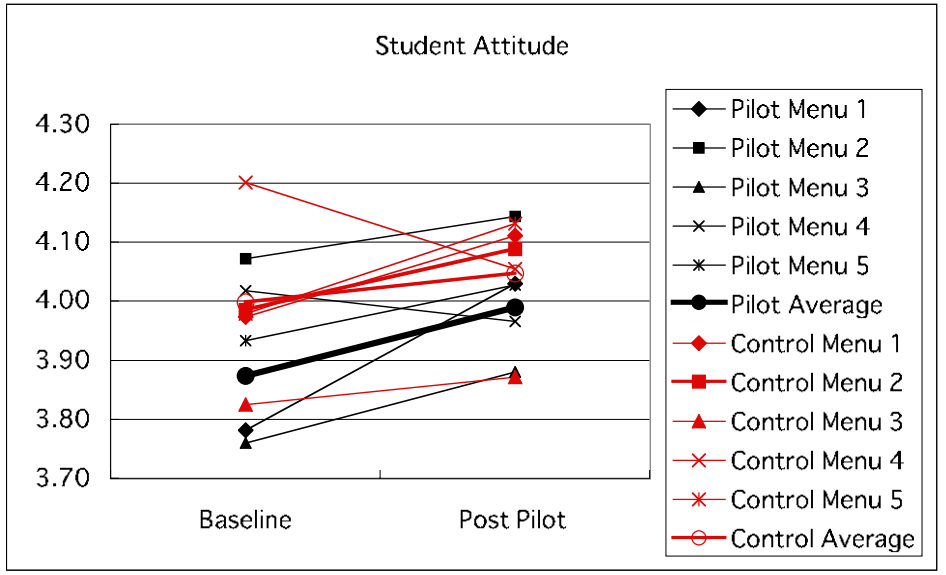
27. Student Satisfaction

	Baseline	Post Pilot	Difference
Pilot Menu 1	3.46	3.59	0.13
Pilot Menu 2	3.75	3.68	-0.07
Pilot Menu 3	3.40	3.48	0.08
Pilot Menu 4	3.63	3.54	-0.09
Pilot Menu 5	3.50	3.62	0.12
Pilot Average	3.51	3.57	0.06
Control Menu 1	3.59	3.77	0.18
Control Menu 2	3.79	3.81	0.03
Control Menu 3	3.46	3.56	0.10
Control Menu 4	3.75	3.63	-0.13
Control Menu 5	3.59	3.67	0.08
Control Average	3.64	3.69	0.05



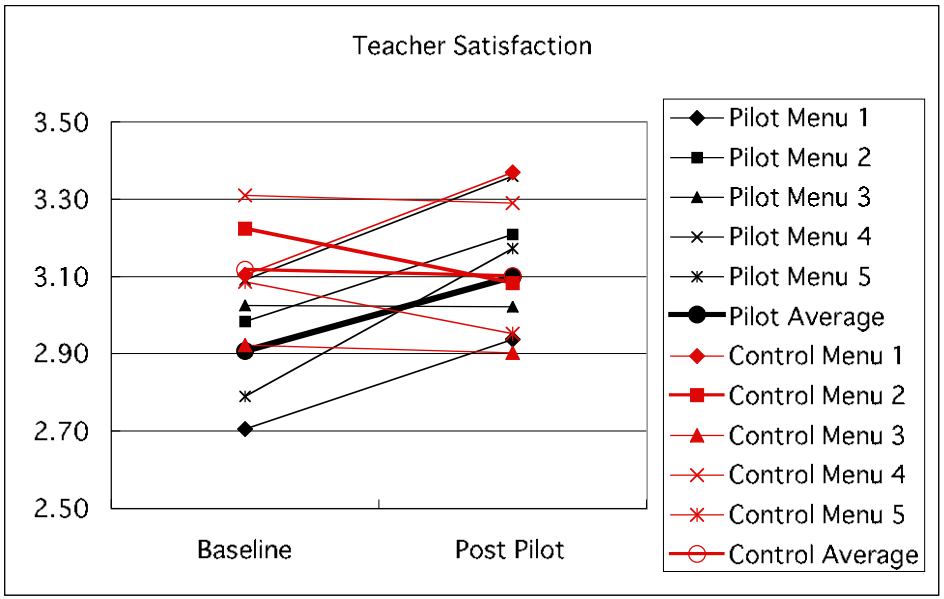
28. Student Attitude

	Baseline	Post Pilot	Difference
Pilot Menu 1	3.78	4.03	0.25
Pilot Menu 2	4.07	4.14	0.07
Pilot Menu 3	3.76	3.88	0.12
Pilot Menu 4	4.02	3.97	-0.05
Pilot Menu 5	3.93	4.03	0.09
Pilot Average	3.87	3.99	0.12
Control Menu 1	3.97	4.11	0.14
Control Menu 2	3.99	4.09	0.10
Control Menu 3	3.82	3.87	0.05
Control Menu 4	4.20	4.05	-0.15
Control Menu 5	3.98	4.13	0.15
Control Average	4.00	4.05	0.05



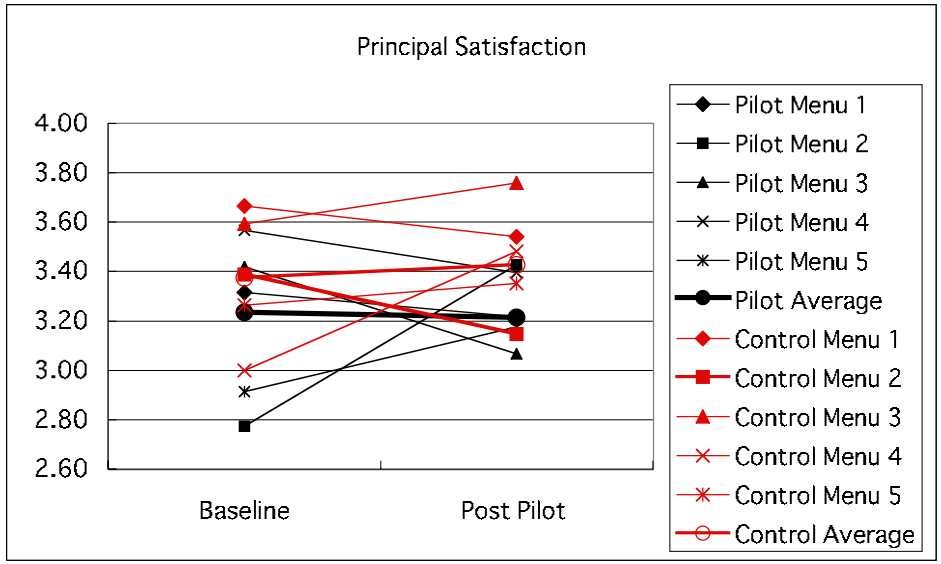
29. Teacher Satisfaction

	Baseline	Post Pilot	Difference
Pilot Menu 1	2.71	2.94	0.23
Pilot Menu 2	2.98	3.21	0.22
Pilot Menu 3	3.02	3.02	0.00
Pilot Menu 4	3.09	3.36	0.27
Pilot Menu 5	2.79	3.17	0.38
Pilot Average	2.91	3.10	0.19
Control Menu 1	3.10	3.37	0.27
Control Menu 2	3.22	3.08	-0.14
Control Menu 3	2.92	2.90	-0.02
Control Menu 4	3.31	3.29	-0.02
Control Menu 5	3.09	2.95	-0.13
Control Average	3.12	3.10	-0.02



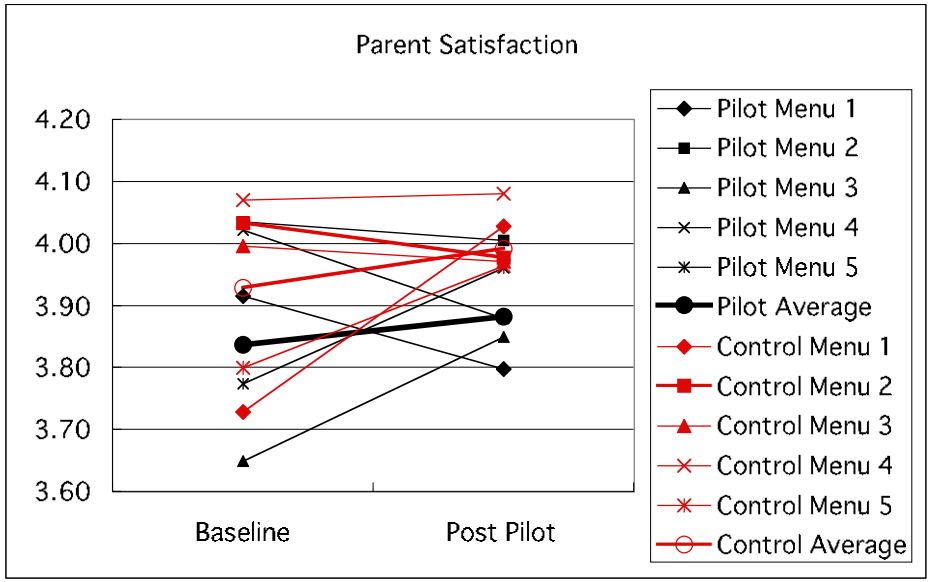
30. Principal Satisfaction

	Baseline	Post Pilot	Difference
Pilot Menu 1	3.32	3.22	-0.10
Pilot Menu 2	2.77	3.43	0.65
Pilot Menu 3	3.42	3.07	-0.35
Pilot Menu 4	3.57	3.40	-0.17
Pilot Menu 5	2.91	3.17	0.26
Pilot Average	3.24	3.22	-0.02
Control Menu 1	3.67	3.54	-0.13
Control Menu 2	3.39	3.15	-0.24
Control Menu 3	3.59	3.76	0.17
Control Menu 4	3.00	3.48	0.48
Control Menu 5	3.26	3.35	0.09
Control Average	3.38	3.43	0.05



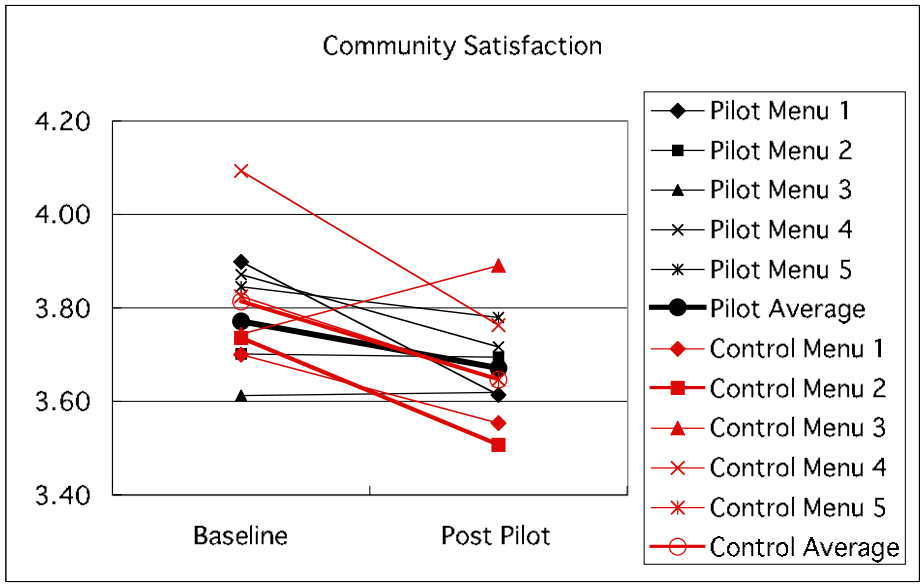
31. Parent Satisfaction

	Baseline	Post Pilot	Difference
Pilot Menu 1	3.91	3.80	-0.12
Pilot Menu 2	4.03	4.01	-0.03
Pilot Menu 3	3.65	3.85	0.20
Pilot Menu 4	4.02	3.88	-0.14
Pilot Menu 5	3.77	3.96	0.19
Pilot Average	3.84	3.88	0.04
Control Menu 1	3.73	4.03	0.30
Control Menu 2	4.03	3.98	-0.06
Control Menu 3	4.00	3.97	-0.02
Control Menu 4	4.07	4.08	0.01
Control Menu 5	3.80	3.96	0.16
Control Average	3.93	3.99	0.06



32. Community Satisfaction

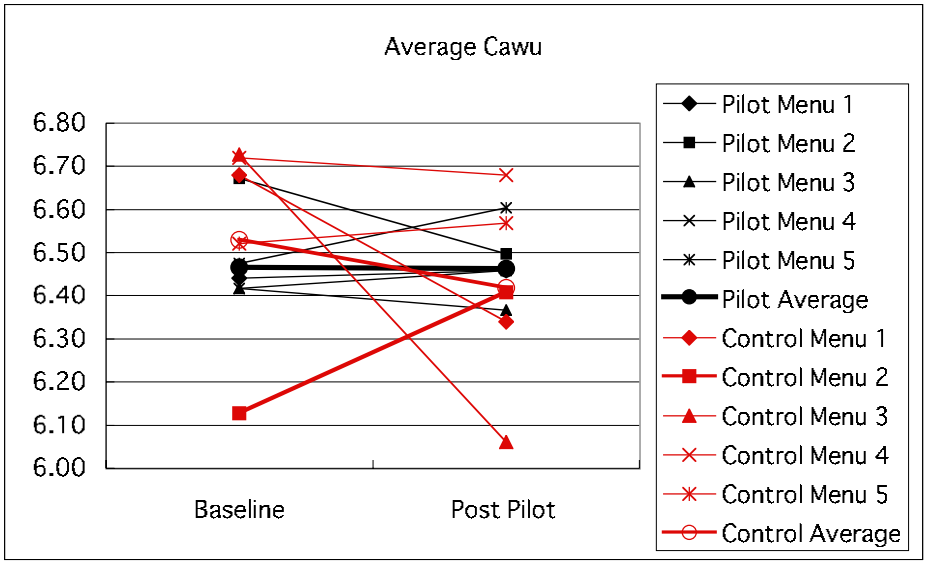
	Baseline	Post Pilot	Difference
Pilot Menu 1	3.90	3.61	-0.29
Pilot Menu 2	3.70	3.69	-0.01
Pilot Menu 3	3.61	3.62	0.01
Pilot Menu 4	3.87	3.72	-0.16
Pilot Menu 5	3.85	3.78	-0.07
Pilot Average	3.77	3.67	-0.10
Control Menu 1	3.70	3.55	-0.15
Control Menu 2	3.74	3.51	-0.23
Control Menu 3	3.74	3.89	0.15
Control Menu 4	4.09	3.76	-0.33
Control Menu 5	3.82	3.65	-0.18
Control Average	3.81	3.65	-0.17



33. Average Cawu*

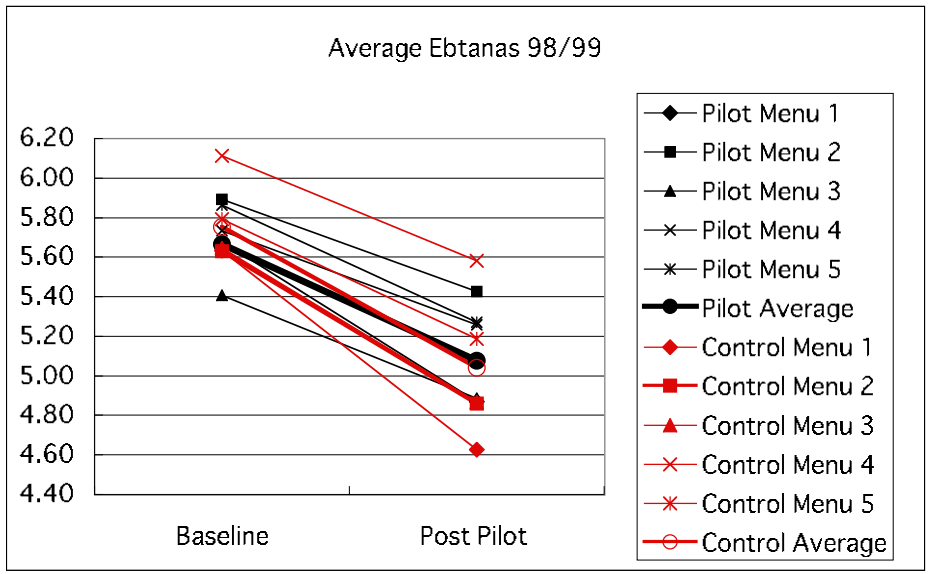
	Baseline	Post Pilot	Difference
Pilot Menu 1	6.44	6.46	0.02
Pilot Menu 2	6.67	6.50	-0.18
Pilot Menu 3	6.42	6.37	-0.05
Pilot Menu 4	6.42	6.46	0.04
Pilot Menu 5	6.48	6.60	0.13
Pilot Average	6.47	6.46	0.00
Control Menu 1	6.68	6.34	-0.34
Control Menu 2	6.13	6.41	0.28
Control Menu 3	6.73	6.06	-0.67
Control Menu 4	6.72	6.68	-0.04
Control Menu 5	6.52	6.57	0.05
Control Average	6.53	6.42	-0.11

* For reference only because Cawu tests differ by kabupaten.



