JICA

List of Indicators and Measurement

INDICATORS		MEASUREMENT	SOURCE
School Input			
1	**Human Resources**		
1.1	**Principal**		
1.1.1	Level of Education	The highest degree of education	Principal survey
1.1.2	Years of experience in management	No. of years in school management	Principal survey
1.1.3	Years of experiences in teaching	No. of years in teaching	Principal survey
1.1.4	No. training program attended	No. of training attended	Principal survey
1.1.5	Contents of training program attended	From Master list, and self report on Likert scale	Principal survey
1.2	**Teachers**		
1.2.1	No. of full time male teachers	Total permanent civil servant and yayasan (for private school) employed at time of survey	School Survey
	No. of full time female teachers		School Survey
1.2.2	No. of part time male teachers	All non-permanent teachers at time of survey	School Survey
	No. of part time female teachers		School Survey
1.2.3	Teacher -classroom ratio	Total no. of teacher divided by total no. of classrooms	Analyzed by computer
1.2.4	Teacher - student ratio	The total number of teachers divided by the total number of students	Analyzed by computer
1.2.5	Teacher qualification	Degree and certification awarded to each teacher	Teacher Survey
1.2.6	Average years of teaching	No. of years in teaching	Teacher Survey
1.2.7	Average no. of subject matter assigned in conjunction with their teaching qualification	Total number of subjects assigned to each teacher (teaching the same subjects for different grade is counted as one subject matter)	Teacher Survey
1.2.8	Average no. of subject matters assigned which are not match with their teaching qualification	Total number of subjects assigned to each teacher (teaching the same subjects for different grade is counted as one subject matter)	Teacher Survey
1.2.9	No. training program attended	No. of training attended	Teacher Survey
1.2.10	Contents of training program attended	From Master list, and self report on Likert scale	Teacher Survey
1.2.11	Average number of teaching hours of teachers who work outside main assignment school hour	No. teaching hours	Teacher Survey
1.2.12	No. of non teaching staff	No. of non teaching staff	Teacher Survey
1.3	**Students**		
1.3.1	Student economic conditions	Self report on Likert scale	School Survey
1.3.2	Student academic background	SD NEM score	School Survey
1.3.3	Student family background	Self report on Parents' educational attainment	Student survey
1.3.4	Accessibility to educational resources	Self report on Likert scale on educational resources at home	Student survey
2.1	**Facilities**		
2.1.1	Number of classrooms	Actual number of classroom available	School Survey
2.1.2	Classrooms condition	Self report on Likert scale	School Survey
2.1.3	School capacity	No. of available classrooms times 40 students	Analyzed by computer
2.1.4	School Capacity Rate (%)	Total Enrolment : Capacity	Analyzed by computer
2.1.5	Average class size	The number of enrollment divided by the total number of classrooms	Analyzed by computer
2.1.6	Library	If available, self report on Likert scale on conditions	School Survey
2.1.7	Science Laboratory	If available, self report on Likert scale on conditions	School Survey
2.1.8	Language Laboratory	If available, self report on Likert scale on conditions	School Survey
2.1.9	Computer laboratory	If available, self report on Likert scale on conditions	School Survey
2.1.10	OSIS room	If available, self report on Likert scale on conditions	School Survey
2.1.11	Guidance and counselling room	If available, self report on Likert scale on conditions	School Survey
2.1.12	Teachers' preparation (room)	If available, self report on Likert scale on conditions	School Survey
2.1.13	Sport field (out door)	If available, self report on Likert scale on conditions	School Survey
2.1.14	Student Toilet	If available, self report on Likert scale on conditions	School Survey
2.1.15	Running water	If available, self report on Likert scale on conditions	School Survey
2.1.16	Electricity	If available, self report on Likert scale on conditions	School Survey
2.1.17	Fence	If available, self report on Likert scale on conditions	School Survey
2.2	**Furniture & Equipment**		
2.2.1	Students' furniture	Self report on Likert scale	School Survey
2.2.3	Instructional equipment (OHP, Tape recorder)	Self report on Likert scale	School Survey

