



Final report

Gema Literasi: Improving Literacy for Early Grade Students

West Nusa Tenggara, Indonesia

February 2019



Save the Children

INOVASI
Innovation For Indonesia's School Children
Australia Indonesia Partnership



KEMENTERIAN
PENDIDIKAN DAN KEBUDAYAAN



Australian Government

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Cover photo courtesy of Palladium

The Gema Literasi pilot was implemented by Save the Children, in partnership with INOVASI.

The Governments of Australia and Indonesia are partnering through the Innovation for Indonesia’s School Children (INOVASI) program. INOVASI seeks to understand how to improve student learning outcomes in literacy and numeracy in diverse schools and districts across Indonesia. The first phase of the program (AUD49 million) began in January 2016 and will continue until December 2019. Working with Indonesia’s Ministry of Education and Culture, INOVASI has formed partnerships with 12 districts in: West Nusa Tenggara; Sumba Island, East Nusa Tenggara; North Kalimantan; and East Java.

INOVASI is an Australia–Indonesia Government Partnership – Managed by Palladium.



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CONTENTS

LIST OF TABLES AND FIGURES.....	5
LIST OF ACRONYMS.....	6
1. GENERAL INFORMATION	7
2. KEY HIGHLIGHTS FROM THE REPORTING PERIOD	8
2.1 Training on curriculum and active learning.....	8
2.2 Training of trainers for <i>Gema Literasi</i>	9
2.3 Teacher training on <i>Gema Literasi</i>	10
2.4 Providing book banks	11
2.5 Reading camps.....	12
2.6 Parent meetings.....	13
2.7 Reading buddies	13
2.8 Reading festivals	14
2.9 School replication in Sumbawa district.....	15
2.10 Teacher training – teachers’ working groups in Utan and Rhee sub-districts.....	16
2.11 Internal staff meetings (shared learning).....	16
2.12 Local reading material development.....	17
2.13 Joint monitoring	17
2.14 Phase out and handover event.....	19
3. PROGRESS REPORT BASED ON THE RESULTS FRAMEWORK AS DESCRIBED IN THE PROJECT PROPOSAL.....	20
4. BENEFICIARIES	28
5. CHALLENGES	29
6. LESSONS LEARNED.....	29
7. SUSTAINABILITY	30
8. ANNEXES	32

LIST OF TABLES AND FIGURES

Figure 1: Pre-test and post-test results on the curriculum and active learning in Sumbawa	8
Figure 2: Pre-test and post-test results on on curriculum and active learning in North Lombok.....	9
Figure 3: Pre-test and post-test results – teacher training on literacy, Sumbawa district	10
Figure 4: Pre-test and post-test results – teacher training on literacy, North Lombok district.....	11
Table 1: Status of reading camp session implementation.....	12
Table 2: Progress of parent meetings	13
Figure 5: Pre-test and post-test results for the teacher training for replication schools	16
Figure 6: Results of the first and second joint monitoring of trained teachers: creating a supportive environment	18
Figure 7: Results of the first and second joint monitoring of trained teachers: applying the five core reading skills	19

LIST OF ACRONYMS

APBD	Local government budget funds (<i>anggaran pendapatan dan belanja daerah</i>)
AUD	Australian dollars
BOS	Schools' operational funds (<i>Bantuan Operasional Sekolah</i>)
BOSDA	Regional education operational funds (province and or district/city) (<i>Bantuan Operasional Sekolah Daerah</i>)
DFAT	Department of Foreign Affairs and Trade, Australia
INOVASI	Innovation for Indonesian School Children Australia-Indonesia Partnership project
KKG	Teachers' working group (<i>Kelompok kerja guru</i>)
LPMP	Agency for Educational Quality Assurance (<i>Lembaga Penjaminan Mutu Pendidikan</i>)
M&E	Monitoring and evaluation
MoEC	Ministry of Education and Culture
NTB	West Nusa Tenggara (<i>Nusa Tenggara Barat</i>)
PAIKEM	Active, innovative, creative, effective and enjoyable learning (<i>Pembelajaran aktif, inovatif, kreatif, efektif, dan menyenangkan</i>)
PAUD	Early childhood education centre (<i>pendidikan anak usia dini</i>)
SD	Primary school (<i>sekolah dasar</i>)
SDN	Public primary school (<i>sekolah dasar negeri</i>)
SMP	Junior secondary school (<i>sekolah menengah pertama</i>)
UNESCO	United Nations Educational, Scientific and Cultural Organisation
YSTC	Save the Children in Indonesia (<i>Yayasan Sayangi Tunas Cilik</i>)

1. GENERAL INFORMATION

Name of award	IDN INOVASI: Improving Literacy for Early Grade Students		
Member/donor	Palladium Pty Ltd (originating donor Australian Department of Foreign Affairs and Trade)		
Country office	Indonesia	SOF number	03601366
Award start date	17 March 2017	Award end date	30 November 2018
Award duration	18 months	Award location	North Lombok and Sumbawa, West Nusa Tenggara (NTB) province
Budget	Total award amount: AUD 392,016	Total spent in reporting period: AUD 388,508	Burn rate: 99%
Target groups and locations	<p>50 schools, 1,500 children, 150 teachers, 1,500 parents and caregivers</p> <p><i>This project is implemented in North Lombok district (Kayangan and Bayan sub-districts) and Sumbawa district (Utan and Moyo Hilir sub-districts), West Nusa Tenggara province.</i></p>		
Summary of award	<p><i>Save the Children has implemented a modified version of the globally recognised Literacy Boost model in West Nusa Tenggara (NTB) province for the INOVASI pilot. Typically, Literacy Boost includes three complementary pillars; assessment (to measure literacy improvement), teacher training (focusing on improving skills of teachers to deliver more effective literacy instruction) and community action (working with communities to ensure children's learning in the classroom is complemented when they return home). This pilot project has focused on integrating the second and third pillars of the Literacy Boost model through school-based interventions across 50 target primary schools in North Lombok and Sumbawa districts in West Nusa Tenggara province and using literacy assessments to inform the quality of the intervention and its impact.</i></p>		
Reporting period:	1 July 2017 to 31 August 2018		

2. KEY HIGHLIGHTS FROM THE REPORTING PERIOD

In this final report period, the Improving Literacy for Early Grade Students project, known as the *Gema Literasi* project, has accomplished all its programmatic activities under outcome 1 and outcome 2 of the project plan. These activities that were implemented both in Sumbawa and North Lombok districts are described in this section.

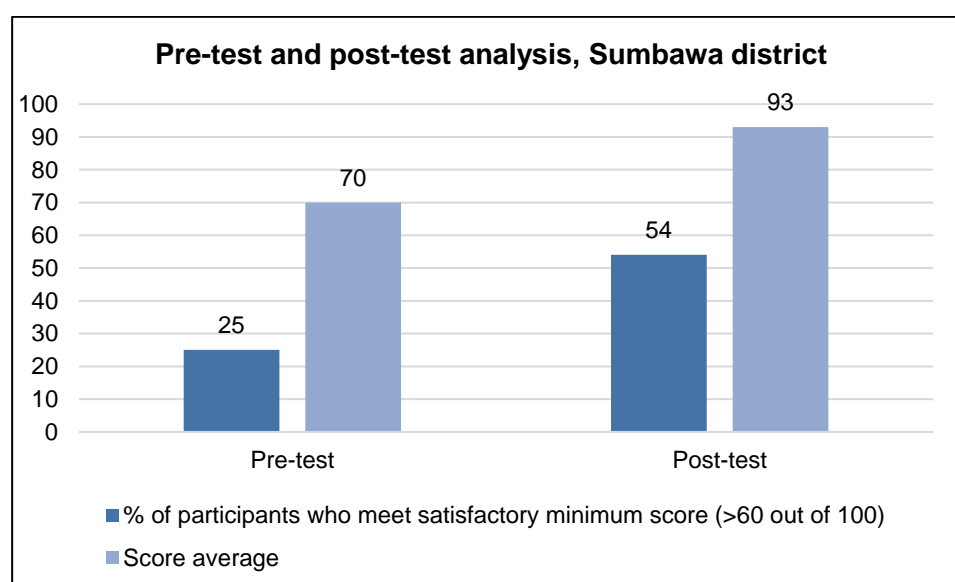
2.1 Training on curriculum and active learning

In the early stages of implementing *Gema Literasi*, the team facilitated training on the curriculum and active learning in both North Lombok and Sumbawa districts. We invited the Education Quality Assurance Institution (*Lembaga Penjamin Mutu Pendidikan – LPMP*) to lead all the sessions in both districts. The training aimed to improve early grade teachers' understanding of how to integrate literacy into the curriculum using active learning methods.

Several topics were covered in the three-day training program.¹ Participants included 149 grades one, two and three teachers (45 men and 104 women) from the 50 schools targeted for *Gema Literasi*. The project team conducted pre-testing and post-testing in North Lombok and Sumbawa project locations to measure the level of understanding before (on the first day of the training) and after training (at the end of the last day of the training).

In Sumbawa district, the team applied a score of 60 points (out of 100) for minimum satisfactory knowledge. On the post-test, more than half (54 per cent) of the participants met or exceeded the satisfactory minimum score with an average score of 93 points. The percentage of participants who achieved satisfactory minimum scores increased from 25 per cent to 54 per cent and the final score average increased from 70 to 93 (29 per cent) from pre-test to post-test results (**Figure 1**). In the end, this training increased understanding for all teachers trained on how to boost literacy and integrate activities based on their school curriculum.