34. Average Ebtanas 98/99

	Baseline	Post Pilot	Difference
Pilot Menu 1	5.68	4.87	-0.81
Pilot Menu 2	5.89	5.43	-0.47
Pilot Menu 3	5.41	4.88	-0.52
Pilot Menu 4	5.73	5.26	-0.48
Pilot Menu 5	5.86	5.27	-0.59
Pilot Average	5.67	5.08	-0.59
Control Menu 1	5.63	4.63	-1.01
Control Menu 2	5.63	4.86	-0.77
Control Menu 3	5.65	4.86	-0.78
Control Menu 4	6.11	5.58	-0.53
Control Menu 5	5.79	5.19	-0.61
Control Average	5.75	5.04	-0.71

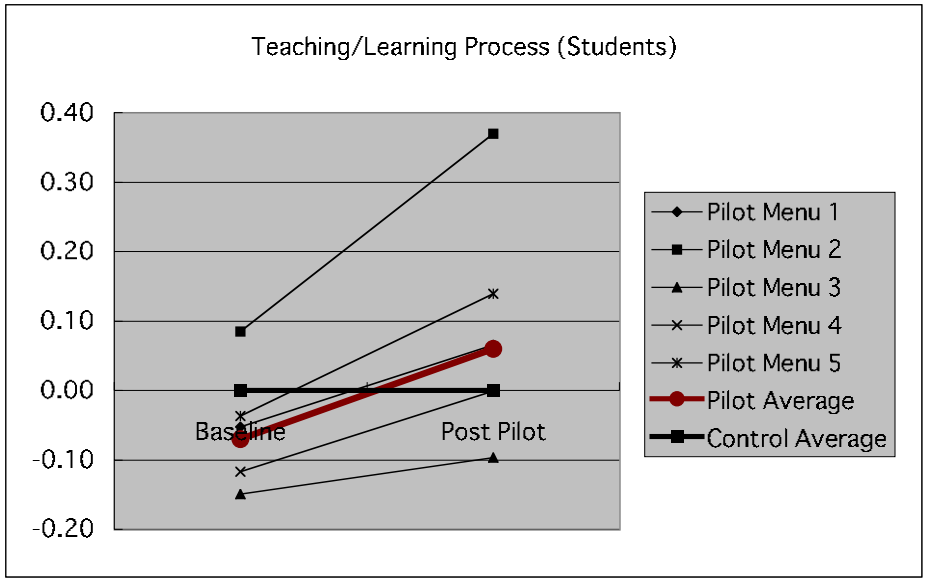


APPENDIX 7.2.B: Pilot Averages Relative to the Overall Control Average

1. Teaching/Learning Process (Students)

	Baseline	Post Pilot	Difference
Pilot Menu 1	2.77	2.50	-0.26
Pilot Menu 2	2.90	2.81	-0.10
Pilot Menu 3	2.67	2.34	-0.33
Pilot Menu 4	2.70	2.44	-0.27
Pilot Menu 5	2.78	2.58	-0.21
Pilot Average	2.75	2.50	-0.25
Control Menu 1	2.67	2.73	0.07
Control Menu 2	3.11	2.45	-0.66
Control Menu 3	2.74	2.20	-0.54
Control Menu 4	2.84	2.29	-0.54
Control Menu 5	2.71	2.57	-0.14
Control Average	2.82	2.44	-0.38

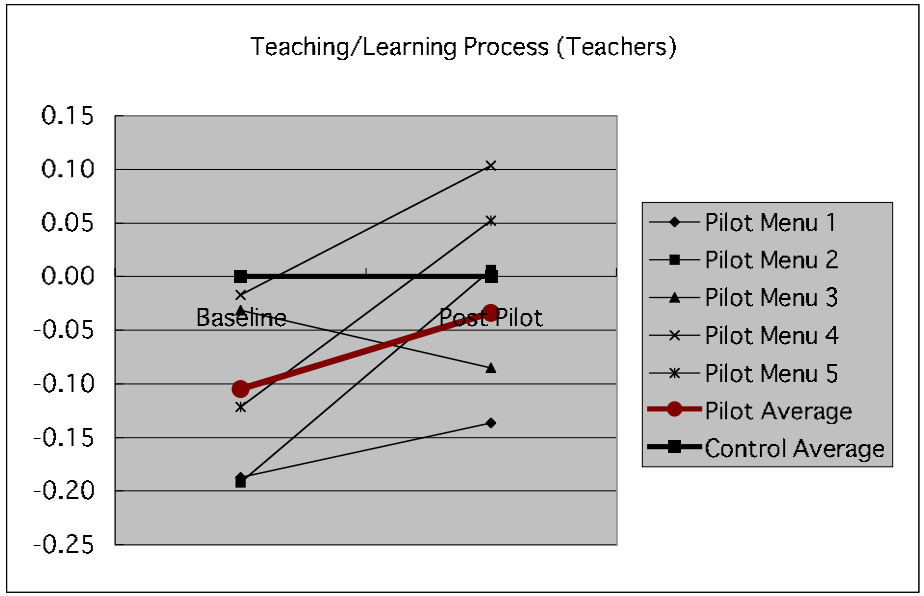
	Baseline	Post Pilot	Difference
Pilot Menu 1	-0.05	0.07	0.12
Pilot Menu 2	0.08	0.37	0.28
Pilot Menu 3	-0.15	-0.10	0.05
Pilot Menu 4	-0.12	0.00	0.12
Pilot Menu 5	-0.04	0.14	0.18
Pilot Average	-0.07	0.06	0.13
Control Average	0.00	0.00	0.00



2. Teaching/Learning Process (Teachers)

	Baseline	Post Pilot	Difference
Pilot Menu 1	3.03	3.22	0.19
Pilot Menu 2	3.02	3.36	0.34
Pilot Menu 3	3.18	3.27	0.09
Pilot Menu 4	3.20	3.46	0.26
Pilot Menu 5	3.09	3.41	0.32
Pilot Average	3.11	3.32	0.21
Control Menu 1	3.13	3.38	0.26
Control Menu 2	3.15	3.32	0.18
Control Menu 3	3.14	3.30	0.15
Control Menu 4	3.35	3.35	0.00
Control Menu 5	3.30	3.45	0.15
Control Average	3.22	3.36	0.14

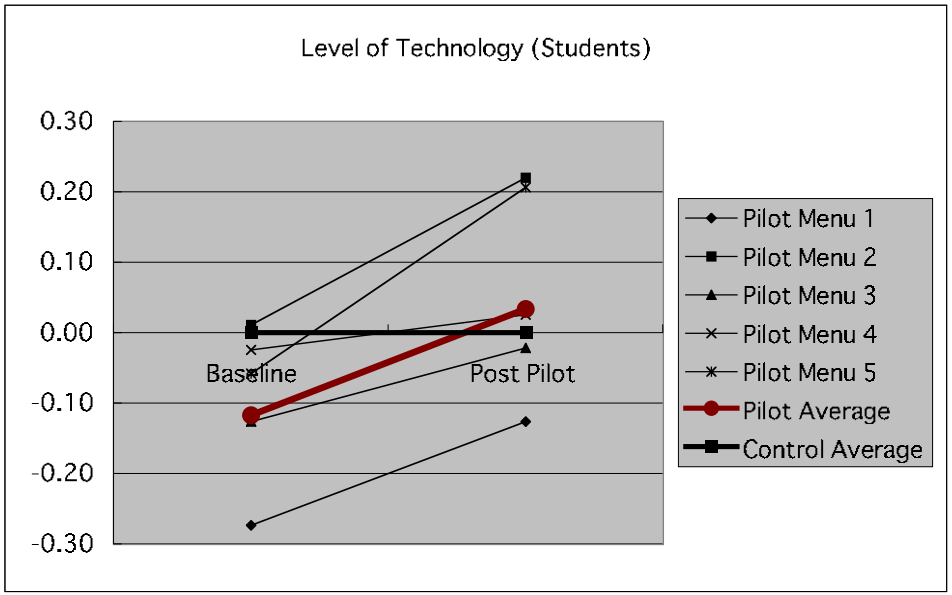
	Baseline	Post Pilot	Difference
Pilot Menu 1	-0.19	-0.14	0.05
Pilot Menu 2	-0.19	0.01	0.20
Pilot Menu 3	-0.03	-0.08	-0.05
Pilot Menu 4	-0.02	0.10	0.12
Pilot Menu 5	-0.12	0.05	0.17
Pilot Average	-0.10	-0.03	0.07
Control Average	0.00	0.00	0.00



3. Level of Technology (Students)

	Baseline	Post Pilot	Difference
Pilot Menu 1	1.93	2.11	0.18
Pilot Menu 2	2.22	2.46	0.24
Pilot Menu 3	2.08	2.22	0.14
Pilot Menu 4	2.18	2.27	0.08
Pilot Menu 5	2.15	2.45	0.30
Pilot Average	2.09	2.27	0.18
Control Menu 1	2.21	2.30	0.09
Control Menu 2	2.32	2.33	0.02
Control Menu 3	2.06	2.15	0.09
Control Menu 4	2.40	2.29	-0.11
Control Menu 5	2.06	2.16	0.09
Control Average	2.21	2.24	0.03

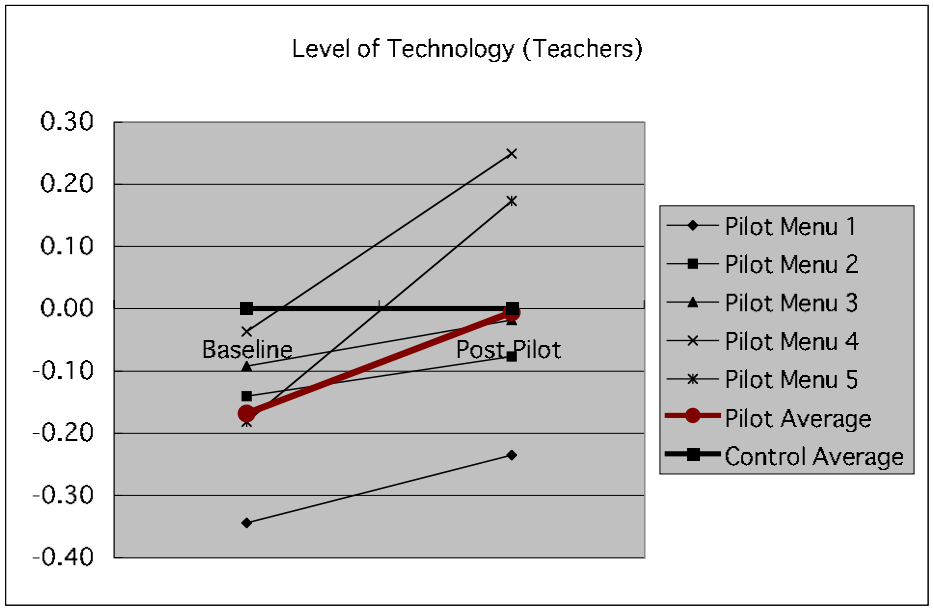
	Baseline	Post Pilot	Difference
Pilot Menu 1	-0.27	-0.13	0.15
Pilot Menu 2	0.01	0.22	0.21
Pilot Menu 3	-0.13	-0.02	0.10
Pilot Menu 4	-0.02	0.03	0.05
Pilot Menu 5	-0.06	0.21	0.26
Pilot Average	-0.12	0.03	0.15
Control Average	0	0	0



4. Level of Technology (Teachers)

	Baseline	Post Pilot	Difference
Pilot Menu 1	2.17	2.29	0.13
Pilot Menu 2	2.37	2.45	0.08
Pilot Menu 3	2.42	2.51	0.09
Pilot Menu 4	2.48	2.78	0.30
Pilot Menu 5	2.33	2.70	0.37
Pilot Average	2.34	2.52	0.18
Control Menu 1	2.49	2.58	0.10
Control Menu 2	2.59	2.61	0.02
Control Menu 3	2.31	2.32	0.01
Control Menu 4	2.78	2.66	-0.12
Control Menu 5	2.42	2.47	0.06
Control Average	2.51	2.53	0.02

