

EVALUATION REPORT

Promoting Youth Participation in Local Government in Indonesia: An
Evaluation of the
Kami Bangsa Indonesia and Dasar Dasar Demokrasi Programs

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Executive Summary of DRL Indonesia Evaluation

“This Kami Bangsa Indonesia training can really increase our knowledge on teaching and learning processes. It can change our teaching pattern into the active one, student-centered learning, problem-based learning, and critical thinking.” Jamiat, Civics Teacher of Selakau 3 Junior High School

“Dasar Dasar Demokrasi has the potential to improve the condition of society. Through Dasar Dasar Demokrasi our children will learn how to build peace in Poso.” Aminah Daud, Teacher at SDN 21 State Elementary School, Poso, Central Sulawesi

From May 21, 2007 to September 22, 2009, the Center for Civic Education, California (Center) and the Center for Civic Education, Indonesia (CCEI) collaborated on the implementation of “Promoting Youth Participation in Local Government in Indonesia,” a program funded by the Bureau of Democracy, Human Rights, and Labor (DRL) of the United States Department of State. This report is an evaluation of the two main programs implemented during this program period: Kami Bangsa Indonesia (Project Citizen) and Dasar Dasar Demokrasi (Foundations of Democracy).

The evaluation strategy relied upon a multi-method approach that captured both programs’ outcomes through the collection of data, observation through school monitoring visits, and survey administration. This analysis was based primarily on results from student and teacher control and intervention groups using a survey adapted from the civic education survey of the International Association for the Evaluation of Educational Achievement. Key findings from the evaluations show the following:

- 93% of Indonesian teachers who participated in Dasar Dasar Demokrasi (FOD) reported that the program has influenced their overall teaching approach by demonstrating how to use interactive methods and to become more democratic in the classroom.
- 80% of teachers responded that the FOD program was effective in promoting student engagement and learning.

- All participating teachers reported that the FOD program had changed students' behaviors, attitudes, and skills and encouraged them to express their opinions, ask questions, and use critical thinking and problem-solving skills in the classrooms.
- The analysis of the test data from the Kami Bangsa Indonesia (KBI) program found that students in the intervention group were significantly more positive in their attitudes about effecting change in government and community institutions than the control group (i.e., national and local government, the court system, police, political parties, United Nations, and national parliament) because of their participation in KBI.
- In comparing students participating in KBI classes to their peers in the control classes, the analysis suggests male students were more likely to endorse more democratic values in the classroom, while female students were more likely to endorse beliefs about effecting change in government institutions and equal opportunities.
- After completing the KBI curriculum, statistical analysis suggests that Sambas students demonstrated improved scores in political interest, perceived that more equal opportunities were available, and were more active politically. For the Acehese students, improvement in the intervention condition was seen both in how they perceived the learning process and, to a somewhat lesser extent, how they perceived the responsibility of the government and political activity.
- Teachers using the KBI curriculum reported that that they inspired their students to actively search out creative solutions to personal problems and reported positive changes in their teaching styles and attitudes toward classroom conduct.
- The majority of the KBI teachers surveyed stated that students had become more aware of social and political issues, had become more critical in their thinking, and were more willing to argue and discuss questions of interest.

Evaluators

The evaluation that follows is presented in a two-part structure. The Dasar Dasar Demokrasi (FOD) evaluation, written in collaboration with the Center's Director of Research and Evaluation, Dr. Suzanne Soule, is based on participating teacher survey results as well as information gathered during site monitoring visits by CCEI. The KBI

report was prepared by the Center for Civic Education and is based on an evaluation conducted by Ramila Usoof-Thowfeek, an outside research fellow and PhD candidate from the University of Massachusetts at Amherst, which was submitted on October 9, 2009, and which is available by request.

Program Background

The DRL Indonesia program entitled, “Promoting Youth Participation in Local Government in Indonesia,” is a twenty-eight-month program administered by the Center in partnership with CCEI. The overall goal of the program is to build a network of Indonesian educational institutions and religious organizations, NGOs, and regional education offices with the capacity to adapt and implement two of the Center’s most effective educational programs: Project Citizen and Foundations of Democracy. These curricular programs educate through active learning methodologies in the political life of the students’ communities. As this evaluation illustrates, the program has demonstrated its effectiveness in addressing DRL’s priorities for Indonesia by strengthening local representative government; fostering the knowledge, attitudes, and political skills necessary for engaged citizenship; promoting gender equality and increased respect for human rights and the rule of law; and fostering tolerance in a unique, sustainable, and cost-effective manner.

Activities

The principal activities of the DRL Indonesia program consisted of the implementation of the KBI and FOD programs in six Indonesian provinces widely regarded as conflict areas, post-conflict areas, or areas of concern. The program was

intended to increase the knowledge, ability, and willingness of Indonesian students to effectively engage in civic activities within their communities.

Intended Outcomes

The program is aimed at the long-term goal of improving civic education, defined as fostering the development of a democratic political culture in Indonesia that (1) supports human rights including gender equality, (2) supports and complies with the rule of law, (3) tolerates and supports diversity (religious, ethnic, and political), (4) supports and appreciates the role of an independent media, (5) supports and appreciates the role of a civil society, (6) supports and adheres to democratic values, principles, processes, and institutions, and (7) includes widespread, competent, and responsible participation by citizens in the political life of their communities and nation.

Evaluation Structure and Goals

Kami Bangsa Indonesia (KBI): Although the Indonesia program had multiple evaluation goals (as noted above), the Center requested that the research fellow focus the analysis on two evaluation goals related to the implementation of the KBI curricular program:

1. Measure KBI's effectiveness in improving students' commitment to and understanding of democratic practice and fundamental rights, including gender equity, the rule of law, pluralism, and tolerance. The research fellow was also asked to examine whether these attitudes and democratic skills improved as a result of participation in the program and to determine what, if any, effect group

membership (such as gender or ethnicity) played in the changes of attitudes or skills.

2. Analyze KBI teacher surveys for participating and non-participating teachers, which, although primarily qualitative in nature, were expected to provide additional insights related to the students surveyed under the first evaluation goal. The teacher surveys were conducted following KBI's classroom implementation in order to collect teachers' opinions of whether their instructional methods improved, to gather their thoughts on changes in students' attitudes and skills, and to give them an opportunity to share any challenges and insights they had on teaching the curriculum in their schools.

Dasar Dasar Demokrasi (FOD): Dr. Suzanne Soule focused her analysis on the qualitative results obtained through participating teacher surveys and school monitoring reports provided by CCEI. These teachers were surveyed on the characteristics of the class as well as the implementation of the FOD program in the classroom. The analysis was specifically meant to do the following:

1. Provide insight on the effect of the instructional FOD strategies used in the classroom—such as changes in methods of instruction—as well as the effectiveness of the FOD program in promoting student engagement and learning.
2. Gather information on the profiles of teachers and students involved in the FOD program. This included information on the professional and educational background of teachers, extracurricular activities available to students, socioeconomic background of students, and gender.

3. Gather additional information on the amount of time teachers spent on program instruction, to what extent the three FOD themes were implemented, and the compatibility between FOD and the Indonesian national standards on civic education.