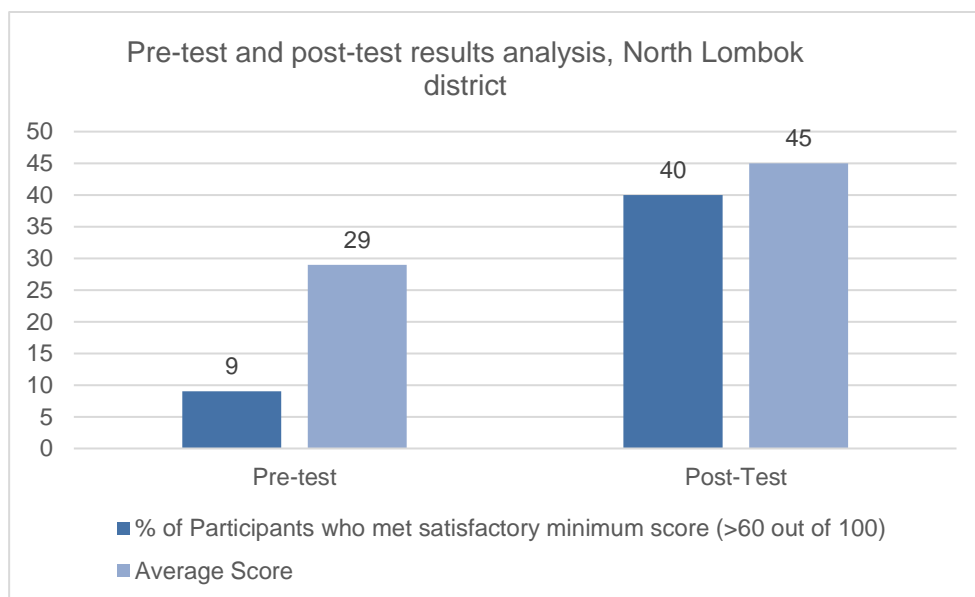
Figure 1: Pre-test and post-test results on the curriculum and active learning in Sumbawa



¹Training topics included: (1) Dynamics and development of Curriculum 2013; (2) Development of literacy in the learning process; (3) Active learning and PAIKEM (*Pembelajaran aktif, inovatif, kreatif, efektif dan menyenangkan* – active, innovative, creative, effective and enjoyable learning); (4) Analyses of: standard, core and basic competencies, index of cumulative achievements, the syllabus and thematic learning; (5) Developing learning materials; (6) Developing learning processes and assessments; (7) Preparing lesson plans; (8) Peer teaching; and (9) Students' academic reporting integrated within the 2006 and 2013 curriculums.

In North Lombok district, the post-test results also showed that the participants' level of understanding about given topics had increased. Overall, the proportion of participants who met the satisfactory minimum score increased by 31% from 9% in the pre-test to 40% in the post-test. In addition, participants' average scores also increased from 29 in the pre-test to 45 in the post-test (**Figure 2**).

Figure 2: Pre-test and post-test results on on curriculum and active learning in North Lombok



2.2 Training of trainers for *Gema Literasi*

Phase I of the training of trainers (ToT) was conducted in September 2017 in North Lombok, with 21 participants (17 men and four women) including: a school supervisor, a school head and education department staff. Phase II of the training of trainers was conducted in January 2018 in Sumbawa, with 26 different participants (21 men and five women). There were more men participants as many of the master trainers were selected from government staff most of whom are men. The selection criteria were: their commitment to following up the project (facilitating training, monitoring, coaching and mentoring); having a good understanding of literacy; and being recommended by the education department from both districts.

This training session included an additional five participants from Moyo and Medang islands. The program aimed to establish master trainers for *Gema Literasi* on the five core reading skills (letter knowledge, phonological awareness, vocabulary, reading fluency and reading comprehension), as well as on practically applying these five reading skills in daily teaching and learning processes, including setting up print-rich classrooms and conducting formative assessments.

The Sumbawa district education office confirmed that it would replicate key *Gema Literasi* project activities at non-targeted schools on Moyo and Medang islands. These activities will include; teacher training; using print-rich environments and reading corners; developing teacher training modules; establishing reading buddies; and conducting regular coaching and monitoring. This will be budgeted for in next year's local government budget plan (*anggaran pendapatan dan belanja daerah – APBD*).

2.3 Teacher training on *Gema Literasi*

Training phase I

Following phase I of the training of trainers, the master trainers trained a total of 152 teachers (42 men and 110 women) using the same training package. The training aimed at improving early grade teachers' understanding of: (1) the five reading skills (letter knowledge, phonological awareness, vocabulary, reading fluency and reading comprehension); (2) developing a print-rich classroom; and (3) formative assessments of children's reading skills competency. Additionally, master trainers provided classroom support to help the teachers apply what they had learned from the training in their respective schools.

Evaluations indicated that participants were enthusiastic about the training. One of the school supervisors in Sumbawa district who participated in the training said:

'This is good training – active, dynamic and interesting. There is interaction between participants and facilitators, so it is not one-way interaction from facilitator to participants. I like it, Good!' (Primary school supervisor, Moyo Hilir sub-district, Sumbawa district).

One participant also stated that the training helped him improve his knowledge in teaching reading skills to children:

'Interactive reading will increase students' interest in reading because of the teacher's voice and expression, and teachers include students in the activity. This technique is good to show to teachers!' (Primary school teacher, Bayan sub-district, North Lombok district).

Furthermore, there was a significant increase in scores and in the percentage of participants meeting the minimum score limit on the topics discussed during the training in Sumbawa and North Lombok districts according to pre-test and post-test analyses, as shown in Figure 3 and Figure 4. In Sumbawa, the percentage of participants who achieved the minimum score increased by 57 per cent, from 43 per cent in the pre-test to 100 per cent in the post-test, with the average score increasing from 58 to 96. The results in North Lombok reflected similar success with the percentage of participants achieving the minimum score increasing by 61 per cent, from 39 per cent in the pre-test to 100 per cent in the post-test, with the average score increasing from 57 to 95.

Figure 3: Pre-test and post-test results – teacher training on literacy, Sumbawa district

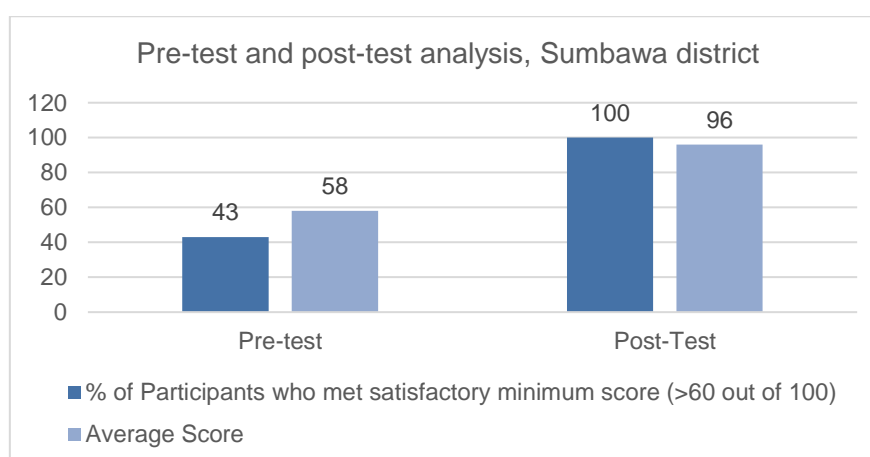
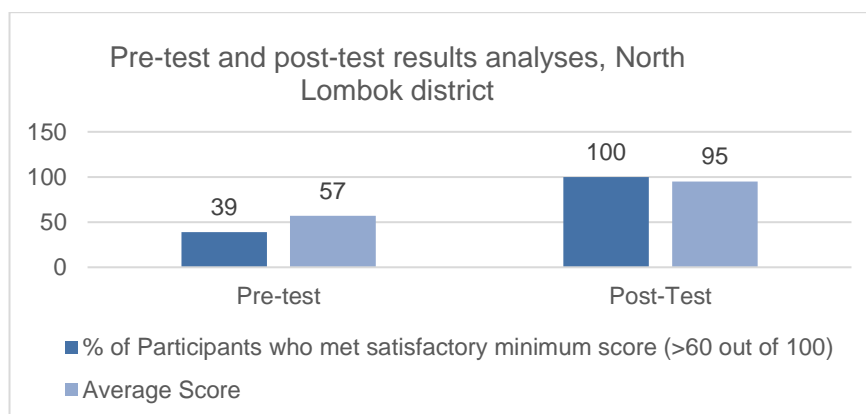


Figure 4: Pre-test and post-test results – teacher training on literacy, North Lombok district



Training phase II

The team conducted phase II of the teacher training for both districts in 2018 and a total of 149 early grade teachers (42 men and 107 women) participated in this training. In this phase, the focus was on reviewing and refreshing teachers' understanding of the five core reading skills and of using formative assessments. The training also covered new topics, such as, integrating reading skills strategies into lesson plans and managing the classroom to implement literacy activities effectively.

The phase II training also received good feedback from the participants. One of the participants expressed her views of the benefits of the *Gema Literasi* approach

'The five core reading skills help us as teachers to guide our students to read fluently and to understand what they are reading' (Primary school teacher, Utan sub-district, Sumbawa).

At the end of the project, with approval from INOVASI, *Gema Literasi* printed out the teacher training modules and 150 copies were distributed to all targeted *Gema Literasi* schools in both districts to support the government in scaling up the ideas and for future replication.