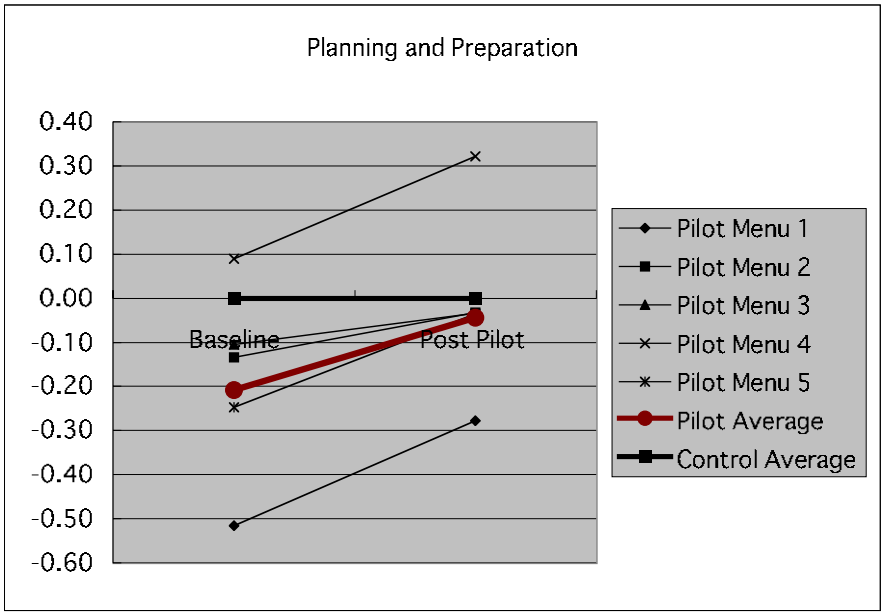
	Baseline	Post Pilot	Difference
Pilot Menu 1	-0.34	-0.24	0.11
Pilot Menu 2	-0.14	-0.08	0.06
Pilot Menu 3	-0.09	-0.02	0.07
Pilot Menu 4	-0.04	0.25	0.29
Pilot Menu 5	-0.18	0.17	0.36
Pilot Average	-0.17	-0.01	0.16
Control Average	0	0	0



5. Planning and Preparation of Learning Process (Teachers)

	Baseline	Post Pilot	Difference
Pilot Menu 1	2.44	2.59	0.15
Pilot Menu 2	2.82	2.83	0.01
Pilot Menu 3	2.85	2.83	-0.02
Pilot Menu 4	3.05	3.19	0.14
Pilot Menu 5	2.71	2.83	0.12
Pilot Average	2.75	2.82	0.07
Control Menu 1	2.95	2.99	0.04
Control Menu 2	2.99	2.95	-0.04
Control Menu 3	2.66	2.66	-0.01
Control Menu 4	3.17	2.95	-0.22
Control Menu 5	2.98	2.83	-0.15
Control Average	2.96	2.87	-0.09

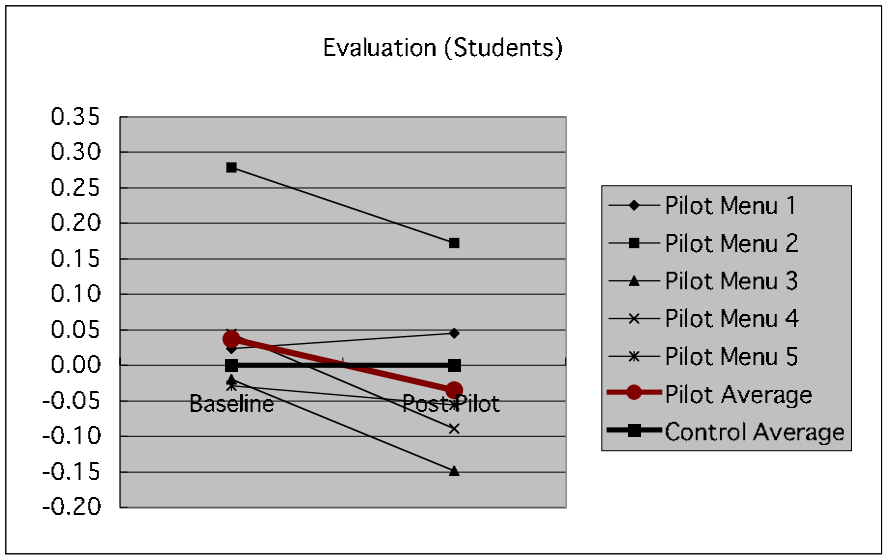
	Baseline	Post Pilot	Difference
Pilot Menu 1	-0.52	-0.28	0.24
Pilot Menu 2	-0.13	-0.03	0.10
Pilot Menu 3	-0.11	-0.03	0.07
Pilot Menu 4	0.09	0.32	0.23
Pilot Menu 5	-0.25	-0.03	0.21
Pilot Average	-0.21	-0.04	0.16
Control Average	0	0	0



6. Evaluation of the Learning Process (Students)

	Baseline	Post Pilot	Difference
Pilot Menu 1	2.35	2.90	0.56
Pilot Menu 2	2.60	3.03	0.43
Pilot Menu 3	2.31	2.71	0.40
Pilot Menu 4	2.37	2.77	0.40
Pilot Menu 5	2.30	2.80	0.51
Pilot Average	2.36	2.82	0.46
Control Menu 1	2.42	2.91	0.49
Control Menu 2	2.54	3.03	0.49
Control Menu 3	2.02	2.78	0.76
Control Menu 4	2.42	2.76	0.34
Control Menu 5	2.25	2.89	0.64
Control Average	2.32	2.86	0.53

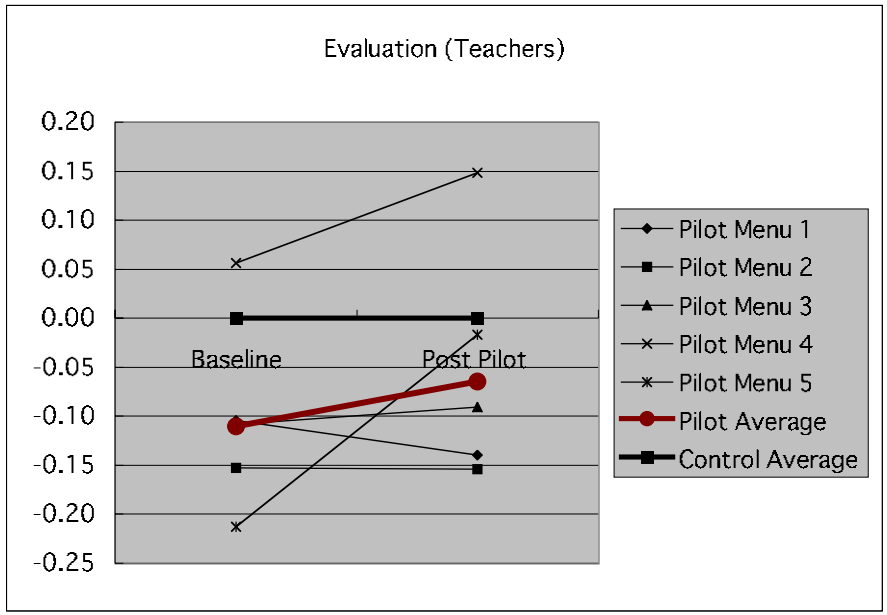
	Baseline	Post Pilot	Difference
Pilot Menu 1	0.02	0.05	0.02
Pilot Menu 2	0.28	0.17	-0.11
Pilot Menu 3	-0.02	-0.15	-0.13
Pilot Menu 4	0.04	-0.09	-0.13
Pilot Menu 5	-0.03	-0.06	-0.03
Pilot Average	0.04	-0.03	-0.07
Control Average	0	0	0



7. Evaluation of the Learning Process (Teachers)

	Baseline	Post Pilot	Difference
Pilot Menu 1	3.19	3.03	-0.16
Pilot Menu 2	3.14	3.01	-0.13
Pilot Menu 3	3.18	3.08	-0.11
Pilot Menu 4	3.35	3.32	-0.03
Pilot Menu 5	3.08	3.15	0.07
Pilot Average	3.18	3.10	-0.08
Control Menu 1	3.35	3.38	0.03
Control Menu 2	3.38	3.08	-0.30
Control Menu 3	2.93	3.11	0.18
Control Menu 4	3.37	3.20	-0.18
Control Menu 5	3.45	3.12	-0.33
Control Average	3.29	3.17	-0.13

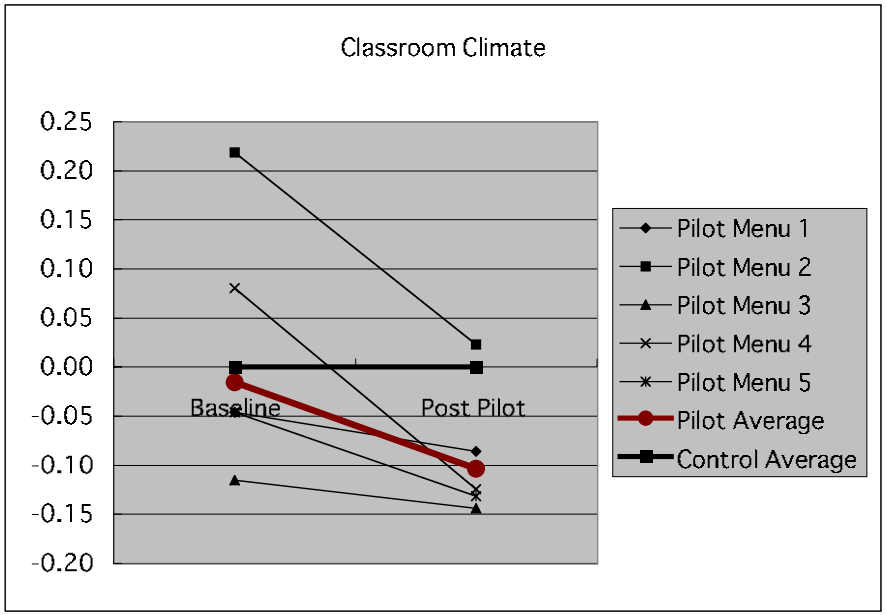
	Baseline	Post Pilot	Difference
Pilot Menu 1	-0.10	-0.14	-0.04
Pilot Menu 2	-0.15	-0.15	0.00
Pilot Menu 3	-0.11	-0.09	0.02
Pilot Menu 4	0.06	0.15	0.09
Pilot Menu 5	-0.21	-0.02	0.20
Pilot Average	-0.11	-0.06	0.05
Control Average	0	0	0



8. Classroom Climate

	Baseline	Post Pilot	Difference
Pilot Menu 1	3.09	3.19	0.10
Pilot Menu 2	3.35	3.30	-0.05
Pilot Menu 3	3.02	3.13	0.11
Pilot Menu 4	3.21	3.15	-0.06
Pilot Menu 5	3.09	3.14	0.06
Pilot Average	3.12	3.17	0.05
Control Menu 1	3.01	3.30	0.29
Control Menu 2	3.33	3.40	0.06
Control Menu 3	2.90	3.21	0.31
Control Menu 4	3.23	3.25	0.03
Control Menu 5	3.15	3.24	0.08
Control Average	3.13	3.27	0.14

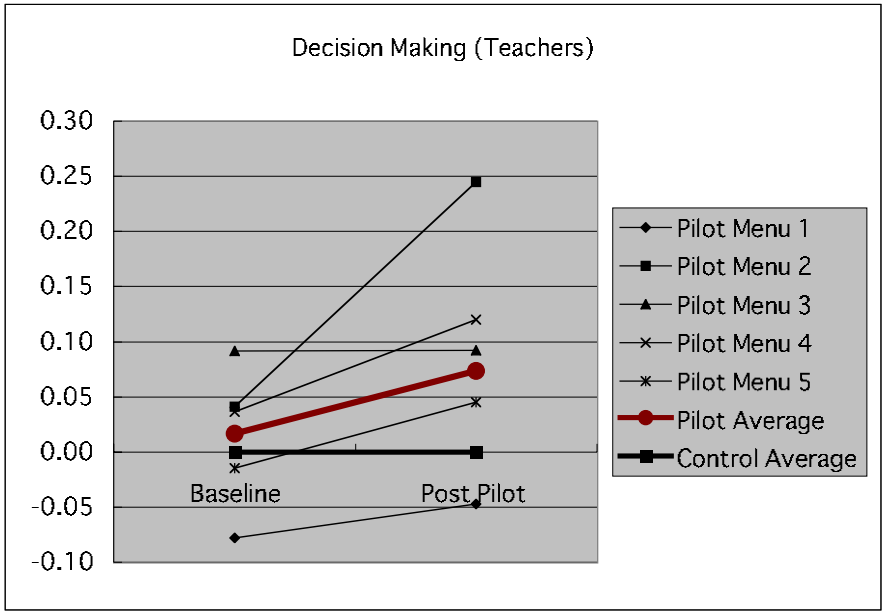
	Baseline	Post Pilot	Difference
Pilot Menu 1	-0.05	-0.09	-0.04
Pilot Menu 2	0.22	0.02	-0.20
Pilot Menu 3	-0.12	-0.14	-0.03
Pilot Menu 4	0.08	-0.12	-0.20
Pilot Menu 5	-0.05	-0.13	-0.09
Pilot Average	-0.02	-0.10	-0.09
Control Average	0	0	0



9. Decision Making (Teachers)

	Baseline	Post Pilot	Difference
Pilot Menu 1	2.70	2.65	-0.05
Pilot Menu 2	2.82	2.94	0.12
Pilot Menu 3	2.87	2.79	-0.08
Pilot Menu 4	2.81	2.81	0.00
Pilot Menu 5	2.76	2.74	-0.02
Pilot Average	2.79	2.77	-0.03
Control Menu 1	2.69	2.95	0.26
Control Menu 2	3.01	2.41	-0.59
Control Menu 3	2.56	2.57	0.00
Control Menu 4	2.79	2.89	0.11
Control Menu 5	2.86	2.75	-0.12
Control Average	2.78	2.69	-0.08

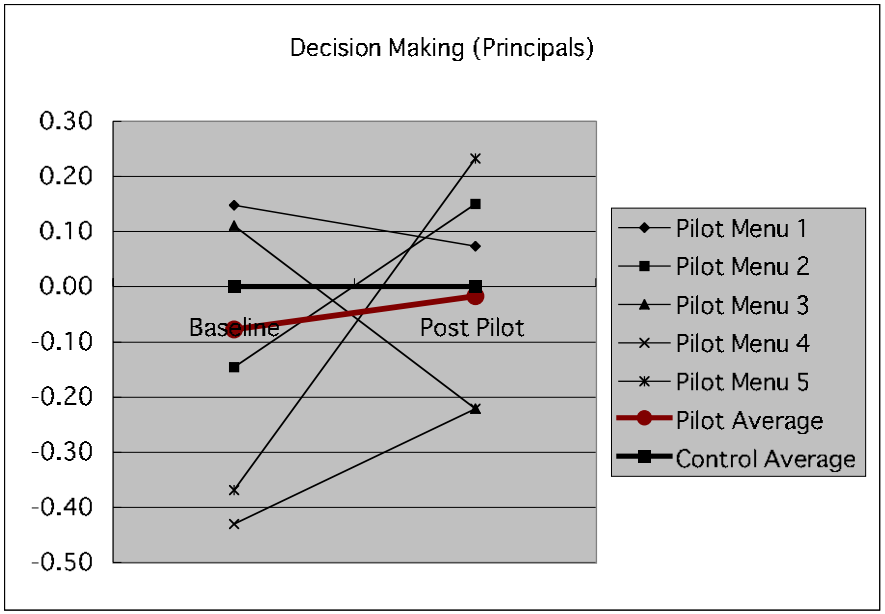
	Baseline	Post Pilot	Difference
Pilot Menu 1	-0.08	-0.05	0.03
Pilot Menu 2	0.04	0.24	0.20
Pilot Menu 3	0.09	0.09	0.00
Pilot Menu 4	0.04	0.12	0.08
Pilot Menu 5	-0.01	0.04	0.06
Pilot Average	0.02	0.07	0.06
Control Average	0	0	0