	INDICATORS	MEASUREMENT	SOURCE
2.3	**Instructional Materials**		
2.3.1	Reference books	Self report on Likert scale	School Survey
2.3.2	Library books	Self report on Likert scale	School Survey
2.3.3	Laboratory materials	Self report on Likert scale	School Survey
2.3.4	Curriculum outlines	Self report on Likert scale	Teacher Survey
2.3.5	Teacher guide book	Self report on Likert scale	Teacher Survey
2.3.6	Student textbook	Self report on Likert scale	Student survey
2.3.7	Student workbook	Self report on Likert scale	Student survey
2.3.8	Others learning materials	Self report on Likert scale	School Survey
3	**School Finance**		
3.1	**Income**		
3.1.1	National Government	Routine and Development	School Survey
3.1.2	Kabupaten	Total Budget for Operational and maintenance	School Survey
3.1.3	Foundations	Total Budget for Salary, O & M, and Administration	School Survey
3.1.4	Parents	Total Budget for basic financial support, school fees, PTA, Test fee	School Survey
3.1.5	Community (from fund raising activities)	Amount donated	School Survey
3.1.6	International Donors	Amount provided for scholarship and other purposes	School Survey
3.1.7	Other sources		School Survey
3.2	**Expenditure**		
3.2.1	Teacher Salary and Welfare	Total amount spent for professional staffs	School Survey
3.2.2	Salary & Welfare for Non-Teaching Staff	Total amount spent for non-professional staffs	School Survey
3.2.3	Learning-teaching process	Total amount spent for instructional mat. & supplies	School Survey
3.2.4	Maintaining infrastructure and facilities	Total amount spent for equipment and furniture	School Survey
3.2.5	Rehabilitation	Total amount spent for renovation	School Survey
3.2.6	Procurement of educational Facilities and Infrastructure	Total amount spent for construction	School Survey
3.2.7	Extracurricular activities	Total amount spent for sport, music	School Survey
3.2.8	Utilities	Total amount spent for utilities	School Survey
3.2.9	Clerical and administrative activities	Total amount spent for administration. Mat & supplies	School Survey
3.2.10	Others	Total amount budget not covered above.	School Survey

School Process

	INDICATORS	MEASUREMENT	SOURCE
1	**Classroom Interaction**		
1.1	Teachers attendance rate	Average number of absence per day	School Survey
1.2	Time spent for remedial teaching	Self report on Likert scale	Teacher survey
1.3	Time spent for additional teaching	Self report on Likert scale	Teacher survey
1.4	Teaching-learning process	Self report on Likert scale	Teacher survey, Student Survey
1.5	Use of teaching aids	Self report on Likert scale	Teacher survey, Student Survey
1.6	Planning teaching-learning process	Self report on Likert scale	Teacher survey, Student Survey
1.7	Evaluating teaching-learning process	Self report on Likert scale	Teacher survey, Student Survey
1.8	Classroom Climate	Self report on Likert scale	Teacher survey, Student Survey
1.9	School visit and home visit	Frequency of school visit and home visit	Teacher survey
1.10	Utilization of educational facilities at school	Self report on Likert scale on Frequency of utilization	Student survey
2	**School Management**		
2.1	Decision making process	Self report on Likert scale	Principal survey, Teacher survey
2.2	Principal leadership	Self report on Likert scale asking interaction between principal and teachers, interaction between school and community	Principal survey, Teacher survey, community survey
2.3	Principal-teacher relationship	Self report on Likert scale	Principal survey, Teacher survey
2.4	School-community relationship	Self report on Likert scale	Principal survey, Community survey
2.5	School-parents relationship	Self report on Likert scale	Principal survey, Student survey
2.6	Transparency (Information disclosure)	Self report on Likert scale	Principal survey
2.7	Accountability (community involvement)	Self report on Likert scale	Principal survey, Community survey
2.8	Achievement for their own goals		Activity Report
2.9	School problems	From Master list	Principal Survey
2.10	School climate	Self report on Likert scale	Principal Survey, Teacher survey, Student survey
3	**Kecamatan based activities**		
3.1	MGMP Activities		
3.1.1	Participation of member teachers	Frequency of meetings, number of participants	Activity report
3.1.2	Application of skills in classroom	Self report on Likert scale on usefulness	Teacher survey
3.2	KKKS Activities		
3.2.1	Participation of member principals	Frequency of meetings, number of participants	Activity report
3.2.2	Resources shared		Activity report
3.2.3	Relationship/cooperation among principals		Activity report
3.2.4	Application of skills in school	Self report on Likert scale on usefulness	Principal survey
3.3	Other Activities		Activity report