2.4 Providing book banks

To help support children's reading skills and to ensure children have access to appropriate reading materials both in school and in their communities, *Gema Literasi* distributed 15,800 reading books to 50 targeted schools. This reading book collection consisted of 122 titles with 5,000 books from Save the Children OneNet (30 titles), 7,800 books purchased from Gramedia bookstore (72 titles) and 3,000 books donated by Room to Read (20 titles). Both the INOVASI West Nusa Tenggara team and Save the Children education specialists reviewed the books to ensure the content was relevant to children's literacy needs. These book banks are used to supplement the reading corners in schools and students who attend the reading camps are allowed to borrow books to read at home. Each school also received stationary sets and equipment to be used by children during the reading sessions.

Book banks were also set up in ten replication schools on Moyo and Medang islands so children have access to age-appropriate reading materials and support in improving their reading skills. These book banks included 420 reading books, 460 laminated reading sheets and stationary sets. All the book banks were received directly by the head of the technical services implementing unit of the Labuhan Bada sub-district education office. Teachers and district education office staff on Moyo and Medang islands were highly appreciative of *Gema Literasi's* commitment to supporting education on both islands.

Details of the book banks provided for Medang and Mayo islands are included in **Annex One**.

2.5 Reading camps

Reading camps were designed to provide space for children to practise their literacy skills outside the classroom. A total of 93 reading camp facilitators and volunteers (35 men and 58 women)² have been trained to manage and organise out-of-school reading activities in the communities around the targeted schools. Each volunteer was responsible for conducting 21 sessions from the module, focusing on phonemic awareness, alphabetical knowledge and vocabulary. The volunteers led the sessions on a weekly basis and supported the children who were struggling in the classroom with play-based activities that complemented lessons in the classroom. In 2018, the *Gema Literasi* team had to encourage village facilitators again to try to complete their 21 reading sessions. School headmasters, teachers and district education officials coordinated closely to provide regular coaching and mentoring sessions in all locations. As a result, some schools committed to support the sessions, justifying the facilitators as honorary teachers and providing a stipend through the schools' operational funds (*bantuan operasi sekolah* – BOS). We also motivated some schools that had completed the 21 sessions to reiterate the sessions based on the specific needs of the children struggling to master reading skills.

As shown in Table 1, by the end of the project, 24 (48 per cent) reading camps had accomplished all 21 sessions, 19 (38 per cent) had accomplished five to 20 sessions and seven (14 per cent) had completed fewer than five sessions.³

Despite the challenges the facilitators had faced in implementing the reading activities regularly in reading camps, they recognised the benefits of the activities.

'I have reading camp activities near my house. A few children come and they start reading the books every day. I used different kinds of reading activities in my locations based on what I learnt in the training, such as an interactive storytelling, so children do not get bored' (Raden, village facilitator, North Lombok district).

'In Sumbawa, especially in the area where I live, there was no reading activity like this. I think this is good for children. Children have the opportunity to read good story books and the activities are helping these children to be able to read' (Emsal Yanuar, village facilitator, Sumbawa district).

By the end of the project, a total of 1,424 children (819 boys and 605 girls) had benefitted from this activity.

Table 1: Status of reading camp session implementation

Reading post (21 sessions)	21 sessions accomplished	5–20 sessions accomplished	Less than 5 sessions accomplished	Total
North Lombok	14	6	5	25
Sumbawa	10	13	2	25

² There were more women facilitators because women tend to volunteer, their time is often more flexible and they are also more concerned about their children's education.

³ Only a few sessions were still running in some schools, due to: the turnover of reading camp facilitators who also have to work, the lack of budget to provide snacks for the children participating and no stipends being provided for the facilitators.

2.6 Parent meetings

Part of the community action under the *Gema Literasi* project was to facilitate parent meetings. Parent meetings were designed to: raise awareness among parents and caregivers about the importance of building a literacy environment at home; support parents and caregivers in creating such an environment; and explain the varied ways they can support their children's learning regardless of their own literacy skills. This differs from the reading camps where the reading activity outside of school hours is used to support and nurture the reading habit and a love of books within the community. By the end of the project a total of 1,064 parents had been involved in the parent meetings (402 men and 662 women).

The project has modified and distributed modules consisting of 13 sessions on communicating with children presented in flipbook materials. Following the training, both reading camps and parent meetings have been planned and conducted with support from the *Gema Literasi* team.

After their intensive coaching and mentoring, some of the village facilitators did not rely solely on inviting parents to a meeting. They were prepared to hold a meeting while parents were working in the rice fields or tending to their cows.

'Sometimes I have to visit the parents while they are working because it's very difficult to gather the parents into a meeting, especially since most of them are busy. But it was very pleasant and I have more family in this neighbourhood' (Muhammad Fatur, village facilitator, Kayangan sub-district, North Lombok).

By the end of the project, 29 parent meeting groups (58 per cent) had completed 13⁴ sessions; 16 (32%) parent meeting groups had completed six to ten sessions and only five (1 per cent) parent meeting groups had completed fewer than six sessions (**Table 2**).

Table 2: Progress of parent meetings

Parents meeting	13 sessions (complete package)	6–10 sessions	< 6 sessions
North Lombok	13	9	3
Sumbawa	16	7	2

Furthermore, INOVASI expressed an interest in the parent meeting module that we developed and would like to use the module for similar parents' sessions outside of the *Gema Literasi* target schools and communities. INOVASI would like to socialise this parent meeting module in Bima district, West Nusa Tenggara province as one of INOVASI's target projects.

2.7 Reading buddies

The reading buddy program aimed to improve children's reading skills through peer to peer learning. In November and December 2017, the project team facilitated meetings with 50 grade five teachers (29 men and 21 women) in 50 schools to establish reading buddies. In each targeted school, grade five children were

⁴⁴ The parent meetings covered 13 topics as follows: Session 1: Talk with your children and listen; Session 2: Tell and listen to stories; Session 3: The alphabet and numbers; Session 4: Sing with your children; Session 5: Feed your child's mind; Session 6: Count with your child; Session 7: Promote learning while working together; Session 8: Explore books and read together; Session 9: Learning all around us: shapes and sorting; Session 10: Learning all around us: measurement; Session 11: Learning all around us: literacy; Session 12: Shop for knowledge; and Session 13: Make learning materials together. All the sessions were led by trained village facilitators and were coordinated with schools in each targeted location.

selected as reading buddies to support early grade children who were struggling with reading. They were responsible for documenting their activity on the 'friend sheet' (*lembar sahabat*), a form to identify the children struggling with reading and to record the titles of the books they read. Save the Children strongly recommended the program to link and integrate with reading camps and book banks that already exist in each targeted school.

By the end of the project, *Gema Literasi* had paired 504 younger children in grades one to three (239 boys and 265 girls) with 348 trained reading buddies (141 boys and 207 girls). More girls were involved because they were more enthusiastic than the boys about playing the roles and they outperformed the boys.⁵ Thus, we need to find more ways to engage the boys in reading activities. The children borrow books from the book banks provided by *Gema Literasi*. Supervised by their teacher facilitators, they have a fifteen-minute session of reading during break time at school.

We interviewed children who participated in the reading buddy system and found that they were enthusiastic about the process.

'I am happy to learn to read with my kakak kelas (senior). In the future, I also want to be a kakak baca (reading buddy) so I can help others' (Grade two boy, SDN 1 Anyar, Kayangan, North Lombok).

'I have read six different books and I am happy with my reading buddy who keeps teaching me how to read. He is good and teaches me many things' (Grade three girl, SDN Utan, Sumbawa).

'I used to be with my reading buddy twice a week. Initially, I was not so interested in reading with her especially when I felt tired. She wanted to help me in reading because she wanted to be a teacher. However, after some time I started to become fluent in reading as my reading buddy kept motivating me. I like the story about the rabbit and the grasshopper' (Grade three girl, SDN Anyar 2, North Lombok).

'My youngest brother and I have read six different books. In the beginning, he often refused to have the session because he wanted to play more. But I never gave up and asked him so many times that finally he joined the session. I am happy and now he always reminds me to have the reading session during break time' (Grade six boy, SDN 4 Utan, Sumbawa).

2.8 Reading festivals

Sumbawa district, 2017

The reading festivals were originally planned for 2018 as a way for each school to celebrate their achievements in literacy before the end of the academic year. However, the idea aligned with the momentum of Sumbawa launching the District head decree No 5 of 2017 on the literacy movement in schools. Therefore, the *Gema Literasi* team in collaboration with local government and the district education office held the *Sumbawa Membaca* (literally, Sumbawa read) event to accelerate the launch of the decree. A total of 500 children from 50 schools in the district and approximately 250 district stakeholders participated in the event. The reading festival was another education campaign that the Save the Children country office in Jakarta supported. Children took part in activities such as a 'relay race for survival' during which they exchanged aspirations and told each other stories.

One of the visible outcomes from the launching of the decree that was celebrated along with the reading festival was the scale up of *Gema Literasi* to ten schools not originally targeted, using the district education office and the schools' operational fund budgets. This scale up took place in January 2018. A video of the Sumbawa reading festival can be seen at: <https://youtu.be/50fO1mAwRc4>.

⁵ Similar findings have emerged in other Save the Children Literacy Boost projects where girls outperformed boys in literacy skills and in their level of interest in reading.