10. Decision Making (Principals)

	Baseline	Post Pilot	Difference
Pilot Menu 1	3.31	3.28	-0.03
Pilot Menu 2	3.02	3.36	0.34
Pilot Menu 3	3.27	2.99	-0.28
Pilot Menu 4	2.73	2.99	0.26
Pilot Menu 5	2.79	3.44	0.65
Pilot Average	3.09	3.20	0.11
Control Menu 1	3.27	3.00	-0.28
Control Menu 2	2.98	2.93	-0.04
Control Menu 3	3.38	3.73	0.36
Control Menu 4	3.09	2.93	-0.16
Control Menu 5	3.17	3.56	0.38
Control Average	3.16	3.21	0.05

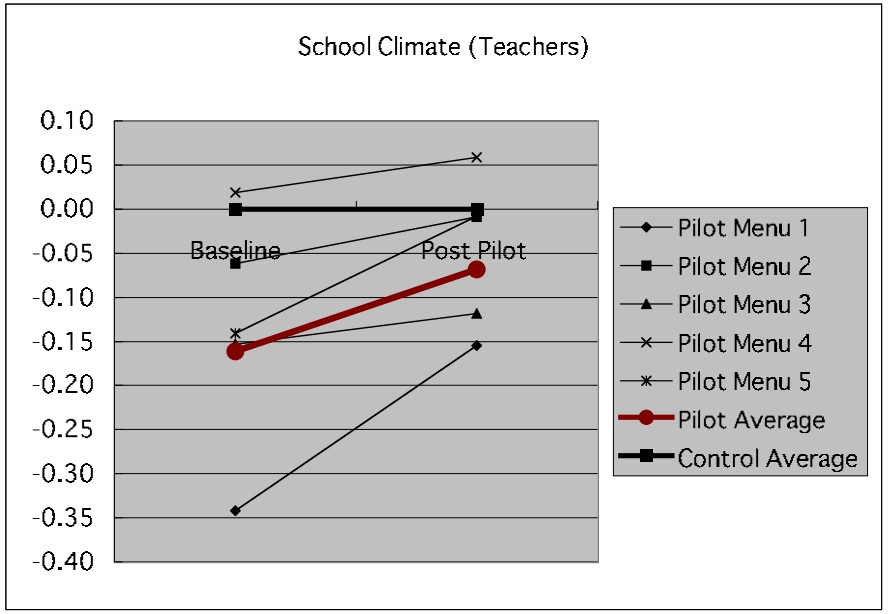
	Baseline	Post Pilot	Difference
Pilot Menu 1	0.15	0.07	-0.07
Pilot Menu 2	-0.15	0.15	0.30
Pilot Menu 3	0.11	-0.22	-0.33
Pilot Menu 4	-0.43	-0.22	0.21
Pilot Menu 5	-0.37	0.23	0.60
Pilot Average	-0.08	-0.02	0.06
Control Average	0	0	0



11. School Climate (Teachers)

	Baseline	Post Pilot	Difference
Pilot Menu 1	3.31	3.32	0.02
Pilot Menu 2	3.59	3.47	-0.12
Pilot Menu 3	3.50	3.36	-0.14
Pilot Menu 4	3.67	3.54	-0.13
Pilot Menu 5	3.51	3.47	-0.04
Pilot Average	3.49	3.41	-0.08
Control Menu 1	3.58	3.48	-0.10
Control Menu 2	3.71	3.38	-0.34
Control Menu 3	3.41	3.37	-0.04
Control Menu 4	3.87	3.64	-0.22
Control Menu 5	3.70	3.53	-0.17
Control Average	3.65	3.48	-0.17

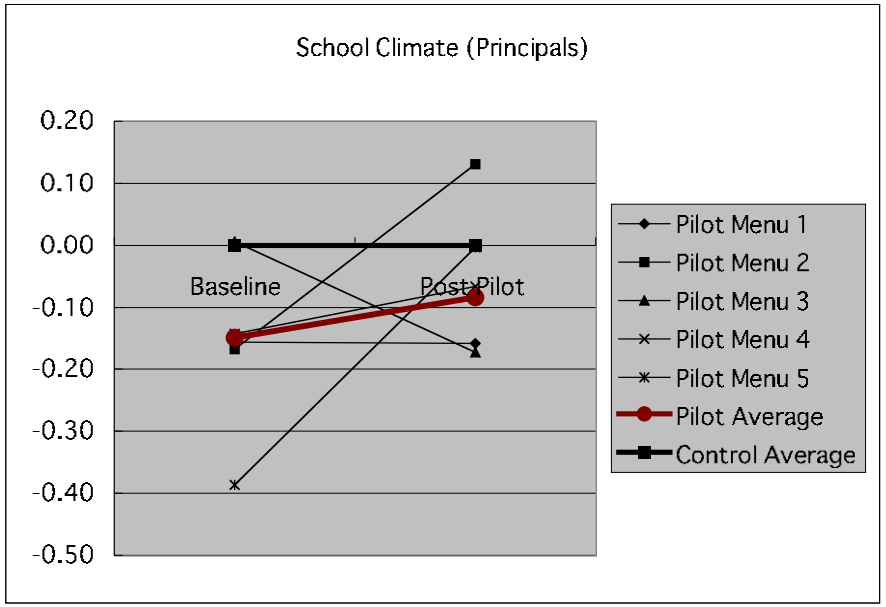
	Baseline	Post Pilot	Difference
Pilot Menu 1	-0.34	-0.15	0.19
Pilot Menu 2	-0.06	-0.01	0.05
Pilot Menu 3	-0.15	-0.12	0.03
Pilot Menu 4	0.02	0.06	0.04
Pilot Menu 5	-0.14	-0.01	0.13
Pilot Average	-0.16	-0.07	0.09
Control Average	0	0	0



12. School Climate (Principals)

	Baseline	Post Pilot	Difference
Pilot Menu 1	3.78	3.87	0.09
Pilot Menu 2	3.76	4.15	0.39
Pilot Menu 3	3.94	3.85	-0.09
Pilot Menu 4	3.79	3.96	0.17
Pilot Menu 5	3.55	4.02	0.47
Pilot Average	3.78	3.94	0.16
Control Menu 1	3.98	4.16	0.18
Control Menu 2	4.06	3.88	-0.19
Control Menu 3	3.91	4.13	0.22
Control Menu 4	3.98	4.09	0.11
Control Menu 5	3.71	3.97	0.25
Control Average	3.93	4.02	0.09

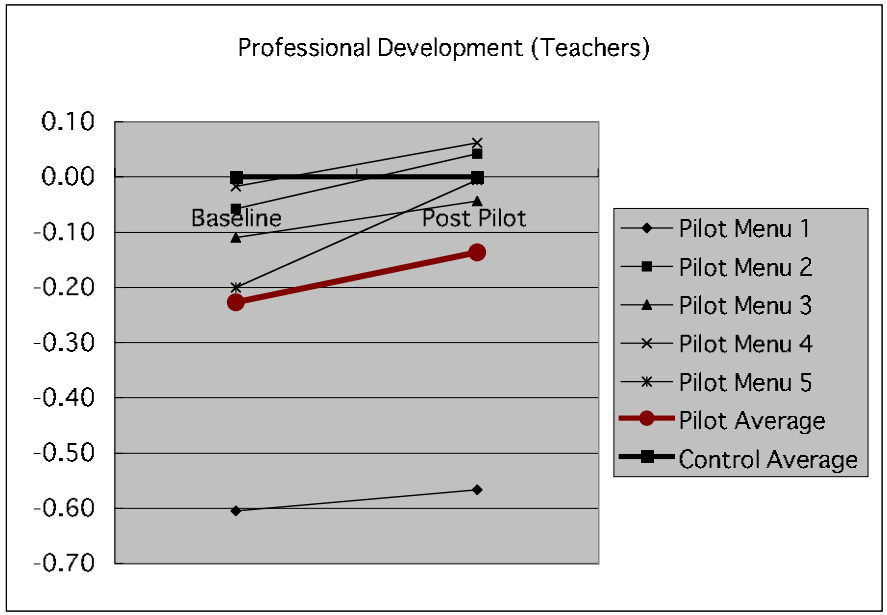
	Baseline	Post Pilot	Difference
Pilot Menu 1	-0.16	-0.16	0.00
Pilot Menu 2	-0.17	0.13	0.30
Pilot Menu 3	0.01	-0.17	-0.18
Pilot Menu 4	-0.14	-0.07	0.08
Pilot Menu 5	-0.39	0.00	0.38
Pilot Average	-0.15	-0.08	0.07
Control Average	0	0	0



13. Professional Development (Teachers)

	Baseline	Post Pilot	Difference
Pilot Menu 1	2.06	2.17	0.11
Pilot Menu 2	2.61	2.78	0.17
Pilot Menu 3	2.55	2.69	0.14
Pilot Menu 4	2.65	2.80	0.15
Pilot Menu 5	2.46	2.73	0.27
Pilot Average	2.44	2.60	0.16
Control Menu 1	2.48	2.88	0.40
Control Menu 2	2.94	2.89	-0.05
Control Menu 3	2.52	2.54	0.02
Control Menu 4	2.72	2.83	0.11
Control Menu 5	2.71	2.64	-0.07
Control Average	2.66	2.74	0.07

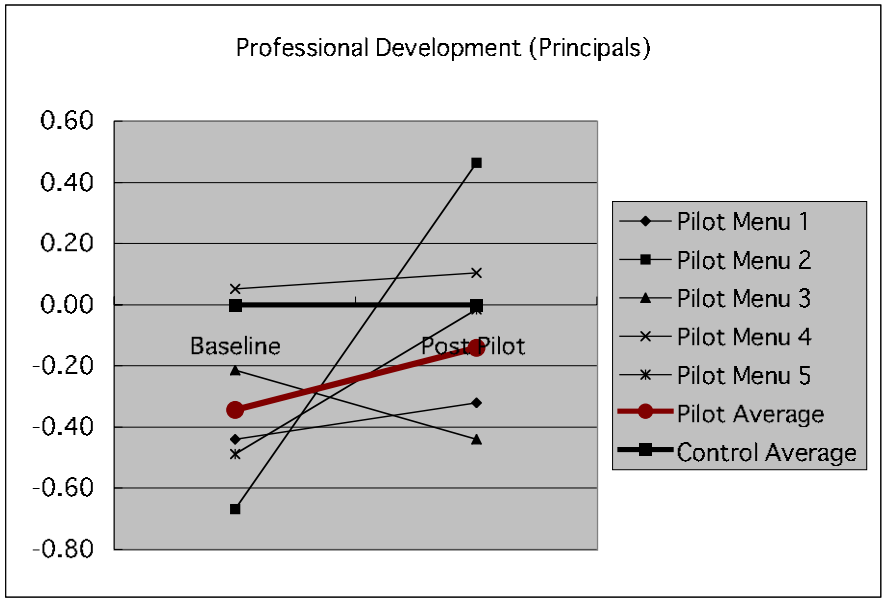
	Baseline	Post Pilot	Difference
Pilot Menu 1	-0.60	-0.57	0.04
Pilot Menu 2	-0.06	0.04	0.10
Pilot Menu 3	-0.11	-0.04	0.07
Pilot Menu 4	-0.02	0.06	0.08
Pilot Menu 5	-0.20	-0.01	0.19
Pilot Average	-0.23	-0.14	0.09
Control Average	0	0	0



14. Professional Development (Principals)

	Baseline	Post Pilot	Difference
Pilot Menu 1	2.67	2.94	0.27
Pilot Menu 2	2.44	3.72	1.28
Pilot Menu 3	2.90	2.82	-0.08
Pilot Menu 4	3.16	3.36	0.20
Pilot Menu 5	2.62	3.24	0.62
Pilot Average	2.77	3.12	0.35
Control Menu 1	3.22	2.73	-0.50
Control Menu 2	2.95	3.29	0.34
Control Menu 3	3.40	3.76	0.36
Control Menu 4	3.00	3.18	0.18
Control Menu 5	2.99	3.36	0.36
Control Average	3.11	3.26	0.15

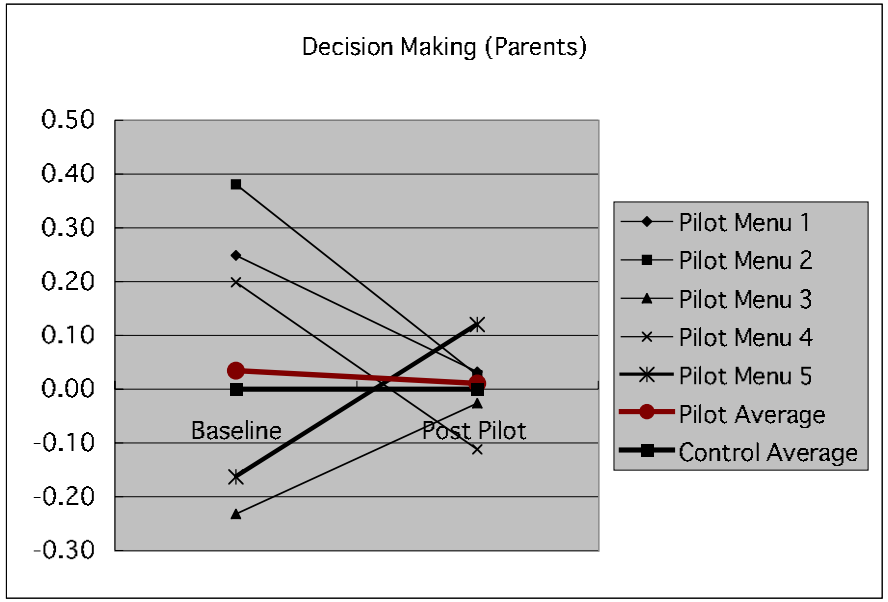
	Baseline	Post Pilot	Difference
Pilot Menu 1	-0.44	-0.32	0.12
Pilot Menu 2	-0.67	0.46	1.13
Pilot Menu 3	-0.21	-0.44	-0.23
Pilot Menu 4	0.05	0.10	0.05
Pilot Menu 5	-0.49	-0.02	0.47
Pilot Average	-0.34	-0.14	0.20
Control Average	0	0	0



15. Decision Making (Parents)

	Baseline	Post Pilot	Difference
Pilot Menu 1	1.81	1.62	-0.19
Pilot Menu 2	1.94	1.61	-0.33
Pilot Menu 3	1.33	1.56	0.23
Pilot Menu 4	1.76	1.47	-0.28
Pilot Menu 5	1.40	1.71	0.31
Pilot Average	1.59	1.60	0.00
Control Menu 1	1.67	1.76	0.10
Control Menu 2	1.55	1.53	-0.02
Control Menu 3	1.68	1.62	-0.06
Control Menu 4	1.49	1.51	0.02
Control Menu 5	1.50	1.55	0.05
Control Averag	1.56	1.59	0.03

