Supporting Girls to Thrive
Baseline Mixed Methods Study

December 2019

empatika

Stats4SD

unicef
for every child

Acknowledgements

Disclaimer

Contents

Glossary And Abbreviations

ACT	Adolescent Country Tracker (Unicef's adolescent wellbeing assessment)
CHS	Core Humanitarian Standards
CSR	Corporate Social Responsibility
EGRA	Early Grade Reading Assessment
Guru Honor	Teachers without civil service status often provided with honorariums funded by the school, contributions from parents or Village Funds
IDR	Indonesian rupiah
MEL	Monitoring, evaluation and learning
Moi	The Moi tribe, indigenous Papuans living in Sorong Regency
OSIS	*Organasi Siswa Intra Sekolah*, Student council
PAUD	*Pendidikan Anak Usia Dini*, Pre-school
PISA	Programme for International Student Assessment
PKHS	*Pendidikan Keterampilan Hidup Sehat*, Life Skills Education
SD	*Sekolah Dasar*, Primary School
SMA	*Sekolah Menengah Atas,* Senior Secondary/High School
SMP	Minimum expenditure basket
Ternate	Island in North Maluku
UAN	*Ujian Akhir Nasional,* National Final Examination
Warung	Kiosk/small shop
WASH	Water, Sanitation and Hygiene
UNCRC	United Nations Convention on the Rights of the Child
U-Report	A social messaging tool and data collection system developed by UNICEF to improve young people engagement, inform leaders, and foster positive change

FOREWORD

Indonesia is home to 22 million children aged 5 to 9 years old and to another 22 million adolescents aged 10 to 14 years old[1]. This group represents an important foundation for long term growth and development but challenges and inequalities for children and adolescents still persist within this diverse nation.

The Government of Indonesia has been prioritising investment in the education of young people through the National Free School programme for primary and lower secondary school students since 2004 and 12-years Universal Education since 2016. This has helped continue to push enrolment levels up to more than 99% and 85% respectively for primary (SD) and junior secondary (SMP) levels, although pathway analysis (based on 2015 SUSENAS for those between the ages of 19-21) has shown that from the 99% entering primary school, 83% transitioned to junior secondary, and only 63% transitioned to senior secondary. In West Papua these retention challenges are even more pronounced, with the net enrolment rate dropping from approximately 94% at SD to 69% (73% in Sorong District) for SMP.

The quality of education appears to be achieving slower gains and Indonesia ranks only 72 out of 77 other countries in the PISA (2018) rankings[2]. The Ministry of Education assessment (INAP 2016) indicates that 23% of SD students score good or 'okay' understanding of mathematics (16% for Papua and 18% for West Papua). For reading ability and understanding, 53% of students rated good or okay nationally with West Papua scoring a slightly higher at 54% and Papua at 39% (still higher than eight other provinces). Although the national literacy rate for adolescents is higher than 99%, provinces like Papua still lag behind with 80% literacy where an estimated one million children aged 7 to 15 years are reported not attending primary or secondary school.

Both girls and boys face a range of health and development challenges. The National Basic Health Survey (2013) indicated that about one third of 13-18 year-old adolescents are stunted, 7-11% are overweight and 9-11% are wasted. More than 40% of boys aged 13-15 years currently use tobacco products and typically try smoking before 10 years old. Regional differences reveal unequal progress, for example, teen pregnancy rate is 9 per 1,000 girls in Solo (Central Java) and is 75 per 1,000 girls in Sorong (West Papua). Meanwhile, the Global School-based Student Health Survey (2015) found that 1 in 5 students in Indonesia aged 13-15 years have been bullied.

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1 https://databoks.katadata.co.id/datapublish/2019/01/04/jumlah-penduduk-indonesia-2019-mencapai-267-juta-jiwa

2 https://www.oecd.org/pisa/Combined_Executive_Summaries_PISA_2018.pdf

Acknowledging the complexity of children and adolescent development, UNICEF has developed Adolescents' Country Tracker (ACT) that includes five priorities issues; (i) physical health and mental wellbeing, (ii) formal and non-formal education and learning opportunities, (iii) adolescents feel safe and supported in their environment, (iv) participation in sustainable livelihood, and (v) engagement with the key issues that matter to them. The aim of ACT is to support and stimulate discussion and debate on a rights-based and multi-sectoral approach to issues around adolescents' development. The Government of Indonesia has also developed a National Action Plan on School Age Children and Adolescent Health 2017-2019 which aims to tackle the challenges and inequality around the issues of nutrition, WASH, specific health services for the school-aged aged and meaningful participation among them. The evaluation of the National Action Plan provided recommendations to strengthen the role and coordination of actors at sub-national level to enhance child and adolescent-centered approach in establishing the appropriate access and services for them.

SUMMARY

SUMMARY

This baseline mixed methods study was conducted between July and October, 2019 and comprised questionnaire surveys for primary and junior secondary school students and teachers on issues related to the intended interventions of the Supporting Girls to Thrive programme. It also included a reading assessment for primary level students, school and classroom observation, and immersion with families with children of primary and junior secondary school age.

What we learned listening to SD students and teachers

SD School Facilities and Environment

All four SDs were built more than 27 years ago and three were closer to being 40 years old. Newer classrooms were better designed for light and ventilation. It was also noticeable that less care and maintenance was taken over older buildings than newer ones (for example, children removed their shoes entering new classrooms but not entering old ones; older classrooms as well as being dark and poorly ventilated were often dirty and dusty). Only one school we observed could be described as 'welcoming' in terms of maintenance, light, ventilation and wall displays of learning materials and students' own work. In the SD school where we immersed, we observed that the classrooms had different layouts from each other reflecting teachers different teaching styles and preferences. In another SD school, desks were attached to benches so it was not possible to arrange them in any other way but in rows so there were no opportunities for group work.

Facilities available in schools were frequently in name only e.g. having taps but not working, having a school clinic but non-functional because it was serving as a storeroom, having a 'library' but it being no more than a basic single bookcase. None of the four SD schools had reading corners and three had libraries but these were poorly resourced, badly curated and largely unused. There was a notable absence of story books.

Only 30% of SD teachers surveyed think their school has a good reputation for learning outcomes. In one SD school, there were 16 and 14-year-old boys still in Grade 6 which teachers explained was because they were absent a lot when they were younger. In another SD school, we heard that several students repeated years. Only 38% of SD teachers surveyed had attended any training to support them as teachers in the last five years. Although we observed teachers came to school within 30 minutes of start time, classes often started later than this and daily contact time was rarely more than three hours. More than 85% of SD teachers indicated that they use written tests, oral tests, end of term examinations and homework to measure student progress with much less using project work (29%) or participation (50%) as a means to assess progress.

SD Literacy

We sought to understand SD students' current literacy skills and the extent of supporting facilities and activities through several different research methods; the Early Grades Reading Assessment (EGRA) test, the questionnaire survey with SD children and teachers, four

school observations and through the immersion study.

The EGRA test with 81 Grade 2 and 3 SD students revealed that overall 26% '*read fluently with comprehension*', 20% '*read with limited comprehension*' and 25% were classified as '*non-readers*'. Students scored best on the vocabulary part of the EGRA test and all four schools scored well for both Grade 2 and Grade 3 students (~91-95%). During the EGRA, researchers noted that these students found it difficult to recognise the alphabet and were not used to listening to being read to and in many cases, the test turned out to be impossible to complete properly. At Grade 2 level the EGRA scores were similar for both boys and girls but the Grade 3 scores showed marked gender differences, with significantly more girls able to '*read fluently with comprehension*' (24% compared to 13% for boys). Interestingly, in the school with the highest EGRA scores, we found that there was a consistent view that teachers welfare concerns for students were high. The community had praise for the school, and many shared it was a friendly school and trusted the teachers, many of who have taught there for many years.

Slightly more than half of SD teachers surveyed say that their schools do not have a literacy rich environment but a lot more rural school teachers thought their schools had a literacy rich environment than urban school teachers. Both students and teachers in urban areas say they have much lower access to reading materials than in rural areas this however could be related to CSR donations from companies to rural schools.

75% of rural SD children told us that they like to read whereas only 34% of urban children said they liked to read. However, the immersion (in a rural location) suggests that these responses may have social desirability bias as when asked what kind of books they liked to read students could not answer and we never saw any reading activity at home in any house we lived in or visited during the five days immersion. Of the 60% of boys who said they like to read, 23% say they do it as an obligation. However, girls are a) a bit more likely to like reading than boys and as many as 22% said they do it for fun and b)

only 5% see it as an obligation.

SD Water, Sanitation and Hygiene (WASH)

90% of SD students say they wash their hands regularly. However, our immersion findings show that students washing their hands before eating food and/or after going to the toilet, almost never happens. It is not surprising that students are not practising good hand washing when facilities in schools are not often supportive of the behaviour. Observation data showed that if there were working water taps, no soap was observed, and many were leaking or broken. There was plenty of water available in students' homes, but students still used their pocket money to buy water at school.

We only observed one lesson in one school of first graders receiving information on the importance of washing hands. Overall the findings were not too encouraging in terms of facilities or practices of hand washing.

Our findings show the situation is worse for toilets than with water supply. The toilets were situated quite far from the classrooms and were smelly/dirty and no student was observed using them during the school day. Students also told our researchers that they do not like the school toilets, 45-50% of students refuse to use school toilets and wait until home, 40% always or sometimes defecate somewhere other than the toilet at school. 99% of students say that they use a toilet to defecate at home but our researchers witnessed students frequently defecating openly in many locations. Over half of the students had no awareness of what diarrhoea is.

SD Discipline and Punishment

46% of SD teachers say they have a disciplinary system at school but these are not points-based and are primarily based on punishment. There was no evidence of positive disciplinary approaches being used and 95% of SD teachers say they punish students. Two thirds of SD teachers say that student misbehaviour (mostly noise and disturbing one another) affects teaching and about one third of teaching time is lost due to this misbehaviour. Teachers noted that noise and 'good-natured' teasing of other students are the main types of bad behaviour

which disrupt the classroom.

Of the SD teachers who use punishment (which is all but 5%), 73% say they punish boys differently from girls. Very small numbers of SD teachers say they hit SD students. Many teachers used the option of forced physical activity (e.g. squats/running) to punish girls. Others reported using humiliation or threats to punish students. Teachers shout at boys more than girls and boys are made to stand outside or in front of the class more than girls. There appears to be a disconnect between what teachers say they do to punish and what they say other teachers do or what students tell us, suggesting a self-reporting social desirability bias. A quarter of SD teachers surveyed said that they agree that verbal or physical punishment is needed to discipline students and more younger teachers say this. 60% of SD teachers say that verbal punishment is acceptable, but that physical punishment is not. Observation in one SD found that a teacher was particularly violent with some boys in the classroom, including scratching their faces with a pen and poking them. The students identified 'saluting the flag' as the worst punishment because it was undertaken in the hot sun and it was humiliating.

SD Violence in School

Observations of various SDs indicated that these were happy places filled with children who loved, first and foremost, being with friends. Play was observed to be inclusive and there was much hugging. Boys and girls played together and play was always very energetic. Occasionally it involved pushing, tickling and punching but this was intended to be taken in a good-natured way.

SD Healthy and Unhealthy Behaviours

Most children we spoke with and observed liked to eat local cakes and 'heavy snacks' such as small packets of yellow rice, meatballs and fried bananas often accompanied by sugary soft drinks. Research done by Empatika elsewhere indicates that Papua has less of a snacking culture than many other parts of Indonesia.

We only saw a few posters about healthy eating in the immersion school, these had come from companies and there were no lessons on nutrition that we heard about or observed. Through the immersion we observed children as young as 3 years old chewing pinang.

In this study, both the survey data and observation data both show that physical activity is more frequently observed in Papua than Empatika has noted in other parts of Indonesia[1]. We found that girls of all ages engage in physical activity, are unrestricted, and will often engage in activities traditionally seen as for boys (e.g. football and tree climbing). As would be expected, girls know more about menstruation than boys but only 10% of children aged 8-10 knew about menstruation.

SD Confidence, Decision-Making and Participation

We found little evidence at SD level for students' participation in any form of decision-making about the school, lessons or the school environment. However almost all children reported having many friends and are happy and satisfied about this. Only 14% of girls had negative emotions about their physical appearance and only 2% of boys felt like this. No students or teachers had heard of U-Report.

We heard from students that 'nerdy' boys in particular were teased a lot. Girls told us that the boys that tease them were the 'flirty' boys, they did not seem to view the teasing negatively.

What we learned listening to SMP students and teachers

SMP School Facilities, Environment and Reputation

Two schools were less than 10 years old while the other two were much older, although both incorporated new construction. The old classrooms which are still used are in a poor state of repair with pitted cement floors, holes in the ceiling and old furniture. Although we made some observations of class group work and attempts to make the learning more child-centred in some schools, in one SMP it was only 'chalk and talk' by teachers with no checking of understanding.

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1 See, for example, Reality Check Approach (2016), 'Adolescents and Their Families Perspectives and Experiences on Nutrition and Physical Activities': UNICEF.

As much as 11% of SMP teachers surveyed thought their school had a poor reputation for learning outcomes and academic achievement and this was worse in urban areas. Low learning outcomes were partly explained by teachers as due to student absenteeism. In one school we visited our researcher observed that only four out of 16 teachers were present in school. During the immersion when we were asking students about whether boys or girls were absent more, the students retorted, '*why are you asking us about students, it is the teachers who are the never here'*.

During the immersion and other informal interactions, several teachers shared that they feel they need to treat Papuan students differently because they are '*poor'* and cited poor nutrition and intellectual capacity as problems unique to these students. Several times in informal interactions with teachers it was clear that they have lower expectations of Papuan students than others. We heard from teachers that there was a higher level of absenteeism and drop-outs among Papuan students.

16% of SMP boys compared with 5% of SMP girls indicated that they never have confidence to share opinions in class. The immersion found significant differences between boys and girls somewhat confirmed by the survey which suggests that boys felt less listened to by teachers than girls shared.

Teachers did not actively use learning resources (they told us they had tried but felt these did not work and required extra effort) nor did they make efforts to assist poorer performing students, except to slow the pace of learning. We observed less able students being embarrassed by teachers.

50% of teachers surveyed noted that insufficient resources were among their top three challenges. Facilities noted to be poor by teachers were libraries, sports facilities and toilets (see WASH section below). Nearly 55% of SMP teachers felt that library facilities were poor and slightly more noted this in rural schools compared with urban schools. The books were often dusty.

71% of SMP teachers felt that sports facilities in schools were poor and none of the schools had changing facilities for sport or indoor sports facilities.

SMP Discipline and punishment

40% of teachers surveyed cite student behaviour as one of their top three challenges in the classroom and about 75% of SMP teachers felt that student behaviour is a problem in class Older teachers report being better able to deal with misbehaviour than younger teachers. The most noted disruptive behaviours were making noise in the classroom, calling out to friends and teasing. 80% of students said that they were distracted by other students in class all the time or some of the time.

49% SMP teachers responded that the school they work in has a disciplinary system and 94% of SMP teachers say they punish students to discipline them (similar to SD). 80% of teachers say they always or usually punish boys and girls differently. 17% of teachers said they use physical punishment against girls (usually pinching), but 31% said they physically punished boys and meant beating. 18% of boys said they were physically punished by a teacher in the last month compared with 9% of girls who said this. SMP teachers are four times as likely to hit boys and girls than SD teachers and they also hit boys more. 48% of teachers agree that physical punishment helps children build good character 50% of teachers say they are allowed to hit students when required, but nevertheless somewhat contradictorily, 75% of teachers think physical punishment is bad for students' mental health.

Some Papuan boys said that although beatings hurt at the time they feel this sort of punishment works and they '*deserve it'*.

SMP Harassment and Violence in School

When students talked about things they didn't like that might be considered to be bullying, they referred to it as other students '*bothering'* (*ganggu)* them, this included name calling, offensive slurs, hitting and kicking. The English word 'bullying' (there is not a Bahasa or Moi exact equivalent) was only used twice in conversations and it was only used because the

students had heard it in the life skills classes. They interpreted it as '*teasing continuously to the point of fear'.*

Only 25% of students said that in the past month they had been excluded or ignored on purpose by another student and, even though this seems to slightly increase as students get older, this was not regarded as an issue. 20% of SMP students reported experiencing no kinds of harassment at all. Boys (43%) are more likely to be pushed, kicked or beaten by other students than girls (23%). However, the boys say this is mostly horseplay and is not intended to hurt. Javanese students also shared with us that sometimes they become quite distressed and scared about the level of perceived violence between Papuan students even though the Papuan students view the violence as '*good-natured'.* Only 9% of students think that teachers take harassment seriously when it is reported to them. But 87% of teachers say they always or usually take harassment very seriously and all the rural teachers said this.

The group most teased and harassed were the '*geek'* students. Of those who were harassed in the past month (20%), a significant number said it was because of high grades. We met several '*geek'* boys who, in particular, felt vulnerable and more at risk to this kind of harassment than 'geek' girls. 27% of boys say they have been sexually harassed by other students. This takes the form of sexual 'jokes' or comments but also having their penis pulled and partly explains why they want locks on the doors of the boys' toilets. Far fewer girls (15%[2]) said they had been sexually harassed and this referred to being hugged or kissed or having their breasts touched when they did not want this. A particularly sensitive issue which girls raised was teasing when they first get their periods. This led girls to try to hide this from other girls (who might gossip) as well as boys. They shared stories of being embarrassed when they leaked, when they had to spend a long time in the toilet or when they were unable to find somewhere to dispose of the sanitary pads at school.

SMP Life Skills: WASH

The Desk Review noted that in 2017 Sorong

Regency had yet to provide adequate sanitation facilities at schools, including failure to provide separate toilets for boys and girls[3]. Since then provision of new and rehabilitated toilets has been a priority and financed by Village Funds and CSR donations. However, our teachers survey found 58% of teachers rated the toilets and washrooms in SMPs as low and rural schools were worse than urban schools. The SMP student survey found that more than 55% of SMP students always or sometimes wait to get home to use the toilet rather than use the toilets at school and this was higher among boys. The main reason given by both SMP girls and boys was that the toilets were smelly or dirty. The SMP student survey found over half of SMP students say they do not know what diarrhoea is, and more students in rural areas do not know[4]. Less than half of students provided an answer to how to prevent diarrhoea. We observed no hand washing at homes before eating or before taking food at kiosk and canteens.

Although 80% of SMP girls surveyed have started menstruation, only 11% of these girls said that they changed pads[5] at school, mainly because the toilets were smelly and dirty but also because there were no bins or pads provided at school. A further reason given was that they did not see a need to change pads if '*they were not full'* or might leak and did not cite hygiene as a reason for needing to change pads. The messages around hygiene needs for changing pads have not been taken up by the girls we spoke with during the immersion research. 89% of menstruating girls say they never miss school due to menstruation.

SMP Healthy and Unhealthy Behaviours

Compared to our findings from other parts of Indonesia, SMP students in this study were observed to be physically active and in the survey more than 60% of SMP students indicated they engage in physical activity every day with a further 25% indicating they engaged in physical activity regularly. This was mostly

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3 See document 'Profil Sanitasi Sekolah Kabupaten Sorong (*School Sanitation Profile of Sorong Regency)* in 2017.

4 64% rural students compared with 44% urban students

5 Across all study locations, girls use disposable sanitary pads which they buy at kiosks (IDR 1000-1500 each), typically use about 6-7/period and only change when 'full'.

