





















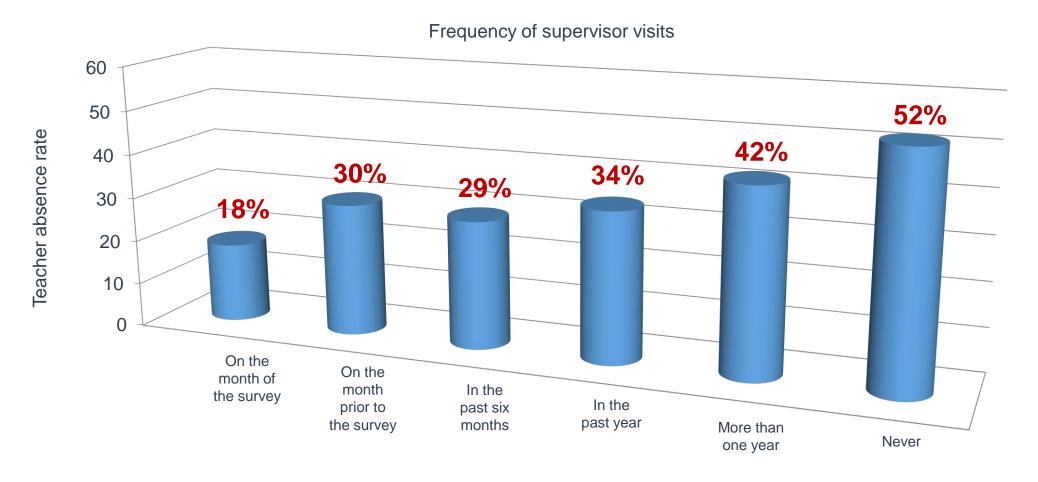
KIAT Guru: Improving Teacher Performance and Accountability

Teachers are missing from classrooms



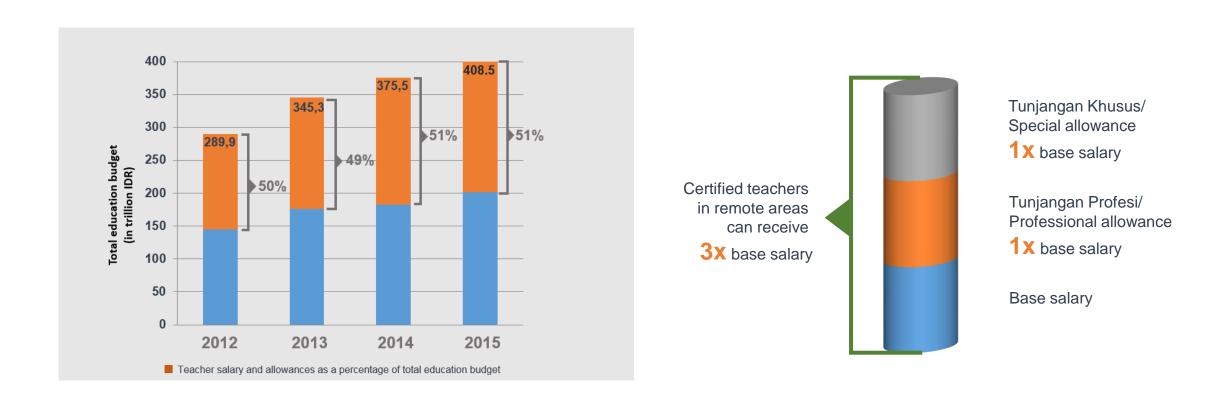
One of five teachers was absent from remote schools, at double the national rate (ACDP, 2014)

Teacher monitoring by government supervisors is constrained by resources and geographical challenges



Teacher absenteeism rates correlate with frequency of supervisor school visits (UNICEF, 2012)