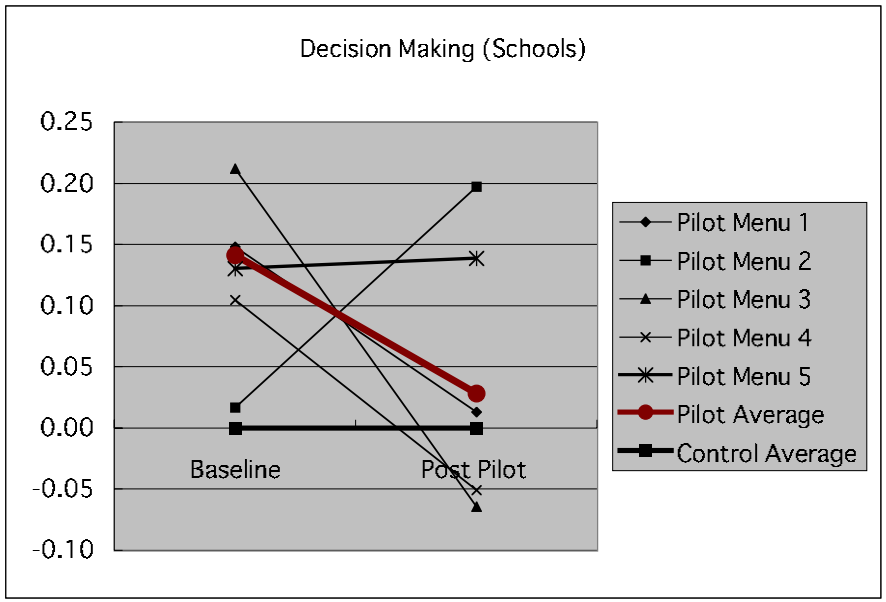
	Baseline	Post Pilot	Difference
Pilot Menu 1	0.25	0.03	-0.22
Pilot Menu 2	0.38	0.03	-0.35
Pilot Menu 3	-0.23	-0.03	0.21
Pilot Menu 4	0.20	-0.11	-0.31
Pilot Menu 5	-0.16	0.12	0.28
Pilot Average	0.03	0.01	-0.02
Control Averag	0	0	0



16. Decision Making (Schools)

	Baseline	Post Pilot	Difference
Pilot Menu 1	1.45	2.97	1.51
Pilot Menu 2	1.32	3.15	1.83
Pilot Menu 3	1.52	2.89	1.37
Pilot Menu 4	1.41	2.90	1.49
Pilot Menu 5	1.44	3.09	1.66
Pilot Average	1.45	2.98	1.54
Control Menu 1	1.65	2.97	1.32
Control Menu 2	1.13	2.67	1.55
Control Menu 3	1.34	3.15	1.80
Control Menu 4	1.32	2.91	1.59
Control Menu 5	1.12	3.15	2.03
Control Averag	1.31	2.95	1.65

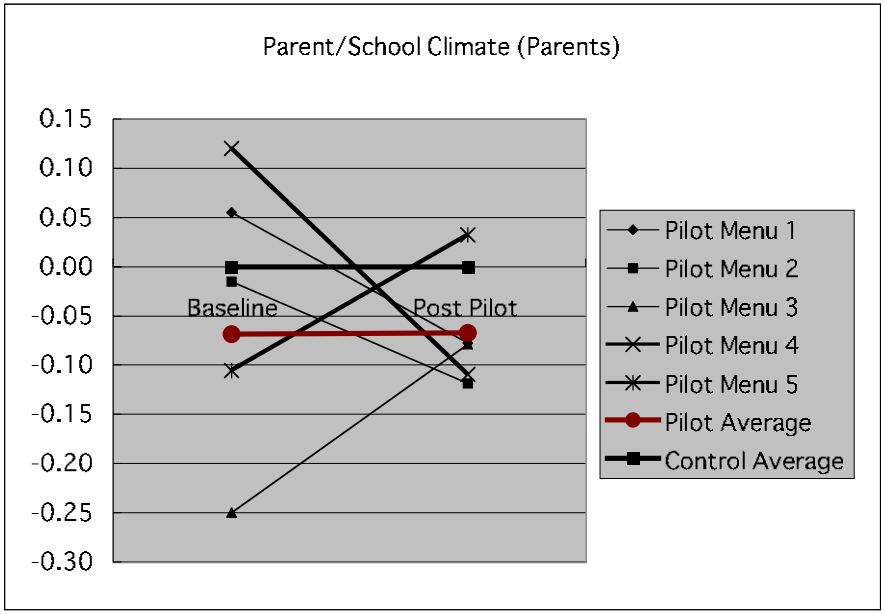
	Baseline	Post Pilot	Difference
Pilot Menu 1	0.15	0.01	-0.13
Pilot Menu 2	0.02	0.20	0.18
Pilot Menu 3	0.21	-0.06	-0.28
Pilot Menu 4	0.10	-0.05	-0.16
Pilot Menu 5	0.13	0.14	0.01
Pilot Average	0.14	0.03	-0.11
Control Averag	0	0	0



17. Parent/School Climate (Parents)

	Baseline	Post Pilot	Difference
Pilot Menu 1	2.28	2.93	0.64
Pilot Menu 2	2.21	2.89	0.67
Pilot Menu 3	1.98	2.93	0.95
Pilot Menu 4	2.35	2.90	0.55
Pilot Menu 5	2.12	3.04	0.92
Pilot Average	2.16	2.94	0.78
Control Menu 1	2.21	2.97	0.77
Control Menu 2	2.35	2.98	0.63
Control Menu 3	2.25	3.03	0.78
Control Menu 4	2.10	2.99	0.89
Control Menu 5	2.24	3.06	0.82
Control Average	2.23	3.01	0.78

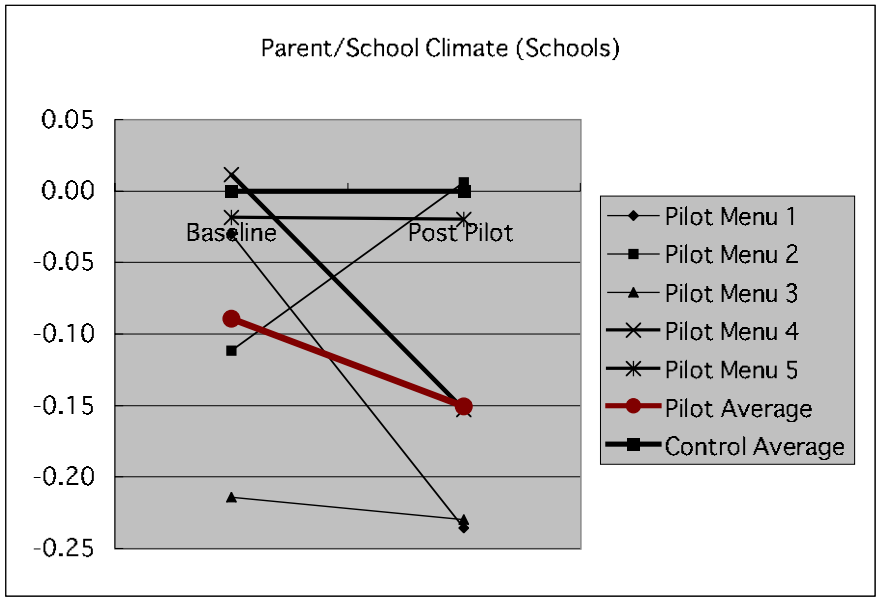
	Baseline	Post Pilot	Difference
Pilot Menu 1	0.06	-0.08	-0.13
Pilot Menu 2	-0.02	-0.12	-0.10
Pilot Menu 3	-0.25	-0.08	0.17
Pilot Menu 4	0.12	-0.11	-0.23
Pilot Menu 5	-0.11	0.03	0.14
Pilot Average	-0.07	-0.07	0.00
Control Average	0	0	0



18. Parent/School Climate (Schools)

	Baseline	Post Pilot	Difference
Pilot Menu 1	2.25	2.97	0.72
Pilot Menu 2	2.17	3.21	1.04
Pilot Menu 3	2.06	2.98	0.91
Pilot Menu 4	2.29	3.05	0.76
Pilot Menu 5	2.26	3.19	0.93
Pilot Average	2.19	3.06	0.87
Control Menu 1	2.44	3.09	0.65
Control Menu 2	2.33	3.24	0.91
Control Menu 3	2.01	3.29	1.29
Control Menu 4	2.33	3.19	0.85
Control Menu 5	2.27	3.21	0.94
Control Average	2.28	3.21	0.93

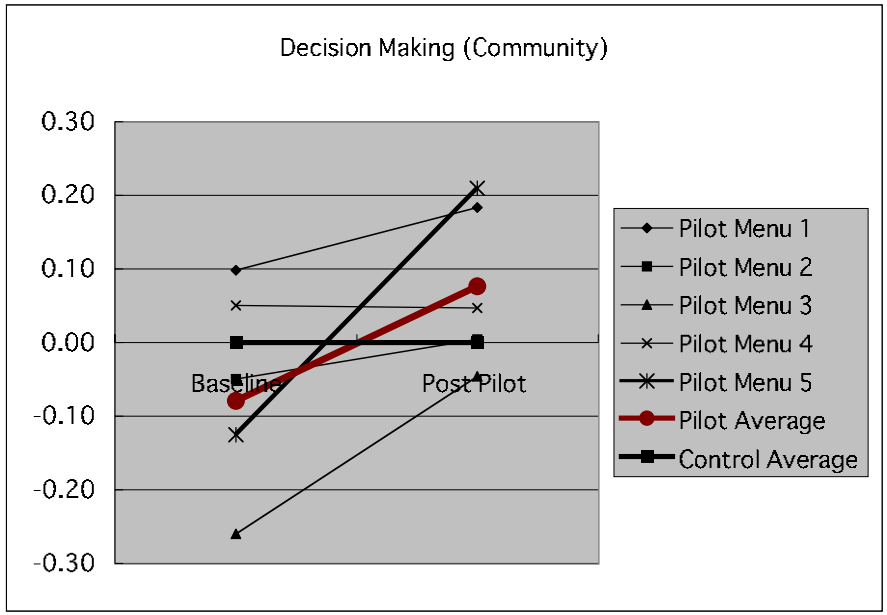
	Baseline	Post Pilot	Difference
Pilot Menu 1	-0.03	-0.24	-0.21
Pilot Menu 2	-0.11	0.01	0.12
Pilot Menu 3	-0.21	-0.23	-0.02
Pilot Menu 4	0.01	-0.15	-0.16
Pilot Menu 5	-0.02	-0.02	0.00
Pilot Average	-0.09	-0.15	-0.06
Control Average	0	0	0



19. Decision Making (Community)

	Baseline	Post Pilot	Difference
Pilot Menu 1	1.63	1.69	0.07
Pilot Menu 2	1.48	1.51	0.04
Pilot Menu 3	1.27	1.46	0.20
Pilot Menu 4	1.58	1.56	-0.02
Pilot Menu 5	1.40	1.72	0.32
Pilot Average	1.45	1.59	0.14
Control Menu 1	1.69	1.54	-0.15
Control Menu 2	1.37	1.44	0.07
Control Menu 3	1.41	1.74	0.33
Control Menu 4	1.56	1.42	-0.14
Control Menu 5	1.70	1.56	-0.14
Control Average	1.53	1.51	-0.02

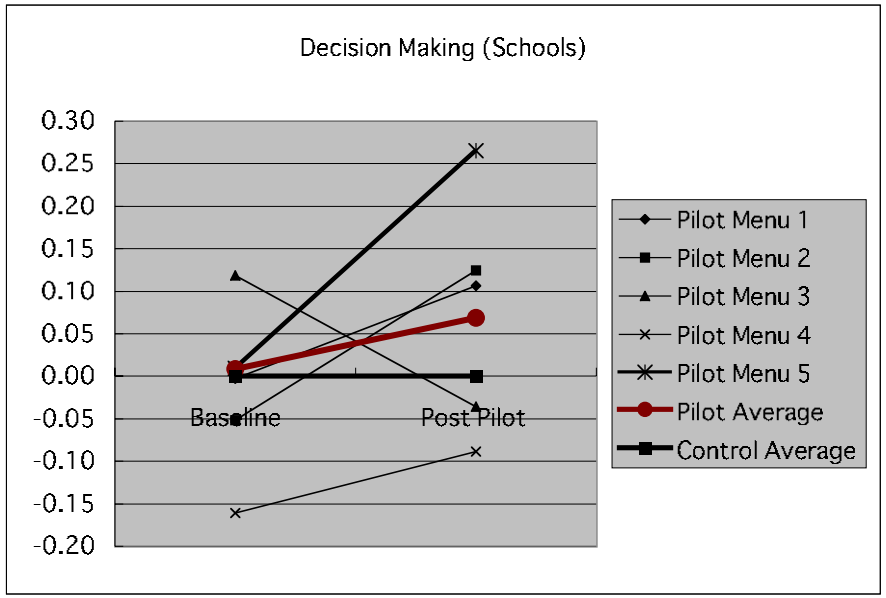
	Baseline	Post Pilot	Difference
Pilot Menu 1	0.10	0.18	0.08
Pilot Menu 2	-0.05	0.00	0.05
Pilot Menu 3	-0.26	-0.05	0.21
Pilot Menu 4	0.05	0.05	0.00
Pilot Menu 5	-0.13	0.21	0.33
Pilot Average	-0.08	0.08	0.16
Control Average	0	0	0



20. Decision Making (Schools)

	Baseline	Post Pilot	Difference
Pilot Menu 1	1.32	1.36	0.04
Pilot Menu 2	1.27	1.38	0.11
Pilot Menu 3	1.44	1.22	-0.22
Pilot Menu 4	1.16	1.17	0.01
Pilot Menu 5	1.33	1.52	0.19
Pilot Average	1.33	1.32	0.00
Control Menu 1	1.77	1.24	-0.53
Control Menu 2	1.18	1.25	0.07
Control Menu 3	1.31	1.47	0.16
Control Menu 4	1.23	1.13	-0.10
Control Menu 5	1.18	1.32	0.14
Control Average	1.32	1.25	-0.06