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2 This is actually eight girls

sport outside of school hours. There was no difference in the responses of girls and boys. The immersion found that unlike other parts of Indonesia, there was no expectation of what was considered suitable physical activities for girls and they were observed to climb trees, play sports and engage in martial arts.

Somewhat different to other parts of Indonesia, although buying and eating snacks was widespread it was not at the levels observed elsewhere. We observed very little snack-purchasing. This is partly, it seems, because students get less pocket money than elsewhere but also because, with the exception of breakfast, we observed they were more likely to eat at home than students observed elsewhere. There was very little eating of home-made snacks and students did not bring snacks form home to school. The survey indicates that few SMP students like to eat fruit. Sweet and instant powder drinks are very popular and students spend their pocket money on these too. Students at both immersion schools, said they only received nutrition information in Grade 1 science classes and nothing after that.

42% of SMP teachers felt that the school canteen facilities were inadequate. In one school, teachers opened the canteen throughout the school day, neglecting teaching in favour of trying to make money from selling *bakwan* and banana, sweets and sweetened drinks.

As students get older the number of students saying they smoke increases and more boys say they smoke than girls (45% SMP boys say they smoke compared to just 8.5% girls). Our researchers observed plenty of students smoking near the schools. Pinang consumption was not asked about in the survey but is prevalent. 15% of SMP boys say they drink alcohol either occasionally or regularly whereas only 3% of girls said they occasionally drank alcohol.

SMP Confidence, Decision-Making and Participation

Teachers did not give much opportunity for students to express their opinions in class but only to answer questions, even though our teams found that the students were generally

more confident and willing to share thoughts and feelings with us than students students we have interacted with in immersions elsewhere in Indonesia. Despite high levels of confidence observed outside the class, 16% of SMP boys said they never speak up in class compared with 5% of girls. Students also seem to lose their confidence to speak up in class as they get older.

This lack of confidence among boys was also apparent in their answers to whether they told anyone about harassment as well as how they dealt with emotions. Our observations demonstrated that the boys were subdued, often diffident and withdrawn and we found girls laughed at them a lot.

Almost 90% of students are mostly or always positive about their physical appearance. Some girls appear to have internalised teachers' ridicule of their intelligence[6]. Boys have also done this and have internalised other descriptors such as lazy and poor performing and use these labels to describe themselves.

60% of girls say they understand and know their emotions but only 25% of boys say this. 42% of girls said they were confident or somewhat confident at managing strong and negative emotions but only 21% of boys said this.

Participation in school is confined to class, sports, *Paskibra*[7] and scouts and there are no debating societies, platforms to raise student voice or participate in school governance in any schools. Although SMPs have had OSIS, student councils, for many decades[8], these do not serve as a platform for student voice but undertake social service activities and programmes for the benefit of the school or wider community, promote and uphold adherence to codes of behaviour and to motivate other students to be responsible and disciplined. The internet was rarely used to search for information but more for recreation. No students we met in SD or SMP had heard of U-Report.

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6 In particular being labelled 'stupid'

7 National Flag raising troop comprising A grade students only

8 The survey indicated that 95% of students said their school had a student council.

What are the key messages?

1. While learning outcomes at SMP level as measured by national examinations are poor and one third of SD teachers and 11% SMP teachers do not feel that their schools have reputation for good learning outcomes, students are in general happy, physically active, enjoy school and feel relatively safe. Neither teachers nor students prioritise learning in school but instead view school as a place for socialising.

2. The study has found that in many aspects boys are doing less well than girls at both SD and SMP level although more so at SMP level. Boys are subjected to worse punishments in school, have lower confidence, feel they are not listened to and do not have as good of learning outcomes as girls.

3. Literacy in SDs was low and in some schools concerningly low. This appears to have resulted from a combination of student and teacher absenteeism, poor use of teaching and learning resources and participatory techniques in the classroom, inadequate reading materials which are engaging at both school and home and an overemphasis on assessment of attainment of reading ability rather than the joy of reading.

4. Papuan students are often treated differently both in school and in mixed ethnicity communities. This generally takes the form of teachers having low expectations about their academic capacity and stereotyping them as physically active and happy but with low intellect, reflecting views held more widely in the communities. Papuan students often internalise these expectations but also sometimes struggle with language and lack confidence to ask questions in class.

5. Physical punishment is widespread in schools but is used more for boys and particularly male SMP students ; very few students have a strongly negative view of physical punishment and while female teachers report less use of physical punishment than men the majority of teachers, men and women, continue to feel that physical punishment is required in schools.

6. Students made clear distinctions in their assessment of what constitutes harassment and felt that the level of inter-student teasing and *'banter'* did not amount to harassment. The social norms evident in schools and communities combine to manage and contain harassment of a more serious kind. However, students consistently indicated that those who did suffer harassment were those girls and boys who were considered 'geeky' and these students were the least likely to cope well with this harassment.

7. WASH facilities and behaviours were poor across schools. WASH knowledge and practices were not integrated into day-to-day teaching and learning.

8. Absenteeism is high with both teachers and students and school contact hours are on average quite low. Neither teachers nor students prioritise learning in school but instead view school more as a place for socialising.

Summary of schools visited

Sekolah Dasar (SD)

- 39 teachers interviewed across four SD schools using the teacher questionnaire

- 81 SD students across four schools, assessed using EGRA (Grades 2 and 3)

- 262 SD students interviewed across four schools using students questionnaires (Grades 4-6)

- Immersion in one of four SD communities

- Secondary review of available schools' data

- School observation of all four SD schools.

Sekolah Menengah Pertama (SMP)

- 31 teachers interviewed across four SMP schools using the teacher questionnaire

- 296 SMP students interviewed across four schools using student survey (Grades 7-9)

- Immersion in two out of four SMP schools

- Secondary desk review of schools' data

- School observation of all four SMP schools.
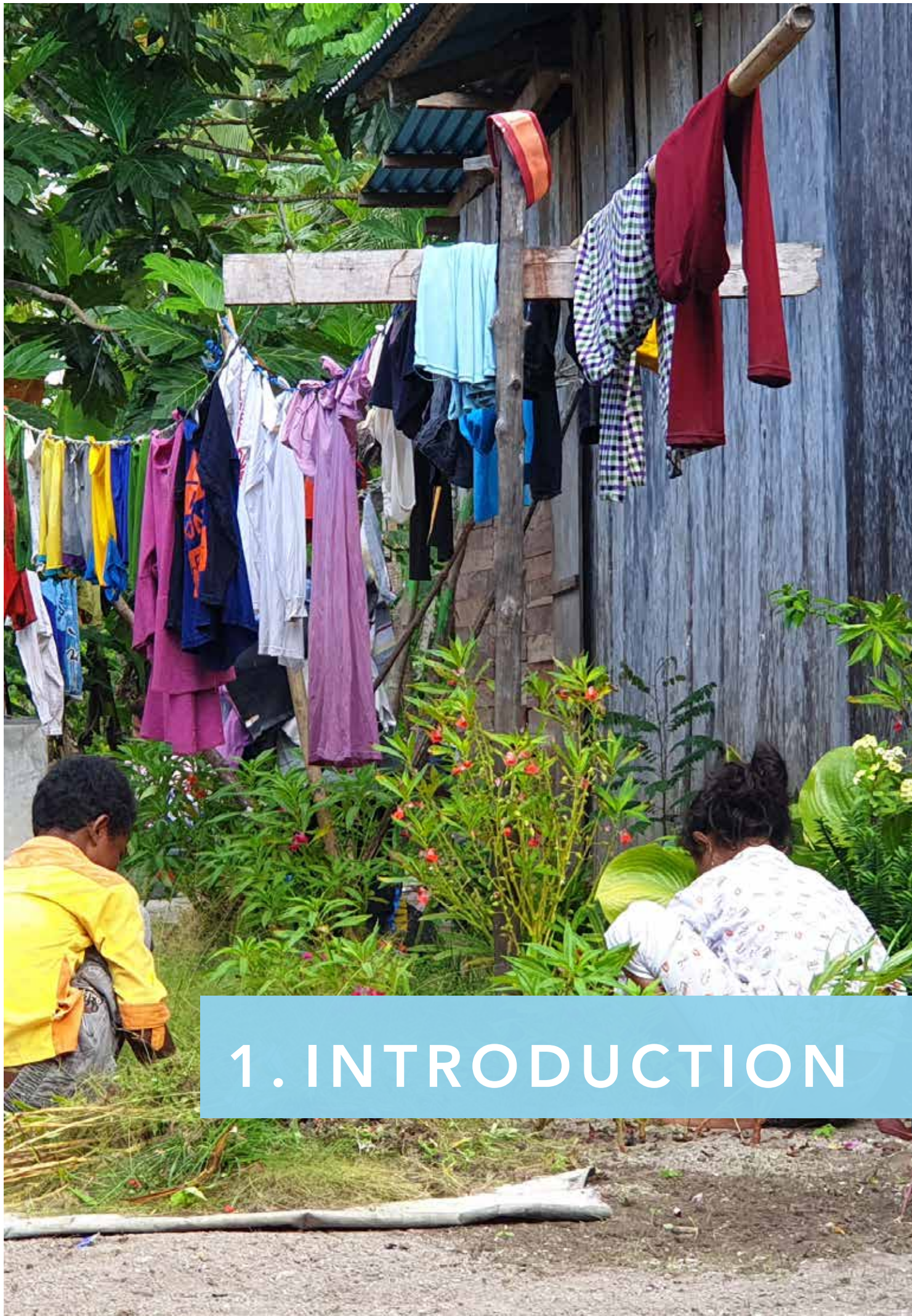
1. INTRODUCTION

INTRODUCTION

The Government of Indonesia and UNICEF, with support from David Beckham 7 Foundation, is implementing a Multi-sectoral School Intervention Programme: Supporting Girls to Thrive in Indonesia in Sorong district. The programme aims to achieve three main outcomes:

1. A positive school climate to keep girls in school and to prevent violence in schools;

2. Improved learning outcomes and healthy behaviours through use of improved learning packages for primary and lower secondary students;

3. Safe and self-empowering opportunities for adolescents to actively learn, discuss and express their views on key issues affecting their lives.

The programme intends to bring together protection, education, water, sanitation and hygiene (WASH) and nutrition interventions and introduce online and offline platforms for engaging girls and boys in peer dialogue, information exchange and learning (ToR, May 2019).

The specific purpose of this 'Baseline study for Multi-sectoral School Intervention Programme: Supporting Girls to Thrive in Indonesia' was to implement a baseline study which contributes to strengthen the articulation of the programme outcomes and indicators before the intervention and provide insights into the baseline situation which can be incorporated into adaptive design of the programme, specifically:

» To develop an accurate picture of the current situation in targeted schools before

the intervention begins and support the design and/or adaptation of programme interventions, strategies and approaches.

» To provide a baseline for a future programme impact assessment. The findings of the baseline assessment will be compared with those at the end-line study to be conducted at programme completion in 2020.

The study focuses on the Sorong district and comprises a mix of quantitative and qualitative methodologies in order to provide comprehensive understanding of the current situation, challenges, and opportunities and in order to triangulate findings and mitigate participant bias.

Why we need to listen children

Children's right to participation is enshrined in the United Nations Convention on the Rights of the Child (UNCRC)[9]. It requires us to enable children to express their views, to be heard and to be taken seriously. Children are generally the least consulted but often the most affected by interventions and development projects. They have needs that only they can accurately articulate. We need to listen to their views and experiences in order to shape child-centred policy and practice to better help them.

The study aims to listen to children, adolescents and teachers who will be the focus of this programme. It was undertaken to strengthen child engagement in line with Core

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9 Adopted 2 September 1990. Text available at: https://www.ohchr.org/en/professionalinterest/pages/crc.aspx

Humanitarian Standards (CHS) which require the identification of children's needs and priorities to help inform programming (both in the short term and longer-term) as well as child centred advocacy.

We needed to listen to children in order to:

- Understand the needs, aspirations and problems from children's perspectives;
- Find opportunities to address, improve or resolve these needs, priorities and concerns from the perspectives of children, including the identification of 'who children see as responsible' for making change happen;
- Identify the gaps in existing services and information children are currently receiving and how they would prefer to receive these services and information;
- Develop recommendations for the programme based on what children, adolescents and teachers shared to improve the overall design;
- Triangulate and gain insights about what we heard from teachers and schools' management and compare with what children think about the same issues e.g. physical punishment in schools.

How this report is organised

The report begins with an overview of how we engaged with children. The findings section begins with some contextual information on the study locations to help set the scene before presenting the study insights. We set these out by school level primary school-age children and teachers, secondary/senior school-age children (adolescents) and teachers.
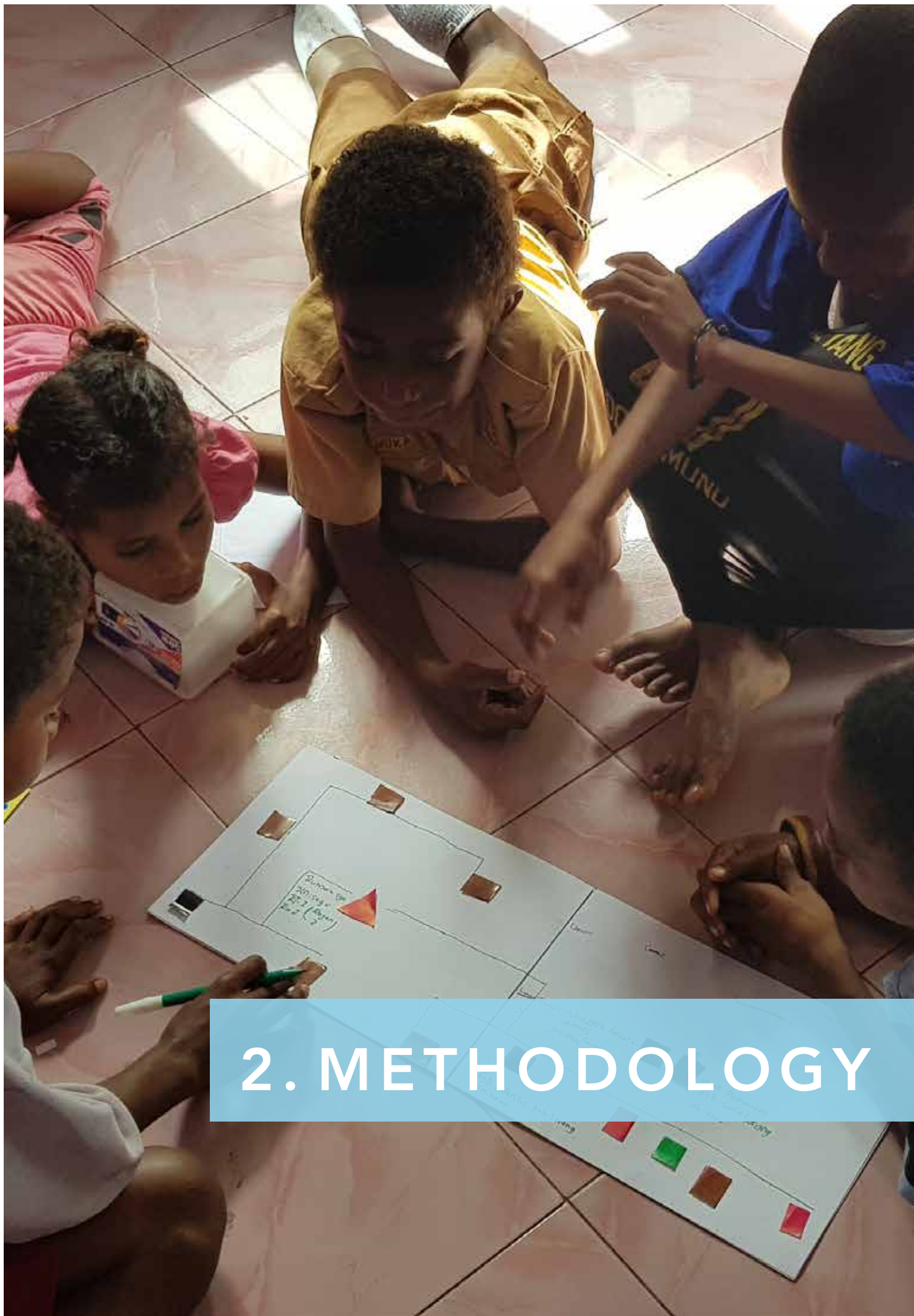
2. METHODOLOGY

2. HOW WE ENGAGED WITH STUDENTS, FAMILIES AND TEACHERS

2.1 WHERE DID WE GO?

Study Locations
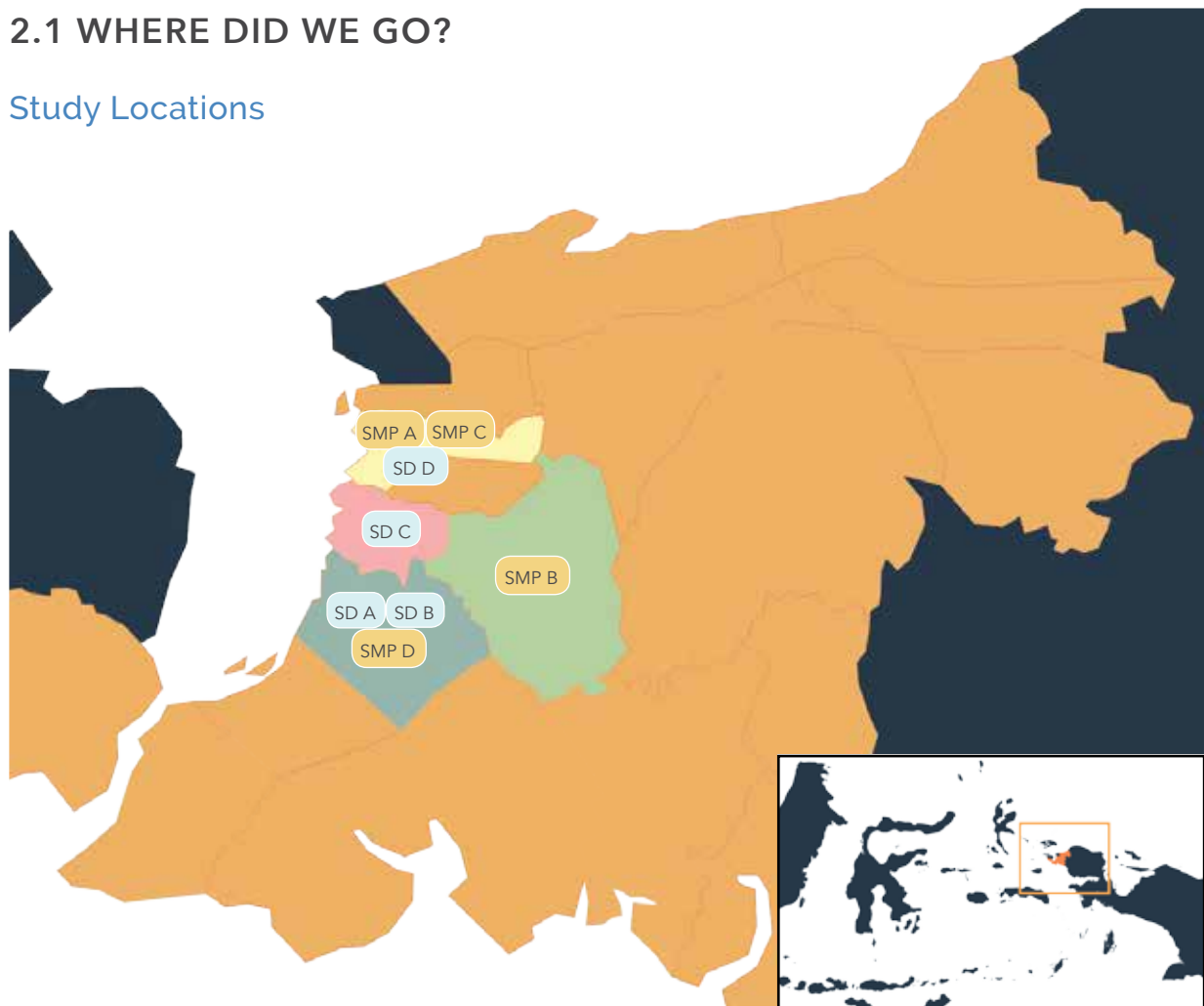
2.2 HOW WE LISTENED TO THEM