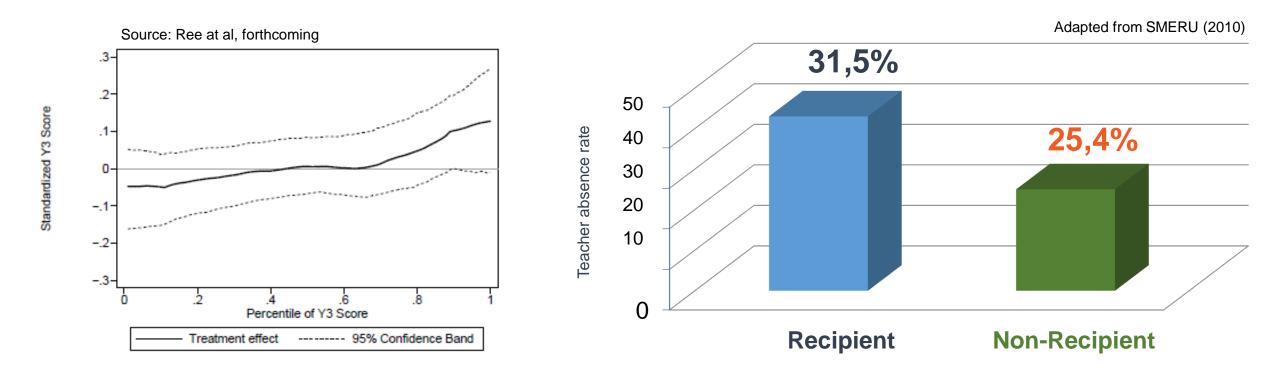
The government spending on education in 2016 is USD 16.5 million, <u>half</u> of it covers teacher salary and allowances ...



Teachers in remote areas received special allowance at **one times their base salary**. Certified teachers received professional allowance, also at one times their base salary.

... but teacher professional allowance ... "led to no improvement in student learning outcomes"

(Ree et al, forthcoming)



Teachers who receive special allowance had higher absenteeism rate compared to non-recipients (SMERU, 2010)

KIAT Guru combines community empowerment with pay for performance of teacher special allowance

Group 1 Community empowerment

Community empowerment

+ Pay for performance based on teacher presence, verified by user committee

Community empowerment

+ Pay for performance based on teacher service performance, evaluated by user committee

The user committee consists of minimum 9 members, consisting of 6 parent representative from each grade and 3 community leaders, with a minimum of 50% female membership

Community empowerment/ Pay for performance

tied to

Education service delivery

Regulatory umbrella needed ?

Outcome on teacher presence

Outcome on teacher service performance

Impact on student learning outcomes



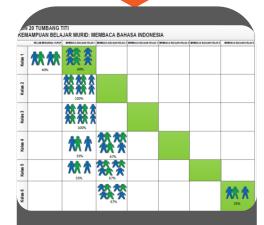
- Minister & DG decrees
- MoU with Regents
- Regents regulations
- Head of District Education decrees
- Head of Village decrees