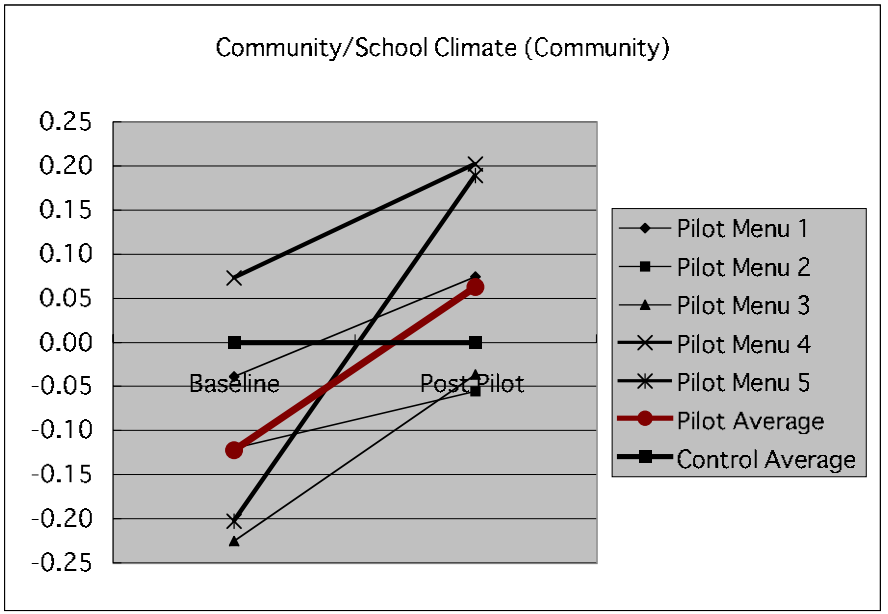
	Baseline	Post Pilot	Difference
Pilot Menu 1	0.00	0.11	0.11
Pilot Menu 2	-0.05	0.12	0.18
Pilot Menu 3	0.12	-0.04	-0.15
Pilot Menu 4	-0.16	-0.09	0.07
Pilot Menu 5	0.01	0.27	0.26
Pilot Average	0.01	0.07	0.06
Control Average	0	0	0



21. Community/School Climate (Community)

	Baseline	Post Pilot	Difference
Pilot Menu 1	2.63	2.64	0.01
Pilot Menu 2	2.55	2.51	-0.04
Pilot Menu 3	2.45	2.53	0.08
Pilot Menu 4	2.74	2.77	0.02
Pilot Menu 5	2.47	2.75	0.29
Pilot Average	2.55	2.63	0.08
Control Menu 1	2.80	2.54	-0.27
Control Menu 2	2.69	2.56	-0.12
Control Menu 3	2.49	2.90	0.41
Control Menu 4	2.74	2.64	-0.09
Control Menu 5	2.67	2.35	-0.32
Control Average	2.67	2.56	-0.11

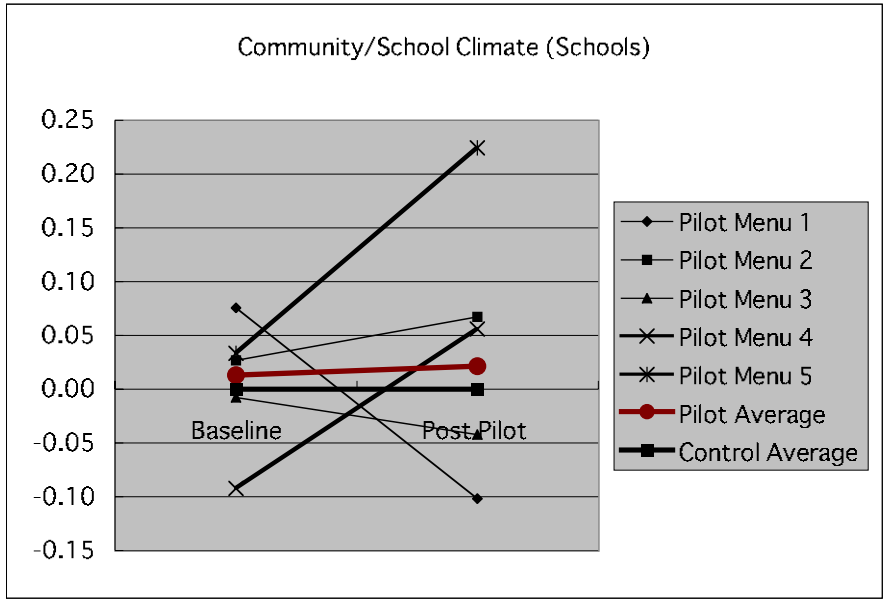
	Baseline	Post Pilot	Difference
Pilot Menu 1	-0.04	0.07	0.11
Pilot Menu 2	-0.12	-0.06	0.06
Pilot Menu 3	-0.23	-0.04	0.19
Pilot Menu 4	0.07	0.20	0.13
Pilot Menu 5	-0.20	0.19	0.39
Pilot Average	-0.12	0.06	0.18
Control Average	0	0	0



22. Community/School Climate (Schools)

	Baseline	Post Pilot	Difference
Pilot Menu 1	2.48	2.27	-0.21
Pilot Menu 2	2.43	2.44	0.01
Pilot Menu 3	2.40	2.33	-0.06
Pilot Menu 4	2.31	2.43	0.12
Pilot Menu 5	2.44	2.60	0.16
Pilot Average	2.42	2.40	-0.02
Control Menu 1	2.14	2.25	0.11
Control Menu 2	2.48	2.42	-0.05
Control Menu 3	2.46	2.58	0.11
Control Menu 4	2.13	2.40	0.27
Control Menu 5	2.79	2.34	-0.45
Control Average	2.40	2.38	-0.03

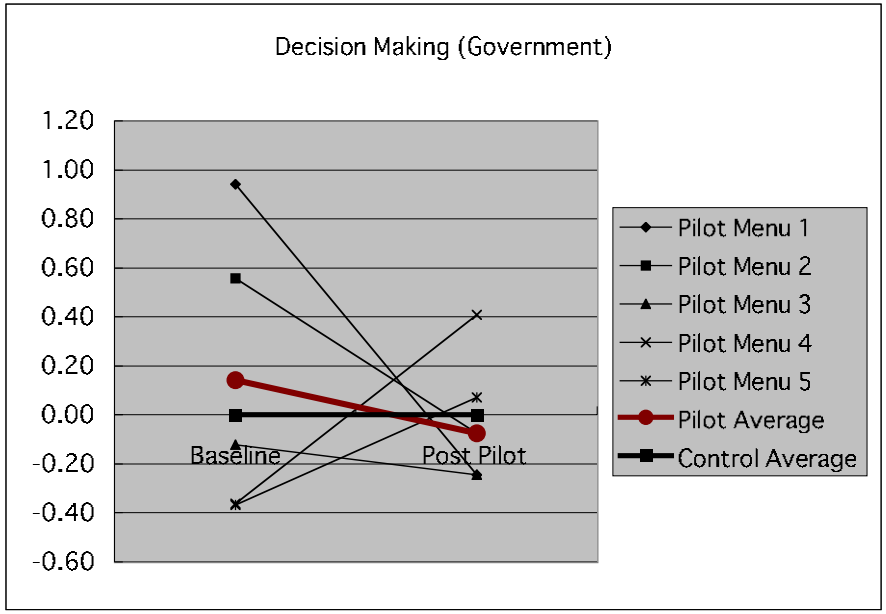
	Baseline	Post Pilot	Difference
Pilot Menu 1	0.08	-0.10	-0.18
Pilot Menu 2	0.03	0.07	0.04
Pilot Menu 3	-0.01	-0.04	-0.03
Pilot Menu 4	-0.09	0.06	0.15
Pilot Menu 5	0.03	0.22	0.19
Pilot Average	0.01	0.02	0.01
Control Average	0	0	0



23. Decision Making (Government)

	Baseline	Post Pilot	Difference
Pilot Menu 1	2.35	2.80	0.45
Pilot Menu 2	1.97	2.97	1.00
Pilot Menu 3	1.29	2.80	1.51
Pilot Menu 4	1.05	3.46	2.41
Pilot Menu 5	1.05	3.12	2.07
Pilot Average	1.56	2.97	1.42
Control Menu 1	2.30	2.95	0.65
Control Menu 2	1.68	3.39	1.71
Control Menu 3	1.56	2.96	1.40
Control Menu 4	0.92	3.06	2.14
Control Menu 5	0.92	3.03	2.11
Control Average	1.41	3.05	1.63

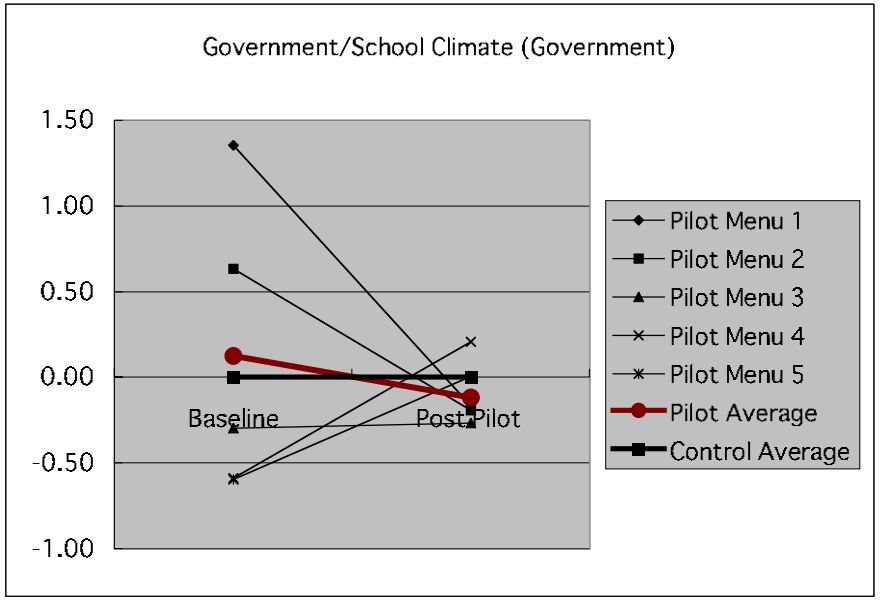
	Baseline	Post Pilot	Difference
Pilot Menu 1	0.94	-0.24	-1.19
Pilot Menu 2	0.56	-0.07	-0.63
Pilot Menu 3	-0.12	-0.24	-0.12
Pilot Menu 4	-0.36	0.41	0.77
Pilot Menu 5	-0.37	0.07	0.44
Pilot Average	0.14	-0.07	-0.22
Control Average	0	0	0



24. Government/School Climate (Government)

	Baseline	Post Pilot	Difference
Pilot Menu 1	3.07	3.01	-0.07
Pilot Menu 2	2.35	2.98	0.63
Pilot Menu 3	1.42	2.91	1.49
Pilot Menu 4	1.13	3.38	2.25
Pilot Menu 5	1.12	3.18	2.06
Pilot Average	1.84	3.06	1.21
Control Menu 1	3.07	3.24	0.16
Control Menu 2	1.96	3.38	1.42
Control Menu 3	1.96	3.25	1.29
Control Menu 4	0.99	3.24	2.26
Control Menu 5	0.99	2.96	1.98
Control Average	1.72	3.17	1.46

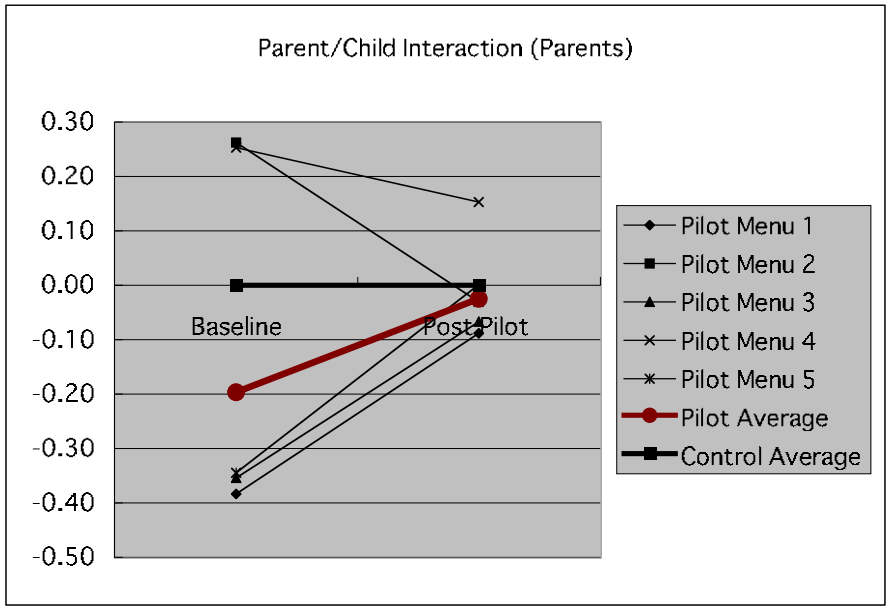
	Baseline	Post Pilot	Difference
Pilot Menu 1	1.36	-0.17	-1.52
Pilot Menu 2	0.63	-0.19	-0.83
Pilot Menu 3	-0.30	-0.27	0.03
Pilot Menu 4	-0.59	0.21	0.80
Pilot Menu 5	-0.59	0.01	0.60
Pilot Average	0.12	-0.12	-0.24
Control Average	0	0	0



25. Parent/Child Interaction (Parents)

	Baseline	Post Pilot	Difference
Pilot Menu 1	3.39	3.58	0.19
Pilot Menu 2	4.03	3.64	-0.39
Pilot Menu 3	3.42	3.60	0.18
Pilot Menu 4	4.02	3.82	-0.20
Pilot Menu 5	3.43	3.67	0.24
Pilot Average	3.57	3.64	0.07
Control Menu 1	3.88	3.85	-0.03
Control Menu 2	3.93	3.57	-0.36
Control Menu 3	3.66	3.50	-0.15
Control Menu 4	4.06	3.79	-0.28
Control Menu 5	3.31	3.68	0.37
Control Average	3.77	3.67	-0.10

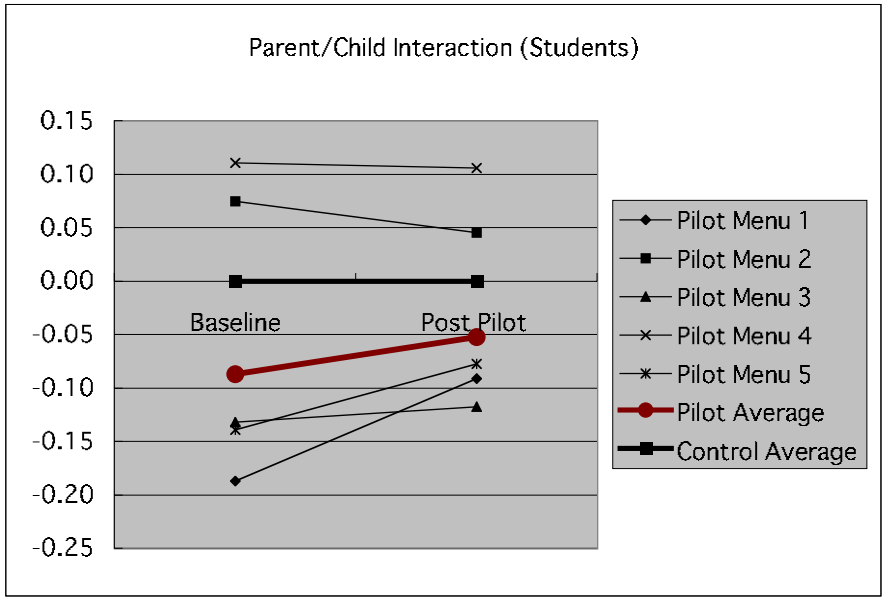
	Baseline	Post Pilot	Difference
Pilot Menu 1	-0.38	-0.09	0.29
Pilot Menu 2	0.26	-0.03	-0.29
Pilot Menu 3	-0.35	-0.07	0.29
Pilot Menu 4	0.25	0.15	-0.10
Pilot Menu 5	-0.34	0.00	0.35
Pilot Average	-0.20	-0.02	0.17
Control Average	0	0	0