A mixed method approach was used to listen to students, teachers and students' families and included the following components:

1. Secondary data review
2. Primary quantitative data collection using questionnaires with primary and secondary students and teachers
3. Early Grades Reading Assessment (EGRA) for primary Grade 2 and 3 students
4. Full day school observations
5. Immersion research using the Reality Check Approach

Graphic 1: Methodology Flow Diagram
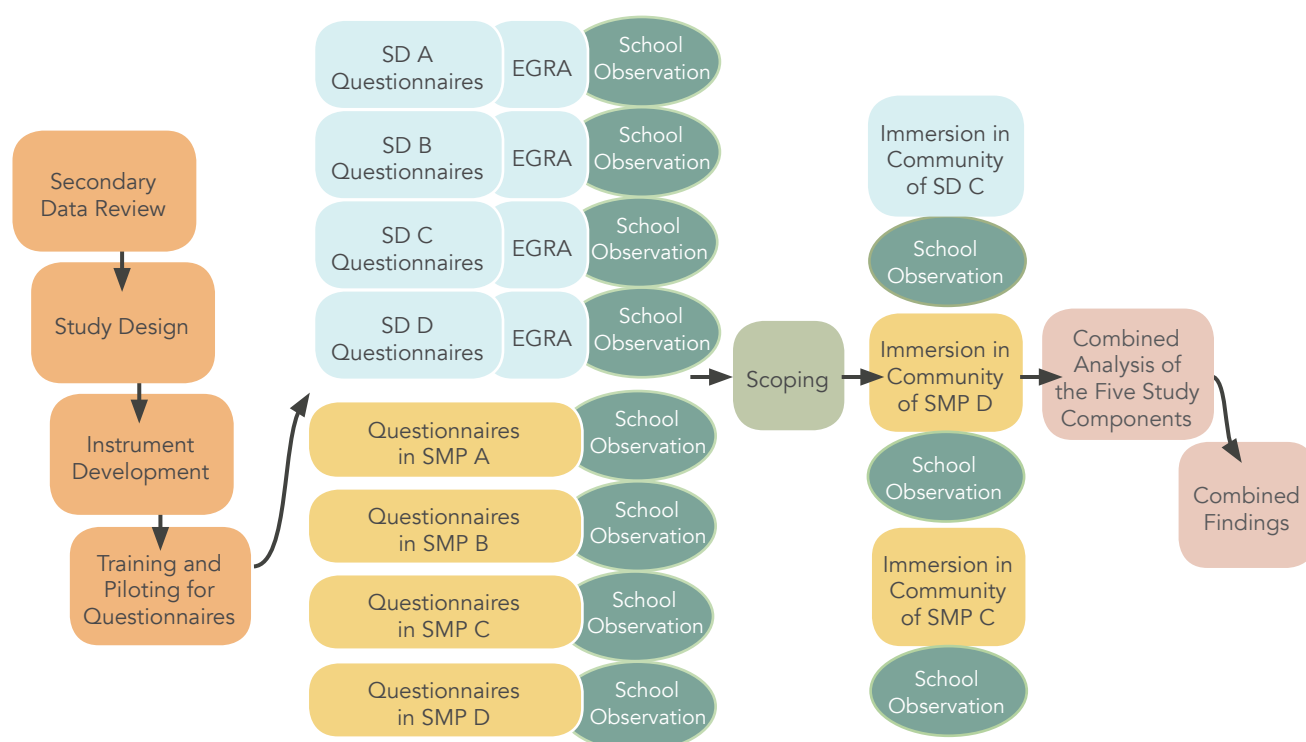
Secondary Data Review

The study team undertook a detailed secondary data/desk review for the assignment to provide background and contextual information as well as to inform the design of both quantitative and qualitative components of the study.

This was submitted to UNICEF as Annex 3 of the Inception Report in July 2019. The review focused on literature related to: i) Improving the school environment and reducing violence in schools; ii) Improving learning outcomes and health behaviours; and iii) Increasing opportunities for meaningful participation for adolescents and particularly girls. It primarily used Indonesian data and literature, highlighting specific information for Tanah Papua and/or the West Papua province where possible.

In addition, the team reviewed the programme Theory of Change and Monitoring, Evaluation and Learning (MEL) Framework, background documents and studies provided by the UNICEF team in order to develop the questionnaires for students and teachers, school observation guidance notes, the 'areas of conversations and suggested participatory visual exercises to use during the immersion.

Primary Quantitative Data Collection

Four questionnaires were developed: (a) SD teachers, (b) SMP teachers, (c) SMP Grade 7-9 students and (d) SD Grade 4-6 students. Some of the questions in the student questionnaire were specific for girls and boys.

a. **SD teachers' questionnaire** (average administration time = 30 minutes)
   - Rating of school facilities that **support learning** (libraries, classrooms, WASH facilities, sports facilities, school canteens and prayer rooms)
   - Facilities and activities to **support reading** (reading corners, reading resources, literacy teaching methods used, time devoted to reading, influential factors in student reading attainment)
   - Extent of teaching of mixed grade/ mixed abilities in same classroom
   - Rating of school reputation (learning outcomes, discipline, bullying, respect)
   - Means of assessing student progress and use of this data to adapt lessons. Use of teaching resources, plans

- Assessment of student absenteeism and reasons for this
- Discipline in school (extent of discipline problems in the classroom, discipline system, form and perceptions of effectiveness, confidence in maintaining discipline, views of different approaches to discipline
- Teachers work satisfaction and working environment.

b. **SMP teachers' questionnaire** (average administration time = 30 minutes)

- Rating of school facilities that **support learning** (libraries, classrooms, WASH facilities, sports facilities, school canteens and prayer rooms)
- Rating of school reputation (learning outcomes, discipline, bullying, respect)
- Means of assessing student progress and use of this data to adapt lessons. Use of teaching resources, plans
- Assessment of student absenteeism and reasons for this
- Discipline in school (extent of discipline problems in the classroom, discipline system, form and perceptions of effectiveness, confidence in maintaining discipline, views of different approaches to discipline
- Teachers work satisfaction.

c. **SMP Grades 7-9 student questionnaire**

(average administration time = 30 mins)

- Confidence and participation in school, participation in Student council, extra-curricular activities, perceptions of the extent to which they are consulted or involved in decisions at school.
- Some WASH questions related to use of school toilets. Menstruation knowledge (girls only – managing menstruation)
- Perceptions of healthy behaviours, engagement in physical activity, snack-eating, smoking, drinking alcohol,
- Decision making (sources of information, agency and negotiation skills, confidence)
- Acknowledgement and management of emotions and stress, problem solving
- Self-identity and friendship (physical appearance, friendships, confidence, wellbeing and belonging at school)
- Harassment (verbal and physical, basis of harassment, peer pressure and coercion, reporting of harassment, actions to deal with harassment, dating violence.

d. **SD Grades 4-6 questionnaire** (average administration time = 20 mins)

- Confidence and participation in school and extra-curricular activities,
- WASH knowledge attitude and

Table 1: Characteristics of the 8 selected schools[10]

School Code	Cluster	Nos of enrolled students	Nos of Staff[9]	Established	Pub/Private	Faith Based/Non-Religious
SD A	Salawati	134	12	1984	Public	Non-Religious
SD B	Salawati	204	13	1982	Public	Non-Religious
SD C	Mayamuk	247	18	1982	Public	Non-Religious
SD D	Aimas	380	17	1992	Public	Non-Religious
SMP A	Aimas	110	8	1976	Private	Muslim-based
SMP B	Klamono	177	14	2015	Public	Non-Religious
SMP C	Aimas	208	14	2009	Private	Christian-based
SMP D	Salawati	247	18	1991	Private	Non-Religious

Table 2: Numbers of students/teachers interviewed

School Code	Student numbers (list from school for survey randomized)[10]	Students Interviewed	Teacher numbers (list from school for survey randomized)	Teachers interviewed
SD A	119	60	9	9
SD B	200	73	11	10
SD C	117	56	9	8
SD D	359	73	18	12
SMP A	101	74	13	9
SMP B	171	78	19	5
SMP C	206	70	16	4
SMP D	223	74	20	13

practice (KAP) including handwashing, defecation and use of school WASH facilities. Menstruation knowledge (girls only – managing menstruation),

- Perceptions of healthy behaviours, engagement in physical activity, snack-eating,
- Reading (reasons for reading, types of reading material, likes, access to reading material),
- Perceptions of other students behaviour (disruption in class).

Table 3: Total number of students interviewed disaggregated by school level

SD (Grade 4-6)	SMP (Grade 7-9)	Total
262	296	558

Sampling

There are 24 schools (12 SD and 12 SMP) included in the programme. It was agreed with Unicef that eight schools would be selected for the baseline study. Initial selection was made by UNICEF in consultation with *Dinas Pendidikan/ Education Office* in Sorong. This shortlist comprised six SD and 7 SMP and was based on consideration of the following criteria:

1. Location i.e. a range of urban and rural schools from different clusters
2. Type of schools (Public, Private, Faith-Based Private School)- inclusion of a range
3. Inclusion of new intervention[10] school.

Four SD and four SMP were selected from the long list (see **Table 1**).

The sampled units (teachers/students) were selected using **simple random sampling** from the full lists (sampling frame) of teachers/ students provided by schools in advance.

Table 2 provides a breakdown of the numbers. of students and teachers sampled.

The sample sizes account for, approximately, **35%** of the total number of students and **60%** of the total number of teachers.

Questionnaire instrument development

A preliminary Data Analysis Plan (DAP) was generated based on the information needs (indicators, indices based on the programme's Theory of Change). The DAP included the comprehensive list of tables that would be

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10   Some of the 24 schools had already experienced previous Unicef support

11   The numbers were provided by UNICEF

12   Including teachers and non-teachers

13 The numbers are given by the schools

Table 4: Total number of teachers interviewed by school level

SD	SMP	Total
39	31	70

produced in the report, with the proposed layout and the level of disaggregation. It also included all other required data analysis and reporting results. The draft questionnaires were developed to make sure that all the tables and other results planned for in the DAP could be computed. The draft questionnaire was then shared with UNICEF and iterative revisions were incorporated in the questionnaire. The questionnaires (developed in English) were translated to Bahasa Indonesia and back-translated to English to make sure that there were no translation issues. Extensive field testing was carried out in North Jakarta in an SD and SMP school in order to improve on the clarity, language and sequencing of questions. The final questionnaire was piloted in one SMP in Sorong

Mobile devices (cell phones) were used for data collection using Open Data Kit (ODK). The use of ODK provides several advantages over paper-based questionnaires including efficiency benefits because data is entered on collection and quality benefits including programmed consistency checks and flow skips, real time external long distance monitoring including spot checks to correct issues early.

Ten enumerators were trained by Stats4SD over 5 days and the training was based on a field manual incorporating both supervision and quality assurance measures.

During the training the methodology was field tested as noted above in one public SD and one public SMP in North Jakarta ensuring that each enumerator practiced interviewing students and teachers and as well as practice in facilitating EGRA (see below). The final

questionnaires were piloted in Sorong, Papua in order to ensure that they were contextually appropriate, to accommodate colloquial language and culturally appropriate coded answers. This was implemented in one SMP with six students (three girls/three boys) and one teacher under conditions as similar as possible to real survey conditions. Other learning from the pilot included the need to provide non-leading explanations to contextualise questions, improvements in question flow and timing (accommodating short attention spans) and decisions around which questions should have /not have multiple choice answers.

Conducting the interviews

Empatika and Stats4SD took a child-centred approach to administering the questionnaires to improve the engagement with students and to minimise bias. We needed to ensure that students felt both comfortable and safe in a trusted and friendly environment. To do this the team ensured that their own dress and style of engagement was informal and friendly. They spent time with the entire class rather than just those selected for the interviews to ensure

Reseachers inteviewing students in places they chose

that they knew and understood the basis for selection. They then spent time ice-breaking and made use of a 'parachute' to play games and reduce the power distance between the students and enumerators. Different age-appropriate games were used with SMP and SD students. Students themselves decided who should be interviewed first.

Students were invited to sit informally in spaces

where they felt comfortable and sat side by side with the enumerators for the interview (see photos). The enumerators worked to ensure that the students understood the questions and constantly checked in that they were happy with the questions, also asking if they needed breaks or drinks,

Throughout the period of the interviews, Stats4SD kept in contact with the enumerator team through email, Skype, Whatsapp, telephone calls and scheduled periodic skype calls to provide support and quality assurance.

Early Grade Reading Assessment (EGRA)

We used the internationally recognised Early Grade Reading Assessment (EGRA) instrument to test reading skills in primary schools. This is an oral assessment of basic foundation skills for literacy acquisition in early grades. The assessment focuses on the three early stages of reading acquisition: emergent literacy, decoding, and confirmation and fluency.

The EGRA assessors were trained by a professional EGRA consultant from the University of Indonesia. EGRA was conducted with 81 Grade 2 and 3 students across the four primary schools where questionnaire interviews were also conducted and surveyed using EGRA (Grades 2 and 3).

As with the questionnaire, the EGRA assessor took a child-friendly approach to conducting the test by having fun with the children involved first. Playing games, such as the parachute inspired games described above helped

Icebreaking games to build rapport and have fun before conducting the interviews.

As much as possible researchers used comfortable spaces for conducting the interviews with children.

develop informality and to assure children that the test was not a school-based assessment that might affect their grades but something to enjoy taking part in.

Full Day School Observation

School observations were conducted in all eight schools in order to understand the physical, social and organisational environment and how this might affect children's motivations to learn, application to learning and social skill acquisition. Observation guidelines were developed to cover (i) physical facilities, layout, adequacy of light, ventilation and space, furniture and equipment, teaching and learning resources; (ii) attendance, punctuality, contact hours, organisation and school management; (iii) WASH facilities and use of these, (iv) canteen and food vending facilities, use of these, (v) recreation and sports (facilities, gender aspects). The observations involved class-room observations which were designed to observe teacher-student interactions, student-student interactions, teaching style, and discipline in the classroom. These classroom observations lasted at least one full teaching slot (45 minutes) and were often longer. In order to minimise disruption to the class and researcher-effect on observation, the researcher chatted with students and teachers informally beforehand and sat unobtrusively at the back of the class. As well as classroom interactions, the researcher also noted body language and facial expressions. Some observations were shared with teachers and students after the class.

Guidelines for these observations are provided in a separate expanded Annexes document.

Primary Qualitative Data Collection using Immersion Research (Reality Check Approach)

The Reality Check Approach (RCA) is a qualitative immersion-based research approach involving trained researchers living with people in their own homes and sharing in their everyday lives for several days and nights. The approach allows the researcher to gather insights through **iterative**, **informal conversation**, **observation** and **experience**. RCA is based on the premise that experiential knowledge is a critical element of research producing people-centred accounts. In particular, the **RCA component of this study is intended to help dig deeper** into the study/survey topics and to help triangulate information obtained in the surveys.

Immersion was undertaken in three communities: two with SMP (Salawati and Aimas area) and one with a SD (Mayamuk area). The selection was partly based on security considerations following the riots in Papua in September 2019. Good relations had been established in the three selected locations during the conduct of the quantitative studies. In order to confirm the safety of the team an advance team visited the area to meet with the school principals and community leaders, along with representatives from University Muhammadiyah (UNIMUDA) Sorong. Extra precautions were put in place to ensure the safety of the immersee researchers. Following RCA protocols, care was taken to ensure that people understood the importance of researchers living with ordinary families as a member of the household to ensure that no special arrangements were made.

At the core of RCA is immersion during which researchers stay with families in their own homes. For this study, we stayed with nine families with school going children to explore various facets of their school life and environment.

Informal conversations were used iteratively and widely to optimise opportunities for triangulation. These conversations were spontaneous and took place throughout the course of ordinary days while study participants and researchers jointly undertook chores and normal daily activities. **Observations** were made of daily life in context, importantly at different times of the day (and night) and within different spaces and situations. This enabled researchers to observe, for example, differences between reported and actual behaviour, especially around daily routines at home or school, eating habits, and hygiene and sanitation behaviours. Researchers also observed study participants' leisure activities, including play, socialization, and interaction with their families and friends. Sub-team leaders also did school-observation during the immersion process to gain a deeper understanding of what is going on in the school

Table 5: Participants interacted with during the immersion studies in three communities

Study participant	Numbers predicted in study design (minimum)	Actual numbers
Families with school-age children with whom researchers live	9 families	9 families
Nos of girls aged 6-16 years in these families	9-18	13
Nos of boys aged 6-16 years in these families	9-18	13
Parents and other caregivers in these families	18	21
Other SD girl students (neighbours, friends)	18	31
Other SD boy students	18	27
Other SMP girl students	18	99
Other SMP boy students (neighbours, friends)	18	93
SD teachers	9	4
SMP teachers	9	14
Other school staff SD	9	1
Other school staff SMP	9	1
Kiosk and canteen owners	18	19
Other community members (neighbours, leaders, etc.)	50	74
Total	**212**	**410**

on a daily basis, including the interaction between students and teachers and students in general. Researchers **experienced first-hand** context enabling better interpretation of conversations. For example, researchers 'hung out' in spaces with adolescent students to gather insights on how they spend their leisure time, took local transport and/or accompanied children to school, engaged in after-school recreation, experienced WASH environments etc.

The informal conversations were guided by 'Areas of Conversation' developed collaboratively prior to the fieldwork in consultation with UNICEF. (See Annex 3)

Photos were taken, some also by the study participants themselves, to illustrate important issues, emphasise points being made in conversations and to provide context. For example, giving opportunities to children to

take pictures of their favourite things to buy with their pocket money, their preferred recreation, the things they dislike doing provided useful insights.

Some **visual exercises** were used to aid conversations, including daily routine diagrams, use of puppets, sorting and preference ranking.

2.3 JOINT ANALYSIS OF QUANTITATIVE AND QUALITATIVE FINDINGS

The analysis was undertaken jointly by the quantitative and qualitative research streams to provide fully integrated findings with detailed explanations and interpretations. Immediately after completion of data collection, the field researchers, team leaders and the technical advisor conducted a sense making workshop to review the resonance and dissonance within

the insights, initial patterns and relationships from both quantitative and qualitative findings. We brought together the survey data analysis plan framework and immersion grounded approach into an integrated report framework. The study team leaders used this combined framework to carry further analysis of this mixed-methods approach through joint qualitative and quantitative analysis workshops in order to iteratively question and complement insights, analysis and interpretation into one baseline assessment report.