INDICATORS	MEASUREMENT	SOURCE
Non-School Inputs & Process		
4 **Parents Support**		
4.1 Parents support in children's education	Self-report on Likert scale on such items as giving ride to school, discussing school progress, and the like	Student survey
4.2 Parents Aspiration for Education	Self-report on Likert scale	Student survey
4.3 Contribution to school (money, labour, materials)	Amount provided to school activities, BP3, test fees,	School survey
4.4 Participation in School activities	Self report on Likert scale	Student survey
4.5 BP3 activities	Participation of members	Activity report
4.6 BP3 activities	Participation of members	Activity report
5 **Community Support (including business community)**		
5.1 Level of community wealth	Self-report on Likert scale	Community Survey/Principal Survey
5.2 Level of community services	Self-report on Likert scale such as TV, telephone, fax.	Community Survey/Principal Survey
5.3 Community Aspiration for Education	Self-report on Likert scale	Community Survey/Principal Survey
5.4 Concern for School activities	Self-report on Likert scale	Community Survey/Principal Survey
5.5 Contribution to school (money, labour, materials)	Self-report on Likert scale	Community Survey/Principal Survey
	Amount to be donated	School Survey
5.6 Participation in School activities	Self-report on Likert scale	Community Survey/Principal Survey
6 **Government Support**		
6.1 Involvement of stakeholders at kabupaten (Dinas, DPRD, BAPPEDA)	Policies and regulation, other support given	Interview by REDIP team
6.2 Budget allocated for Education by Kabupaten	Among secured for Education	Interview by REDIP team
6.3 Supervisory roles of Kabupaten	Frequency of monitoring	Interview by REDIP team
6.4 Sustainability	Resources secured, mechanism established	Interview by REDIP team
School Output		
1 **Improvement in the Ability**		
1.1 Score on standardized test (01/02)		
1.1.1 Total average Cawu 1 Year 1 (01/02)	Total of all cawu subjects averaged for group	School survey
1.1.2 Total average Cawu 2 Year 1 (01/02)	Total of all cawu subjects averaged for group	School survey
1.1.3 Total average Cawu 3 Year 1 (01/02)	Total of all cawu subjects averaged for group	School survey
1.1.4 Total average Cawu 1 Year 2 (01/02)	Total of all cawu subjects averaged for group	School survey
1.1.5 Total average Cawu 2 Year 2 (01/02)	Total of all cawu subjects averaged for group	School survey
1.1.6 Total average Cawu 3 Year 2 (01/02)	Total of all cawu subjects averaged for group	School survey
1.1.7 Total average Ebtanas (01/02)	Total of all cawu subjects averaged for group	School survey
1.1.8 Enrollment		
Total school enrollment Male, Year 1	Total Male enrollment at year one	School survey
Total school enrollment Male, Year 2	Total Male enrollment at year two	School survey
Total school enrollment Male, Year 3	Total Male enrollment at year three	School survey
Total school enrollment Female, Year 1	Total Female enrollment at year one	School survey
Total school enrollment Female, Year 2	Total Female enrollment at year two	School survey
Total school enrollment Female, Year 3	Total Female enrollment at year three	School survey
1.4 Attitudinal changes		
1.4.1 Student satisfaction	Likert scale surveying on various constructs	Student survey
1.4.2 Student attitudes, motivation	Likert scale surveying on various constructs	Student survey
1.4.3 Student expectation for the further study	From master list	Student survey
1.4.4 Student utilization of learning materials	Frequency of borrowing books from library	Student survey
1.4.5 Student study time	Time spent for study at home	Student survey
1.5 Behavioural changes	Likert scale surveying on various constructs	Student survey, Teacher survey
2 **School Indicators**		
2.1 Student continuation rate		School survey
2.1.1 SD->SLTP (01/02)	Total going to SLTP : Total number graduates	School survey
2.1.2 SLTP->SMU/K (01/02)	Total going to senior HS : Total number graduates	School survey
2.2 Dropout rate	Total student dropouts : Total student no. a year	School survey
2.3 Retention rate	Total no. repeating students : Total student no. a year	School survey
2.4 Absentee rate	Total days recorded absent : Total student days	School survey
3 **Predictors of student outcomes**		
3.1 Teacher satisfaction and motivation	Likert scale surveying on various constructs	Teacher survey
3.2 Teacher absenteeism	No. of teachers absent on typical school day	School survey
3.3 Principal satisfaction and motivation	Likert scale surveying on various constructs	Principal survey
3.4 Parents satisfaction and motivation	Likert scale surveying on various constructs	Parents survey
3.5 Community satisfaction and motivation	Likert scale surveying on various constructs	Community survey

