MID-TERM EVALUATION FINDINGS

CONTENTS

1.BACKGROUND

OUR VISION

Childhood learning is a force to serve and sustain small island and coastal communities.

OUR MISSION

To transform learning ecosystems in Indonesia's small island and coastal communities through learning for sustainability.

WHERE WE WORK

BINTAN

LINGGA

We currently operate 13 Learning Centres in three Districts of Bintan Regency, Riau Islands, Indonesia – here, the majority of families of our 550 students are dependent on subsistence fishing and insecure labour jobs.

We provide Teacher Training in Bintan Regency and Lingga Regency in Riau Islands, Indonesia for primary school teachers. In small island and coastal communities, schools are often under resourced and teachers receive little to no ongoing professional development opportunities.

In Bintan and Lingga Regencies, we engage with program and community stakeholders to raise the profile of learning and participation in learning.

BACKGROUND ON THE MID-TERM EVALUATION

PURPOSE OF MID-TERM EVALUATION

1. To engage external evaluators to undertake field work and provide indicative findings on the impacts of the Learning for Sustainability program to inform our work and planning over the next two years (through to the end of our current strategy and future projections).
2. To identify ways that we can improve our data collection, monitoring and reporting to ensure more reliable findings at the end of five years of program implementation.

EVALUATION TEAM

External evaluators, i-Hi Consulting (see Appendix for more background on i-Hi Consulting), were selected following an extensive round of recruitment that involved interviews with 12 applicants.

FIELD WORK, DATA COLLECTION AND ANALYSIS

i-Hi Consulting spent 10 days across Bintan and Lingga Regencies in August 2024, and interviewed 43 respondents and conducted three focus group discussions with 16 participants in each group. The team conducted an analysis using the Kirkpatrick model and TIF key evaluation questions (see Appendix for more detail).

2. OVERVIEW OF FINDINGS

KEY STRENGTHS

Overall, the i-Hi Consulting team identified four key strengths of the The Island Foundation Learning for Sustainability program and implementation model:

1. Demonstrable strength and adaptability of the Theory of Change
   "The three pillar approach works. It creates the right enabling environment and you can easily apply it across different contexts."

1. Understanding of local context down to neighbourhood level (grassroots effectiveness).
   "Being from the communities where they work, Learning Facilitators are well respected and trusted."

1. Strong emotional connection across our engagement with all stakeholders
   "We were impressed with the emotional connection the Learning Facilitators had not just with students, but with parents too."
   "The emotional connection is also there in the local teacher training - between trainers and teachers."

1. Long term commitment and trust based partnerships.
   "Behaviour and values change takes time."

OPPORTUNITIES

1. Deepen stakeholder engagement
   "Stakeholders are your primary vehicle for the sustainability of the programme."
   "There is an opportunity to involve stakeholders in a more meaningful way - to create ownership and buy-in."

1. Strengthen student and teacher development assessment and tracking
   "Suggest to conduct baseline assessments upon entry into the programme…this could also help filter students into the right group/class which may be more appropriate than by age."

1. Replicability - opportunity to expand programme in small island and coastal communities in Riau Islands and beyond.
   "Outer-island areas of Indonesia face similar challenges to what is experienced in small island and coastal communities in Riau Islands."

1. Leverage relationship with BPMP, and the Teacher Training program, to lead engagement with new locations.
   "We see the Teacher Training pillar as a good way to commence engagement in a new location - to build relationships and begin understanding the specific context."

PROGRAM FINDINGS

THEORY OF CHANGE

GOAL
Childhood learning is a force that serves and sustains small island and coastal communities in a rapidly changing world

OUTCOME 1
Improved student learning experiences and outcomes

OUTCOME 2
Strengthened learning ecosystems

OUTPUT 1
Students developed skills, attitudes and knowledge, and are engaged in learning

OUTPUT 2
Teachers trained in student-centred learning and skills development teaching methods

OUTPUT 3
Stakeholders engaged in program activities that promote the importance of learning

Looking at each of the three outputs in the Theory of Change, the mid-term evaluation report highlighted several **key findings**:

- Output 1: The program successfully improved students' English skills, communication and collaboration skills, and environmental knowledge, with Learning Centre attendance rates reaching 70-80%.
- Output 2: Teacher training showed significant knowledge gains, with 70% content absorption, but challenges persisted in senior teachers' adaptation ability.
- Output 3: Stakeholder engagement was strong, with parents and local governments actively participating. Gender equity issues were noted, particularly among Indigenous boys in Bintan due to their role in community fishing.