North Lombok district, 2018

Gema Literasi designed a similar reading festival event for North Lombok district on 8–9 May 2018. The reading festival was designed as a school-based event for 25 schools targeted for the schools' literacy movement (*Gerakan Literasi*). Ceremonial events for the reading festival were held in the two sub-districts. The event in Bayan sub-district was held at SDN 3 Senaru and the event in Kayangan sub-district was held at SDN 1 Santong. We invited representatives from the sub-districts, district education office staff and INOVASI staff to participate in the festival.

During the reading festival, students in grades one, two and three participated in a literacy competition at each school. Grades one and two students were tested on their alphabet, phonemic awareness and vocabulary skills. Grade three students competed in fluency and reading comprehension. At the end of the event, all children who participated were given a package with a stationary kit. A video of the North Lombok reading festival can be viewed at: https://youtu.be/mtv5DSw_gyM.

2.9 School replication in Sumbawa district

The Sumbawa district government committed to replicating the lessons from the *Gema Literasi* project in more schools. To ensure this was implemented, the head of the Sumbawa district education office released decree No 83 of 2018 on the determination to replicate the *Gema Literasi* activities in other schools. It was signed on 26 February 2018. School replication has so far covered ten schools on the islands of Moyo and Medang.

'All schools that received support from the Gema Literasi program have shown good results and improvements in their systems. In addition, most schools that have been chosen by the government through the education department are in the suburbs and or in the city. However, we need to consider and give more attention to involving the kinds of schools on the island that have distinct advantages based on the typical characteristics of the region. And that is our reason for having replication schools on the islands of Moyo and Medang' (S. Junaidi, head of basic education curriculum, Sumbawa district education office).

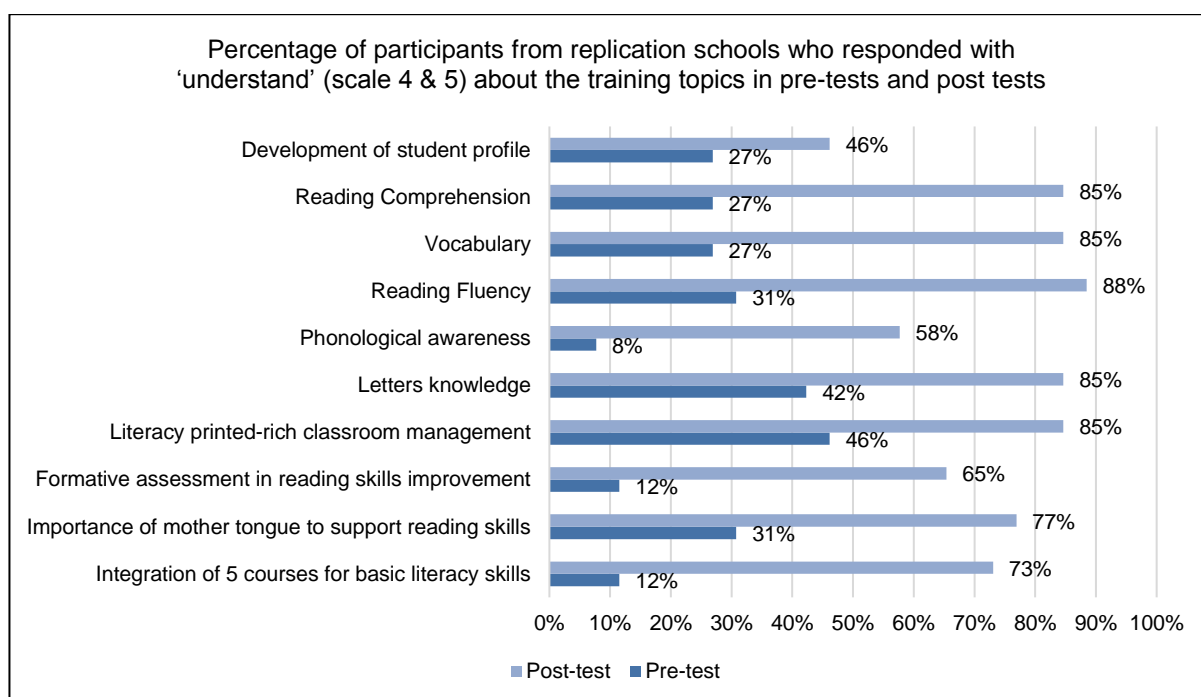
Working with *Gema Literasi* staff, teacher training for ten schools outside the project has been conducted on the islands of Moyo and Medang, focusing on activities to boost literacy. (A video of teacher training for school replication on Moyo and Medang islands can be accessed at: <https://youtu.be/TgxRaaRtZv4>).

The training was held at SDN 2 on Moyo island and participants included 26 teachers from grades one to three (15 women and 11 men) as well as students from Sumbawa University. They were trained on the five core reading skills, creating a print-rich environment and formative assessment. Most of the participants were enthusiastic about the training especially because they gained new perspectives on students' learning processes in the classroom.

'The new thing that I got ... for all the time I've been teaching I have usually displayed only the good work that my students do but after this literacy training I then realised that actually all of my students' work can be displayed and used as teaching materials' (Yatinem, teacher, SDN 2, Medang island).

To measure training results, we tested participants before and after the training. As shown in **Figure 5**, more participants indicated that they understood the concepts in all the training topics after the training. On average, the positive responses increased by 30 to 42 per cent. Overall, the results indicate that the training improved teachers' understanding of the topics although the district education office will need to continue supporting teachers through coaching and mentoring activities after the *Gema Literasi* project ends.

Figure 5: Pre-test and post-test results for the teacher training for replication schools



After the training, *Gema Literasi* distributed ten book banks (similar to the books collected and distributed to the targeted schools) and the teacher training modules. They also provided a stipend or local transport costs for the master trainers from the sub-district.

2.10 Teacher training – teachers’ working groups in Utan and Rhee sub-districts

Gema Literasi scaled up the project by facilitating training for non-targeted schools through teachers’ working groups in Utan sub-district. Master trainers from the sub-district facilitated the training and teachers were trained in the strategies to boost literacy used in the *Gema Literasi* project. The training was funded by schools’ operational funds in 15 non-targeted schools from Utan and Rhee sub-districts. See **Annex Two** for a list of scaling up schools.

Training participants included 54 teachers (22 men and 32 women) from non-targeted schools and the topics covered included: the five core reading skills (letter knowledge, phonological awareness, vocabulary, reading fluency and reading comprehension) and the practical application of those skills in daily teaching and learning processes, including formative assessment.

In North Lombok district, we also convinced the government to issue a decree on literacy. The government took this initiative positively and went on to develop a literacy decree for North Lombok district. As reported before the earthquake the decree draft had been submitted to the district office’s lawyers in North Lombok to be finalised. During the *Gema Literasi* exit meeting, the North Lombok government also committed to allocating around IDR400 million in the next year’s local budget to support the school literacy movement in all sub-districts. However, due to the earthquake in Lombok, the plan has been postponed.

2.11 Internal staff meetings (shared learning)

Yayasan Sayangi Tunas Cilik, Save the Children’s Indonesian partner, has attended several meetings initiated by INOVASI and shared the best practices from the *Gema Literasi* project in West Nusa Tenggara. INOVASI acknowledges the positive impact of the *Gema Literasi* project in Sumbawa and North Lombok both at the

community and at government levels. The following is a list of the meetings that *Yayasan Sayangi Tunas Cilik* participated in:

1. 13 – 14 February 2018: Dissemination of pre-pilot results and the pilot project in 2018
2. 28 February – 2 March 2018: Training of trainers on the *Guru Baik* pilot
3. 7 – 9 May 2018: Partnership for learning seminar
4. 6 – 7 June 2018: INOVASI West Nusa Tenggara media gathering
5. 8 –9 June 2018: Workshop on INOVASI's BERSAMA pilot project.

INOVASI would like to adopt and replicate the program and the teachers' training module as well as implement it in other targeted INOVASI areas.

Internal program review – *Gema Literasi* conducted an internal program review meeting on 26–28 April 2018. The meeting aimed to: review ongoing program implementation; achievements and challenges; presentation of best practices as learning process; and the plan for an exit strategy from Sumbawa and North Lombok districts. Both teams in Sumbawa and North Lombok had developed exit plans and a proper strategy for the handover of the project to government.

In the meeting, we invited government representatives to share progress, impacts and challenges related to implementing the *Gema Literasi* program. As a result, North Lombok district stakeholders expressed their commitment to replicating the project with the initiative of the district head regulation on literacy in North Lombok.

'The presence of the Gema Literasi program from Yayasan Sayangi Tunas Cilik really helps us to support our children's education, especially in Sumbawa district. And the reason that school replication was adopted sooner and even before the project closed was because we saw how the best practices worked and directly benefitted our children in literacy especially in the lower grades' (S. Junaidi, head of basic education curriculum, Sumbawa district education office).

2.12 Local reading material development

Gema Literasi collaborated with the district education office and the Research and Culture Organisation of Panjenang (*Lembaga Riset dan Budaya Panjenang*) in Sumbawa to identify appropriate local or folk stories that could be adapted into children stories to preserve the local culture through the story messages. Through a long process of coordination between North Lombok, Sumbawa and the district education office we selected ten folk stories to be developed. The process of developing local reading material was led by *Lembaga Riset dan Budaya Panjenang* and supported by the district education office. The list of story books being developed is available at **Annex Three**.

Prior to the final stage in the book development project, *Gema Literasi* facilitated a one-day-meeting with various representatives, including cultural observers, humanists, linguists and lecturers from local universities, to verify the content, cultural sensitivity and child-friendly design of the books.