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Observation Sheet

1. Check the lesson plan.

> *<Points>*
> *Structure: introduction, body and conclusion*
> *Students' motivation*
> *Students activitiies: observation, experiment, discussion, presentation, etc.*
> *Students' deep thinking and finding*

2. Check the lesson implementation

Process of lesson *(Example)*

Time line	3 steps	Teacher's Actions	Students' Actions
0 5 10 15 20 25 30	*Introduction* *Body* *Conclusion*	*The observers record teacher's actions during class and check these actions from the following 12 types of action point of view :* *<12 types of actions of teachers>* *(1) To observe* *(2) To let children realize* *(3) To talk with children* *(4) To ask questions* *(5) To show a model or sample* *(6) To provide information* *(7) To explain* *(8) To conclude* *(9) To instruct to do something* *(10) To provide real experiences* *(11) To check children's understanding* *(12) To encourage and praise children*	*The observers record students' actions during class and check these actions from the following 5 types of action point of view:* *<5 types of actions of students>* *(1) To look for:* *-To visit* *-To collect* *-To look for materials* *(2) To research:* *-To read materials* *-To listen to someone* *-To watch TV or VTR* *-To observe* *(3) To analyze and practice:* *-To think about problems* *-To find and realize the key points* *-To categorize* *-To practice* *-To apply* *-To write reports* *-To produce* *-To appreciate* *(4) To share:* *-To discuss* *-To present* *-To comment* *(5) To conclude:* *-To check* *-To review and evaluate*

3. Comment

> *Based on comprehensive observation, good points and points to be improved are mentioned.*

Students' Actions		To observe	To let children realize	To talk with children	To ask questions	To show a model	To provide information	To explain	To conclude	To instruct to do something	To provide real experiences	To check children's understanding	To encourage and praise children
To look for	To visit	Blue	Yellow	Yellow			Yellow				Yellow	Pink	Blue
	To collect	Blue	Yellow	Yellow			Yellow				Yellow	Pink	Blue
	To look for materials	Blue	Yellow	Yellow			Yellow				Yellow	Pink	Blue
To research	To read materials	Blue	Yellow	Yellow								Pink	Blue
	To listen to someone	Blue	Yellow	Yellow								Pink	Blue
	To watch TV or VTR TV/VTR	Blue	Yellow	Yellow								Pink	Blue
	To observe	Blue	Yellow	Yellow								Pink	Blue
To analyze and practice	To think about problems	Blue		Yellow	Yellow		Yellow					Pink	Blue
	To find and realize the key points	Blue			Yellow							Pink	Blue
	To categorize	Blue	Yellow	Yellow							Yellow	Pink	Blue
	To practice	Blue	Yellow	Yellow							Yellow	Pink	Blue
	To apply	Blue	Yellow	Yellow								Pink	Blue
	To write reports	Blue	Yellow	Yellow		Yellow	Yellow				Yellow	Pink	Blue
	To produce	Blue		Yellow		Yellow					Yellow	Pink	Blue
	To appreciate	Blue		Yellow								Pink	Blue
To share	To discuss	Blue	Yellow	Yellow			Yellow					Pink	Blue
	To present	Yellow	Yellow	Yellow							Yellow	Pink	Blue
	To comment	Blue	Yellow	Yellow							Yellow	Pink	Blue
To conclude	To check	Blue	Yellow	Yellow		Yellow						Pink	Blue
	To review and evaluate	Blue	Yellow	Yellow		Yellow					Yellow		Blue

Legend:

Blue: Collaboration of teacher's actions and students' actions

Orange: Teacher's actions first, students actions next

Pink: Students' actions first, teacher's action next

PRE/POST QUESTIONNAIRE

This test will be measured on a Likert scale of 1 to 5 where 1 = always disagree, 2 = often disagree, 3 = Sometimes agree, 4 = often agree, and 5 = always agree. The designations in ( ) will not be on the student copy of the test, but are included in this report to indicate what factor is being measured: attitude/belief (A/Bl), knowledge (K), skill (S), or behavior change (Bh).