Recommendations included enhancing data collection and pre and post testing, ensuring Teacher Training materials were sense-checked with participants, and improving coordination with government for better impact monitoring.

3. PROGRAM FINDINGS BY OUTPUT

PROGRAM FINDINGS BY OUTPUT

GOAL
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OUTCOME 1
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OUTPUT 3
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OUTPUT 1: STUDENTS DEVELOPED SKILLS, ATTITUDES AND KNOWLEDGE, AND ARE ENGAGED IN LEARNING

1.1 OUTPUT 1 OVERVIEW

The Learning for Sustainability Framework for Learning Centres aims to develop caring, empowered and reflective people who share ownership and guardianship of the world we live in, and identifies knowledge developed through a range of learning areas, and which is drawn upon and applied in the sustainability action process.

Through emphasizing the importance of active learning, 21st Century skills development and content based English language learning, we hope to equip learners with the knowledge, skills, and values needed to live empowered and fulfilling lives of their choosing.

LEARNER PROFILES
CARING
EMPOWERED
REFLECTIVE

KNOWLEDGE AND VALUES
LOCAL CULTURE
NATURAL ENVIRONMENT
SYSTEMS THINKING

1.2 EVALUATION FINDINGS

LEARNER PROFILES	KNOWLEDGE AND VALUES
CARING EMPOWERED REFLECTIVE	LOCAL CULTURE NATURAL ENVIRONMENT SYSTEMS THINKING

LEARNER PROFILES

- High grade students show greater empathy and concern towards their classmates.
- All students feel that working together makes tasks easier.
- Most parents have noticed that their children are becoming more communicative at home.
- Students are demonstrating progress against the Caring and Reflective Learner Profiles.
- Almost all graduates (around 75%) are aware of their dreams, and aware of their strengths and weaknesses.

KNOWLEDGE AND VALUES

- Students are developing a stronger sense of environmental responsibility.
- Children are becoming more confident in speaking English, in general and at school.
- The majority of students enjoy outdoor activities, learning content and use of natural materials.
- Parents find the local cultural and environmental activities highly relevant.
- School teachers can differentiate between students that do/not join the Learning Centres, especially re English and communication skills.
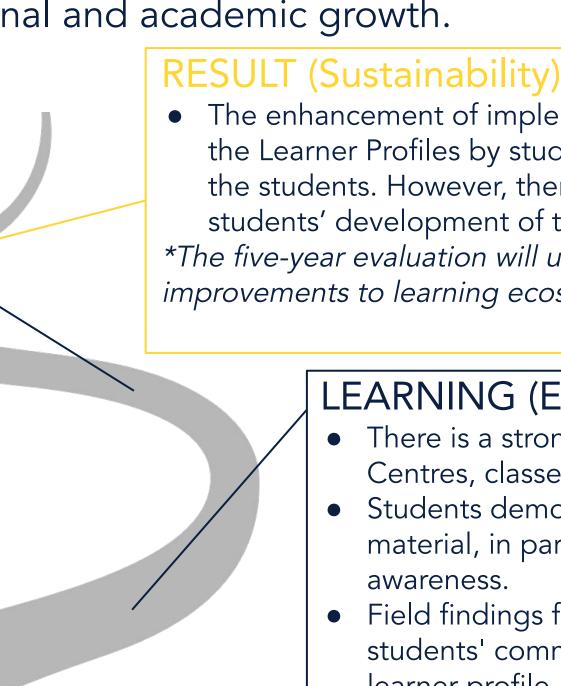
1.3 KIRKPATRICK MODEL ANALYSIS

Overall, findings in Output 1 suggest that the program has successfully fostered a positive and enriching learning environment that not only enhances students' immediate educational experiences but also equips them with valuable skills for future personal and academic growth.

RESULT (Sustainability)

- The enhancement of implementing the aspects of Caring and Reflective in the Learner Profiles by students could contribute to the long-term benefits for the students. However, there is a need for the program to focus on the students' development of the Empowerment Learner Profile.

The five-year evaluation will uncover whether the program is making long-lasting improvements to learning ecosystems in small island and coastal communities.

IMPACT (Behavioural Change)

- Showing initiative in keeping their surroundings clean, showing their critical thinking skill.
- Crafting or utilising crafts made from recycled materials at home related to creativity.
- Communicating their LC activities to their parents.
- Preferring to collaborate in groups rather than individuals.