2.4 STUDY LIMITATIONS

While the mixed methods nature of the study and the use of the same researchers to undertake both quantitative and qualitative elements of the study mitigated some common limitations (e.g. reported vs actual behaviour), there are a few limitations which need to be highlighted, especially in relation to the relatively small size and scope of the study.

Survey bias and precision

Usually, the goal of a survey is to obtain a representative sample that allows the generalisation of the sample results (estimates) to the whole population. In order to achieve this, the sample has to be chosen randomly or with a certain degree of randomness. When it is not possible to select the sample through Simple Random Sampling (all the units, i.e. all students or all teachers, in the population under study can be part of the sample with the same probability), other methods such as two-stage approach are used. In the first stage, clusters (in our case, schools) are selected randomly, and then, units (students/teachers) are selected randomly within these selected clusters.

In this study, while students/teachers were selected randomly within selected schools, the schools were not selected randomly. Furthermore, it is much better in terms of precision of the estimates, to select more clusters (schools) and fewer students/teachers per school than the other way around. In our case, very few schools were selected (4 SD and 4 SMP), with a large number of students per school (56 -78). As a result the sample: (i) yields biased estimates and (ii) with poor precision. As a result, the estimates cannot be used to infer the population's value. However, they can be used to assess the progress in the eight schools from baseline to endline.

Anonymisation

A general principle in surveys is that we are interested in the 'whole picture'. This is the reason why the sample should represent the overall variability in the population. On top of this, and as an ethical principle, is should be impossible to identify the respondents by their answers. This is the reason why, once data is collected, it is anonymised, removing from the data that will be shared any references that would allow for the identification of the respondent.

Due to the limited sample size of schools, some school types are limited to one school. This means that some dis-aggregations cannot be used, because it would result in the identification of the school and, therefore, potentially easy identification of respondents.

Some visuals produced by children during the immersion research.

Immersion: entering the community

Given that the immersion part of the study had to be postponed due to widespread (sometimes violent) protests in the Province and the district city, special precautions were taken to ensure the safety of the research team. These entailed reliance on gatekeepers to enter the communities rather than the more informal approach usually adopted in immersion studies. Instead of making our own connections in the village and with village households, we relied on the Village Heads and School Principals to assist in this. Even though they were fully primed of the intention of immersion and actually did not overtly co-opt the selection process, the researchers still felt that association with officialdom affected the relationship with families and it took longer than usual for researchers to build rapport and also required consistent disassociation from the village authorities and UNICEF in order to minimise social desirability or sponsor bias infiltrating conversations.

Language

While mostly fluent in Bahasa Indonesia, many study participants use their local language especially in conversations between themselves which sometimes meant that the nuances of what was being said and the side-talk was missed. The way in which Bahasa Indonesia is spoken contains strong accents and missing syllables making it particularly difficult for students to understand the EGRA reading comprehension tests as the colloquial use of language was different. Children use local language and speak very fast making it difficult for some researchers to follow conversations between them.

Observation of normal class activities

The light touch observations were carried out close to Indonesian Independence Day and routine in some schools was disrupted as a result as they prepared for celebrations. During the immersion, one school was engaged in UNICEF supported workshop activities which meant that teachers had cut the school time so students left school between 9:30 and 10am to enable the teachers to attend the workshop. Another school organised a special religious celebration which also disrupted normal class activities. Some schools experience very high teacher absenteeism which impacted on opportunities for classroom observation but also reduced the opportunities to have conversations with teachers.

Interactions with different study participants

Those researchers living in the community where a SD was the focus found that these children were very easy to engage with and spend time with. However, this also became a hindrance to engaging with adults as the children wanted to spend all their time with the researchers. Some male researchers experienced some difficulties engaging with adolescent girl students (SMP/SMA) as the girls were shy but all teams were aware of this limitation and ensured that the female researchers spent time with these girls.

2.5 HOW WE TOOK CARE OF THEM

Empatika has its own child protection policy and requires a mandatory one-day training of all its researchers. Each researcher was briefed on (and signed) their respective local partner agency's Child Protection Policies in addition to the Empatika Code of Conduct and Confidentiality, Data Protection and Child Protection Policy declarations which are integral parts of their contracts with Empatika. Written consent was provided by each of the groups/participants. All data (written and visual) was coded to protect the identity of individuals, their families and communities and exact locations are not revealed in this report.

3. FINDINGS

3. FINDINGS

3.1 WHAT WE LEARNED LISTENING TO SD STUDENTS AND TEACHERS

SD School Facilities and Environment

The programme intervention for primary schools (SD) is focused on improving literacy and WASH behaviours. It also seeks to encourage teachers and school management to lead a comprehensive child-focused approach to school improvements including resource mobilisation to support literacy and WASH outcomes and creating a supportive school environment. The overall intention is to ensure that schools become more child centred and enable learning.

The four SD schools included in the study vary in size from 134 students to 380 students. Teacher-student ratios range from 1:11 to 1:22, however caution is required in interpreting student and teacher numbers partly because numbers provided are not always up to date and also because some staff are non- teaching staff and others teach only one subject (e.g. religion or sports) rather than being class teachers.

All four SDs were built more than 27 years ago and three were closer to being 40 years old. Newer classrooms were better designed for light and ventilation. It was also noticeable that less care and maintenance was taken over older buildings than newer ones (for example, children removed their shoes entering new classrooms but not entering old ones; older classrooms as well as being dark and poorly

ventilated were often dirty and dusty). Only one school we observed could be described as 'welcoming' in terms of maintenance, light, ventilation and wall displays of learning materials and students' own work. It was well maintained with many potted plants, well cut grass and well decorated. Many of the teachers had themselves been graduates of the school and shared that they had an '*attachment to the school'*. They have an active school committee which provides monthly contributions to the school. '*The parents support in maintaining the school makes things easier'* (teacher). When conducting the survey and reading tests in this school, researchers noted that it was the most organised and prepared. They knew all the children by name and the atmosphere was friendly and relaxed.

In one other SD school, the classrooms are dark and gloomy while another was light-filled with plenty of ventilation. The walls of the latter were covered with posters and learning materials, though most of these were unimaginative. The classroom walls of a third SD school, by contrast, were full of students' own work. In the fourth SD school, the walls were almost empty and the teacher explained, '*We were given posters by UNICEF and others but because it is too hard to make a hole in the wall, we decided not to hang them'*. In the SD school where we immersed, we observed that the classrooms had different layouts from each other reflecting teachers different teaching styles and preferences. In another SD school, desks were attached to benches so it was not possible to arrange them in any other way but in rows so boys sat on one side of the

Many posters on the walls of this SD classroom, but not imaginative.
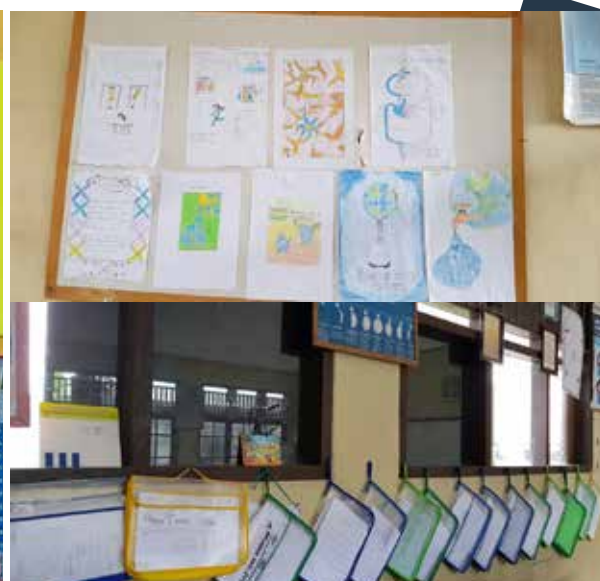
By contrast the walls of this SD were covered with students' own work.

The desks of grade 2 are fixed to the benches and are very heavy making it impossible to move them to encourage more participatory activities among students.

By contrast these first graders are seated in groups. Nevertheless the arrangement was made more to categorise students by ability rather than to encourage group work.

Just recently, and since we conducted the survey, this SD has introduced reading corners in every classroom.

This SD has a library but there are no story books.

class and girls on the other and there were no opportunities for group work.

Facilities available in schools were frequently in name only, e.g. having taps but not working, having a school clinic but non-functional because it was serving as a storeroom, having a 'library' but it being no more than a basic single bookcase. These were explained, sometimes by embarrassed teachers, as fulfilling compliance provisions so the school could get accreditation. For example, one teacher said the school facilities *'are there, but not functioning because they were a requirement for the school's reputation not for students'*.

Only 30% of SD teachers surveyed think their school has a good reputation for learning outcomes and as many as 32% think their school has no reputation for learning outcomes. Rural school teachers noted better reputation for learning outcomes than urban schools. In one school, we observed five children had been kept down in Grade 2 but four of these were absent on the observation day. Their teacher explained that their former teacher *'had been absent too much'* and the children had fallen behind. She placed the smartest girl next to the one who was struggling so that she could show her *'how to write correctly'*. Another boy in this class was reprimanded for resting his head on the desk and he replied, '*I am hungry, I have no energy as I have not eaten before coming to school'*. In another SD school, there were 16 and 14-year-old boys still in Grade 6 which teachers explained was because they were absent a lot when they were younger *'their parents took them to gather sago'*. In another SD school, we heard that several students repeated years and met sixth graders who could not read or write well although all students graduate ('*they appear at the end of year exam and that is enough to graduate to the next class'* (SD students)). The main motivation given by SD teachers for teaching is not students' learning outcomes, but as we found with SMP teachers (see below), the social relations with other teachers and the students. Only 38% of SD teachers surveyed had attended any training to support them as teachers in the last 5 years.

> **"**
>
> ***There are two school bells; the calling bell at 7.30 reminding students to get to school and the 'teachers' bell which tells us the teachers have actually arrived***
>
> (SD students)
>
> So, the second bell is the one we observed as significant because the students still knew that the teachers would spend time in the staff room first.

A boy of 16 who is still in SD grade 6

A substitute teacher checked on the children once during that time they were left without their teacher and said, '*Be quiet kids. Don't make any noise and sit properly so that you understand my instructions. If you don't obey you will feel the pain of these branches.... If you continue to kick and damage school property I will make you stand in the hot sun under the flag until school finishes... so better think hard before doing this'*.

Student absenteeism was cited as the most likely reason for poor learning outcomes by SD teachers. 20% of SD teachers noted that absenteeism interfered with learning (much higher percentage than SMP teachers) and that boys were more likely to be absent than girls. SD teachers indicated that Papuan students were more often absent. For example, in one SD in a minority Papuan area, teachers told us that *'Papuan students are often absent and unwilling to do homework….. making sure Papuan children study is much more of a problem than supporting girls in school'*. In another SD we visited, only 4 out of 22 students were present in the classroom and the teacher was also absent all day. Where the immersion was conducted, we observed children skipped school regularly and students shared that *'it happens all the time and we don't get punished'*. As well as accompanying parents to market, to visit relatives, to hospital some shared they *'just feel like staying at home'*. In only one SD was any teacher living in the teachers' accommodation although there was accommodation provided at all the schools[14]. Although we observed teachers came to school within 30 minutes of start time, classes often started later than this and daily contact time was rarely more than 3 hours.

More than 85% of SD teachers indicated that they use written tests, oral tests, end of term examinations and home work to measure student progress with much less using project work (29%) or participation (50%) as means to assess progress suggesting perhaps that these young primary school students are evaluated too much through testing. Only 11% of SD teachers say they adapt their teaching based on these assessments and less (6%) use the assessment as a reference to decide what is needed for the class. Our interactions with SD teachers indicate that they mostly follow the class text books and while 90% indicate they use lesson plans, these are formulaic (mechanical and repeated) and observations found they are not used (but rather are produced, sometimes in arrears, in case supervisors ask to see them). In one school, teachers complained a lot about

the new curriculum[15] and said it was difficult to teach and for students to absorb. It is supposed to be thematic but teachers prefer the old subject-based curriculum. Students at this school told us they never have group work or discussions but rather teachers *'write on the board and tell us to do tasks'*.

Nearly 60% of SD teachers surveyed rate library facilities as low. The provision and use of reading corners are emphasised in the programme design, especially somewhere for children to browse before school starts. 43% of SD teachers said that the classrooms have reading corners or literacy-rich environment (discussed further below under literacy). However, at the time of the school observation none of the four SD had reading corners and three had libraries but these were poorly resourced, badly curated and largely unused. There was a notable absence of story books which resonates with the fact that only 15% of teachers of early grades indicated they use story books in their teaching with most (46%) only using the class text books. One SD had a library with many (not curated or organised) new books which had been donated through CSR assistance. Another had a 'library', sharing space with the prayer room and clinic, which was just a dusty bookcase with books arranged untidily (it was merely to fulfil the accreditation criteria to have a library). When we re-visited one of the schools in October, reading corners had since been introduced in each class. These are basically a bookshelf with many of the CSR-donated books. Children in Grade 5 have been asked to bring branches *'to make it colourful'*, Grade 6 children have been asked to make butterflies and students shared that Grade 4 have the *'best reading corner* with flowers and butterflies because *'teachers helped them'*. These efforts were the first time we had observed teachers making their own resources. However, there is nowhere to sit to read and the kids do not touch the books themselves. The programme anticipates that the teachers will be proactive in using these reading corners through activities such as guided reading but there was no evidence of this in the school as yet. We asked students if they like to read and they said yes but could not answer what they like to read.

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14 Teachers explained that they prefer that they live in their own homes, usually in towns with good access to schools and health facilities for their families. Principals get moved from school to school and also prefer their own homes and will only live in school accommodation if the commute is too long.

15 Known as Curriculum 13

A SD teacher uses songs and actions to teach the alphabet and numbers but not all the children want to participate.

This teacher wanted the children to copy what she wrote on the whiteboard but most were struggling to do this.

"

Other teachers were hesitant to teach 1st graders as much patience is needed to teach small kids like them…. As you could see now they made lots of noise and are very active. So, no other teachers were willing to teach the 1st graders. So, here I am…. constantly teaching them

(teacher near retirement age, Grade 1, SD)

Literacy

The Girls Thrive programme at SD level is engaging with improving the literacy skills of students in a variety of ways. UNICEF is interested in knowing if teachers are requesting more materials or resources for literacy from school management, developing their own relevant teaching aids, independently developing or adapting lesson plans effectively, being proactive in using reading corners for literacy purposes, integrating the knowledge/ skills required from training into lessons, making correct use of the literacy assessment tool, delivering the lesson plan with a high degree of fidelity, actively seeking technical inputs from mentors, spending more time at school, preparing for lessons (before and after class), and sharing knowledge and methods with other teachers. In terms of SD students themselves, UNICEF is interested to know if

students are requesting more literacy resources from teachers, if parents are helping with basic reading tasks, asking teachers questions on literacy matters, accessing the school library/ reading corner, practicing reading outside of the classroom (including in the home), attending school more often, and at least attempting to write letters/words. UNICEF is also interested in how or whether community leaders and families are directing resources to improved literacy (e.g. through a village grant), whether parents are helping/guiding their children to read at home, and attending literacy forums. Our research approaches also looked at all of these aspects.

We sought to understand SD students' current literacy skills and the extent of supporting facilities and activities through several different research methods; the Early Grades Reading Assessment (EGRA) test, the questionnaire survey with SD children and teachers, four school observations and through the immersion study.

The EGRA test with 81 Grade 2 and 3 SD students revealed that overall 26% *'read fluently with comprehension'*, 30% *'read with comprehension'*, 20% *'read with limited comprehension'* and 25% were classified as *'non-readers'*. In Grade 2 18% of the grade were *'non-readers'* and in Grade 3 non-readers in the class reduced to 7% (see Table 6). Oral reading fluency improved between Grade 2 and Grade 3 from 24% to 45%. Students scored best on the vocabulary part of the EGRA test and all four schools scored well for both Grade 2 and Grade 3 students (~91-95%). The least

Table 6: EGRA reading category scores by school and grade level

Category	read fluently with comprehension	read with comprehension	read with limited comprehension	non-reader
Grade 2	15	33	16	36
Grade 3	37	26	24	13
SD Inpres 27	0	12	12	76
SD Inpres 35	45	35	30	30
SD Inpres 51	15	25	15	0
SD Inpres 33	40	45	20	25
School Averages	*25%*	*29.25%*	*19.25%*	*32.75%*

achievement across schools was found to be the ability to read a group of letters that are meaningless (i.e. non-words). Writing dictated words correctly was managed by 52% of Grade 2 and 65% of Grade 3 students. One school demonstrated particularly low reading achievement (the only school with none categorised as able to *read with comprehension* at either Grade 2 or Grade 3 level and with 23% of Grade 2 and 11% of Grade 3 categorised as '*non-readers*' respectively). The qualitative studies revealed that the students in this school had suffered from severe teacher absenteeism in their Grade 1 experience and current teachers had grouped the children into three merit groups and concentrated entirely on the middle group ignoring those they referred to as '*not so smart*'. During the EGRA, researchers noted that these students found it difficult to recognise the alphabet and were not used to listening to being read to and in many cases, the test turned out to be impossible to complete properly. Only one other school had non-readers in both Grade 2 and 3 (13% and 3% respectively). Both these schools had higher numbers of Papuan children than the other two and this may, in part, be because of Papuan parents' reliance on school alone to teach reading (see below). There was no local PAUD in one of the locations where reading scores were poor and the other had a basically inactive PAUD.

At Grade 2 level the EGRA scores were similar for both boys and girls but the Grade 3 scores showed marked gender differences. 24% of Grade 3 girls were classified as able to read fluently with comprehension compared to only 13% boys. 8% of Grade 3 boys were categorised as '*non-readers*' compared to 5% of girls.

It also needs to be pointed out that the standardised EGRA test may have limitations in that, for example, those who spoke with strong Papuan Malay accents had difficulty when spelling words. They knew words phonetically but often left off the last consonant (e.g. *kakak* spelt *kaka*) as this was locally acceptable (but not acceptable in administering EGRA). Furthermore, some concepts used in the comprehension parts of the test were difficult (e.g. the village is called *Kampung Harapan* – the idea that a village would have a name like this and the unfamiliar word '*harapan*', hope, confused all the children taking the test).

Regression analysis on the EGRA data concluded that there was a relationship between reading scores and student attendance, and this was the only factor that was significant but that, counter-intuitively, those who were always present had lower reading scores than those who were sometimes absent. Further analysis finds that this is skewed by the two poor performing schools where, in fact attendance was high. The best performing school which was also the smallest and comprised a large majority of Javanese students. Qualitative studies found that those students in the best performing school were confident enough to admit that they were sometimes absent from school but also that they were brought to

Table 7: Rating of school facilities that support learning: Library (Teachers' survey)

		High	Normal for the area	Low	There is no library
Urban/Rural					
Urban		4.0%	48.0%	44.0%	4.0%
Rural		0	35.6%	64.4%	0
	Total	*1.4%*	*40.0%*	*57.1%*	*1.4%*

school by parents on motorbikes and so their attendance depended on this whereas those in the least well performing school were less confident at admitting they were ever absent but where the school was within a few minutes' walk for all of them.