Looking Within
   ❖ (S) I am able to analyze and criticize my own behavior and attitudes towards others.
   ❖ (S) I am able to receive constructive criticism about my attitudes and beliefs.
   ❖ (Bl) I am a worthy person.
   ❖ (S) I can admit when I am wrong.
   ❖ (Bl) I believe that to mock or insult another is to mock or insult myself.

Managing Anger

   ❖ (Bl) I believe anger is a normal human emotion. All of us feel it sometime.
   ❖ (A/Bl) I think anger always leads to a fight.
   ❖ (B) If I express my anger, bad things will happen.
   ❖ (S) I can express my anger constructively.
   ❖ (S) I feel comfortable mediating between two angry people.

Forgiveness and Honesty
   ❖ (S) When someone hurts my feelings or insults me I am able to forgive them.
   ❖ (S) When I have hurt someone I am able to go to them and work things out.
   ❖ (A/Bl)To be honest is reward enough.
   ❖ (A/Bl) To forgive is even better for me than it is for the one I forgive.
   ❖ (A/B) I believe that forgiveness is a necessary part of justice.

Me and My Attitude

   ❖ (Bh) When I am involved in a conflict I run away from it.
   ❖ (Bh) When I am involved in a conflict I want to argue or fight it out.
   ❖ (Bh) When I am involved in a conflict I can stand up for my side, but listen to the other person also.
   ❖ (Bh) When I am in a group I like to take the lead on solving a problem.
   ❖ (Bh) When I am in a group I sit quietly while everyone else settles the problem.

My Mouth Is My Tiger
- ❖ (S) I am able to give information accurately.
- ❖ (K) I know the power of my own words to hurt or to nurture.
- ❖ (A/Bl) I believe that gossip is usually harmless.
- ❖ (Bh) When I hear information about another person, I ask where the information came from.
- ❖ (A/Bl) I believe it is important to know when to speak up and when to remain silent.

Rights and Responsibilities
- ❖ (K) I understand that I have rights and I know what they are.
- ❖ (A/Bl) I must contribute to making a more peaceful world.
- ❖ (K) I know my responsibilities to my parents.
- ❖ (Bh) I am polite and respectful toward my parents.
- ❖ (Bh) I take responsibility for helping at home.

Right and Duty to Learn
- ❖ (Bl) I believe I have a right to an education.
- ❖ (Bl) Education is the best way to maintain a civil and religious society.
- ❖ (A) I am committed to supporting education for all.
- ❖ (S) I have good study habits that contribute to my academic growth.
- ❖ (S) I actively practice what I learn from my faith.

Our Exploitation
- ❖ (Bl) I believe all children have the same rights that I have to grow and flourish.
- ❖ (A/Bl) It is ok for children to have a job instead of going to school.
- ❖ (A/Bl) It is ok to use children in the workplace so that the owner can pay a lower wage.
- ❖ (Bh) I will speak out when I see a child being exploited by others.

Our Country Is Our Responsibility
- ❖ (A/Bl) I believe that it is my responsibility to contribute to the resolution of problems facing my community or my country.
- ❖ (S) I am able to identify resources, my own and others', that can contribute to the resolution of some conflicts in my community.
- ❖ (A/Bl) Participating in a dialogue or a decision making process about community problems is usually not worth the time.

Nature and Me
- ❖ (A/Bl) Humankind <u>and</u> the natural world need to be in balance.
- ❖ (S/Bh) I am active in keeping my school grounds and neighborhood clean.
- ❖ (A/Bl) I believe living a healthy life depends on living in a healthy, clean environment.
- ❖ (S/Bh) I work at home to keep the house orderly and clean.