LEARNING (Effectiveness)

- There is a strong willingness from the students to attend Learning Centres, classes are accessible and duration adequate.
- Students demonstrated a strong understanding of the lesson material, in particular English language skills and environmental awareness.
- Field findings frequently reveal remarkable enhancements in students' communication and collaboration skills, and *caring* learner profile.
- The enhancement of implementing the aspects of *reflective* and *empowered* learner profiles are needed to contribute to long-term benefits for students.

REACTION (Relevance)

The students interviewed expressed enthusiasm and gave positive feedback about the facilitator's teaching methods.

1.4 RECOMMENDATIONS

LESSONS	RECOMMENDATIONS
1. Student reports to parents should consider needs and concerns.	1. Modify student report cards to accommodate parents needs.
2. There are inconsistencies with student' placement in classes.	2. Strengthen baseline data collection to ensure students are placed in the right classes.
3. While the student report describe skills and knowledge, the learning journey is not evident.	3. Modify the student development monitoring system to ensure more accurate reporting.
4. There are gaps in facilitators' skills related to managing activities effectively.	4. Enhance Learning Facilitators' project management skills, particularly finance skills.
5. The lack of development in the *empowering* learner profile may limit the program's long-lasting benefits.	5. Promote learning activities and projects that amplify development of the empowered learner profile.
6. Gender equity is generally well-maintained.	6. Continue the proactive approach to gender.
7. Boys from certain communities face unique barriers to accessing learning.	7. Consider targeted interventions for at-risk students.
8. There is no firm method for tracking alumni learning outcomes.	8. Work with graduates' schools to facilitate involvement in program impact evaluation.

OUTPUT 2: TEACHERS TRAINED IN STUDENT-CENTRED LEARNING AND SKILLS DEVELOPMENT TEACHING METHODS

2.1 OUTPUT 2 OVERVIEW

The Learning for Sustainability Framework for Teacher Training is a structured approach to designing, delivering, and evaluating teacher training workshops that are specific to the unique challenges and opportunities in small island and coastal communities.

Through incorporating principles of sustainability into the teaching and learning process, we are developing an approach to training that focuses on long-term effectiveness, adaptability, and positive impact for students, communities, and the environment.

LEARNING OUTCOMES

We guide teachers to focus on the development of students' skills and processes, rather than the retention of knowledge and facts.

TEACHING STRATEGIES

We support teachers to develop and deploy student centred, action oriented and transformative learning strategies.

2.2 EVALUATION FINDINGS

LEARNING OUTCOMES	TEACHING STRATEGIES
Development of students' skills and processes	**Student-centred, action oriented and transformative**
- Project-based learning methods have seen successful uptake in the classroom. - Gradual change in teaching behaviour, although not yet 100% due to the adaptation lag mostly from senior teachers. - BPMP has documented increases in student literacy and numeracy rates in Bintan and Lingga Regencies - however, gaps in data collection and coordination with BPMP require improvement for more reliable correlation. - Teachers require more support to develop environmentally-relevant learning resources.	- Pre and post testing showed significant improvements in participants' knowledge of interactive teaching approaches. - Participants' class management practices have improved. - Individuated teaching methods are supporting teachers to be more student-centred. - Participants are actively engaging in professional communities to continue their development out of session. - Teachers feel supported to meet the requirements of Kurikulum Merdeka - Indonesia's most recent National Curriculum.

2.3 KIRKPATRICK MODEL ANALYSIS

The findings in Output 2 indicate that the program has progressively supported local teachers, shifted childhood learning and approaches in the formal education stage in both Bintan and Lingga, in line with the Kurikulum Merdeka as the latest National Curriculum.

RESULT (Sustainability)

- Teachers are using more student- centred methods and better classroom management skills from LTT.
- They also engage in professional development through Learning Communities (Komunitas Belajar, Kombel), sharing ideas in person and online.

The five-year evaluation will uncover whether the program is making long-lasting improvements to learning ecosystems in small island and coastal communities.

IMPACT (Behavioural Change)

- Gradual change in teaching behaviour, although there is an adaptation lag mostly from senior teachers
- While literacy and numeracy have improved in Bintan and Lingga, the extent of this progress can not yet be fully attributed to LTT alone.

LEARNING (Effectiveness)

- Pre- and post-test results, showed significant improvements in participants' knowledge in terms of interactive teaching approaches.
- Most teachers reported that they have implemented what they learned from LTT, as they have absorbed around 70% of the materials and teaching strategies.
- Teachers are using more student-centred methods and improved classroom management approaches.