Interestingly, in the school with the highest EGRA scores, we found that there was a consistent view that teachers' welfare concerns for students were high. The community had praise for the school, and many shared it was a friendly school and trusted the teachers, many of who have taught there for many years. This was the only school where students' own work was prominently displayed on walls although our observations still found that although students did not seem to be bored in class (as in other schools observed), the interaction between teachers and students was only questions and answers and there was no student group work.

Table 8: Has access to books and reading materials? (Student survey, only SD)

	Yes (%)
Age Group	
8-10	83.1
11-13	72.2
Urban/Rural	
Urban	41.1
Rural	92.1
Total	*77.9*

The provision of libraries and reading corners is covered above under School Facilities and Environment. While we noted above that nearly 60% of SD teachers surveyed rated the library facilities as poor, teachers at urban schools rated their libraries better than those at rural schools. We question however if this might be due to low expectations or inexperience of higher quality library services, rather than an actual difference between areas as observations showed little difference.

We found similar results with SD students' perceptions of access to books but data from the survey regarding access to books and other materials is potentially misleading because students' expectations around access are likely to differ and '*having books*' (students were asked if their

Table 9: Students have access to reading materials or books, and materials used in the classroom (Teachers' survey Only SD)

		Students have access to books or reading materials	Materials used: Reading materials from textbooks in Indonesian	Materials used: Reading materials from other than textbooks in Indonesian
Urban/Rural				
Urban		8.3%	100.0%	16.7%
Rural		66.7%	85.2%	55.6%
	Total	*48.7%*	*89.7%*	*43.6%*

A **literacy-rich environment** is the context in which children engage in interest-based everyday literacy activities with responsive adults. They are i) Interesting and offer a variety of literacy materials, ii) Inviting and comfortable, iii) Easily accessible for all children. It comprises a range of: i) Print-related materials; calendars, menus, daily schedules, alphabet toys, labels, signs, etc., ii) Reading materials; books, magazines, photo albums, flyers, mail, recipes etc., iii) Writing materials; pencils, markers, crayons, sponge shapes, letter stamps, paper, easels, etc. as well as, where possible, electronic resources.

school 'has books') does not necessarily mean that they are '*using books'*.

Slightly more than half of SD teachers surveyed say that their schools do not have a literacy-rich environment but a lot more rural schoolteachers thought their schools had a literacy-rich environment than urban school teachers. Findings show that no teachers said there were story books with a local context in any of the schools and teachers said there were very few books with pictures in them. In one school library there were only dusty school textbooks and no story books were observed.

Both students and teachers in urban areas say they have much lower access to reading materials than in rural areas this however could be related to CSR donations from companies to rural schools. While we were doing our immersion research, company representatives visited the SD to ask them what help the school wanted and we heard that members of the

school committee regularly write directly to companies to ask for support.

SD students shared that they are not allowed to take home any school resources of any kind. In the immersion location SD students carried empty backpacks or no backpacks to and from school because they were not able to bring text or library books home as the teachers are concerned the books '*will be damaged or lost'*. We observed no books in children's homes and were told that only '*richer children have text books which their parents buy them'*.

75% of rural SD children told us that they like to read whereas only 34% of urban children said they liked to read. However, the immersion (in a rural location) suggests that these responses may have social desirability bias as when asked what kind of books they liked to read students could not answer and we never saw any reading activity at home in any house we lived in or visited during the five-day immersion. Some students in all locations shared that they recite the Quran and some learn passages from the Bible but in both cases these are memorisation activities not reading. Of the 60% of boys who said they like to read, 23% say they do it as an obligation (i.e. for school or for religious reasons), about half said they do it to gain further knowledge. 63% said they did this reading at school. However, girls are a) a bit more likely to like reading than boys and as many as 22% said they do it for fun, and b) only 5% see it as an obligation (see **Table 10**). Of the boys and girls who like to read, 37% and 50% respectively say they read at home. The immersion, as noted above, found that neither girls or boys actually read at home and in this particular location both were mostly actively playing outside of the house during daylight hours after school.

A diverse assortment of books, some adult and some for children donated to the SD as part of CSR activities.

Table 10: Reading (Student survey, SD only)

	Likes to read	Likes to read/reasons to read					Likes to read/where reads most of the time		
		For fun	It's a student's obligation	To continue my studies to SMP	To gain further knowledge	Other	At school	At home	Other
Gender									
Boy	59.3	13.7	23.3	4.1	52.1	6.8	63.0	37.0	0
Girl	67.6	22.3	5.3	3.2	50.0	19.1	45.7	53.2	1.1
Age Group									
8-10	70.6	19.8	15.6	1.0	49.0	14.6	55.2	44.8	0
11-13	56.3	16.9	9.9	7.0	53.5	12.7	50.7	47.9	1.4
Urban/Rural									
Urban	34.2	40.0	0	0	44.0	16.0	36.0	64.0	
Rural	75.1	14.8	15.5	4.2	52.1	13.4	56.3	43.0	.7
Total	*63.7*	*18.6*	*13.2*	*3.6*	*50.9*	*13.8*	*53.3*	*46.1*	*.6*

However, this school was also where the EGRA oral reading fluency scores were the least good.

The survey asked SD students, *'Who taught you to read?'* and this was a multi-answer question. Around 78% boys mentioned both teachers and parents whereas 80% girls said *'parents'* and 57% said *'teachers'*. There is no difference between urban and rural areas. There is a possible difference in Catholic families where less students indicated that teachers taught them to read (33%) and a difference in responding that siblings taught them to read (50% saying this compared with around 25% of students in

Table 11: Who taught you to read? (Student survey, Only SD)

	My parents	My siblings	Other family members / nanny	A teacher	A friend	Self-taught	Other
Gender							
Boy	78.0	25.2	4.1	78.9	2.4	4.1	0
Girl	80.6	27.3	2.9	56.8	2.2	5.8	1.4
Urban/Rural							
Urban	82.2	27.4	2.7	65.8	2.7	4.1	1.4
Rural	78.3	25.9	3.7	67.7	2.1	5.3	.5
Total	*79.4*	*26.3*	*3.4*	*67.2*	*2.3*	*5.0*	*0.8*

Table 12: Teaching resources used for literacy to early grade students (Only SD)

|	I don't teach early grades	Story books with pictures	Cards	Posters	Reading corner	Learning package (playing sounds, gardens and song about letters)
Gender						
Male	46.2	15.4	7.7	7.7	0	15.4
Female	38.5	15.4	23.1	11.5	3.8	38.5
Age Group						
21-39	25.0	12.5	25.0	0	0	37.5
40-50	46.7	20.0	20.0	13.3	6.7	26.7
51+	43.8	12.5	12.5	12.5	0	31.3

other non-Catholic families). Conversations with families indicated that Papuan students mostly rely only on teachers to teach them to read whereas the Javanese and Ternate students told us that their mothers and grandmothers taught them to read. However, this did not reflect lower education levels of parents but rather affirms the Papuan demarcated view that schools are supposed to teach and families are supposed provide care for children as we have found in earlier studies in Papua (RCA on Education in Papua, 2014).

The survey showed that female teachers were more likely to use 'learning packages' than male teachers. We also learned that 68% of female teachers sing in class but only 28% of male teachers do this. This is similar for literacy games where we found that 43% of female teachers say they use them but only 23% of male teachers use literacy games.

We found a clear positive correlation between older teachers and the likelihood to use singing and literacy games (e.g. 78% teachers over 50 used singing compared with only 33% aged 21-39) and conversations and observations with them indicate this is not as a result of training but of years of experience[16]. The reverse correlation exists for accompanied reading. Our survey showed that female and younger teachers are more likely to spend time on reading activities than male and older teachers. In one school

16 These older teachers told us they needed to make school fun in the early years so the children would keep coming and the teachers anyway were less burdened by the need to meet learning outcomes targets in the early grades.

Graphic 2: Relationship of Teacher's Age with Teaching Methods
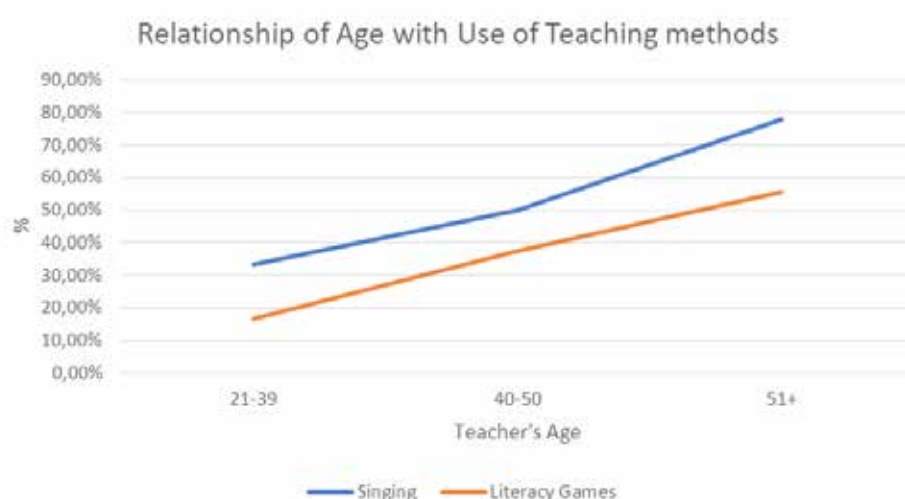
This award-winning teacher is exceptional and parents told us that this is the reason they send their children here. She uses singing and games to encourage children and will help those struggling to read after school.

Table 13: Teachers views of most hindering factors faced by students in achievement of listening, reading, speaking and writing skills (Teacher survey, only SD)

	Student misbehaviour	Student absence	Lack of Student motivation
Gender			
Male	7.7	15.4	38.5
Female	34.6	11.5	53.8
Age Group			
21-39	50.0	0	62.5
40-50	26.7	26.7	46.7
51+	12.5	6.3	43.8
Urban/Rural			
Urban	25.0	25.0	75.0
Rural	25.9	7.4	37.0
Total	**25.6**	**12.8**	**48.7**

we observed an older teacher (teaching for 35 years) being very involved with students, having a good classroom layout with students in groups and a strong emphasis on participation, using lots of songs and body movement. We did not observe reading flashcards used in any school.

Only 7% of male teachers said student misbehaviour was an influential factor in literacy learning whereas one third of female teachers said this. And about half of teachers credited a lack of parental support as being an influential factor in literacy learning (recorded in the survey as *'other reasons'*).

Water, Sanitation and Hygiene (WASH)

The Girls Thrive programme at SD level is interested in improving WASH in several different ways and for different groups of actors. The programme seeks to change the behaviour of teachers, students, and parents and community members. The programme wants to see more teachers requesting more materials or resources for WASH from school management, developing an integrated hygiene model into other school subjects, seeking out more materials on WASH to teach students with, proactively supervising students

to practice WASH behaviours, and promoting hygiene practices among students. In terms of students, UNICEF's focus is on encouraging students to request WASH products (e.g. soap) and facilities (e.g. bins) from teachers, share knowledge on WASH behaviours with friends, practise WASH behaviours outside of school, and participate in maintaining the cleanliness of WASH facilities. The programme hopes that these behaviour changes will also be supported by wider changes in families and the community where they want these groups to participate in the improvement of school WASH facilities, seek out more information on hygiene practices, improve family WASH facilities, practise WASH practices at critical times, and remind children about WASH practices at critical times. The focus of the survey and immersion and observation research was inspired by these areas, looking at hand washing facilities and practices, sanitary pad use and disposal, and toilet use and availability.

In terms of hand washing knowledge and practices we found that some knowledge of the importance of washing hands was being absorbed by students, for example 90% of SD students say they wash their hands regularly. However, this high prevalence does not resonate with what we observed through the immersion and the observations. Our findings show that students washing their hands before eating food and/or after going to the toilet, almost never happens. The important finding here is that knowledge of the importance of washing hands hands to *'prevent diseases'* and *'reduce stomach ache'* has been absorbed but students' behaviour has not changed[17]. Students say they wash hands because they recognise that it is important, but they still don't actually do it. Students were observed washing their hands *after* eating but almost never before (this would be to wash grease or smell from their fingers). The students could however demonstrate to our researchers that they knew the proper way to wash their hands. The only times our researchers saw children washing hands under the schools' taps was after they had been playing in the mud.

17 Questions asked SD students when they washed hands, why they washed hands and what they needed to wash hands with.


A water tap outside a classroom but with no soap.

It is not surprising that students are not practising good hand washing when facilities in schools are not often supportive of the behaviour. Observation data at one school showed that there is a tap outside the classroom with water flowing but no soap was observed.

Another school had taps outside some classrooms but many were leaking or broken. In one school we observed taps outside most classrooms and some had soap and our researchers even observed children washing

Some WASH posters were apparent but, like this one, supplied by private sector.
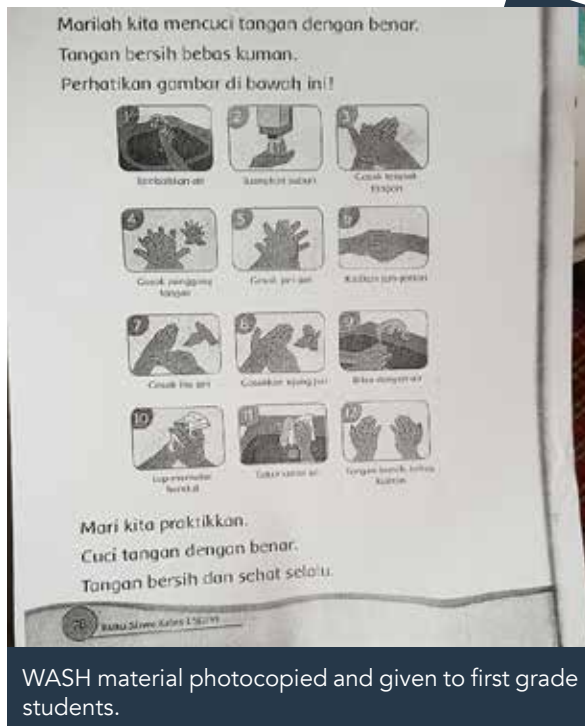
WASH material photocopied and given to first grade students.

their hands in this school to get rid of dirt. We observed through the immersion that even though there was plenty of water available in students' homes, students still used their pocket money to buy water at school, there was no drinking water observed at the immersion school.

More than one school had posters displayed, emphasising the importance of washing hands, these were provided by companies rather than an NGO, the school or government.

We only observed one lesson in one school of first graders receiving information on the importance of washing hands. Overall the findings were not very encouraging in terms of facilities or practices of hand washing.

Our findings show the situation is worse for toilets than with water supply. In two schools the toilets were quite far from the classrooms (hard to access in the rain) and were smelly/dirty and no student was observed using them during the entire school day. However, we were told that at one of these schools, since the toilets were so far from the school, strangers would use the toilets from outside. Students also told our researchers that they do not like using the school toilets – 45-50% of students refuse to use school toilets and wait until home (always

or sometimes), and 40% always or sometimes defecate somewhere other than the toilet at school. They shared that this was because the school toilets were dirty and smell. At one of the immersion schools, the boys' toilet was actually locked so the boys were using the girls' toilets.

Findings were very similar for open defecation as for hand washing, 99% of students say that they use a toilet to defecate at home but our researchers witnessed students frequently defecating openly in many locations. In the school where we did our immersion research, we observed students defecating in the nearby sea even though the school toilets appeared to be quite clean. Nearly half the students say they always or sometimes defecate openly because they don't want to use the school toilets and they can't wait until they get home. In one immersion location, open defecation in the sea was a norm and many homes did not have toilets with families telling us they did not *see the need*. In others toilet facilities were shared between several families. Over half of the students had no awareness of what diarrhoea is. We observed through the immersion that boys urinated in all places regardless of location.

Through our survey we found that 5.8% of girls at SD level have started menstruation but these girls report not being able to change their sanitary pads at school because they couldn't lock the toilet doors, there were no bins, and/or there were no sanitary pads available at school. When we analysed the reasons why girls of all ages (SD and SMP) don't change their sanitary pads at school, we found that the reasons they felt it needed to be changed related to leaking/ fullness but not for *'hygiene'* reasons. One of the girls at the immersion school said she did not change her sanitary pads at school but if she does dispose of them outside of the home, she throws them in the sea.

Discipline and Punishment

The programme intends to encourage SD teachers to advocate against corporal/abusive punishment in classrooms and for them to adopt and share non-violent disciplinary techniques with other teachers.

Living with families in one location, we found that SD age children rarely experience any physical punishment at home and mostly parents were very relaxed and easy-going discipline-wise, especially with SD level children and triangulated conversations suggest that parents rarely use physical punishment. Typical of other parents, one couple said they never hit their small children '*even when they answer back. We know they behave well with others'*. 46% of SD teachers say they have a disciplinary system at school but these are not points-based and are primarily based on punishment. There was no evidence of positive disciplinary approaches being used and 95% of SD teachers say they punish students. 33% of SD teachers think that behaviour is a problem in the classrooms and female and younger teachers reported this more. Two-thirds of SD teachers say this misbehaviour affects teaching and about one third of teaching time is lost due to this misbehaviour[18]. Teachers noted that noise and *'good-natured'* teasing of other students are the main types of misbehaviour which disrupt the classroom and most teachers report that they can confidently deal with students and that they are respected but fewer female and younger teachers report this than male and older teachers.

Of the SD teachers who use punishment (which is all but 5%), 73% say they punish boys differently from girls. Very small numbers of SD teachers say they hit SD students (2% hit girls and 5% hit boys). Teachers who say they hit SD boys is much less than those who hit SMP boys (21% of SMP teachers saying they do this). 27% of teachers report that they pinch girls to punish them, slightly more (32%) of teachers pinch boys. In one SD, a teacher shared that they tell students not to tell their parents about any physical punishment at school because the teachers do not want retribution from parents: '*A male teacher was once threatened by an angry parent because he hit the boy…that is why it is important for us to remind students not to tell their parents… the students might exaggerate to their parents*' (teacher, SD).

18   Considering contact time is already minimal in SD, this could reduce active teaching time to just 2 hours per day.

19 Teachers without civil service status often provided with honorariums funded by the school, contributions from parents or Village Funds

Table 14: People from whom SD and SMP teachers have experienced violence or abuse in the past 12 months

	A parent
Gender	
Male	**13.6%**
Female	**2.1%**
Age Group	
21-39	**4.3%**
40-50	**4.8%**
51+	**7.7%**
Teacher status	
Guru honor[18]	**0**
Contract teacher	**0**
Civil servant	**7.4%**
Type of School	
Public school	**5.3%**
Private Christian School	**25.0%**
Private Muslim School	**0**
Urban/Rural	
Urban	**8.0%**
Rural	**4.4%**
Total	***5.7%***

Nearly 8% of SD teachers feared violence from students' parents and indicated that they had not experienced violence from anybody else (**Table 14**).