We Live in Diversity
- ❖ (S) I am able to recognize the stereotypes I hold of others.
- ❖ (A/Bl) Everything on earth is to be valued as Allah's creation.
- ❖ (K) Prejudice contributes to conflict.
- ❖ (S) I actively seek out people who are different from me.

We are Different but the Same
- ❖ (A/Bl) The Qur'an says men and women are equal in the eyes of Allah. I believe this to be true.
- ❖ (Bh) I put down the opposite sex when they are not around to hear me.
- ❖ (A/Bl) Women can be leaders as well as men.
- ❖ (A/Bl) It is better to have a male baby first than to have a female baby.
- ❖ (S/Bh) I treat members of the opposite sex the same as I treat people of my own sex.

Conflict and Me
- ❖ (A/Bl) I believe that conflict is a natural phenomenon in our lives.
- ❖ (S) I am able to use the practice of dialogue to solve problems.
- ❖ (S) I am able to resolve conflicts between others and myself peacefully.
- ❖ (S) I am comfortable mediating conflicts between others.

Our Social Divides
- ❖ (A/Bl) It is important to have balance between my individual needs and those of society.
- ❖ (A/Bl) We can find better solutions to our problems when we work together.
- ❖ (S) I am able to analyze and resolve a problem when working in a group.

Drugs Are Our Enemy
- ❖ (A/Bl) I believe, it is ok for people to use illegal drugs once in awhile.
- ❖ (A/Bl/Bh) I might misuse drugs if I knew no one would find out.
- ❖ (S) I know how to talk to my friends about the dangers of misusing drugs.
- ❖ (K) Misusing drugs only hurts the person who is using the drugs.
- ❖ (A/S) I could help organize an anti-drug campaign in my school.

Must We Fight?
- ❖ (S) I am able to put myself in the place of others and understand their concerns.
- ❖ (A/Bh) I would rather fight and settle a conflict quickly than spend time talking about it.
- ❖ (A/Bl) I respect all people as my brothers and sisters.
- ❖ (A/K) When working through a conflict with another person it does not matter what kind of strategies we use to get to resolution.

Violence Is Not Our Way
- ❖ (A/Bl) I believe that violence is never a good way to solve a problem.
- ❖ (S) I know non-violent ways to address conflict.
- ❖ (A/Bl) Violence between two or three people does not affect anyone else.
- ❖ (A/Bl) I believe that non-violence is too passive a way to approach a serious conflict.

Negotiation
- ❖ (S) I know how to help a group arrive at a solution after a group dialogue.
- ❖ (S) I am able to include everyone's interests in reaching a fair conclusion to a disagreement.
- ❖ (A/Bl) I should not have to give up something important in order to solve a conflict.
- ❖ (A/Bl) Problems in society are too big to resolve through negotiation.

Social Peace
- ❖ (A/S) People in my neighborhood would say that I am a peacemaker.
- ❖ (A/Bl) it is important to promote peace and good problem solving in my school, family, and neighborhood.
- ❖ (A/Bl) If I contribute to peace in my neighborhood, I am contributing to a more peaceful world.
- ❖ (A/Bl) It is important that I bring honor to my family and neighborhood.

Democracy and Us
- ❖ (A/Bl) A democratic government is necessary for ensuring human rights.
- ❖ (A/Bl) All citizens should have the right to participate in their own governance.
- ❖ (A/Bl) Central, regional, and local authorities should share government power.
- ❖ (S) I know how to exercise my rights as a citizen.

Respect Just Law
- ❖ (S) I know what to do if I see someone break the law.
- ❖ (S) If I see someone abusing their legal authority, I will tell someone.
- ❖ (S) If I believe a law is wrong, I know steps to take to help to change it.
- ❖ (A/Bl) I believe that it is ok to question the law if it appears unjust.

Economic Justice, Our Desire
- ❖ (A/Bl) Everyone has a right to earn a livable wage (or a "living wage").
- ❖ (A/Bl) It is important stand up to economic injustice when I can.
- ❖ (A/B) It is not possible to eradicate poverty.
- ❖ (A/B) If others are poor, I am also poor even though I may have many material things.