REACTION (Relevance)

Local teachers are satisfied with the materials delivered, as they are relevant to the National Curriculum.

2.4 RECOMMENDATIONS

LESSONS	RECOMMENDATIONS
1. There is a need for more detailed data collection and analysis - pre and post-LTT - to fully understand the impact of LTT activities on student learning outcomes.	1. Collaborate with BPMP to develop data collection sets and indicators to allow for cross-referencing with BPMP annual achievements metrics.
2. To further LTT impact, teachers need to document their real actions.	2. Modify monitoring for the ongoing teacher implementation and development actions.
3. There are differences in participants' abilities to absorb information during the LTT activities.	3. Adjust the load of training materials for a more accessible learning experience.
4. LTT is key to sustaining educational improvements, but capacity building of colleagues is a challenge.	4. Further encouragement for teachers to do capacity building of colleagues, especially for their younger cohorts.
5. Teachers from outer islands in Lingga need support regarding transportation barriers.	5. Collaborate more closely with the Department of Education to increase transport supports.
6. Gender representation in the LTT program needs improvement.	6. Improve gender equity among participants to be reflective of employment representation.

OUTPUT 3: STAKEHOLDERS ENGAGED IN PROGRAM ACTIVITIES THAT PROMOTE THE IMPORTANCE OF LEARNING

3.1 OUTPUT 3 OVERVIEW

LEARNING

Initiatives and projects that provide a learning experience and promote local culture and sustainable behaviour, for example planting mangroves and excursions to cultural sites.

SURVEYS

Surveys and assessments to understand and incorporate community values and contexts into the program.

EXCHANGE

Community and stakeholder events, meetings and networks to facilitate information exchange and engagement with the program.

3.2 EVALUATION FINDINGS

LEARNING	SURVEYS AND EXCHANGE
Promoting and facilitating engagement in learning by diverse stakeholders	Ensuring community perspectives are incorporated into the program

LEARNING

- Parents report being more aware of the importance of environmental education.
- Involving parents in program activities is fostering positive stakeholder engagement in the program and in learning.
- Fathers are less involved in childhood learning - more can be done to engage with this group.
- Learning Centres are highly valued by parents.
- Parents strongly support learning activities that are culturally responsive.

SURVEYS AND EXCHANGE

- Parents find the information sessions as an effective means of tracking their child's progress and to provide feedback on the program.
- Some parents struggle with qualitative, descriptive reports due to literacy barriers.
- Communication with Village Offices is effective, but quarterly reports to be revised.
- Engagement with BPMP can be improved to better facilitate information exchange.
- Employing learning facilitators from communities enables effective interaction.
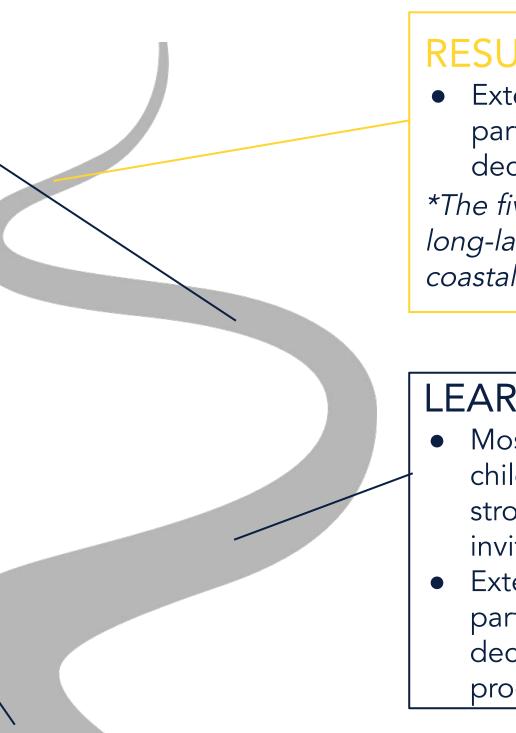
3.3 KIRKPATRICK MODEL ANALYSIS

Overall, findings in Output 3 suggest that the program has successfully engaged stakeholders and increased their involvement in learning - however, stakeholders do not demonstrate proactive support for the program's long-term longevity.

IMPACT (Behavioural Change)

- Parents are more involved in their children's learning as students share more from LCs.
- Parents are more aware of the importance of environmental education for their children.
- Parents better understand their children's interests.