We also shared the folk stories with the INOVASI team for review and approval. However, the INOVASI team disagreed with some aspects of the initiative and therefore *Gema Literasi* suspended the process of developing and printing local reading materials. The main reason for their objection was that most of the content in the stories either had a gender bias or included violent messages that they considered inappropriate for students in early grades to read. The *Gema Literasi* team attempted to adjust the messages in the stories to make them more appropriate but they ran out of time as the project was nearing its end.

2.13 Joint monitoring

Gema Literasi conducted two joint monitoring activities that covered 50 target schools. These took place after teachers were trained for the *Gema Literasi* project and were designed to monitor the application of the project

methods in teaching and learning that teachers gained during the training. The two joint monitoring activities involved master trainers and staff from the district education office in both target districts (North Lombok and Sumbawa). Using an in-class observation checklist, this joint monitoring aimed to observe the following two components:

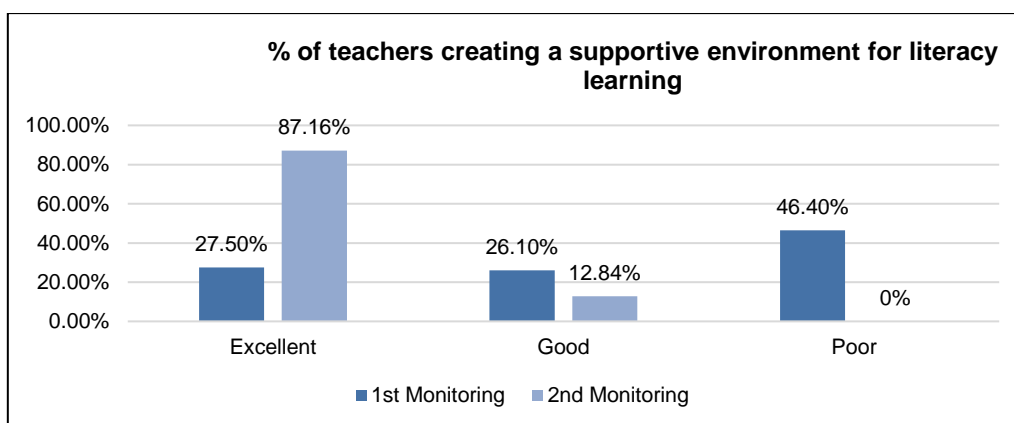
1. Teachers' classroom settings as environments to support reading and learning (covering a print-rich environment, positive discipline, the daily reading activity and a student-centred approach);
2. Teachers' application of the five reading skills instructions or strategies covered in the training.

Figure 6 shows the results of the first and second joint monitoring activities with regard to the first component. Based on the data analysis,⁶ 87 per cent of the teachers were assessed as 'excellent' in creating a supportive classroom environment during the second joint monitoring activity. This was an increase of 59 per cent from the 28 per cent attained in the first joint monitoring exercise.

While we have not reached 100 per cent excellence yet, this achievement reflects the commitment of the master trainers who provided intensive coaching and mentoring sessions for teachers and especially for those who had difficulties integrating the five core reading skills into the learning process. We also noticed some upper grade teachers using the project approaches in their classrooms, for example, by creating a print-rich environment as part of the learning process, using greater variety and demonstrating more participatory techniques in their teaching.

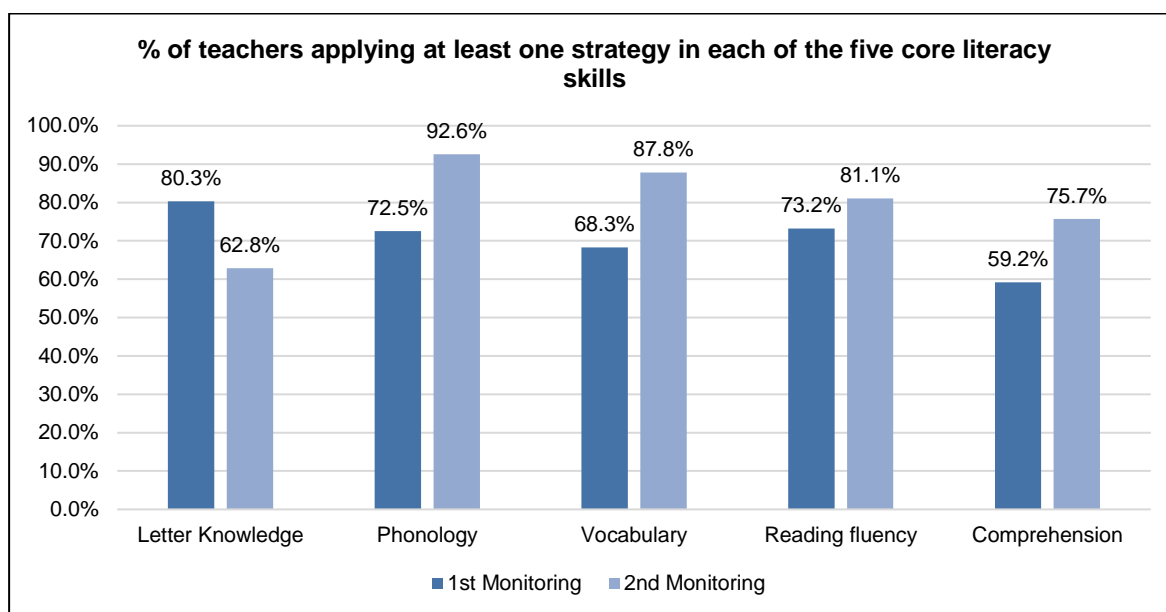
Figure 7 shows the results of the first and second joint monitoring activities with regard to the second component, teachers' application of the five core reading skills. The comparison between the results from the first and second joint monitoring showed a higher proportion of teachers applying at least one *Gema Literasi* activity in class, specifically in the skills of phonology (by 20 per cent), vocabulary (by 20 per cent), reading fluency (by 7 per cent) and comprehension (by 17 per cent). However, the proportion of teachers using letter knowledge skills went down presumably because the children had progressed from the basic knowledge of letters so teachers moved on to teaching more advanced skills (**Figure 7**).

Figure 6: Results of the first and second joint monitoring of trained teachers: creating a supportive environment



⁶ Excellent = more than 80 per cent of maximum points possible
 Good = from 60 to 80 per cent of maximum points possible
 Poor = less than 60 per cent of maximum points possible

Figure 7: Results of the first and second joint monitoring of trained teachers: applying the five core reading skills



2.14 Phase out and handover event

Gema Literasi organised the phase out and handover meeting event on 23 July 2018 to coincide with the celebration of the 2018 National Children's Day. The event aimed to ensure the proper handover of the *Gema Literasi* project both in Sumbawa and North Lombok and the sustainability of the approaches and activities after the project has ended. The head of Sumbawa district and vice head of North Lombok district enthusiastically participated in the celebration. At the same time, we handed over the teacher training module to both districts so it can be used to support literacy in all schools even when the project has ended.

At this event, a small exhibition showcased some of the *Gema Literasi* activities, including: teachers implementing the five core reading skills in the classroom; parent awareness sessions; print-rich environments; and reading post activities. This allowed all participants to appreciate the value and importance of these activities. At the end of the event, each district demonstrated their appreciation of the project's contribution by committing to budgeting for the literacy program in their annual local government budgets.

'We expect that the growing interest in reading among children should start from early childhood care and development (ECCD) level, not after they enter the primary school. Thank you to Yayasan Sayangi Tunas Cilik and INOVASI for supporting the activity and the event as well. We as the district government of Sumbawa will commit to follow up the activity including budgeting for it as part of our commitment to maintaining the quality of education in our area' (H. M. Husni Djibril, head of Sumbawa district).

3. PROGRESS REPORT BASED ON THE RESULTS FRAMEWORK AS DESCRIBED IN THE PROJECT PROPOSAL

Outcome level: specific objectives

	Indicators		Baseline (if applicable)		Endline		Delta ⁷
Students			Treatment	Control	Treatment	Control	
	% Students exposed to <i>Gema Literasi</i> who demonstrate improvement in reading comprehension, answering 75% or more of reading comprehension questions correctly after untimed reading of grade-level passage		14.00%	12.80%	20.13%	11.91%	7.02%***
Students reading frequency and intensity improved	% Students exposed to <i>Gema Literasi</i> who demonstrate increase in reading frequency	0 to 2 days	39.63%	43.28%	44.05%	50.91%	-3.21%
		at least 3 days	60.37%	56.72%	55.95%	49.09%	3.21%
Students reading interest improved	% Students exposed to <i>Gema Literasi</i> who showed an improved interest in reading		97.95%	97.51%	94.05%	83.33%	10.28%**

⁷ The delta formula is stated as below:

Delta = (Endline Treatment Group – Baseline Treatment Group) – (Endline Control Group – Baseline Control Group)

	% Students exposed to <i>Gema Literasi</i> who showed an improved interest in <i>Bahasa Indonesia</i> lessons in school		24.32%	26.75%	22.60%	29.23%	-4.20%**
PARENTS and Communities							
Parents support to teachers improved	% Parents who proactively visit school		26.06%	21.75%	23.37%	21.30%	-2.24%
	Giving advice		32.63%	34.50%	31.24%	27.27%	5.84%
	% Teachers who said parents positively support their work	Satisfied or highly satisfied	71.84%	81.25%	72.07%	78.05%	3.43%***
Parents support to children reading at home improved	% Parents reading books to children	Parents having reading or storytelling activities together with children at home	64.09%	56.00%	63.10%	36.36%	18.65%**
	% Parents telling children to read	No data in baseline only in endline			48.31%	37.04%	11.27%***
	% Homes that increased availability of age-appropriate books at home	Not providing	46.35%	44.50%	52.38%	63.64%	-13.11%
		1–10 books	47.81%	50.50%	46.43%	36.36%	12.76%
		More than 10 books	5.85%	5.00%	1.19%	0.00%	0.34%
Communities demonstrate improved practices in promoting and enhancing reading skills	# Community volunteers (reading camps) demonstrate improved practices in promoting and enhancing reading skills						Data is not available