Our Family Is a Peaceful Family
- ❖ (A/Bl) A family without harmony can still be a peaceful family.
- ❖ (S) I act as a peacemaker in my family.
- ❖ (A/Bl) Ignoring Muslim values and norms can decrease the harmony in a family.
- ❖ (S) When there is a conflict in my family, I know how to help everyone express their concerns/interests in a constructive way.

<u>We Long for Solutions</u>
- ❖ (S) I am able to analyze the cause of a problem or a conflict.
- ❖ (S) I am able to use more than one way to solve a conflict.
- ❖ (A/Bl) Most conflicts can have a solution where everyone wins.
- ❖ (S) I know how to use similarities and differences among parties to a conflict to bring the parties closer to agreement.

<u>The Solution to Our Problems</u>
- ❖ (K/S) I understand and can practice techniques for solving a conflict.
- ❖ (A/Bl) In order to have a good solution to a conflict, all parties must agree to act on the chosen solution.
- ❖ (A/Bl) If a few people are not in agreement with the solution it is ok for the majority to win.
- ❖ (A/Bl) There is usually only one solution to a conflict.

<u>We Empathize</u>
- ❖ (K) I have a good understanding of what it is like to live with or near violence.
- ❖ (A/Bl) In order to resolve violent conflict, it is important to understand everyone's perspective.
- ❖ (S) Even if I cannot solve a big conflict like the one in Aceh, I can work to understand and empathize with the all of the parties.
- ❖ (S) I know how to work for peaceful solutions to violence in my own school or neighborhood.

<u>We Love Peace</u>
- ❖ (A/Bl)I believe that peace is possible.
- ❖ (S)I know steps to take to contribute to peace in my family, neighborhood, and the world.
- ❖ (S/K) I am comfortable talking about the need for good conflict resolution processes and my values of peace.
- ❖ (A/Bl/K) Peace is just the absence of war and violence.

Ashton, C. (2002) "Evaluation Report: Program Pendidikan Damai (Peace Education Program)." UNICEF Jakarta - Document downloaded from UNICEF website : http://www.unicef.org/evaldatabase/index_14324.html

The Self-Managing Schools (SMS) Project (   )(1999)

Interview for SMS Principals

Name:

Gender: Number of years as principal:

Part 1: Implementation of the SMS Project

1.1 How long have you been involved with implementation of the SMS Project?

1.2 What are the changes, both positive and negative, that have taken place in the school as a result of the SMS Project?

1.3 What were the primary factors or aspects of the SMS Project that brought about these changes? (Make reference to each major change mentioned)

1.4 What new responsibilities or functions have you had to assume for implementation of the SMS Project?

1.5 Which of these functions or responsibilities do you find easy to accomplish?

1.6 Which of these functions or responsibilities are hard to accomplish?

1.6.1 Why is it hard?

1.6.2 What would you need in order to accomplish this function properly?

1.7 What do you think are the main objectives of the SMS Project?

1.8 What do you consider to be the main constraints to implementation of the SMS system?

Part 2: The School Governing Board and School Management Team

2.1 How many persons are on your School Governing Board(SGB)?

Parents of learners, Educators at the school, School staff who are not educators, Learners, Representatives of sponsoring bodies, Other(specify)

2.2 How often is the SGB supposed to meet?

2.2.1 How many meeting have been held since the beginning of the school year(January 1999)?

2.3 How many members of the SGB usually attend the meetings?

2.4 Please describe how decisions are made by the SGB?

2.5 How is the SGB been organized (subgroups, committees)?

2.6 Was there an SGB before the SMS Project was initiated?   Yes- No-

(If yes) What new functions have been assumed by the SGB?

2.6.1 Are these functions being accomplished well by the SGB?

2.6.2 (If no) Why not?

2.7 Has the SGB applied for any new functions under the SASA and if so which functions? Yes-, No-   (If yes) Which functions have they applied for?

2.7.1 (If yes) How well do you think the SGB will be able to perform these new functions?

2.7.2 (If yes) What new functions do you think might pose a problem and why?