26. Parent/Child Interaction (Students)

	Baseline	Post Pilot	Difference
Pilot Menu 1	3.45	3.61	0.16
Pilot Menu 2	3.71	3.74	0.03
Pilot Menu 3	3.51	3.58	0.08
Pilot Menu 4	3.75	3.81	0.06
Pilot Menu 5	3.50	3.62	0.12
Pilot Average	3.55	3.65	0.10
Control Menu 1	3.68	3.63	-0.05
Control Menu 2	3.87	3.85	-0.02
Control Menu 3	3.22	3.57	0.35
Control Menu 4	3.76	3.77	0.01
Control Menu 5	3.59	3.69	0.09
Control Average	3.64	3.70	0.06

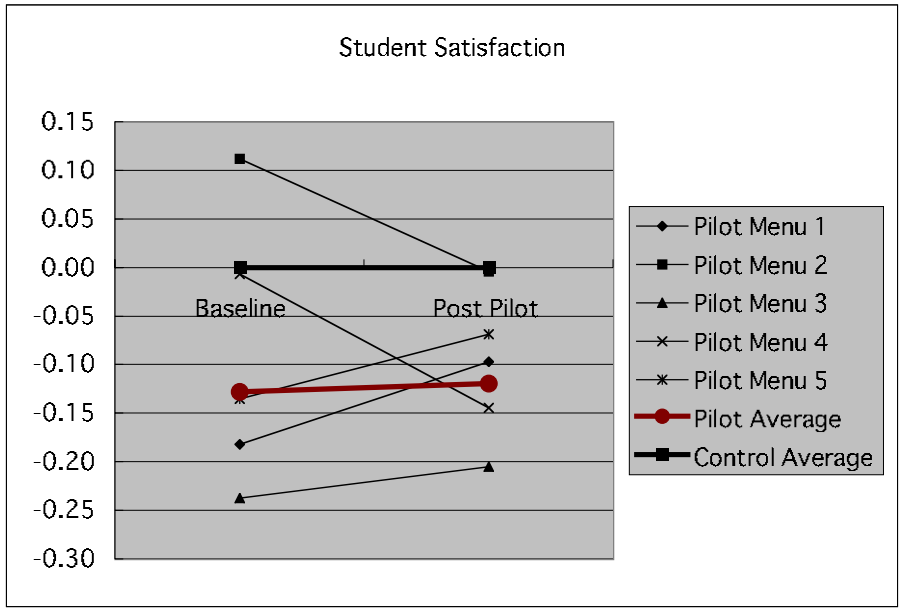
	Baseline	Post Pilot	Difference
Pilot Menu 1	-0.19	-0.09	0.10
Pilot Menu 2	0.07	0.04	-0.03
Pilot Menu 3	-0.13	-0.12	0.01
Pilot Menu 4	0.11	0.11	0.00
Pilot Menu 5	-0.14	-0.08	0.06
Pilot Average	-0.09	-0.05	0.03
Control Average	0	0	0



27. Student Satisfaction

	Baseline	Post Pilot	Difference
Pilot Menu 1	3.46	3.59	0.13
Pilot Menu 2	3.75	3.68	-0.07
Pilot Menu 3	3.40	3.48	0.08
Pilot Menu 4	3.63	3.54	-0.09
Pilot Menu 5	3.50	3.62	0.12
Pilot Average	3.51	3.57	0.06
Control Menu 1	3.59	3.77	0.18
Control Menu 2	3.79	3.81	0.03
Control Menu 3	3.46	3.56	0.10
Control Menu 4	3.75	3.63	-0.13
Control Menu 5	3.59	3.67	0.08
Control Average	3.64	3.69	0.05

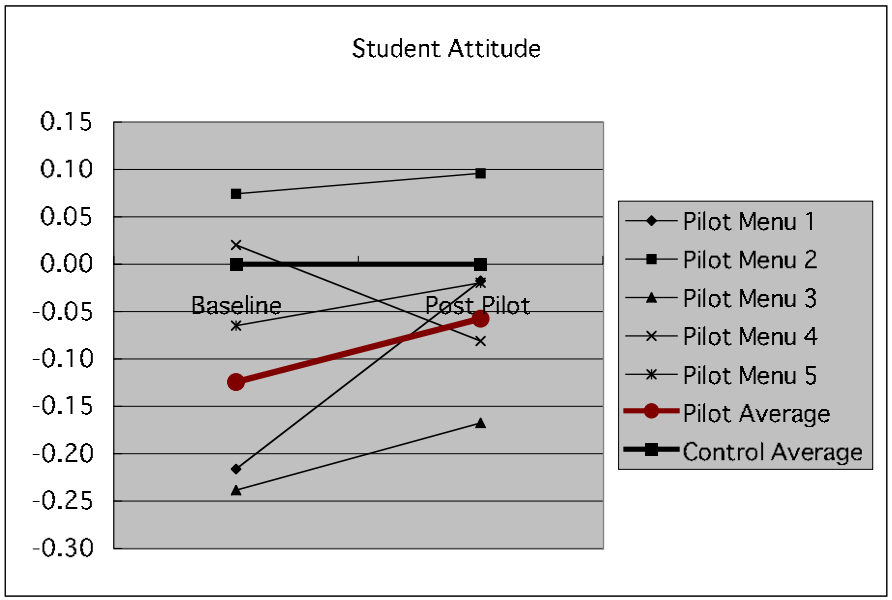
	Baseline	Post Pilot	Difference
Pilot Menu 1	-0.18	-0.10	0.08
Pilot Menu 2	0.11	0.00	-0.12
Pilot Menu 3	-0.24	-0.21	0.03
Pilot Menu 4	-0.01	-0.14	-0.14
Pilot Menu 5	-0.14	-0.07	0.07
Pilot Average	-0.13	-0.12	0.01
Control Average	0	0	0



28. Student Attitude

	Baseline	Post Pilot	Difference
Pilot Menu 1	3.78	4.03	0.25
Pilot Menu 2	4.07	4.14	0.07
Pilot Menu 3	3.76	3.88	0.12
Pilot Menu 4	4.02	3.97	-0.05
Pilot Menu 5	3.93	4.03	0.09
Pilot Average	3.87	3.99	0.12
Control Menu 1	3.97	4.11	0.14
Control Menu 2	3.99	4.09	0.10
Control Menu 3	3.82	3.87	0.05
Control Menu 4	4.20	4.05	-0.15
Control Menu 5	3.98	4.13	0.15
Control Average	4.00	4.05	0.05

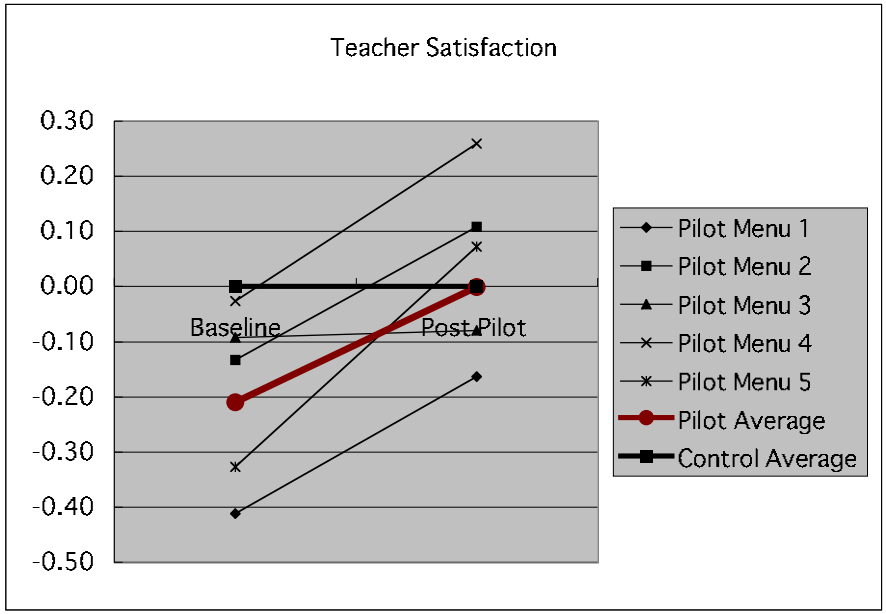
	Baseline	Post Pilot	Difference
Pilot Menu 1	-0.22	-0.02	0.20
Pilot Menu 2	0.07	0.10	0.02
Pilot Menu 3	-0.24	-0.17	0.07
Pilot Menu 4	0.02	-0.08	-0.10
Pilot Menu 5	-0.07	-0.02	0.05
Pilot Average	-0.12	-0.06	0.07
Control Average	0	0	0



29. Teacher Satisfaction

	Baseline	Post Pilot	Difference
Pilot Menu 1	2.71	2.94	0.23
Pilot Menu 2	2.98	3.21	0.22
Pilot Menu 3	3.02	3.02	0.00
Pilot Menu 4	3.09	3.36	0.27
Pilot Menu 5	2.79	3.17	0.38
Pilot Average	2.91	3.10	0.19
Control Menu 1	3.10	3.37	0.27
Control Menu 2	3.22	3.08	-0.14
Control Menu 3	2.92	2.90	-0.02
Control Menu 4	3.31	3.29	-0.02
Control Menu 5	3.09	2.95	-0.13
Control Average	3.12	3.10	-0.02

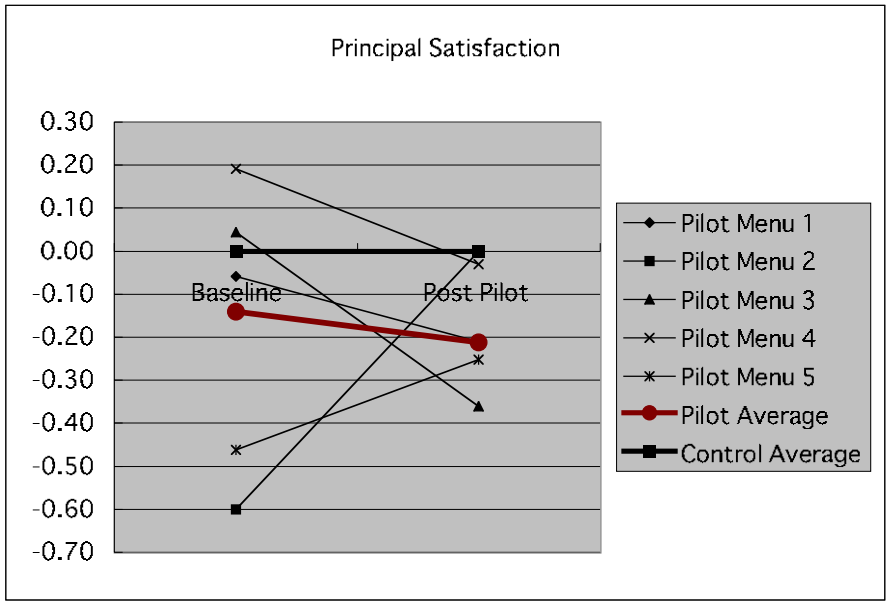
	Baseline	Post Pilot	Difference
Pilot Menu 1	-0.41	-0.16	0.25
Pilot Menu 2	-0.13	0.11	0.24
Pilot Menu 3	-0.09	-0.08	0.01
Pilot Menu 4	-0.03	0.26	0.28
Pilot Menu 5	-0.33	0.07	0.40
Pilot Average	-0.21	0.00	0.21
Control Average	0	0	0



30. Principal Satisfaction

	Baseline	Post Pilot	Difference
Pilot Menu 1	3.32	3.22	-0.10
Pilot Menu 2	2.77	3.43	0.65
Pilot Menu 3	3.42	3.07	-0.35
Pilot Menu 4	3.57	3.40	-0.17
Pilot Menu 5	2.91	3.17	0.26
Pilot Average	3.24	3.22	-0.02
Control Menu 1	3.67	3.54	-0.13
Control Menu 2	3.39	3.15	-0.24
Control Menu 3	3.59	3.76	0.17
Control Menu 4	3.00	3.48	0.48
Control Menu 5	3.26	3.35	0.09
Control Average	3.38	3.43	0.05

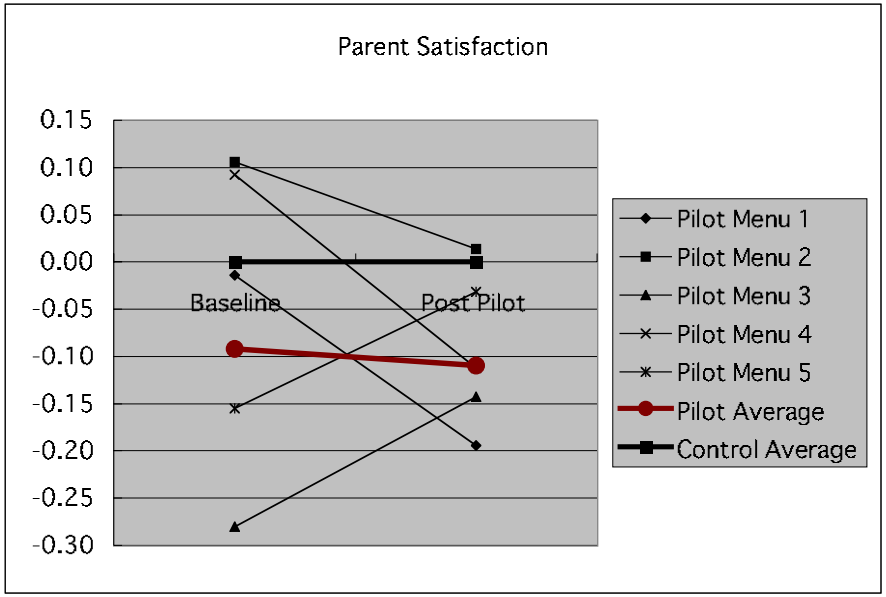
	Baseline	Post Pilot	Difference
Pilot Menu 1	-0.06	-0.21	-0.15
Pilot Menu 2	-0.60	0.00	0.60
Pilot Menu 3	0.04	-0.36	-0.40
Pilot Menu 4	0.19	-0.03	-0.22
Pilot Menu 5	-0.46	-0.25	0.21
Pilot Average	-0.14	-0.21	-0.07
Control Average	0	0	0



