Localizing Solutions to Address Low Education Quality

Lessons from Belu, NTT
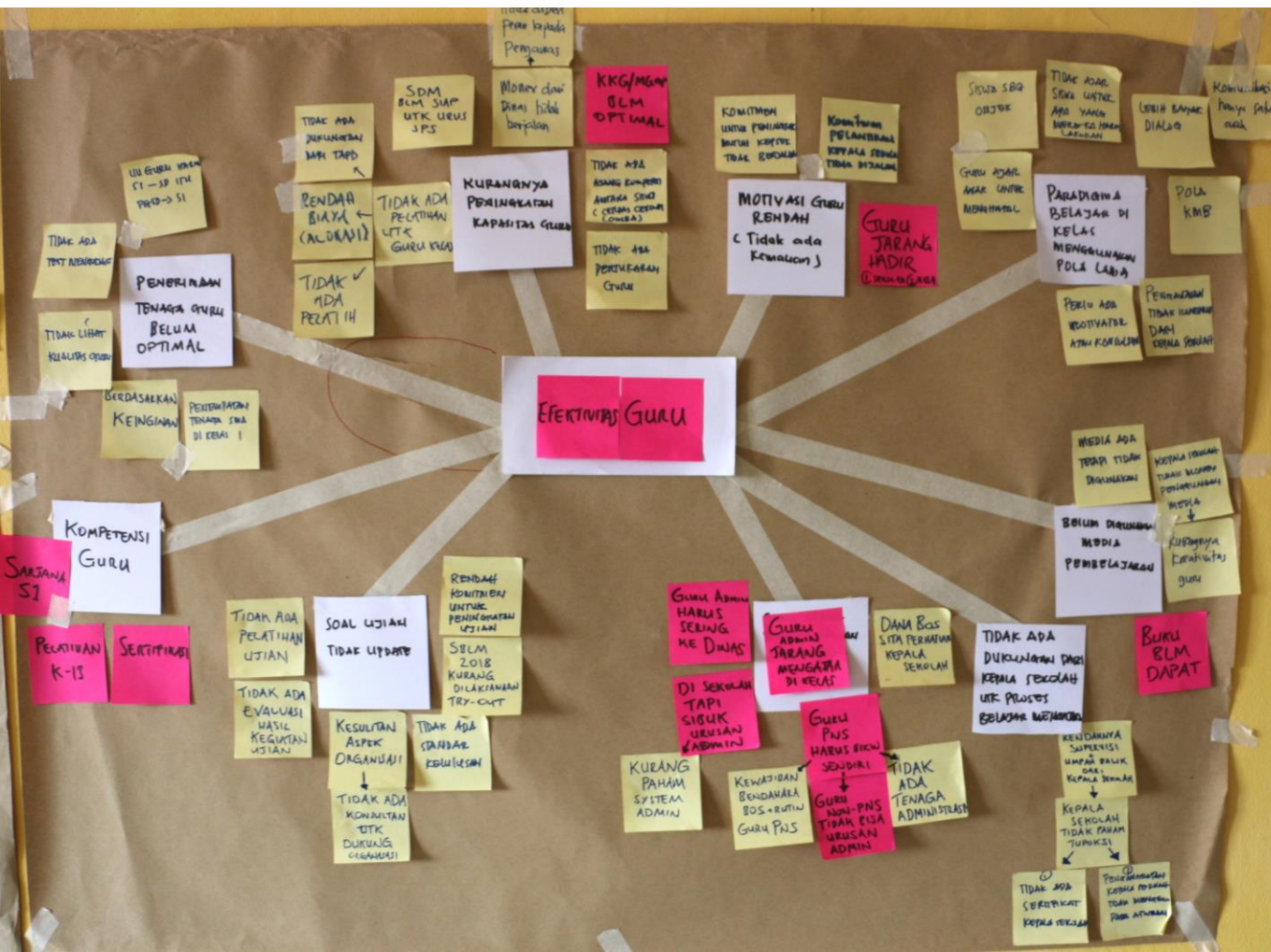
Education Quality in Belu

32% of 6th graders passed the National Exam in 2017
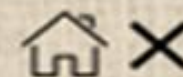
Problem exploration on Education Quality in Belu

Using data
Understanding profiles of well- and poor-performing schools

PROFIL PENDIDIKAN DINAS P & K KAB. BELU

TENAGA GURU SMP / TOP TEN BEST

NAMA SEKOLAH	KUALIFIKASI PENDIDIK								STATUS KEPEGAWAIAN					JLH		JUMLAH GURU	
	SM	D1	D2	D3	D4	S1	S2	Jlh	PNS	Kont	GTY	omit	Jlh	RBL	KLS	K 13	SERT
SMPN Raimanuk	0	0	0	2	0	22	0	24	11	2	11	0	24	10	11	6	3
MTs Al-Muthmain	0	0	0	1	0	12	0	13	7	0	6	0	13	5	5	8	2
SMPN Satap Kewa	0	0	0	0	0	15	0	15	2	1	0	12	15	6	8	8	1
SMPN Rinbesihat	0	0	0	0	0	19	0	19	2	0	0	17	19	9	6	13	1
SMPK HTM	2	2	1	2	0	27	0	34	4	1	29	0	34	19	19	33	12
SMPK Don Bosco	1	1	1	1	0	30	0	34	9	3	7	15	34	21	21	32	10
SMPK St. Ysf Weluli	2	0	2	1	0	9	0	14	4	0	9	1	14	9	9	11	2
SMPK ST. Petrus Lhr	2	0	0	0	0	16	0	18	1	3	14	0	18	11	11	13	3
SMPN Lasiolat	1	0	1	1	0	17	0	20	6	2	0	12	20	8	8	16	3
SMPN 1 Atb	1	6	2	4	0	74	0	87	39	8	0	40	87	48	39	85	33

SMPN Raimanuk
Highest UN SMP test score despite rural location and lack of electricity
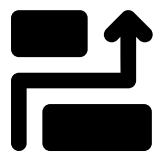
SDI Tini
Lowest UN SD test score, despite central location in the city of Atambua
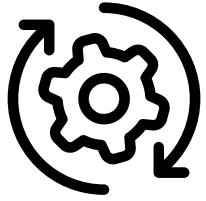
Finding out more…

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**_

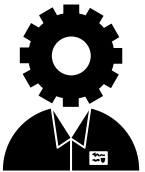# How can the National government support local problem solving?

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