2.8 Who is on the School Management Team(SMT)?

2.9 How is the SMT organized (subgroups, committees)?

2.10 What are the main functions of the SMT?

2.11 Which functions does the SMT perform well?

2.12 Which functions does the SMT not perform well?

2.10.1 What are the reasons for the low performance?

2.11 How have you assigned individual staff members and educators to various SMS implementation activities?

Part 3: Planning and Budgeting

3.1 Please describe how you plan activities for the upcoming year and budget for those activities?

3.2 To what extent do you think the school should be responsible for preparing a formal annual plan and budget?

3.2.1 How should it be done?

3.2.2 Who should be responsible?

3.3 Is the school ready to prepare its own annual plan and budget? Yes- No-

3.4 What kind of training would be required to prepare the school for its own annual planning and budgeting?

3.5 What other assistance would be required for the school to effectively prepare annual plans and budgets?

3.6 To what extent should the school be held accountable for implementing the annual plan and meeting the objectives or targets in that plan?

3.6.1 (If yes) How should the school be held accountable?

3.6.2 (If yes) What should be the role of the District?

Part 4: Financial Management System and Provisioning Administration System

4.1 What do you like about the Financial Management System(FMS) and why?

4.2 What do you dislike about the FMS and why?

4.3 What FMS activities do you find difficult to accomplish?

4.3.1 Why are they difficult?

4.3.2 Would more training help you to better accomplish these activities and if so how much and what kind of training?

4.4 Who in your school is responsible for filling out the FMS formats?

4.5 What formats or portions of formats do you not understand or find very difficult to fill out?

4.6 Do you think all the formats are necessary? Yes- No-

4.7 What suggestions do you have to make theses forms better?

4.8 What do you like about the Provisioning Administration (PAS) and why?

4.9 What do you dislike about the PAS and why?

4.10 What PAS activities do you find difficult to accomplish?

4.10.1 Why are they difficult?

4.10.2 Would more training help you to better accomplish these activities and if so how much and what kind of training?

4.11 Who in your school is responsible for filling out the PAS formats?

4.12 What formats or portions of formats do you not understand or find very difficult to fill out?

4.13 Do you think all the formats are necessary? Yes- No-

4.13.1 (If no) Which formats are not necessary and why?

4.14 What suggestions do you have to make these forms better?

4.15 What other suggestions do you have for making the FMS and the PAS better?

Part 5: Results or Effects of the SMS Project

5.1 The SMS Project improved school results in any way? Yes- No-

5.1.1 (If yes) What has improved?

5.2 The SMS Project had any negative effect on school results? Yes- No-

5.2.1 (If yes) What were they?

5.3 Has there been any improvement in enrollment since the SMS Project was implemented-in other words have children not enrolled in school started to come? Yes- No- (If yes) What exactly has improved? (Obtain data if possible)

5.4 Has there been any improvement in teacher or student attendance since the SMS Project was implemented? Yes- No-   (If yes) What exactly has improved? (Obtain data if possible)

5.5 Has there been any improvement in student repetition, drop out or transition rates since the SMS Project was implemented? Yes- No- (If yes) What exactly has improved? (Obtain data if possible)

5.6 Have these effects been any different for girls than they are for boys? Yes- No- (If yes) In what way?

5.7 What do you think the SMS Project could do to contribute to improvement of enrollments, attendance, drop out and repetition?

5.8. What do you think are good indicators of education quality?

5.9 Has the SMS project had any effect yet on education quality? Yes- No-

5.9.1 (If yes) In what way?

5.9.2 (If no) Do you think an effect will eventually be apparent? Yes- No- (If no) Why not?

5.10 Has the SMS Project improved teacher morale or performance in any way and, if so, in what way?

5.11 Has the SMS Project contributed to teachers better observing the code of conduct? Yes- No- (If yes) In what ways?

5.12 What more do you think should be done to improve teacher morale, performance or conduct?

5.13 In what ways, if any, has the SMS Project affected the security situation in the school?

5.14 In what ways, if any, has SMS system contributed to improvement of the physical facilities of the school?

5.15 What effect has the SMS Project had on relationships between the school, parents and the community?

5.16 (If not effect) What should be done in order to support a better relationships between the school, parents and the community?

5.17 What role has the SGB played in improving relationships between the school, parents and the community?

5.18 Do you think they should play a greater role? Yes- No- (If yes) What exactly?

5.19 Were the initial community mobilization activities of the SMS Project effective? Yes-No- (If no) What more should be done?

5.20 To what extent has the SMS Project had an effect on the level of community financial support for the school?

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