KIAT Kamera: Android-based camera application

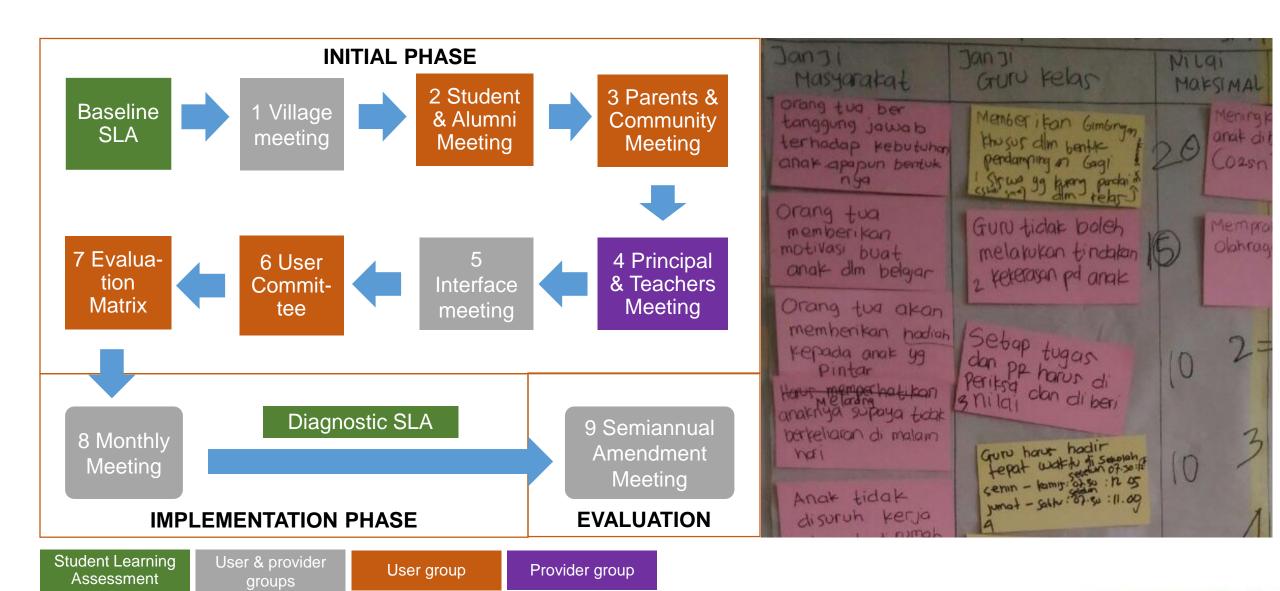


Community Score Card with 5-8 indicators being agreed with teachers and can be amended every semester



Diagnostic Student
Learning Assessment
(SLA) tools to identify
literacy and math
competence along the
learning continuum