RESULT (Sustainability)

- External stakeholders, including parents and local government, participate in the program but are not yet involved in decision-making.

The five-year evaluation will uncover whether the program is making long-lasting improvements to learning ecosystems in small island and coastal communities.

REACTION (Relevance)

Parents and local governments are happy with TIF's community activities, especially excursions and cleanup initiatives, which align well with local socio-cultural conditions.

LEARNING (Effectiveness)

- Most parents find the information sessions helpful for tracking their children's progress and giving feedback, while TIF maintains strong communication with village representatives through regular invitations to LC activities.
- External stakeholders, including parents and local government, participate in the program but are not yet involved in decision-making. They also show little initiative to ensure the program's longevity.

3.4 RECOMMENDATIONS

LESSONS	RECOMMENDATIONS
1. Communication with BPMP is sub-optimal, posing future missed opportunities re assessing impact of the program.	1. Strengthen partnership with BPMP to facilitate alignment of data collection and monitoring mechanisms.
2. Village Offices often ignore physical reports.	2. Improve report format and adjust frequency.
3. Changes in neighbourhood unit structures can potentially disrupt coordination.	3. Monitor and mitigate impacts of changes in neighbourhood unit structures.
4. Stakeholder engagement can be improve to future-proof the sustainability of the program.	4. Provide rooms for stakeholders to provide input and participate in program co-design.
5. Parents' awareness about the importance of learning has improved, while many continue to view LCs as English learning centres.	5. Continue using English learning as a value-add for the Learning for Sustainability program to leverage existing buy-in.
6. Better integrating alumni into the program can improve overall sustainability.	6. Formalise a mentorship and/or internship program, drawing on pool of alumni.
7. Mothers play a crucial role in childhood learning, while fathers remain under-involved.	7. Allocate resources to increase fathers' engagement in childhood learning.

CONTACT

For the full version of the evaluation report and findings summary by i-Hi Consulting, please contact

COURTNEY SAVILLE
EXECUTIVE DIRECTOR
courtney@theislandfoundation.com

THE ISLAND FOUNDATION
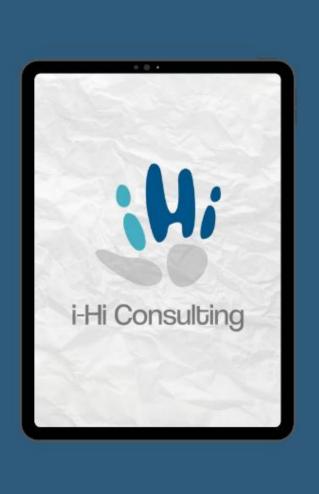Yayasan Peduli Kepulauan Indonesia

17 WOKING ROAD, SINGAPORE
138696
www.theislandfoundation.com

APPENDIX

1. Introduction to the i-Hi Consulting Team

2. Background on data collection methods

3. Kirkpatrick model and TIF key evaluation questions

1. INTRODUCTION TO i-Hi

2. BACKGROUND TO DATA COLLECTION METHODS

The mid-term evaluation of the Learning for Sustainability project was conducted in three phases: preparation, data collection, and analysis and reporting. The preparation phase included a kick-off meeting, document review, and development of an inception report.

Data collection involved both primary and secondary methods, with individual interviews of 43 stakeholders and group interviews with students forming the cornerstone of the evaluation. i-Hi Consulting spent 10 days in the field, visiting and interviewing beneficiaries in Bintan and Lingga Regencies.

The reporting and analysis phase applies analyses to data from literature reviews, individual interviews, and group interviews to assess the program's achievements, understand local contexts, compare different perspectives, and evaluate the program's contributions.

3. KIRKPATRICK MODEL AND TIF KEY EVALUATION QUESTIONS

Program evaluations systematically gathers information to understand a program's successes and areas for improvement, identifying sources of variation in outcomes. In the Learning for Sustainability Program evaluation, a theory of change approach was applied, emphasising its specific context and centreing the evaluation on an assessment against its three program outputs.

The evaluation utilised the Kirkpatrick model to measure and assess training and capacity building efforts, examining four hierarchical levels: learner satisfaction, learning outcomes, behavioural changes, and long-term community impacts.

The evaluation also employed The Island Foundation's Key Evaluation Questions (from M&E Framework) that explore relevance, efficiency, effectiveness, impact, sustainability, and including considerations for gender equity. Together, this comprehensive approach enabled a thorough assessment of the program.