	% of functioning reading camps				100% ⁸		Data is not available
	% Parents saying reading skills are important or very important		100%	100%	100%	100%	0%
	% Parents who said that school is important to help their children to be literate		56.56%	68.00%	60.22%	88.58%	-16.92%***
Teachers and teaching practices							
Quality of lesson plan with literacy activities improved	% Teachers participating in <i>Gema Literasi</i> who integrate literacy activities into their lesson plan				6.31%	8.54%	-2.23%
Use and quality of teaching aids improved	% Teachers who appropriately use teaching aids	% of class time	10.00%	6.40%	1.80%	3.10%	-4.90% ⁹
Teaching practice improved*	% Teachers who demonstrate improvement in teaching techniques	% of class time giving active instruction	43.93%	40.00%	47.86%	49.67%	-5.74% ¹⁰
		% of class time giving passive instruction	53.93%	46.07%	41.07%	44.92%	-11.71%
		% of class time where a large number	94.29%	88.85%	84.64%	93.28%	-14.07%

⁸ Internally, Save the Children defined functioning reading camps as: having a facilitator and children participants; having book banks; and conducting at least one session in the last month. There were 25 reading camps in North Lombok and 25 reading camps in Sumbawa which were still running sessions in May 2018. Thus, 100 per cent of the reading camps were considered as functioning at the end of the project.

⁹ There was no specific teacher training on the use of teaching aids. This may explain the figure.

¹⁰ Teaching practices were assessed through classroom observation, using the adapted Stalling instrument (2003). Enumerators observed the teaching practices based on activities carried out in a session and identified the use of active and passive instructions, classroom management, teaching aids and teacher–student engagement. The observations were done during the baseline and endline studies of INOVASI's survey of education and innovation in learning in Indonesia (*Survey Inovasi Pendidikan dan Pembelajaran Indonesia – SIPPI*).

		of students were engaged					
	% Teachers whose knowledge of good teaching practices improved						The baseline and endline capture the attitude/be haviour of the teachers rather than their knowledge
Teacher motivation improved	% Early grade teachers who demonstrate improved motivation		80.95%	95.83%	83.05%	90.00%	7.93%
Early grade teachers demonstrate improvement in literacy teaching	# Teachers who demonstrate improvement in literacy teaching		In first joint monitoring, we found that there were only 27,5% observed teachers who reached at least 80% total maximum points on application of 5 reading skills strategies		In second joint monitoring, we found that there were 87,16% observed teachers who reached at least 80% total maximum points on application of 5 reading skills strategies		The baseline and endline capture the attitude/be haviour of the teacher's rather than their knowledge
Master trainers demonstrate improved knowledge of literacy teaching	# Master trainers who demonstrate improvements in literacy teaching				21 out of 21 master trainers demonstrate d improve knowledge in literacy teaching at the end of the training, as shown by pre-test and post-test results		Data not available

***, **, * indicate that the delta between treatment and control groups is statistically significant at 1 per cent, 5 per cent and 10 per cent, respectively

In the outcome matrix above, the outcome was divided into three aspects: students, parents and community, as well as teachers and teaching practices.

a. The student outcomes aspect

Endline results showed that the percentage of students exposed to *Gema Literasi* who demonstrated improvements in reading comprehension (answering 75 per cent or more reading comprehension questions correctly) was higher (20.13 per cent) compared to the control group, with a gain of 6.13 per cent (from 14 per cent at the baseline to 20.13 per cent at the endline). The net change difference between the treatment and control groups was 7.02 per cent and statistically significant. At the endline, interest in reading was higher in the targeted students compared to the non-targeted, even though the percentage of students who showed an interest in reading decreased both in the treatment and the control groups compared to baseline. This led to a positive net difference of 10.28 per cent between the treatment and control groups from baseline to endline and this difference was statistically significant.

In addition, the endline shows that 3.21 per cent of students exposed to *Gema Literasi* demonstrated more frequent reading activity outside of school hours, from two days or less per week to at least three days per week.

Meanwhile, the percentage of students exposed to *Gema Literasi* who showed an interest in *Bahasa Indonesia* lessons in school decreased by 1.72 per cent in the endline while the percentage of students in the comparison group showing an increased interest at the endline. Consequently, the net change difference between the treatment and control group was negative and statistically significant. This is estimated as the effect of teacher training that enabled teachers to integrate literacy teaching skills in all subjects (not just *Bahasa Indonesia*) in their lesson plans thus making teaching in any subjects more fun and engaging.

b. The parents and community outcomes aspects

The literacy environment and activities at home were better in the group exposed to *Gema Literasi* compared to the control group. This was evident in the higher scores for *Gema Literasi*'s targeted parents in: reading books to children (net change difference between treatment and control groups of 19 per cent – statistically significant); telling children to read (11.27 per cent difference between the treatment and control group – statistically significant); and higher percentage with more availability of age-appropriate books at home (one to ten books) at the endline. Through the parents awareness sessions conducted for *Gema Literasi*, parents understand their vital role in their children's education, including in helping their children in reading. This awareness resulted in a 16.92 per cent lower net difference (statistically significant) between the percentage of *Gema Literasi* parents saying that school is important in helping their children to be literate and the percentage of control group parents saying this, as shown by the endline. Also, communities around the 50 targeted schools demonstrated improved practices in promoting and enhancing reading skills by establishing 50 reading camps that were still functioning at the time of the endline.

c. The teachers and teaching practices outcomes aspects

At the end of the project, both districts involved have master trainers with a better knowledge of literacy teaching, as shown by the increase in their scores from the tests before to the tests after the training of trainer course. Moreover, early grade teachers also demonstrated better literacy teaching, as shown by comparing their performance in the second joint monitoring compared to the first monitoring. In the second exercise, we found that 87,16 per cent of the teachers observed obtained at least 80 per cent of the maximum points possible for applying the five reading skill strategies whereas before only 27,5 per cent of teachers had met this target. *Gema Literasi*'s interventions have increased teachers' motivation, compared to the control group (2.1 per cent gain at endline).

There were some counterintuitive results with regard to the effect of the *Gema Literasi* intervention on teaching practices. The percentage of treatment group teachers who appropriately use teaching aids decreased at the endline and was lower compared to the control group. This indicates the need for specific training and support in developing and using teaching aids in this program component. The percentage of time that teachers use active instructions (reading aloud, demonstrating or lecturing, discussing or practising drills) increased for both the treatment and control groups. It should be noted that the percentage increase in the control group was larger, leading to a negative net change difference for the treatment group. However, this difference is statistically insignificant.

Learning effectiveness was also observed through the number of students engaged throughout the study sessions. The learning process is considered engaging if no more than one student does not pay attention in the learning session. While the percentage of engaging classes among the control group increased, the percentage for the treatment group decreased. This needs further investigation since we would have expected a positive net change difference for the treatment group.

Output and activity level: outputs from main activities

Output	Indicators	Target	Progress against target
Teachers			
Teachers trained in foundation skills	# teachers who attended training session 1	150	149 (45 men and 104 women) Training I on curriculum and active learning 1 teacher had been moved to out of project sites
Master trainers trained on <i>Gema Literasi</i>	# master trainers who attended all training of trainers (ToT)	19	26 (21 men and 5 women)
Teachers trained on <i>Gema Literasi</i>	# teachers who attended training sessions 2 and 3	150	152 (42 men and 110 women) In addition, 54 (22 men and 32 women) from teacher training for school replication
Book bank			
Book banks delivered	# of schools that received at least 75 books titles	50 schools	60 targeted schools received 158 titles per school Total of 16, 580 books that included: 30 titles from Save the Children OneNet; 72 titles purchased from Gramedia; 20 titles donated by Room to Read; and 36 additional reading sheet titles produced by Save the Children
Parents and community			
Parents attending literacy awareness meetings	# parents who attended literacy awareness meeting	1,500	1,064 (402 men and 662 women)
Reading camps (literacy activities)	# communities where weekly reading camps are organised	50	50 communities (50 reading camps and 50 parent meetings with two trained facilitators for each activity have been regularly delivered to children and caregivers in each targeted school) 348 reading buddies routinely accompanied their assigned younger children in doing reading activities during school break times and 504 earlier grade students or students who were struggling in class benefitted from these reading buddy activities
	# of children who attended reading camp	1,500	2,243 (1,235 boys and 1,008 girls)

Correlating factors of students' performance

a. Students aspect

An important aspect of reading development relates to students' internal factors. This study found that gender, fluid intelligence, fondness for reading and enthusiasm for school had positive correlations with students' literacy performance. Significant gender differentials in favour of girls exist in the endline study for both groups. The literacy score for the treatment group tended to increase by 0.066 for girls.¹¹ Meanwhile, for the control group, the girls' scores are estimated to be 0.083 higher than their male peers. A study conducted by Zuze and Reddy (2014) documented a similar finding, where girls in South African primary schools were significantly better readers than boys. During the baseline study, the gender gap in literacy only appeared within the control group and did not exist within the treatment group.