31. Parent Satisfaction

	Baseline	Post Pilot	Difference
Pilot Menu 1	3.91	3.80	-0.12
Pilot Menu 2	4.03	4.01	-0.03
Pilot Menu 3	3.65	3.85	0.20
Pilot Menu 4	4.02	3.88	-0.14
Pilot Menu 5	3.77	3.96	0.19
Pilot Average	3.84	3.88	0.04
Control Menu 1	3.73	4.03	0.30
Control Menu 2	4.03	3.98	-0.06
Control Menu 3	4.00	3.97	-0.02
Control Menu 4	4.07	4.08	0.01
Control Menu 5	3.80	3.96	0.16
Control Average	3.93	3.99	0.06

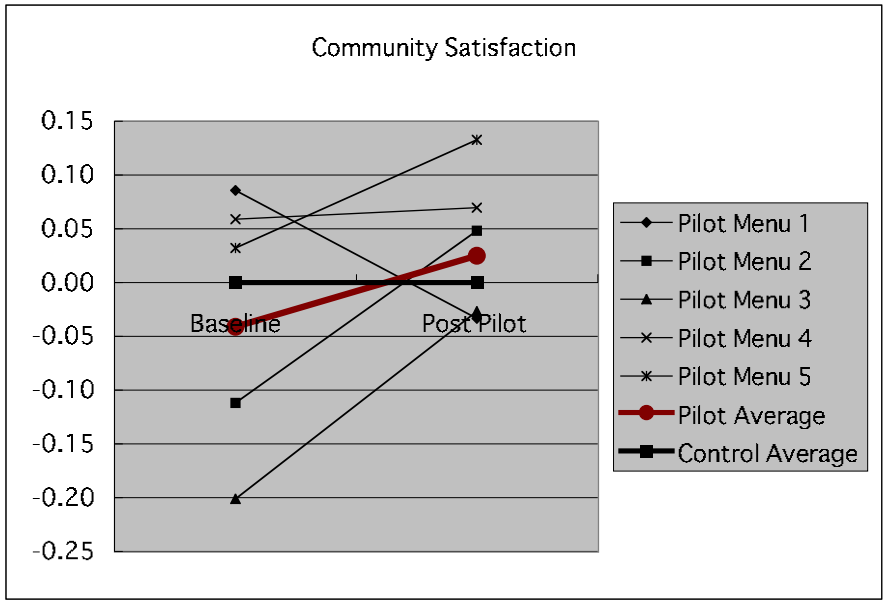
	Baseline	Post Pilot	Difference
Pilot Menu 1	-0.01	-0.19	-0.18
Pilot Menu 2	0.11	0.01	-0.09
Pilot Menu 3	-0.28	-0.14	0.14
Pilot Menu 4	0.09	-0.11	-0.20
Pilot Menu 5	-0.15	-0.03	0.12
Pilot Average	-0.09	-0.11	-0.02
Control Average	0	0	0



32. Community Satisfaction

	Baseline	Post Pilot	Difference
Pilot Menu 1	3.90	3.61	-0.29
Pilot Menu 2	3.70	3.69	-0.01
Pilot Menu 3	3.61	3.62	0.01
Pilot Menu 4	3.87	3.72	-0.16
Pilot Menu 5	3.85	3.78	-0.07
Pilot Average	3.77	3.67	-0.10
Control Menu 1	3.70	3.55	-0.15
Control Menu 2	3.74	3.51	-0.23
Control Menu 3	3.74	3.89	0.15
Control Menu 4	4.09	3.76	-0.33
Control Menu 5	3.82	3.65	-0.18
Control Average	3.81	3.65	-0.17

	Baseline	Post Pilot	Difference
Pilot Menu 1	0.09	-0.03	-0.12
Pilot Menu 2	-0.11	0.05	0.16
Pilot Menu 3	-0.20	-0.03	0.17
Pilot Menu 4	0.06	0.07	0.01
Pilot Menu 5	0.03	0.13	0.10
Pilot Average	-0.04	0.02	0.07
Control Average	0	0	0

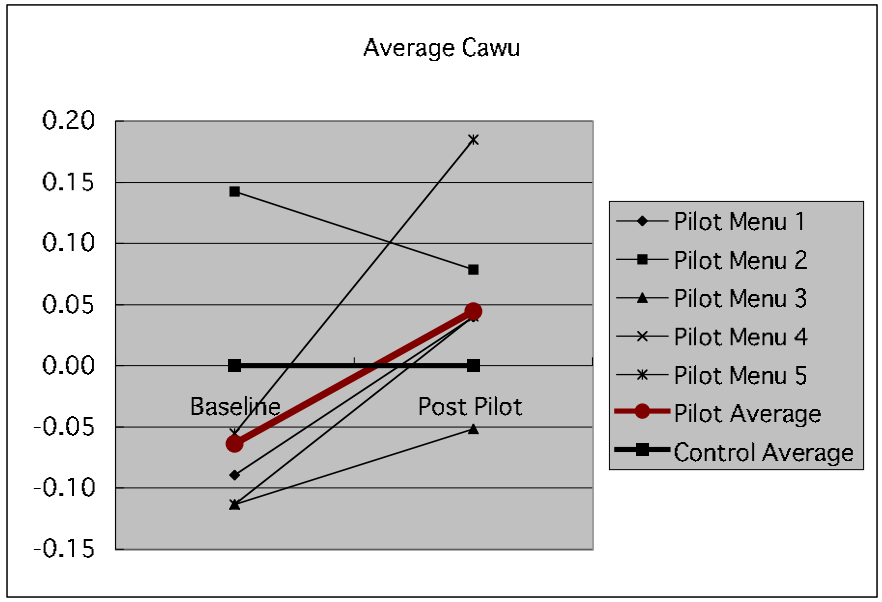


33. Average Cawu*

	Baseline	Post Pilot	Difference
Pilot Menu 1	6.44	6.46	0.02
Pilot Menu 2	6.67	6.50	-0.18
Pilot Menu 3	6.42	6.37	-0.05
Pilot Menu 4	6.42	6.46	0.04
Pilot Menu 5	6.48	6.60	0.13
Pilot Average	6.47	6.46	0.00
Control Menu 1	6.68	6.34	-0.34
Control Menu 2	6.13	6.41	0.28
Control Menu 3	6.73	6.06	-0.67
Control Menu 4	6.72	6.68	-0.04
Control Menu 5	6.52	6.57	0.05
Control Average	6.53	6.42	-0.11

	Baseline	Post Pilot	Difference
Pilot Menu 1	-0.09	0.04	0.13
Pilot Menu 2	0.14	0.08	-0.06
Pilot Menu 3	-0.11	-0.05	0.06
Pilot Menu 4	-0.11	0.04	0.15
Pilot Menu 5	-0.06	0.18	0.24
Pilot Average	-0.06	0.04	0.11
Control Average	0	0	0

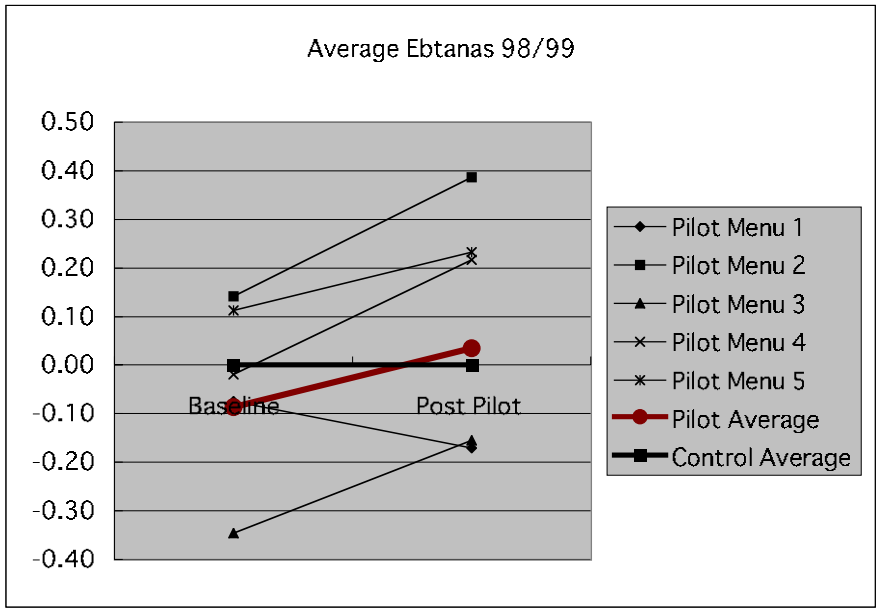
* For reference only because Cawu tests differ by kabupaten.



34. Average Ebtanas 98/99

	Baseline	Post Pilot	Difference
Pilot Menu 1	5.68	4.87	-0.81
Pilot Menu 2	5.89	5.43	-0.47
Pilot Menu 3	5.41	4.88	-0.52
Pilot Menu 4	5.73	5.26	-0.48
Pilot Menu 5	5.86	5.27	-0.59
Pilot Average	5.67	5.08	-0.59
Control Menu 1	5.63	4.63	-1.01
Control Menu 2	5.63	4.86	-0.77
Control Menu 3	5.65	4.86	-0.78
Control Menu 4	6.11	5.58	-0.53
Control Menu 5	5.79	5.19	-0.61
Control Average	5.75	5.04	-0.71

	Baseline	Post Pilot	Difference
Pilot Menu 1	-0.07	-0.17	-0.10
Pilot Menu 2	0.14	0.39	0.25
Pilot Menu 3	-0.35	-0.16	0.19
Pilot Menu 4	-0.02	0.22	0.24
Pilot Menu 5	0.11	0.23	0.12
Pilot Average	-0.09	0.04	0.12
Control Average	0	0	0



APPENDIX 7.3: Comparison Between Pre-test and Post-test Mean and Standard Deviation Scores of Textbooks Distribution in Pilot and Control Schools for the Study on the REDIP

No.	School Name	Kecamatan, Province	Type	Subject Matter	Mean Score[1)]			Standard Deviation Score		
					Pretest	Posttest	Difference	Pretest	Posttest	Difference
1	SLTP Abdi Negara	Mranggen, Central Java	Pilot	English	17.02	16.75	-0.27	3.43	3.19	-0.24
2	MTs Miftahul Ulum	Ngemplak, Central Java	Pilot	English	16.77	23.25	6.48	4.39	5.58	1.19
3	MTs Futhuhiyyah 1	Suburan, Central Java	Control	English	25.03	27.32	2.29	6.72	8.41	1.69
4	SLTP 1 Kejajar	Kejajar, Central Java	Pilot	English	21.54	22.52	0.98	5.14	6.16	1.02
5	MTs Ma'arif	Tieng, Central Java	Pilot	English	19.77	18.96	-0.81	3.85	4.75	0.90
6	SLTPN 3 Mojotengah	Mojotengah, Central Java	Control	English	21.47	31.21	9.74	5.95	4.43	-1.52
7	SLTPN 7 Bitung	Bitung, North Sulawesi	Pilot	English	20.60	31.12	10.52	5.01	11.13	6.12
8	SLTPN Alkhairat	Sirian, North Sulawesi	Pilot	English	17.27	27.51	10.24	3.99	6.08	2.09
9	SLTP Guppi	Bitung, North Sulawesi	Control	English	18.27	17.23	-1.04	4.11	4.10	-0.01
	Average for all pilot schools			English	18.83	23.35	4.52	4.30	6.15	1.85
	Average for all control schools			English	21.59	25.25	3.66	5.59	5.65	0.05
	Average for all pilot and control schools			English	19.75	23.99	4.24	4.73	5.98	1.25
10	SLTPN 3	Mranggen, Central Java	Pilot	Physic	19.10	23.79	4.69	3.88	5.49	1.61
11	MTs Futhuhiyyah 2	Suburan, Central Java	Pilot	Physic	15.73	19.12	3.39	4.57	5.85	1.28
12	SLTP PGRI	Mranggen, Central Java	Control	Physic	14.37	15.70	1.33	3.66	4.46	0.80
13	SLTPN 2 Kejajar	Kejajar, Central Java	Pilot	Physic	14.38	17.02	2.64	3.56	4.78	1.22
14	MTs Ma'arif	Kejajar, Central Java	Pilot	Physic	15.50	21.08	5.58	3.83	5.42	1.59
15	SLTPN 2 Mojotengah	Mojotengah, Central Java	Control	Physic	15.67	18.93	3.26	4.21	4.67	0.46
16	SLTP Guppi	Bitung, North Sulawesi	Pilot	Physic	16.64	19.93	3.29	3.73	6.62	2.89
17	SLTP Advent Bitung	Bitung, North Sulawesi	Pilot	Physic	14.35	17.29	2.94	3.55	4.64	1.09
18	SLTPK Pantekosa	Bitung, North Sulawesi	Control	Physic	15.33	18.11	2.78	3.56	3.60	0.04
	Average for all pilot schools			Physic	15.95	19.71	3.76	3.85	5.47	1.61

No.	School Name	Kecamatan, Province	Type	Subject Matter	Mean Score[1)]			Standard Deviation Score		
					Pretest	Posttest	Difference	Pretest	Posttest	Difference
	Average for all control schools			Physic	15.12	17.58	2.46	3.81	4.24	0.43
	Average for all pilot and control schools			Physic	15.67	19.00	3.32	3.84	5.06	1.22
19	SLTPS Kyai Ageng Giri	Mranggen, Central Java	Pilot	Geography	23.03	26.67	3.64	5.46	6.25	0.79
20	MTs Rohmaniyah	Menur, Central Java	Pilot	Geography	24.32	26.59	2.27	4.94	4.99	0.05
21	SLTP Futhuhiyyah	Mranggen, Central Java	Control	Geography	22.63	27.87	5.24	5.64	6.76	1.12
22	SLTPN 1 Kejajar	Kejajar, Central Java	Pilot	Geography	23.38	27.20	3.82	5.03	5.95	0.92
23	SLTP Muhammadiyah 6	Tieng, Central Java	Pilot	Geography	25.13	31.40	6.27	6.47	7.08	0.61
24	SLTPN 1 Mojotengah	Mojotengah, Central Java	Control	Geography	22.70	26.27	3.57	4.40	5.37	0.97
25	SLTPN 6 Bitung	Bitung, North Sulawesi	Pilot	Geography	23.07	34.03	10.96	4.72	8.53	3.81
26	SLTP Muhammadiyah	Bitung, North Sulawesi	Pilot	Geography	20.64	22.68	2.04	4.17	5.50	1.33
27	SLTP Kristen Madidir	Bitung, North Sulawesi	Control	Geography	21.10	22.67	1.57	4.42	4.94	0.52
	Average for all pilot schools			Geography	23.26	28.10	4.83	5.13	6.38	1.25
	Average for all control schools			Geography	22.14	25.60	3.46	4.82	5.69	0.87
	Average for all pilot and control schools			Geography	22.89	27.26	4.38	5.03	6.15	1.12

Note:
1) School mean score is the summation of scores of each student taking the tests divided by the number of student. The value of the score represents the number of problems answered correctly out of the total number of problems for each subject matter.
2) The total numbers of problems for English both pretest and posttest are 60 items.
3) The total numbers of problems for Physic both pretest and post test are 50 items.
4) The total numbers of problems for Geography both pretest and posttest are 60 items.
5) The number of students taking both pretest and posttest for each pilot school are 60 students and for each control schools are 30 students.