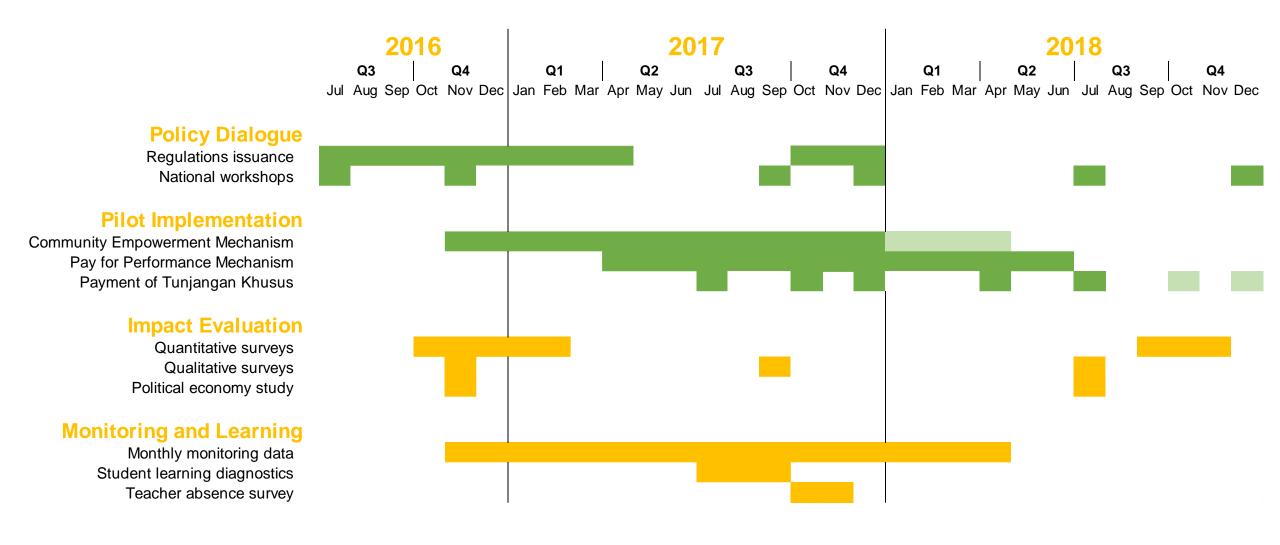
Community empowerment activities



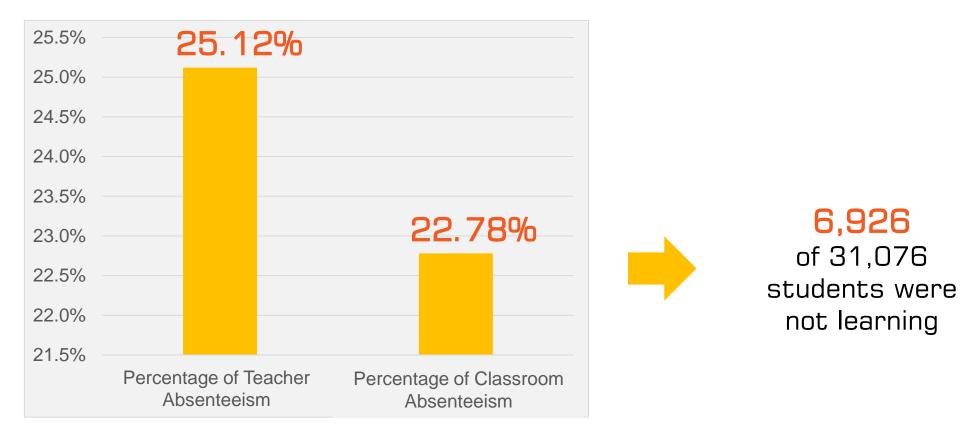
Pilot locations and participants



Pilot implementation and evaluation timeline

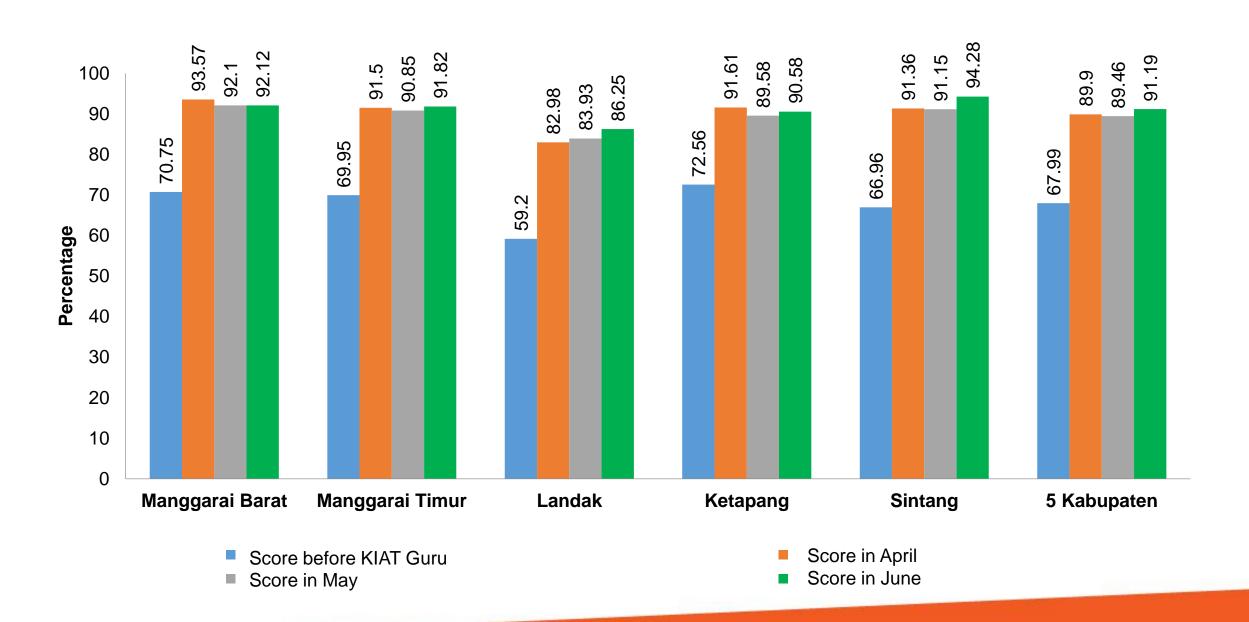