35% of SD teachers say they make the girls stand in front of the class, 30% dialogue with girls and 27% give extra homework but the majority say they '*warn them'*. Many teachers used the option of forced physical activity (e.g. squats/running) to punish girls. Others reported using humiliation or threats to punish students. Teachers shout at boys more than girls and boys are made to stand outside or in front of the class more than girls. '*Reminding students'* was reported as the most used (by about 80% of teachers) but, more than 60% thought this was an ineffective way of disciplining students. There appears to be a disconnect between what teachers say they do to punish and what they say other teachers do or what students tell us, suggesting a self-reporting social desirability bias. For example, teachers said they rarely hit

Boys and girls in one SD told us that the male teacher slaps them on their legs if they are outside the classroom, running around, don't do homework or are noisy in class. They shared they were frightened of teachers like him who hit and like best the soft spoken and beautiful teacher. But even this teacher will use a ruler to slap them on the calf from time to time. The sixth grade teacher also uses a rattan stick. We asked boys how they feel about this and they answered, '*we stay silent, it doesn't hurt as we are used to it*', '*it is sad but ok*' and '*a teacher says our skin is thick like rhino skin*'.

and never called students names or tease them but students we interacted with during the immersion told us that teachers slap boys for not doing their homework and being naughty in class and told us that they don't hit girls but '*pull their hair near the ear*'. When asked if they cried when this happened the students laughed it off, querying why they would cry when it doesn't really hurt. In the same school, students shared that other teachers hit the students on the leg for punishment with a rattan stick or a ruler. When these students were asked how they would punish students if they were teachers, the boys all said they would use some form of violent punishment. Some students shared they get hit with a rattan stick on the day they return to school after unexplained absences but in some schools absence is not punished unless the student is absent on an examination day.

A quarter of SD teachers surveyed said that they agree that verbal or physical punishment is needed to discipline students and more younger teachers say this. 60% of SD teachers say that verbal punishment is acceptable, but that physical punishment is not. 90% of teachers think reminding students is better than physical punishment but as mentioned above, they are not convinced it works.

About one quarter of SD teachers believe that physical punishment will build good character, builds respect for teachers and parents and helps children become successful. 23% of SD teachers believe physical punishment must be used to discipline students, if all else has failed. 48% of SD teachers say teachers are allowed to hit children when required even though 85% think that physical punishment does have a negative effect on mental health. 23% of SD teachers disagree or strongly disagree

that physical punishment should be banned. When we spoke with parents about how they felt about teachers hitting their children as punishment they said they all had agreed to give teachers the needed permission as they felt it was necessary if children were badly behaved. However, in the community where we lived parents hardly ever used any form of physical punishment and were very relaxed and tolerant with their children. The community is close knit and they know their children will behave because there are always relatives watching them.

Observation in one SD found that a teacher was particularly violent with some boys in the classroom, including scratching their face with a pen and poking them. This teacher did not punish the girls physically in any way during the observation. This teacher also appeared to have a '*favourite student*' and at the same time shamed other students who were slow. This shaming included telling a child their handwriting was large because they were a fat child. In a different school, we observed the first grade teacher use a small stick for multiple purposes; pointing at letters and numbers she wrote on the whiteboard, seeking students' attention or making them quiet by shouting and hitting the stick on the table repeatedly. Apart from praising the students, the teacher also threatened to punish them physically if they did not listen to her. Students at the SD where we immersed told us that they are made to pick up garbage as a punishment and made to pull on their own ears in front of the class. The students identified '*saluting the flag*' as the worst punishment because it was undertaken in the hot sun and it was humiliating.

While women teachers were three times less

SDs were observed to be happy places where friends hugged a lot.

likely to report in the questionnaire that they used physical violence (hitting and pinching) compared to male teachers, observations indicated that often women teachers did slap and pinch children, although no women indicated that hitting was effective in managing student behaviour compared to 5% of men who thought it was and 2.2% of women teachers thought pinching was effective compared to 10% of men. Women teachers were more likely to expel students from their class, send them home or give students cleaning tasks than physically punish. The different attitudes of male and female teachers towards physical punishment expressed through the questionnaire are confusing – more male teachers (73%) disagreed with the statement that *'hitting, getting angry, shouting/yelling is required to discipline students'* compared to 65% of women teachers and more women teachers (32%) than men (22.7%) felt that students must be beaten if nothing else works.

Violence in School

Observations of various SDs indicated that these were happy places filled with children who loved, first and foremost, being with friends. Play was observed to be inclusive and there was much hugging. Boys and girls played together and play was always very energetic.

Occasionally it involved pushing, tickling and punching but this was intended to be taken in a good-natured way. The boys who were known to tease were often affectionately called '*laki laki gatal*' (literally, itchy boys). The boys who fought with each other, all laughed it off and said it was '*good fun'*, pointing out that '*it is only not a game if someone cries*'. They called this harmless '*baku pukul'* (play fighting for fun). The boys said that their mothers very strongly told them they should never hit girls. One researcher overheard a mother say to her son and a group of his friends, '*you must never hit girls because otherwise when you get married you will have to wash the plates'* and boys shared on another occasion that '*our mothers told us not to hit girls otherwise we should wear skirts or hijabs instead'*. Some boys complained that girls thumped them on the back but they were not allowed to hit back. When we used puppets with groups of girls and boys to gauge what they might do in different situations, girls said that if someone called them fat, they would punch them and one had actually done this. There was some teasing of boys whom both girls and boys felt were effeminate and whom they called '*banci gagal'* (failed lady-boys) but who laughed at this label.

Healthy and Unhealthy Behaviours

One of the outcomes of the Girls Thrive programme is 'Learning outcomes are improved and healthy behaviours are increased'. As part of establishing a baseline for what healthy and non-healthy behaviours were among SD

Children in this SD were physically active all the time. Here in recess, they were jumping and leaping.

'It was hard to keep up with the energy of the children in this community' – a researcher climbing trees with boys and girls.

students, we developed an understanding through the survey, the immersion and the observations of students' perceptions and practices. We looked at knowledge and behaviours related to eating, physical activity, menstruation, and 'bad substances'.

Most children we spoke with and observed liked to eat local cakes and what some referred to as *'heavy snacks'* such as small packets of yellow rice, meatballs or fried banana often accompanied by sugary soft drinks. The habit of taking breakfast at home varies between families with many opting instead to buy breakfast at the school canteen or nearby kiosks. There is no culture of bringing a packed lunch and only a very few students carried drinking water from home with most relying on outside water taps at school or purchasing small sealed cups of water at the school canteen. We found that girls tend to buy more chocolate/candies than 'heavy snacks' because they like to share these items and they are easier to share than the heavy snacks like rice packets. Research done by Empatika elsewhere[20] indicates that Papua has less of a snacking culture than many other parts of Indonesia. This is partly, it seems, because students get less pocket money than elsewhere but also because, with the exception of breakfast, we observed they were more likely to eat at home than students elsewhere.

We only saw a few posters about healthy eating in the immersion school, these had come from

companies and there were no lessons on nutrition that we heard about or observed.

In this study, both the survey data and observation data both show that physical activity is more frequently observed in Papua than Empatika has noted in other parts of Indonesia[21]. In other studies elsewhere in the country we have found that as girls get older it is not so common for them to engage in physical activity and families restrict them more but in Papua we found that girls of all ages engage in physical activity, are unrestricted, and will often engage in activities traditionally seen as for boys (e.g. football and tree climbing). Our researchers said that even though it rained some every day they did the immersion and the survey, children played outside all the time anyway. Observation data at one school showed that both boys and girls were very physically active in recreation time.

As would be expected, girls know more about menstruation than boys but only 10% of children aged 8-10 knew about menstruation. Students told us in the immersion that they learned about menstruation in religion classes and it was linked by religious teachers to '*not sinning'*. In rural areas there were reports from students that they received information on menstruation from health professionals visiting schools, this was reported more in rural areas than in urban areas.

Through the immersion we observed children as young as 3 years old chewing *pinang*. Parents told us that *pinang* was good for students because it gave them strong teeth. One boy said to our researcher, '*trust me it's very good'* and others said it gave them a '*boost'* when they get tired. *Pinang* was available at the snack kiosk in front of the immersion school. Through our preference ranking exercise with the SD boys, we learned that when they have only a small amount of money, they will prioritise buying *pinang*, '*if we get any money, we will spend it on pinang'.*

20 E.g. Reality Check Approach 2016 Adolescents and Their Families Perspectives and Experiences on Nutrition and Physical Activities: Unicef

21 E.g. Reality Check Approach (2016) Adolescents and Their Families Perspectives and Experiences on Nutrition and Physical Activities: Unicef.

As in many areas of Indonesia, kiosks and snack sellers were prevalent around schools. Most children we spoke with and observed liked to eat 'heavy snacks' and local cakes often accompanied by sugary soft drinks. The habit of taking breakfast at home varies between families with many opting instead to buy breakfast at the school canteen or nearby kiosks. Still, Papua seems to have less of a snacking culture compared to many other areas of Indonesia where we have worked.

Confidence, Decision-Making and Participation

We asked specific questions in the survey and the immersion about participation in student councils and U Report as this has direct relevance to the programme. However, the majority of these questions were more relevant to SMP level students (see next section of report) than SD students. Specific to SD students, UNICEF have an interest in understanding if students have opportunities for meaningful participation and how students socialise at school, if they have many friends, how confident they are about themselves within school, and about their futures.

We found little evidence at SD level for students' participation in any form of decision-making about the school, lessons or the school environment. However almost all children reported having many friends and are happy and satisfied about this. Through the immersion, students shared with us that they went to school whatever the weather and even if they didn't have pocket money because they described school as the '*place they have fun*'. The children didn't have any particular concerns that to share.

Only 14% of girls had negative emotions about their physical appearance and only 2% of boys felt like this. 14% of boys are apprehensive about moving up to the next grade but only 7% of girls felt like this. More SD students feel confident to speak up in class than SMP students.

When we spoke to students in the immersion SD school about how they describe 'good' or 'bad' students, the girls shared that boys who are *'good or well-behaved'* were *'sissies'*, they thought they were soft or *'girly-boys'*. When our researcher played a game with the students (girls and boys) which got them to identify if they thought they were clever or not, they all chose to identify as not clever because they didn't want to be teased for being *'nerdy'*. We heard from students that *'nerdy'* boys in particular were teased a lot. Girls told us that the boys that tease them were the *'flirty'* boys, they didn't seem to view the teasing negatively.

No students or teachers had heard of U-Report.

3.2 WHAT WE LEARNED LISTENING TO SMP STUDENTS AND TEACHERS

School Facilities, Environment and Reputation

The school environment is intended to be conducive to enhanced learning outcomes. The survey, observation and immersion studies sought to understand the extent to which the school environment was child learning centred.

As noted above for SD students, it is important to recognise that the strongest motivation among SMP students to attend school is to socialise with friends. In one SMP, students we chatted with during the immersion said that school was fun but were clear this was not related to study but rather to 'being with and playing with friends'. This is reflected in students responses to survey questions on friendship with over 96% of SMP students[22] saying they have close friends (ones who, they explained, they share break times with and with whom 'we share secrets') and conversations in immersion which confirmed that being with friends is key. About 75% of both girls and boys say they always feel happy at school and none indicate that they never feel happy. This feeling of happiness was also explained in terms of be able to spend time with friends.

Among the SMP schools observed, there were vast differences in the extent to which the environment was welcoming. Two schools were less than 10 years old while the other two were much older, although both incorporated new construction. The old classrooms which are still used are in a poor state of repair with pitted cement floors, holes in the ceiling and old furniture. One school was situated in, what was described by teachers as, a challenging area with a number of negative influences such as drug and alcohol abuse and anti-social activities[23] which impacted on the security of the school. However, the least welcoming school was not this one but a newer school which lacked any visible learning resources,

poorly maintained furniture and graffiti and suffers high teacher absenteeism. Although we made some observations of class group work and attempts to make the learning more child-centred in some schools, in one SMP it was only 'chalk and talk' by teachers (3/4 of whom were over 50) with no checking of understanding (students said, 'the teachers teach too fast.').

From chats with teachers, learning outcomes are usually framed by them in terms of examination achievements. In one school, the teachers were pleased to share that all their students passed the National Examinations, an achievement they were especially proud of as several students had entered SMP from SD unable to read or write. With the exception of SMP C which had higher than national average scores in the 2019 National Examinations in science and maths, all other SMP schools in the study scored at or below national average, with least good results in the public school (SMP B). As much as 11% of SMP teachers surveyed thought their school had a poor reputation for learning outcomes and academic achievement and this was worse in urban areas. However, only 7% felt that students' learning outcomes was a significant factor in teachers' satisfaction with more teachers emphasising that social interaction with other teachers and students was more important. Low learning outcomes were partly explained by teachers as due to student absenteeism with 95% of SMP teachers saying that there is usually at least one boy not present in class while 75% indicated that there is usually at least one girl absent from class every day. However, students' ability was cited by 60% of teachers as a challenge. In one SMP, students complained that the teachers teach through targets and lesson plans and don't grade their work properly, giving everyone the same mark 'when we did the assignment differently … but we can't ask the teachers about this because they will say we are rude'.

During the immersion and other informal interactions, several teachers shared that they feel they need to treat Papuan students differently because they are 'poor' and cited poor nutrition and intellectual capacity as problems unique to these students. This was illustrated to us by one Papuan student who

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22 The quesiton was, 'How many close friends do you have?'

23 Such as theft and vandalism of school property, meeting up to drink alcohol, sniff glue, leaving trash.

Table 15: National Examination Mean Scores by school, 2019

School	Type	Bahasa Indonesia	English	Maths	Science
SMP A	private	**55.4**	**43.1**	**46.6**	**48.8**
SMP B	public	**47.4**	**37.8**	**31.0**	**35.2**
SMP C	private	**58.2**	**46.4**	**62.1**	**67.1**
SMP D	private	**56.1**	**41.5**	**34.8**	**43.6**
National average		**65.7**	**50.2**	**46.6**	**48.8**

Source: https://hasilun.puspendik.kemdikbud.go.id

said her non-Papuan friend got the same low grades as her but only the other student got reprimanded and parents informed while the Papuan girl's low attainment was overlooked. Family encouragement of absenteeism to meet social and family obligations was also cited by teachers as a reason for poor performance of Papuan students. Several times in informal interactions with teachers it was clear that they have lower expectations of Papuan students than others. For example, teachers often stereotyped using phrases such as *'surprisingly this* (Papuan student) *is good at* (academic subject)' and pointing out that Papuan children were happy, confident and sporty but not academic; *'they are friendly but not very intelligent, Papuan kids are very sporty, Javanese ones are the smart ones'*. We heard from teachers that there was a higher level of absenteeism and drop-outs among Papuan students because they *'have low motivation'*. One principal shared, *'we are just happy if the Papuan kids even come every day'*.

> **We need to treat the Papuan kids nicely, better than others because they have less motivation than others**
>
> (teacher, SMP)

Teachers, unsurprisingly did not mention their own absenteeism as a problem. In one school we visited our researcher observed that only four out of 16 teachers were present in school (a few of those who were not present were attending external courses or meetings, others

were just absent). A grade 8 class only received one lesson that day (Bahasa Indonesia) because of this. In another school, classes were idle for the first few hours of the day as their teachers were absent. Teachers are absent for a number of reasons including banking, personal chores or family obligations and, sometimes for official meetings[24]. One school had tried to tackle teacher absenteeism by installing a fingerprint time recorder but we observed teachers arriving to log in and leaving again immediately afterwards. During the immersion when we were asking students about whether boys or girls were absent more, the students retorted, '*why are you asking us about students, it is the teachers who are the never here'*.

> **I want to be a teacher when I grow up so I can attend classes unlike my teachers who are always absent**
>
> (girl, 12)

Only 21% of SMP teachers surveyed said they adapt their teaching to suit student needs as a result of undertaking assessments[25], slightly higher than reported by SD teachers. Observation of class sessions in 8th and 9th grade in the four SMPs supports this in that teachers did not actively use learning resources nor did they make efforts to assist poorer

24 Problems of teacher absenteeism were noted in our Immersion study 'Reality Check Approach (2015); Education study in Tanah Papua commissioned by KIAT Guru and ACDP.

25 Assessment were much more likely to be used to report progress to parents (80%) than to be used to adapt teaching to student needs.

performing students. One school operated a system of placing students in streams by ability. The lowest ability students were mostly Papuan boys and were accommodated in the least good classroom and experienced the most teacher absenteeism[26]. Teachers themselves told us they felt it was a punishment to have to teach this group while '*it is good luck to be assigned the A class*' comprising the top 20 students who were mostly girls and non-Papuans[27] and who were taught in the new classroom with noticeably better resources. Although teachers felt that this arrangement would motivate students, students told us during the immersion that it was considered '*bad to be in Class C*' and most aspired to be in Class B where '*we can learn and have fun*'. In other schools, the best students were seated at the front of the class and were favoured for answering questions leaving others out. We observed less able students being embarrassed by teachers. For example, one boy who was chastised repeatedly said in frustration, '*I don't know what I have done wrong, mam, the other kids were making more noise than me*'.

16% of SMP boys and only 5% of SMP girls indicated that they never have confidence to share opinions in class. The immersion study found that SMP boys self-identify, and SMP girls concur, as '*not that good at school*' and '*not smart*' and a group of boys shared '*what's the point of trying if teachers don't care about*

us… they are only interested in their lesson plan and don't think about our capacity to concentrate and do lessons'. Boys shared that they '*don't dare to tell teachers*' that they don't understand lessons as '*we will get punished. They don't listen to us*'. Boys shared that they feel overwhelmed by finishing school tasks and often fail to do homework but also said that often the work they did produce was not graded by teachers. Girls were less likely to self-identify as '*not smart*' and they and boys felt that girls were more likely to '*study seriously*'. The immersion found significant differences between boys and girls somewhat confirmed by the survey which suggests that boys felt less listened to by teachers than girls reported.

During the immersion, SMP students indicated that they will like a subject if they like the teacher who teaches it. So, even though maths is generally not liked, in one SMP they liked this subject because the teacher is '*funny*', '*patient*', '*never mocks us*', '*does not make us feel sleepy in the way he teaches*' and '*does not hit us*'. They shared attributes that they would like to see in their teachers:

» Don't talk too much, give too much instruction or make us copy notes only

» Don't get angry or scold us often

» Don't hit us but rather give advice

» Don't get angry when we ask a question

» Smile more

» Respect us and greet us back when we greet them with 'good afternoon'

» Don't call us '*someone from the village*'

---

26   At the beginning of the school year teacher attendance is said to be quite good but falls off rapidly. The teachers told us *they are naughty and difficult to teach. They will not be quiet and listen to the teacher*'

27   There were only two or three Papuans in the A streams

At this school the less able students were accommodated in the old class with little in the way of resources while the 'A' stream students use the new well-resourced classroom.

» Don't be rude

» Don't talk about us to other teachers and mock us

» Please spend time to hang out with students and have fun together.

(19 SMP students)

Others emphasised the importance of smiling and being funny, being friendly and close, being polite and diligent[28], up to date and engaged. Traits that students disliked in their teachers were:

» Being rude to students, including calling them '*dog*' or '*pig*' (students said female teachers were worse at this)

» Being '*lazy to teach*' – not engaged, late to class, spending class time on their mobile phones, eating in the classroom, pretending they are busy, sleeping in the classroom, staying in the staff room, not explaining things properly.

» Arrogance and nastiness, including meting out demeaning punishments.