This study employed the Raven test score as the parameter of student's cognitive ability and fluid intelligence. The regression results showed that students' cognitive ability is positively associated with literacy skills. The positive significant relationships were observed within the treatment group as well as the control group during the endline and baseline studies. This is consistent with Rosenfeld, Salazar-Riera and Vieira (2002) who argued that fluid intelligence should have some influence on a non-linear and iterative process like information literacy.

Students' fondness for reading was shown to have a positively significant relationship with the literacy score for the treatment group during the baseline study. The role of intrinsic motivation to read in improving literacy skills was portrayed by Torres (2010) who found that motivated students tended to have higher literacy scores. However, the correlation between those two variables was not found within the control group during the baseline study. During the endline study, neither the treatment nor the control groups displayed a significant relationship between students' love of reading and their literacy capability.

Another important internal factor in determining literacy scores is students' excitement about going to school. Students' enthusiasm for school displayed a positive relationship with literacy performance during both study periods. Similar patterns were observed in the treatment group and the control group. The findings are consistent with the study by Liu and Su (2018) which suggested that students' enthusiasm for learning improves the learning effectiveness.

b. The parents and community aspect

Among several independent variables representing the parents and community aspect, only four variables were found to have a significant relationship with students' performance. Student's literacy skills were found to be associated with: the availability of learning aids; early childhood education attendance; parents' involvement in learning; and the amount of household expenditure.¹²

The importance of learning aids for educational achievement has been widely recognised. Krolak (2005) argued that investing in learning aids like books and libraries is a critical factor for literacy enhancement and sustaining literacy skills for life. The statistical results of this study suggested that the availability of learning aids was positively associated with better literacy performance during the endline study for the control group only. No significant relationships were found for either group during the baseline study.

In this study we also examined whether students who had attended early childhood education programs such as early childhood education centres (PAUD) or kindergarten, attain higher score than those who did not. Among the students in the *Gema Literasi* treatment group, we found that early childhood

¹¹ Save the Children conducted literacy assessments in other projects in East Nusa Tenggara that showed that girls have better literacy skills than boys. Some reasons identified are because girls tend to stay at home and have more interaction with television, books and activities with parents (talking with mothers when doing household chores) while boys (especially in rural areas) are playing in the bush or outside where little reading material is available.

¹² Save the Children had similar findings in its literacy assessments for other projects in East Nusa Tenggara.

education attendance had a positive relationship with students' performance in literacy. As defined by UNESCO, early childhood care and education aims to develop children's social, emotional, cognitive and physical needs so that they are ready for primary education. Students who attended pre-school programs should be more prepared for reading than those who did not. Nevertheless, we did not find these significant relationships in the control group during the baseline and endline studies.

An earlier study by Senechal (2006) highlighted the relationship between parent involvement and children's literacy achievements. The study revealed that students who were accompanied by their parents during their study time at home were more fluent in reading. During the baseline study, we observed that parents' involvement made a positive contribution towards students' literacy scores. The magnitude of maternal involvement was significantly larger than the paternal involvement in determining students' performance. Parents' socio-economic factors, like household expenditure, were also found to have significant influence but only within the treatment group during the endline study. Students who came from better economic backgrounds can be predicted to achieve higher literacy skills.

c. The teachers and teaching practices aspect

The study showed that principals' supervision, teaching experience and teachers' literacy test scores were positively correlated with students' achievements. Principals, as leaders, are responsible for developing, implementing and evaluating the programs within their school. This positive relationship between principals' supervision and students' performance was found during the baseline study but only in the control group. As previously mentioned by Spillane (2005), a principal's leadership ability can transform a school's culture, contributing in turn to improved student achievements.

With regard to teaching practices, our findings showed that teachers with more teaching experience can significantly improve students' performance. Students who were being taught by experienced teachers tended to perform better in their literacy test. This result was only observed during the endline study for students within the control group. This finding supports the findings in a study by Anning and Edwards (1999) that noted the importance of teachers' experience in managing children's literacy learning.

Another important factor that we found to make a positive contribution to students' performance was the teachers' literacy skills as reflected in their literacy test scores. Moon (2014) emphasised that teachers' capacity to teach discipline-specific literacy skills depends on their personal literacy skills. During the baseline and endline study, the treatment group showed a positive correlation between teachers' literacy skills and students' literacy performance. Students can be predicted to score higher when their teachers also have high literacy skills. Nonetheless, the positive relationships were not found in the control group in either the baseline or the endline studies. See **Annex Four** for more information.

4. BENEFICIARIES

Planned direct beneficiaries	Beneficiaries reached in reporting period	Cumulative beneficiaries reached to date
50 primary schools	25 (10 school replication and 15 KKG under Utan sub-district)	75 (10 school replication and 15 KKG under Utan sub-district)
1,500 children (750 boys and 750 girls)	1,158	2,276
150 teachers	54	206
19 master trainers	5	26

1,500 parents and caregivers in communities surrounding the target schools	423	1,424 (402 men and 1,424 women) – Despite the team's efforts to mobilise parents, many parents still have to focus on work or livelihood
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5. CHALLENGES

- The *Gema Literasi* project encountered challenges due to the turnover and deployment among the trained teachers. Several trained teachers in North Lombok moved to non-target schools and some of the older teachers retired, affecting the project team follow up on how teachers applied the topics learned during training. Replacement teachers needed short term training to ensure they were aware of the project and equipped with the knowledge and skills to keep up with their fellow teachers. This required additional time and effort not originally planned for within the team's limited coaching time.
- The ratio of targeted schools to project staff (one team member per 25 schools) was a challenge. This created delays in implementing the project, for example, in establishing parent meetings and providing frequent coaching for the facilitators to guarantee quality.
- There was a lack of commitment among reading camp facilitators and volunteers to conduct regular reading activities in their reading camps due to the lack of stipends. *Gema Literasi* did not provide stipends or financial incentives for the volunteers. To respond to the issue, *Gema Literasi* advocated for village leaders to provide an incentive from the village funds. However there was not enough time for the team to measure policy change at the village level during the short project period.
- The project suffered from a lack of coordination between INOVASI and *Gema Literasi*. The *Gema Literasi* team found it difficult to communicate and coordinate with INOVASI even though the various layers and procedures were clearly stated in the proposal. There seemed to be no clear direction at the implementation level.
- Almost 90 per cent of school buildings in the area were affected by the Lombok earthquake, including some *Gema Literasi* target schools. As a result, most of the routine *Gema Literasi* activities in schools, such as the 15-minute reading time before school, the reading buddy program and reading camps, were stopped and many of the book banks were destroyed.
- In general, *Gema Literasi* was more successful in Sumbawa than in North Lombok. Several factors may have had an impact on the successful implementation in Sumbawa. One contributing factor is the commitment from Sumbawa district in supporting this project. Sumbawa district is one step ahead on literacy given that the district head decree on literacy was declared even before the project was implemented. Thus the *Gema Literasi* project was implemented with the right momentum. On the other hand, North Lombok district is the newest established district and there is still room for improvement within the district education department. The high turnover and frequent movement of education staff is another issue in the district.

6. LESSONS LEARNED

- Yayasan Sayangi Tunas Cilik (YSTC) has shared responsibilities with INOVASI in implementing the monitoring and evaluation activities. Based on this agreement, YSTC was responsible for two out of three

elements of the *Gema Literasi* initiative: teacher training and community action. Meanwhile, INOVASI's monitoring, evaluation, research and learning (MERL) team was responsible for assessment (part of monitoring and evaluation activities). However, one lesson we learned from the *Gema Literasi* project was that separating the design of the program intervention from the design of the monitoring and evaluation component is not effective for tracking the progress of the project and learning from the process.

- Stakeholder champions played an important role in the success of the *Gema Literasi* project. In Sumbawa district, key district education office staff actively engaged in the project which did not happen in North Lombok district. The sub-department head of Sumbawa district education office, for example, was active in the project and so he understands how to run the *Gema Literasi* programs in schools. Using his authority, he was able to influence school principals and teachers to implement several concrete *Gema Literasi* approaches (such as promoting a print-rich environment and purchasing reading books) and influence the budget from the district education office to scale up the *Gema Literasi* approach to non-target schools.

The district's willingness to improve its policy on literacy was an important entry point in promoting the *Gema Literasi* project. This was proven by the progress the project made in Sumbawa district compared to North Lombok district. Additionally, Sumbawa district made efforts to replicate the project to non-targeted schools in the middle of the project.

- The availability of structured teacher training modules on literacy for master trainers and handouts for teachers gave Sumbawa district the necessary support in initiating the scale up of the *Gema Literasi* strategies to non-targeted schools. *Gema Literasi* provided a concrete example of how the district head decree could become operational in the field.
- Encouragement from teachers is crucial in maintaining the reading buddy activity, not only for the sustainability of the program but also to measure the long-term impact of the strategy on students' learning outcomes.
- For the success of future similar projects, clear roles and responsibilities for the *Gema Literasi* project team and for INOVASI in implementing the program need to be laid out. Although these were stated clearly in the proposal, they need to be clear at the implementation stage as well.
- The participation and commitment of stakeholders are fundamental aspects of the success of the program. The short duration of the *Gema Literasi* project allowed limited time to advocate further for the sustainability of community action activities, particularly with regard to the reading camps. For future programming, the advocacy component needs to be included as part of program activities.
- To achieve the teaching and learning component of the program, the first year of programming should ideally be dedicated to building a foundation of teaching and learning activities and school-based management before moving forward to enhancing literacy skills. Thus, a longer period of program implementation is recommended to achieve a better outcome.