Teacher absence survey in 270 schools

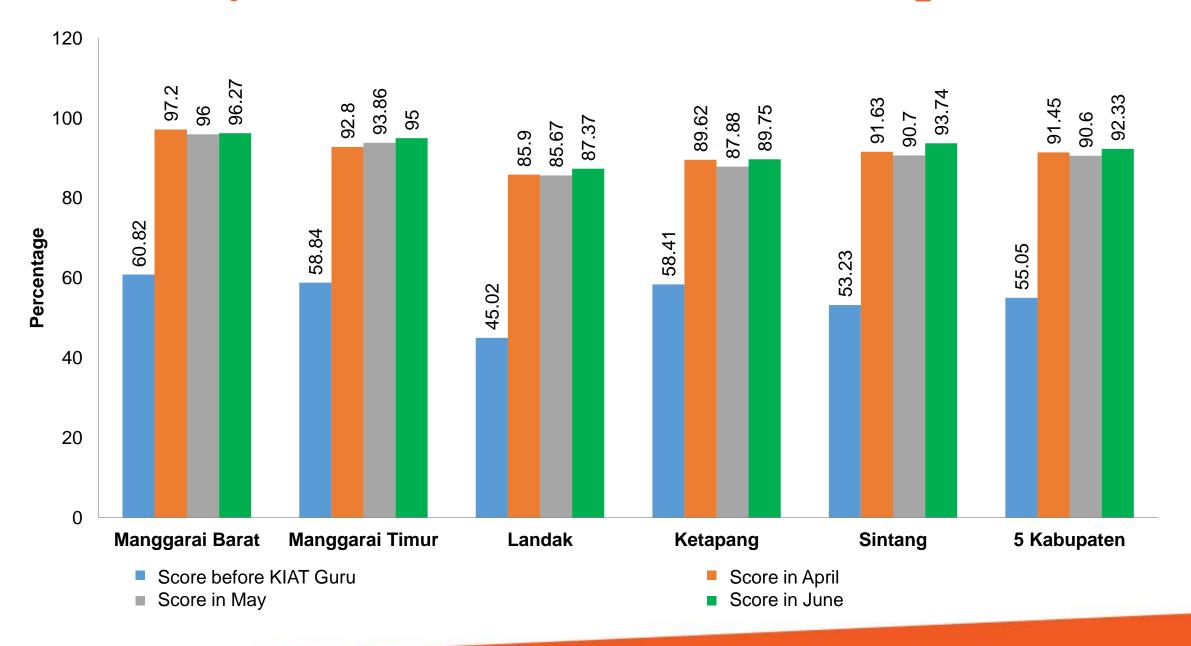


Source: Baseline survey (World Bank)

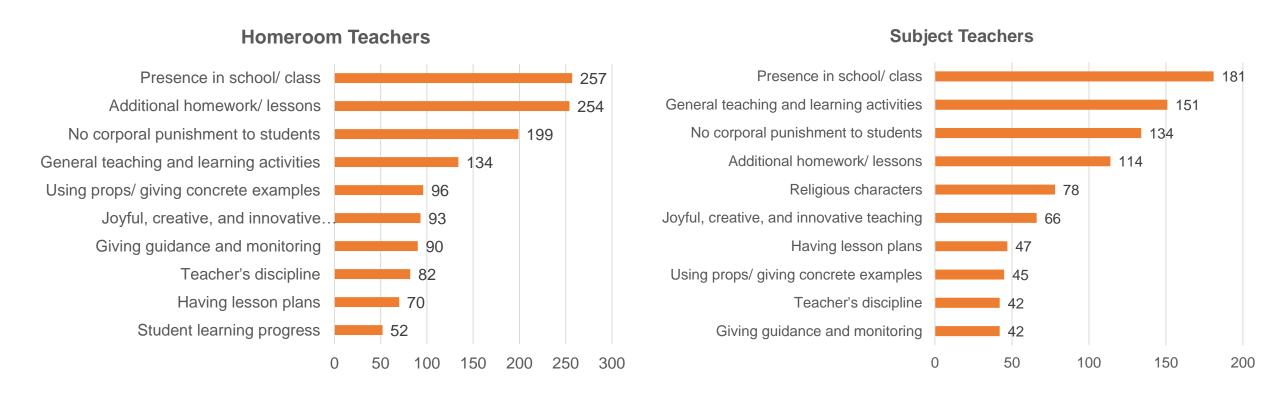
Community evaluation on teacher presence