50% of teachers surveyed noted that insufficient resources were among their top three challenges. Facilities noted to be poor by teachers were libraries, sports facilities and toilets (see WASH section below). Nearly 55% of SMP teachers felt that library facilities were poor and slightly more noted this in rural schools compared with urban schools. School observation noted that all four SMPs visited had libraries but all but one were locked[29]. Library duties were left to teachers and resulted in poor curatorship of what was anyway mostly text books with very few novels or non-fiction. The books were often dusty and in one school, while our researcher was looking at the library, two students walked in curiously because they had never seen it before. When talking with students during the immersion, they told us they wanted libraries to be more open and accessible. Some said they would like to use the library at recess times but were '*too scared to ask for the key*'. They wanted places to sit

or lie on (a carpet) to read and they wanted a wider range of books such as '*books about other cultures and religions, crime novels, practical 'how to make' books on a range of topics, books on being a teen, sports and sports persons, how to play soccer*' (combined comments from mixed group of SMP boys and girls).

71% of SMP teachers felt that sports facilities in schools were poor and none of the schools had changing facilities for sport or indoor sports facilities. Nevertheless, more than 85% of SMP students said they engage in physical activity daily and regularly suggested that the absence of facilities at school did not inhibit physical activity (see below). This contrasts significantly with similar studies we have conducted where most students were not physically active (especially girls) and that sports opportunities were limited[30]. During the immersion, students in one SMP shared disappointment that the school football field was often muddy and would prefer if there was a concrete volley ball and basketball court. In another SMP the field was overgrown and muddy and unusable.

Discipline and punishment

Interacting with parents during the immersion suggested that parents like to send their children to schools with a reputation for strict discipline. Ternate families shared that it was quite usual to send SMP children to live with relatives where they would be subject to greater discipline than at home and we met many Ternate children who were indeed living away from home with relatives. One SMP was noted as being especially strict on discipline which parents approved of. Papuan parents shared that they often struggle to control their older children and look to the school to instil discipline. In one SMP, Papuan parents said they particularly request the Principal at times to beat their children.

40% of teachers surveyed cite student behaviour as one of their top three challenges in the classroom and about 75% of SMP teachers felt that student behaviour is a problem in class

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28 Always giving grades, giving feedback, never absent, setting a good example

29 One was opened only for prayer sessions, others only 'on request'. The only open library was used for some classes.

30 Adolescents and Their families Perspectives and Experiences on Nutrition and Physical Activities, Reality Check Study, 2018

Table 16: Which disciplinary method is the most effective to manage student behaviour?
(Teacher survey, SMP)

	Shouting/ yelling at students	Scare the children/ students (by threat them that you will reduce their score, will not graduate from the class, and report to parents, etc.)	Hitting	Pinching	Ask to stand in front of the class	Remind the students	Have a dialogue with student	Give them extra homework
Gender								
Male	0	12.5	12.5	12.5	0	50.0	12.5	12.5
Female	9.5	9.5	0	4.8	9.5	33.3	28.6	14.3
Age Group								
21-39	15.4	15.4	0	0	0	38.5	23.1	15.4
40-50	0	0	0	16.7	16.7	33.3	33.3	0
51+	0	10.0	10.0	10.0	10.0	40.0	20.0	20.0
Total	*6.9*	*10.3*	*3.4*	*6.9*	*6.9*	*37.9*	*24.1*	*13.8*

sometimes or most of the time, with more female teachers noting this problem. This is worse in rural schools than urban schools[31]. Almost all SMP teachers[32] said that misbehaving students affects their ability to teach but they report the time lost through such disruption is relatively short (less than ten minutes in any teaching period). While both teachers in rural and urban areas say it is a problem, rural teachers seem better able to deal with it. Older teachers report being better able to deal with misbehaviour than younger teachers. While teachers report having to deal with disruption a lot, they all feel that their authority is respected. The most noted disruptive behaviours were making noise in the classroom, calling out to friends and teasing. 80% of students said that they were distracted by other students in class all the time or some of the time[33]. During the immersion, SMP students said that '*being noisy'* was the biggest hindrance to learning. However, they also shared that if punishments were reduced they would achieve more.

49% SMP teachers responded that the school

they work in has a disciplinary system and 94% of SMP teachers say they punish students to discipline them (similar to SD). 31% of teachers say they shout at students to discipline them but only 7% think it's effective. More SMP students we met in the immersion said that female teachers were the most rude[34] to students even though the teachers in the survey said they never call students stupid or tease them.

80% of teachers say they always or usually punish boys and girls differently. During the immersion SMP girls shared that the '*maximum'* punishment for girls was being made to clean the toilets whereas boys said the '*maximum'* punishment was to do extreme physical exercise[35] in front of the school unless this is a repeat offence when they are then beaten (something which never happens to girls). 17% of teachers said they use physical punishment against girls (usually pinching), but 31% said they physically punished boys and meant beating. 18% of boys said they were physically punished by a teacher in the last month compared with 9% of girls who said this. SMP teachers are four times as likely to hit boys and girls as SD teachers and they also hit boys

31 85% rural teachers compared with 60% urban teachers

32 100% in urban schools

33 The question was, 'Are you frequently distracted by other students misbehaving in class?'

34 Calling them stupid, dog, pig and other insults

35 For example, 100 squats or push-ups.

more. Younger teachers (21-39) did not report hitting students at all. Very few teachers think physical punishment is an effective form of discipline and those that did, are all in the 50+ age bracket. Boys we met said that they did not object to having worse punishments than girls as it '*makes me strong*' and '*able to reflect*'. Others said that the worst kind of punishment was a letter to their parents as they feared a beating from them. '*We can bear anything at school as long as it doesn't involve our parents*'.

In the two immersion schools, teachers explained that they call parents to a meeting when the child enrols in order ask their permission to punish their children and to hit their children if necessary. Parents we spoke to confirmed that they had given permission and when a child comes home and says they have received corporal punishment they condone this and assume the child must have been, '*very badly behaved*'.

> ”
> **At the end of the stick you will find gold…. We love you that's why we punish you**
> (SMP teachers)

48% of teachers agree that physical punishment helps children build good character (including the younger teachers, even though they claim never to beat children[36]). 42% of teachers agree that physical punishment builds respect for teachers and parents and 40% think it helps children become successful adults. 35% of SMP teachers think students should be beaten if nothing else works, 50% of teachers say they are allowed to hit students when required, but nevertheless somewhat contradictorily, 75% of teachers think physical punishment is bad for students' mental health. 39% of teachers do not think that physical punishment should have been banned.

In one SMP, we observed that students arriving late were made to line up at the gate and each,

girls and boys, were hit on their legs or bottom with a wooden stick by a female teacher as they entered. Some were slapped on the face as well but it was not clear why they received this additional punishment. However, when we talked with them later about this and how they felt, they simply laughed and said it was normal.

> ”
> **We got permission from parents to hit students. They authorised and trusted us to punish their children. We know that some people might say that we violate human rights but this is Papua, We will not be able to teach them anything if we are not strict**
> (teacher, SMP)

Students agree that giving more homework does not work as a means of punishment. 80% of students say that teachers have the right to physically punish them. Noticeably more than other ethnicities, 16% of Papuan students said they had been physically punished by a teacher in the last month but this level of punishment was somewhat normalised. When we asked students if there were disciplinary measures better than those being used currently, some, especially Javanese, suggested that teachers should speak nicely. But some Papuan girls reflected that this would not work and that perhaps the teachers should be even harder on them. '*They need to punch us harder and then we will listen*' (Papuan girls). Some Papuan boys said that although beatings hurt at the time they feel this sort of punishment works and they '*deserve it*'. Interestingly as mentioned above Moi culture dictates that only children over six years old should be punished on the basis that once the child is old enough to understand that they have done wrong they should be punished.

> ”
> **It is Ok to be hit by teachers when we make mistakes, are naughty or disobey. It is painful but we deserve it**
> (Papuan boy students, in same SMP as above)

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36 Some of these are '*honor*' teachers who are very concerned about their reputation to become civil servant teachers. There may also be an element of social desirability bias in their survey answers which explains why they think that corporal punishment works but they say they don't subscribe to doing this.

Harassment and Violence in School

When students talked about things they didn't like that might be considered to be bullying or harassment, they referred to it as other students *'bothering'* (*ganggu)* them – this included name calling, offensive slurs[37], hitting and kicking. The English word 'bullying' (there is not a Bahasa or Moi exact equivalent) was only used twice in conversations and it was only used because the students had heard it in the life skills classes. They interpreted it as '*teasing continuously to the point of fear'.*

'Ganggu' was mostly framed by SMP students in terms of teasing (similar to how SD students framed it) and only was used if, according to the definition provided above, it did not induce fear or physically hurt the recipient. If a student retaliates then they did not define this as *ganggu* – suggesting that 'give and take' teasing or fighting was acceptable. However, it was not always as clear cut as that as SMP girls shared that when boys tease them a lot (often about boyfriends they don't actually have), they get annoyed and the girls often hit them with sticks.

As noted above, friendships at school are very important and only 25% of students said that in the past month they had been excluded or ignored on purpose by another student and, even though this seems to slightly increase as students get older, this was not regarded as an issue. Almost 85% of students had never had another student post something nasty about them online but older students had more experience of this than younger students.

20% of SMP students reported experiencing no kinds of harassment at all. Boys (43%) are more likely to be pushed, kicked or beaten by other students than girls (23%). However, the boys say this is mostly horseplay and is not intended to hurt. Papuan girls noted themselves that they can be quite rough with each other and we observed that they will cuff and push each other quite hard but this is always taken in good spirits. For example, during the immersion a group of 13 year old Papuan girls were punching and

hugging each other in turn and it was taken as camaraderie even though one commented that her grandmother, who lives in a Javanese area of the community, disapproves of this intense physicality. Javanese girls however shared that they found this level of physicality intimidating. Javanese students also shared with us that sometimes they become quite distressed and scared about the level of perceived violence between Papuan students.

30% of students said that they were perpetrators of harassment of whom 50% said this was verbal harassment. Boys also mentioned that they used intimidation, far more than girls. 31% of boys said they physically attacked other students and 27% of girls said this. 44% of girls said that girls harass other girls while 31% of boys say that girls harass other girls. 80% of boys say they harass other boys while 56% of girls said boys do this. 72% of girls say that boys harass girls while 55% of boys say this. 31% of girls say that girls harass boys while 24% of boys say this. It is noteworthy that in each case each gender sees the scale of the problem as less prevalent than the perpetrators do. Male teachers said that students harass each other regardless of gender and age whereas female teachers only talked about boys harassing other students, suggesting they turn a blind eye to girls harassing other girls or boys.

Harassment is also perpetrated by older students and about 45% of students (both boys and girls) said this. The immersion found that this often took the form of older students pressuring younger students to give them money (e.g. for cigarettes and pinang). Older girls were said to harass younger ones whom they thought boys might like. These '*pretty'* girls would be summoned to a locked classroom and verbally harassed and told not to flirt with older boys. Girls who had endured this found it intimidating.

Girls often talked about the importance of being brave and having the courage to hit back when being '*bothered'*. Several liked being in the scouts because they felt it built resilience. *'You can tease me and I am not going to cry because scouts makes me brave'* (girl, 13). Similarly, several 13 and 14 year old Ternate

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37   In particular this included using parents' names, which Papuans in particular found offensive.

and Papuan girls said they loved to practice Taekwando so they can be '*brave girls*' and '*if someone bothers you, you can kick them*' and '*if someone bothers you, you can take care of yourself*'.

The group most teased and harassed were the '*geek*' students. Of those who were harassed in the past month (20%), a significant number said it was because of high grades. When facilitating a review during the immersion study of how girls and boys describe themselves, they tended to choose to be '*not so clever*' and this was often explained because '*we don't want to get teased – only the clever ones gets teased*'. In the school where students are streamed by ability, both girls and boys said they would prefer to be in the middle stream as the 'A' stream is seen as being full of '*cowards, boring, not fun, not sporty*' and *those in stream A are religious, do their homework and don't make trouble*' but consequently become the butt of jokes and teasing. Girls said that the ones who get kicked and hit most are the girls and boys who are '*small, quiet, studious and don't retaliate*' while for everyone else it is give and take. We met several 'geek' boys who, in particular, felt vulnerable and more at risk to this kind of harassment than 'geek' girls. One 13-year-old 'geek' boy we were told gets hit every day by other boys and the girls say '*he should learn how to hit back*'. He himself shared that he likes the security of being in the upper stream as at least he does not get teased and hit in this class.

Although there are a range of harassment issues, the close-knit nature of the communities where we immersed where many are relatives and/or members of the same Church means that there is a degree of self-regulation and some taboos about the nature of some harassment. For example, students shared that they do not gossip about each other's families and rarely name call. The survey supports this as only 20% of rural students say that students have spread gossip/rumours about them in the past month and 30% of urban students said this.

40% of students said that in the past month they had been harassed in relation to their physical appearance. This was the same for

girls and boys and related to being skinny or fat, having a small or flat nose, having acne or other distinguishing features but students shared that they were not offended by this sort of teasing. Even fewer experience teasing on what they wear and there was no significant difference between boys and girls or by age.

27% of boys say they have been sexually harassed by other students. This takes the form of sexual 'jokes' or comments but also having their penis pulled and partly explains why they want locks on the doors of the boys' toilets. Far fewer girls (15%[38]) said they had been sexually harassed and this referred to being hugged or kissed or having their breasts touched when they did not want this. Of the students who said they dated other students (35%), 2% of boys and 15% of girls said they had been forced to do something they didn't want to do. Half of boys say that violence as a part of dating is not acceptable, 75% of girls said this. Of those who say it is normal for students to date each other (35%), 7% said it was normal in dating relationships to pressure or force the other person to do something they do not want to do. However, the forced actions most cited by girls were kissing and being forced to give the boy money. One girl indicated that she felt pressured to have sex.

25% of urban students said they had experienced sexual harassment as opposed to 15% of rural students and the immersion study suggests this is partly because of the close-knit nature of rural communities. Dating is discouraged both by schools and parents and our interactions with SMP students found that it was actually rare for students to have such relationships (seemingly less than the 35% suggested by the survey[39]). If they do date, it involves meeting up in dark or hidden places where they kiss and touch but do not have sex. In one community there are '*public order enforcers*' who instigate a curfew at 10 pm and will take violators of this to the police. During the immersion, we asked girls if they ever have any problems when they

38　Note though that this is actually just eight girls.

39　We were made aware by parents during the immersion that students had said in the survey that they had dating relationships when in fact they had not because they were embarrassed that outsiders (the enumerators) would think they were immature not to be dating.

date and they shared that they had never heard of any boy hitting or being violent towards a girl. They asserted that if their boyfriends tried to make them do anything they did not want to they would hit them '*like our parents do'*. It was clear that they did not feel in any way dominated by boys or feel they would have to give in to them.

A particularly sensitive issue which girls raised was teasing when they first get their periods. This led girls to try to hide this from other girls (who might gossip) as well as boys. They shared stories of being embarrassed when they leaked, when they had to spend a long time in the toilet or when they were unable to find somewhere to dispose of the sanitary pads at school. Some girls shared with us that they were so worried about boys finding out about menstruation and teasing them that they would sometimes stuff several sanitary pads into their underwear, especially those with a white school uniform. Some mentioned that they would like to avoid sports when they are having a period as they thought they would bleed more when playing sport.

More Papuans said they experience racial harassment than other groups but very few students reported experiencing this at all. In more homogenous communities there is no name calling around the colour of skin or hair type.

Only 20% of students indicated that they ever experienced peer pressure. Of those 57% of boys were pressured to smoke, drink alcohol or use drugs. 14% of the boys experiencing peer pressure said they were pressured to break the law[40]. As noted below, however, Papuan girls often denigrate their looks.

3.5% of students indicated that they had at some point been harassed because of their religion.

74% of boys and 62% of girls had witnessed harassment in the last month and this was slightly more likely to happen as students get older. Of those who witnessed harassment,

about 75% of students told the perpetrator to stop. 18% of girls who witnessed harassment said they would choose to tell a teacher but only 5% of boys said this. Of the students who said they do not do anything when witnessing harassment (25%), about half didn't intervene because they were afraid of being picked on themselves and 25% said it was because it was none of their business. 33% of girls said that they told family members about experienced harassment but only 11% of boys shared this with family members. 50% of boys don't share their harassment experiences with anyone compared with 36% of girls. 32% of boys who said the reason they don't report/share this is because they are worried about making it worse, only 19% of girls said this. Boys were told to '*man-up'* and deal with their problems which makes them less likely to share. Girls were more worried that sharing/reporting would lead to their parents making a fuss at school.

> ”
> ### *The only ones who are violent are the teachers not the students*
> (SMP students)

Only 9% of students think that teachers take harassment seriously when it is reported to them. But 87% of teachers say they take harassment very seriously and all the rural teachers said this. Only 25% of teachers say they have intervened to stop harassment. 11% of teachers thought that their school had a reputation for harassment and the same number thought their school had a reputation of students fighting students from other schools.

Teachers did not report any incidences of violence involving sharp objects, or even any threat of this. There were few indications of teachers implying that there was inter-teacher harassment or violence. The only teachers who said that there was a reputation at their school for teachers harassing other teachers came from rural schools and they were *guru honor* who reported this. The only violence experienced by teachers is from students' parents and only 3% of teachers experienced this.

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40 This includes a number of activities including stealing, engaging in minor extortition activities but also includes breaking school rules by, for example, smoking and playing truant.

Life Skills: WASH

The programme intends to improve healthy behaviours by expanding successful interventions to improve learning outcomes and healthy behaviours. This includes nutrition programming to promote healthy eating behaviours among adolescents, especially girls and to ensure the water, sanitation and hygiene (WinS) programme is expanded. In addition to the Life Skills education package (*Pendidikan Keterampilan Hidup Sehat*/PKHS) will be promoted in SMP with training of teachers to deliver these weekly courses with confidence.

The Desk Review noted that in 2017 Sorong Regency had yet to provide adequate sanitation facilities at schools, including failure to provide separate toilets for boys and girls[41]. Since then provision of new and rehabilitated toilets has been a priority and financed by Village Funds and CSR donations. However, our teachers survey found 58% of teachers rated the toilets and washrooms in SMPs as low and rural schools were worse than urban schools. The SMP student survey found that more than 55% of SMP students always or sometimes wait to get home to use the toilet rather than use the toilets at school and this was higher among boys. This percentage is higher than for SD students despite the longer school day for SMP students (six hours compared to a typical 4 ½

hour day for SD students)[42]. The main reason given by both SMP girls and boys was that the toilets were smelly or dirty. The next most cited reasons were lack of water and toilet door do not close/lock. Twice as many girls as boys cited the lack of water but twice as many boys as girls cited the reason unable to close or lock the door. Unlike SD students who said they did use school toilets to defecate, half of SMP students (both girls and boys) indicated that the prefer not to defecate at school whereas 25% indicated that they always or sometimes prefer to urinate outside of school (with slightly higher numbers of boys saying they use the toilet for urinating than girls).

Of the four SMPs observed, two had blocks of three toilets (one for girls, one for boys and one for teachers) and one of these blocks was newly constructed. The ratio of toilets to students ranged from 1:55 students to 1:124. The teachers' toilets were locked and in all cases were observed to be in better condition and often tiled. The ratio of toilets to teachers ranged from 1:8 teachers to 1:18. Students toilets, except for one school[43] were observed to be stinky and in one case only one toilet was available for both girls and boys and in another the toilet could not be locked from the inside (girls told us, '*We go in pairs because we are scared we will get locked in from outside*'). Only one toilet block had running water and

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41   See document 'Profil Sanitasi Sekolah Kabupaten Sorong (*School Sanitation Profile of Sorong Regency*) in 2017.