7. SUSTAINABILITY

- *Gema Literasi* invested in capacity building for selected school supervisors and teachers to become master trainers at the district level. This improved capacity will enable master trainers to scale up the *Gema Literasi* approach in schools across the district. School supervisors, with their specific role in coaching and mentoring teachers, have cascaded *Gema Literasi* to teachers within their respective areas through the existing formal school cluster teachers' working groups.

Using the existing district master trainers to cascade the *Gema Literasi* strategies in Utan sub-district in Sumbawa district, two school clusters initiated the use of their schools operational funds to train their

teachers on the program. Interestingly, in Utan sub-district, there is only one *Gema Literasi* target school out of the 16 primary schools across the sub-district.

- The *Gema Literasi* project supported the Sumbawa district government's initiative in issuing District head decree No 5 of 2017 on reading in Sumbawa – part of a regulation to support the literacy movement. This decree is in line with the Ministry of Education and Culture Law No 23 of 2016 on the literacy movement. After participating in *Gema Literasi* activities, the Sumbawa education office allocated a budget of around USD5,740 to scale up literacy projects in ten primary schools on the islands of Moyo and Medang. Training for the teachers from these schools was facilitated by Sumbawa district master trainers who were trained in September 2017. Apart from that, school clusters in Utan sub-district requested that the *Gema Literasi* team in Sumbawa provide similar literacy teacher training using the schools operational funds. In North Lombok district, master trainers are planning to work through the cluster system and teachers' working groups to encourage their schools to use the schools operational funds for these purposes.
- Through several meetings and by involving district education officials in Sumbawa in several *Gema Literasi* project activities, the project has successfully advocated the head of the district education office to issue a decree on replicating the *Gema Literasi* project on the islands of Medang and Moyo. Following the decree, the district education office replicated *Gema Literasi* training for ten primary schools on the islands of Medang and Moyo using their own school budgets. Moreover, district education office officials also reported that they will commit to allocating a portion of their budget for similar training in other locations within the district in next year's local government budget.
- The Sumbawa district education office's initiative of the literacy decree and its success in replicating *Gema Literasi* motivated the North Lombok district education office to initiate a similar regulation. *Gema Literasi* assisted the North Lombok district education office in developing the regulation and by the end of the project, it had been submitted to the district law bureau for legal process. With this regulation, North Lombok's district education office will be able to confidently replicate *Gema Literasi* approaches with the support of clear regulations.

8. ANNEXES

Annex One: List of Book Banks Distribution

These are list of Book Banks for replication schools in Pulau Medang and Pulau Mayo

No	List of Book	*Item		# school		Total
1	Room to Read	20	eks	10	eks	200
2	Gramedia book	11	eks	10	eks	110
3	OneNET	10	eks	10	eks	100
4	Bahasa Indonesia dictionary	1	eks	10	eks	10
5	Reading sheet	36	set	10	set	360
	Total children books					780

No	List of Book	*Item		# school		Total
6	Pencil Faber Castle	6	pax	10	pax	60
7	Sharpner Faber Castle	6	pax	10	pax	60
8	Eraser Faber Castle	6	pax	10	pax	60
9	Paper A4	1	rim	10	rim	10
10	Crayon Faber Castle 24 Color	6	box	10	box	60
11	Color pencil Faber Castle 24 Color	6	box	10	box	60
12	Plastic Container SHINPO 45	1	pcs	10	pcs	10
	Total stationary					320

Annex Two: List of Primary Schools in Teacher Working Group (KKG) Scaling Up

No	Sub District	Name of School	GL targeted schools	NON GL targeted school
1	Utan	SDN Koda Permai		X
2	Utan	SDN 1 Utan		X
3	Utan	SDN Sekokok		X
4	Utan	SDN 2 Sebedo		X
5	Utan	SDN 3 Utan		X
6	Utan	SDN 2 Sabedo		X
7	Utan	SDN Jerongko		X
8	Utan	SDN Wanagiri		X
9	Utan	SDN Seseng		X
10	Utan	SDN Meno		X
11	Utan	SDN Luk Karya		X
12	Utan	SDN Poto Pedu		X
13	Utan	SDN 7 Utan		X
14	Utan	SDN Panyengar		X
15	Rhee	SDN Rhee Loka		X
16	Utan	SDN Binamarga	X	

Annex Three: List of Folk Stories for Story Book

GEMA LITERASI PROJECT

No	Title	Origin
1	Bonong Meramal Pada Ayahnya	Sumbawa
2	Ne Balokok	Sumbawa
3	Datu Panda'i	Sumbawa
4	Batu Nong	Sumbawa
5	Legenda Kayu Ular	Sumbawa
6	Rinjani	Lombok Utara
7	Cupak Gurantang	Lombok Utara
8	Legenda Makam Embung Puntiq	Lombok Utara
9	Tegodek dan Teuntel	Lombok Utara
10	Tongtonge	Sumbawa

Annex Four: Baseline variables data

Independent variables	Baseline		Endline	
	Gemalit Coef (SE)	Control Coef (SE)	Gemalit Coef (SE)	Control Coef (SE)
class size	-0.003 (0.003)	0.001 (0.003)	0.001 (0.001)	-0.003 (0.002)
teaching effectiveness	-0.038 (0.073)	0.098 (0.127)	-0.058 (0.043)	0.068 (0.042)
active instruction	0.037 (0.126)	-0.109 (0.198)	0.080 (0.133)	0.170 (0.165)
passive instruction	-0.094 (0.116)	-0.080 (0.198)	0.071 (0.091)	0.095 (0.157)
learning aides	0.169 (0.168)	-0.046 (0.220)	-0.220 (0.243)	0.539*** (0.088)
school facility	-0.226 (0.136)	-0.016 (0.155)	-0.038 (0.129)	0.148 (0.144)
attend PAUD/TK	0.097** (0.045)	0.018 (0.050)	0.192*** (0.059)	0.007 (0.046)
father accompany	0.042 (0.028)	0.058* (0.028)	0.031 (0.033)	0.015 (0.035)
mother accompany	0.023 (0.054)	0.101** (0.036)	-0.041 (0.043)	-0.001 (0.054)
father's education (SMP or high)	0.033 (0.026)	-0.065 (0.041)	0.049 (0.042)	-0.070 (0.044)
mother's education (SMP or high)	-0.037 (0.072)	0.053 (0.048)	-0.006 (0.062)	0.066 (0.080)
natural logarithm of expenditure	0.005 (0.014)	-0.013 (0.013)	0.036** (0.016)	-0.022 (0.024)
father education x accompany	-0.011 (0.036)	0.042 (0.044)	-0.042 (0.041)	0.031 (0.048)
mother education x accompany	0.029 (0.077)	-0.046 (0.057)	-0.016 (0.062)	-0.027 (0.080)
principal supervision	-0.020 (0.044)	0.226*** (0.062)	0.000 (.)	0.000 (.)
student gender (female=1)	0.048 (0.028)	0.075** (0.026)	0.066*** (0.022)	0.083*** (0.027)
raven test score	0.191*** (0.058)	0.139** (0.060)	0.372*** (0.082)	0.298*** (0.075)
love to read	0.065** (0.031)	0.011 (0.055)	0.014 (0.023)	0.020 (0.023)
seating position (front=1)	-0.014 (0.023)	0.020 (0.023)	0.025 (0.021)	0.036 (0.028)
student like bahasa	0.011 (0.024)	0.030 (0.035)	0.028 (0.035)	-0.024 (0.040)
bahasa is easy	-0.002 (0.030)	0.022 (0.030)	0.023 (0.030)	-0.005 (0.035)
excited going to school	0.246*** (0.043)	0.121** (0.048)	0.229*** (0.023)	0.198*** (0.023)
gender of teacher (female=1)	0.090* (0.044)	0.074 (0.052)	0.008 (0.027)	-0.009 (0.025)
PNS	-0.055 (0.040)	0.052 (0.062)	0.012 (0.045)	0.005 (0.043)
certified	0.017 (0.041)	0.013 (0.061)	-0.004 (0.045)	0.048* (0.026)
attend training	0.034 (0.040)	0.023 (0.083)	0.049* (0.024)	-0.025 (0.065)
attend KKG meeting	-0.002 (0.003)	0.002 (0.005)	-0.001 (0.002)	0.001 (0.003)
bachelor degree	-0.101*** (0.031)	-0.064 (0.062)	-0.059 (0.053)	-0.047 (0.045)
years of teaching	0.004 (0.004)	-0.002 (0.003)	-0.000 (0.002)	-0.003 (0.002)
teacher growth mindset	0.060 (0.047)	0.058 (0.054)	0.133*** (0.022)	-0.056 (0.057)
teacher literacy test score	0.132 (0.115)	0.366*** (0.093)	-0.074 (0.063)	-0.260*** (0.083)
constant	0.166 (0.201)	-0.131 (0.197)	-0.473 (0.280)	0.544* (0.305)
No. of Obs.	231	208	196	177
R-Squared	0.37	0.41	0.52	0.45

note: SE is clustered at school level

* p<0.10, ** p<0.05, *** p<0.010

Annex Five: Sampling data

Sampled data for the endline study in Sumbawa (Only 36 out of 50 schools were sampled due to the earthquake that took place in the middle of the endline data collection).

	Treatment	Control
Number of students	443	361
Number of teachers	111	82
Number of schools	21	16

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