Community evaluation on teacher service performance

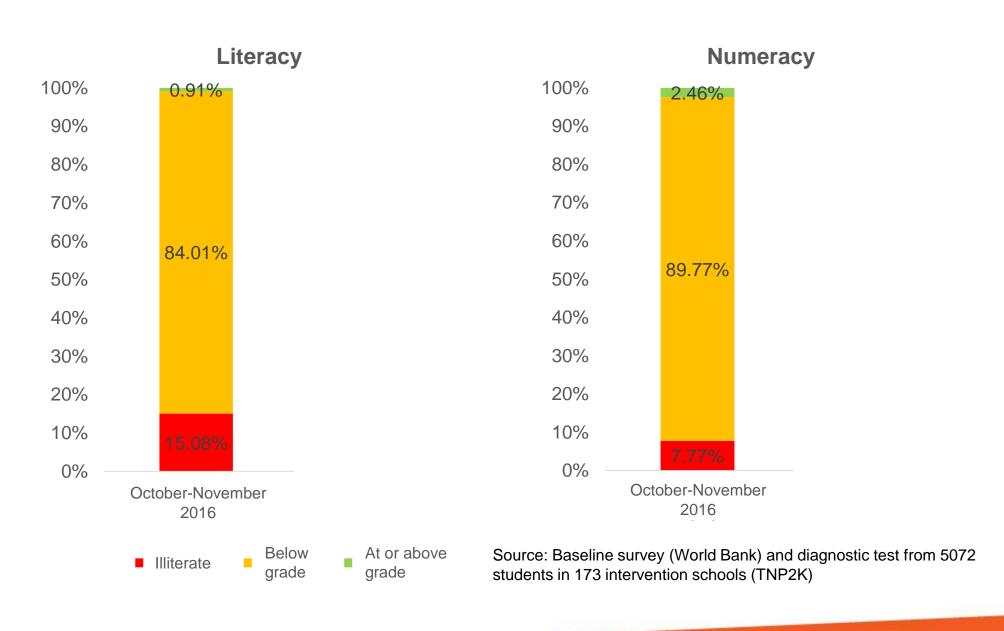


Top ten service performance indicators

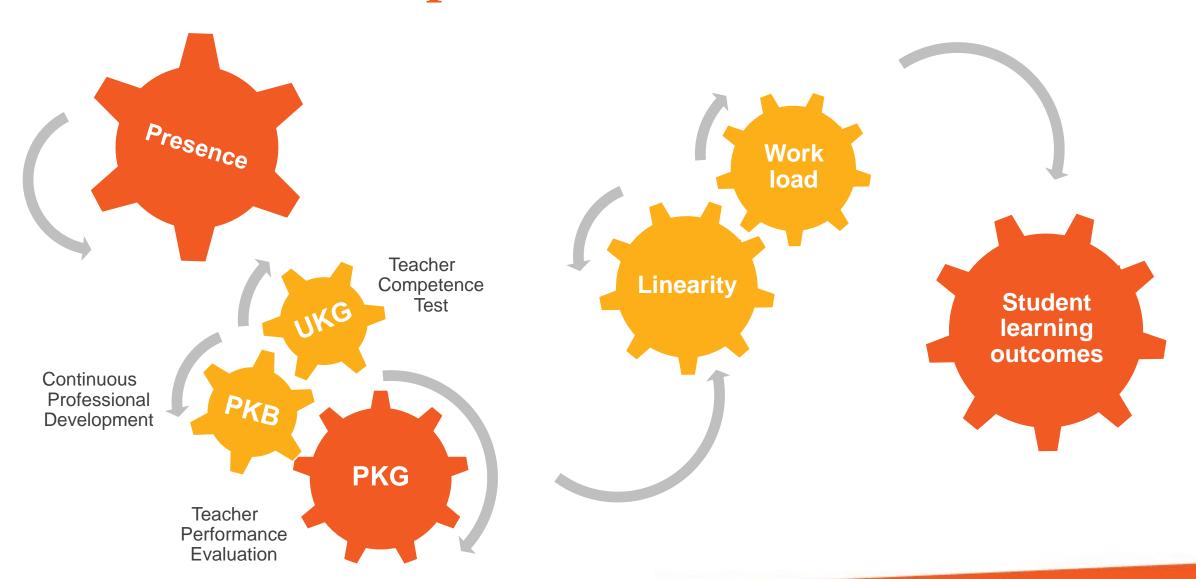


Source: Initial analysis of 4211 community score cards indicators from 203 intervention schools (TNP2K)

Initial results on student learning outcomes



How would this model work for urban setting and using teacher professional allowance?



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Acknowledgement:

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For more info:

- https://www.youtube.com/watch?v=HUV7 t4icQU0
- http://www.tnp2k.go.id/en/programmes/ki at-quru/about-kiat-quru/
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