Localizing Solutions to Address Low Education Quality
Lessons from Belu, NTT
Education Quality in Belu

32% of 6th graders passed the National Exam in 2017
Problem exploration on Education Quality in Belu
Using data
Understanding profiles of well- and poor-performing schools

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SMPN Raimanuk

Highest UN SMP test score despite rural location and lack of electricity
SDI Tini

Lowest UN SD test score, despite central location in the city of Atambua
Finding out more...

What factors **support** you (or your teachers) in teaching students well? (Faktor-faktor apa saja yang mendukung keberhasilan guru dalam mengajar anak sekolah?)

What **obstacles** do you face in teaching or in supporting teachers to do well? (Hambatan/ tantangan apa guru mengalami selama mendorong proses belajar mengajar?)
Problem-solving Process: What mattered?

• The team did the analysis on their own, making it more meaningful
• The analysis was simple, using existing information ...
  - 2017 Ujian Nasional data
  - Compiled information on teacher status / certification
    ...but they still thought carefully about what data to use
• Learnt what wasn’t working, but also helped them identify locations where things are working to explore driving factors behind positive deviance in Belu
How can the National government support local problem solving?

Support empowerment of local teams to work on priority problems

- Models: Delivery units
- Flexibility to work on key problems identified locally, but support for on the job capacity building (Ministries, provinces)

Enter into dialogue with district government about what is and isn’t helping improve quality of education

- Eg certification

Support reduction of district government “planning burden”

- Permendagri 86/2017 problem orientation with pre-determined analysis

Support improved data management at the local level
Moving forward...
Looking for ways for the district to more effectively support teachers and students