42   The question was, 'Do you ever refuse to use school toilets and wait until you are home?'

43   At this school there is a conscientious caretaker and students themselves criticise each other if the toilet is not left clean
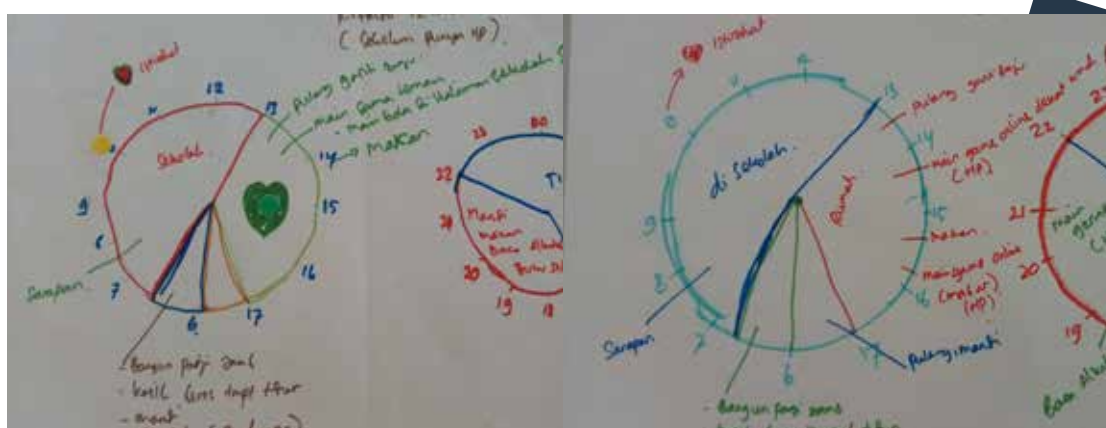
One boy (12) when discussing his daily routine noted that before he got his mobile phone he used to do lots of physical activities including playing soccer with friends and riding his bike. Since getting the phone he spends his free time online playing games on his own. He says this is challenging and he can, '*do this in the rain.*'

another relied on a rain water tank. There was no soap in the toilets but this was not listed as a reason for students not using the toilet. Unlike the SD schools, there were no posters on display promoting hygiene or hand-washing and observations indicated that students do not wash their hands after using the toilet.

The SMP student survey found over half of SMP students say they do not know what diarrhoea is, and more students in rural areas do not know[44]. Less than half of students provided an answer to how to prevent diarrhoea and those that did suggested two main ways; washing hands after using the toilet and eating well-cooked food. We observed no hand washing at homes before eating or before taking food at kiosk and canteens.

Although 80% of SMP girls surveyed have started menstruation, only 11% of these girls said that they changed pads at school, mainly because the toilets were smelly and dirty but also because there were no bins or pads provided at school. There were arrangements for soiled sanitary pads in only one[45] of the four observed SMP toilets. A further reason given was that they did not see a need to change pads if '*they were not full*' or might leak and did not cite hygiene as a reason for needing to change pads. The messages around hygiene needs for changing pads have not been taken up by the girls we spoke with during the immersion research.

89% of menstruating girls say they never miss school due to menstruation and those few who do mainly indicated that they were afraid of staining their uniform[46] and that there was no suitable place to change sanitary pads. Most of these girls attended one school where they said the toilet was particularly dark and smelly and '*it was embarrassing to spend a long time there*'.

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44   64% rural students compared with 44% urban students

45   This bin was outside the toilet and rather public

46   In one school; the girls wear white skirts and were particularly concerned about this issue.

Healthy and Unhealthy Behaviours

Compared to our findings from other parts of Indonesia, SMP students in this study were observed to be physically active and in the survey more than 60% of SMP students indicated they engage in physical activity every day. Boys and girls are active in playing football, futsal and, in some locations, dance[47]. In some locations there were private martial arts and Taekwondo classes. In both SMP schools observed, physical activity was important even though in one school the sports teacher rarely turns up. Unusually, in one school, girls and boys played futsal together, played chase and went on runs and in another school the sports teacher remarked that both girls and boys take part in sports and love gymnastic '*rolling and somersaulting*'. The immersion found that unlike other parts of Indonesia, there was no expectation of what was considered suitable physical activities for girls and they were observed to climb trees, play sports and engage in martial arts. Whereas in other parts of Indonesia where teens have their own motorbikes and use these not only to commute to school but also for recreation, here we found that there was no recreational motorbike culture and teens preferred to meet up for sports. Boys often shared that they wanted to be physically fit and had aspirations of joining the police or armed forces. When asked whether there were enough extracurricular activities 70% of SMP boys and 48% of girls said that there were and mostly cited opportunities to play soccer and engage in other sports.

Somewhat different to other parts of Indonesia, although buying and eating snacks was widespread it was not at the levels observed elsewhere. For example, despite the presence of many kiosks in the peri-urban school area, we observed very little snack-purchasing. Children commented that they '*eat whatever is available*' rather than having a snacking culture. Similar to findings from the SD students, SMP students in rural areas like to purchase local cakes while those in more urban areas like 'heavy snacks' (i.e. yellow rice, meatballs and fried foods) and there was less purchase of

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47   In one location, men travel with speakers and set up anywhere and people including many teens spontaneously gather to dance.

packaged snacks than we observe elsewhere. This is partly, it seems, because students get less pocket money than elsewhere (often only IDR5000[48] but not more than IDR15,000 rather than IDR15-25,000 elsewhere) but also because, with the exception of breakfast[49], we observed they were more likely to eat at home than students observed elsewhere, taking large portions of rice with vegetables, eggs, tofu and tempe, fish and sometimes bush meat[50] at lunch after school and again in the evening. The survey indicates that few SMP students (<5%) like to eat fruit with the most popular foods (other than breakfast yellow rice) being ice popsicles (51%) local cakes (50%) and sweetened drinks in sachets (44%).

During the school observations we observed the provisions for eating at school. 42% of SMP teachers felt that the school canteen facilities were inadequate. All four SMPs had canteen arrangements inside the school grounds and some also allowed snack vendors too. Canteens were often operated by teachers or wives of teachers. In one school, teachers opened the canteen throughout the school day, neglecting teaching in favour of trying to make money

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48   This is enough to buy yellow rice (IDR 5000) and noodles (IDR 2000) but chocolate bars, packaged chips and biscuits are more costly. Omelette at 'breakfast time is most popular as it is cheaper (IDR 5000) than chicken or fish (IDR 8000 and IDR 7000 respectively). Compared with other areas of Indonesia, pocket money is given just once per day and so snack eating except at school is rare.

49   The very early start time for school (around 7 am) means that most do not take breakfast at home but buy food from canteens and kiosks at the first break time (around 9 am).

50   Deer, kangaroo and kuskus.

Despite the sign, researchers noted that some classrooms smelled of smoke and male students smelled of smoke

from selling fried *bakwan* and banana, sweets and sweetened drinks.

Students at both immersion schools, said they only received nutrition information in Grade 1 science classes and nothing after that. They didn't get any special information on what adolescent students should eat and did not see this as important. One sports teacher suggested they eat more greens '*and protein*' but nothing else. In one school the canteen hung a sign indicating that it was a healthy canteen (*Kantin Sehat*) but sold only fried foods, sweets and sugary drinks.

Like in one SD, drinking water was not available in some observed SMP schools. Students in one SMP spent half their pocket money each day on plastic cups of drinking water (IDR 1000) from the canteen while at another SMP most of the trash piled up behind the school comprised discarded plastic drinking water cups. Sweet and instant powder drinks are very popular and students spend their pocket money on these too.

As students get older the number of students saying they smoke increases and more boys say they smoke than girls (45% SMP boys say they smoke compared to just 8.5% girls). Our researchers did not observe any posters or pictures about healthy behaviours or warnings about smoking[51] however, in one school, teachers shared that they avoid smoking to encourage a healthy environment but our researchers observed cigarette butts outside the teachers' room. The teachers at this school told us that students were not allowed to smoke on school premises but our researcher observed plenty of students smoking near the school. *Pinang* consumption was not asked about in the survey but is prevalent. In one immersion village many families have their own *pinang* trees in their yards and chewing *pinang* by girls and boys was widespread, often after eating to '*take the taste of fish away'*. SMP boys shared that they chew *pinang* before playing football as it '*wakes us up'*.

15% of SMP boys say they drink alcohol either

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51   Only 'No smoking' signs in one school.

occasionally or regularly whereas only 3% of girls said they occasionally drank alcohol. Of the SMP students who said they drink alcohol occasionally or regularly, 84% are Papuans. The immersion found that the alcohol consumed is mainly local palm spirit and boys generally start to drink this in 9th grade or having completed catechism. They told us it '*makes you calm'*. Ternate families we stayed with typically make this spirit but don't drink themselves, selling primarily to Papuans. Although marijuana is available[52], boys shared that they preferred alcohol (local spirit or sometimes, beer) as the marijuana from Papua New Guinea is '*very strong'*.

The school day starts very early for both boys and girls though typically earlier for girls, who told us they often wake 30 minutes to one hour earlier than boys. This is sometimes in order to help with family chores[53] but also reflects the time needed to queue for communal toilets. To some extent this also relates to the desire of girls to do their homework together and they arrive at school early to do this, whereas many boys told us they don't bother to do homework.

> "
>
> *The school bus picks me up at 4.30 am every morning as I live further away. I wake at 3 am every day and because I am a girl I collect water, wash clothes and cook before going to school*
>
> (8th grade orphaned girl who lives with a relative)

During the immersion, students in one SMP shared that they only receive life skills classes weekly in Grade 7, but what they mostly recalled from these classes was an emphasis on menstruation and STDs. Nevertheless, only 56% of SMP students said they got information on menstruation at school. Some boys shared that the only thing they knew about menstruation was that girls are not allowed to pray at that time. SMP Students we met couldn't understand why they were being taught about puberty changes in life skills classes when they had mostly already personally experienced most of the changes.

A researcher chatting with grade 8 girls.

Students didn't feel that they could ask questions in these classes and they wanted to know about how to deal with emotions and this wasn't discussed. Talking with teachers, it was apparent that they mostly did not like taking the life skills classes, especially those which dealt with sex education. In one SMP a senior staff member takes this class which was introduced in 2018 because she is '*closer to the students'* than the counselling teacher. Although she sees this course as important and very different from what she has taught before she uses a lecture-style. Observation of her class indicated that she was cursory in how she tackled topics (in this case reproductive health), did not encourage questions and had left the teaching resources provided at home. The students told us they simply regarded these lessons as another subject and were disinterested while others, especially boys, felt they could not ask questions as girls giggle and tease them. In this same SMP, all the reproductive health literature was kept in the locked library with the spines of the books turned to the back of the shelves. It was explained by a teacher that, '*we had to be careful about the type of books in the library.* The teacher said that the books on reproductive health had pictures including genitals and had been distributed by NGOs. This teacher felt that the books, '*did not take into account teenagers mentality. The boys just looked at those rude pictures and did not take in the educational messages. Because of their peeping at these pornographic pictures we had to put these materials away'*. In another SMP, the students told us they had life skills classes every week since last year but not in all grades. They said they learned about *identity and menstruation* in

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52 We observed a marijuana seller outside one of the SMP schools

53   Although where there are no girls in the family, boys do these chores.

one grade and the other grade learned about '*HIV and syphilis*'. 'Some schools seem to prefer to invite medical staff to talk about these issues and, in one case, student nurses and doctors are invited to give talks. However, these did not include contraception as there is a strong belief in this community that if '*they know about this, they will become sexually active*'. Parents shared that they feel awkward about talking about these things, typically echoing this mother who shared that, '*it is difficult to talk about – we never had experience from our youth as our parents did not talk to us – so how do we know what to say?*'. Talking with various clergy, they too feel that it is difficult to talk about these issues. The key message students shared that they got from religious classes at school or religious institutions was '*once you menstruate you must not sin*'.

## Confidence, Decision-Making and Participation

The programme intends to build gender equity, develop supportive relationships between students and challenge bullying. It also seeks to encourage students to actively participate in decision making at school and advocate for change in relation to life skills education. The anticipated outcome for SMP students emphasises increased confidence and participation in different platforms where their voices can be heard.

As noted above, girls and boys have many friends and are observed to be sociable and like school largely because of the opportunities for social interaction. Much was made about Moi tradition and both Papuans and non-Papuans noted that Moi are '*known for being charming*

Boys playing on mobile phones while waiting for school bus.

and sociable' and accepting of others opinions. Boys and girls mostly hang out with friends of the same sex but, unusually compared to other places in Indonesia, also play sports together (for example, football and baseball). We observed easy-going relationships between adolescent boys and girls and mutual opportunities for chat and light-hearted teasing. Also different from observations in other parts of Indonesia, girls and boys often sit together in class.

Observations of classes indicated that although some classrooms are arranged to encourage group work, this only achieves minimal student participation and most teachers are more comfortable with conventional one-way teaching. Teachers did not give much opportunity for students to express their opinions in class but only to answer questions, even though our teams found that the students were generally more confident and open with us than students observed elsewhere in Indonesia. Despite high levels of confidence observed outside the class, 16% of SMP boys said they never speak up in class compared with 5% of girls . Students also seem to lose their confidence to speak up in class as they get older.

This lack of confidence among boys was also apparent in their answers to whether they told anyone about harassment as well as how they dealt with emotions. Our observations demonstrated that the boys were subdued, often diffident and withdrawn and we found girls laughed at them a lot. When facilitating participatory sessions with mixed groups of boys and girls, the girls dominated and were more engaged, often shouting down boys who tried to speak with comments such as '*just agree with us, don't give your opinions*'. On another occasion when girls and boys were playing baseball together the girls continually harangued the boys for being weak and playing badly. And on another occasion when researchers were chatting with some students about dating and marriage a boy said that he did not have an image of an ideal woman saying, '*I don't mind as long as she can cook*' which elicited loud booing from the girls in the room. When girls talk about their ideal date they want a boy who is smart, good looking
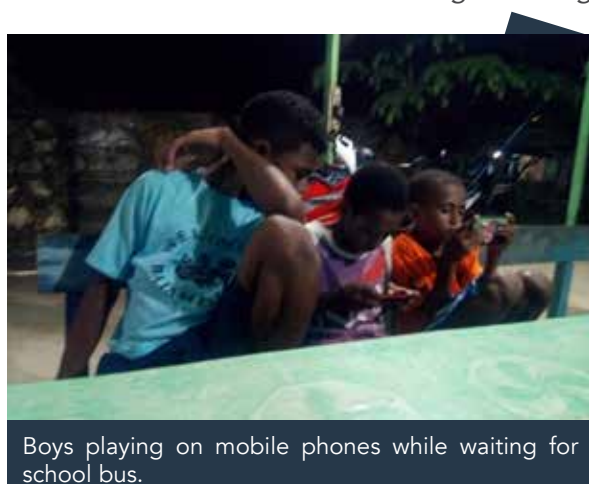
Some of the visual outputs from chats with students about their perceptions of themselves and others

In this visual exercise (one part shown here), seven teen boys used dots to select one of each pair of descriptors of how they see themselves. Some examples include: one boy described himself as traditional while the other six described themselves as modern; all seven described themselves as strong rather than weak; five described themselves as optimistic while two said they were pessimistic; four described themselves as lazy studying compared with three who felt they were diligent studying; and three described themselves as attractive and four as unattractive.

Interacting with a group of 12 girls we drew pictures of a girl and boy and asked them what the pictures might say about each other. Girls don't like other girls who show off but they also said they would punch anyone who teased them so they would stop. They thought that boys who cried or played with girls were 'sissy'. They seemed to like the boys who were flirty and noted that boys were often disobedient in class and called each other 'jerks'. They think boys like girls with straight hair, small lips, a pointed nose, sexy body, light skin but say boys expect them to wear a hijab[54] and be able to cook but also that most think girls should be educated to at least high school and many said university.
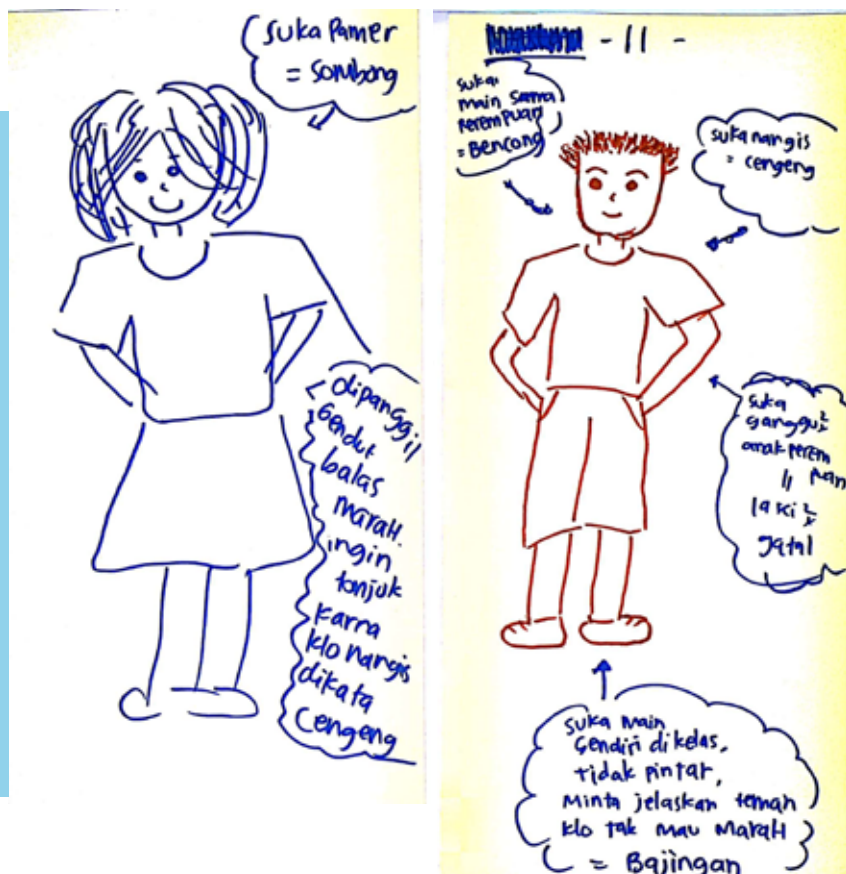
54 This community is majority Papuan and Muslim.

Asked if they see themselves as polite or rude, most of these girls aged 11-15 said 'polite' (left circle) but the three older ones said 'rude' because they said they punch and slap their friends all the time.

Asked if they feel shy or confident, five of the girls said 'confident' (right circle) because they are happy with the way they look. They shared that, *'lebih enak gula Jawa daripada tepung'* (palm sugar is sweeter than flour) in reference to lighter skinned TV celebrities - they were adamant that being darker does not make them less beautiful.


All seven girls chose 'not so clever' rather than 'clever' to describe themselves and this was partly because they felt clever students get teased a lot.

When asked what she likes most about being a teenager, this girl took a photo of her mobile phone because she said she can watch Youtube, play music, and chat with friends. Asking her what she likes least, she said she gets yelled at more at home, has to look after younger siblings and do chores before she will be given pocket money.


This boy (13) started by drawing his favourite Minion character and then we got to talking about bullying. He wrote in the bubbles the kinds of teasing he receives: mocked for being fat or 'black'; being kicked; and told his shirt is dirty (hasn't been washed).

- Researcher Field Notes
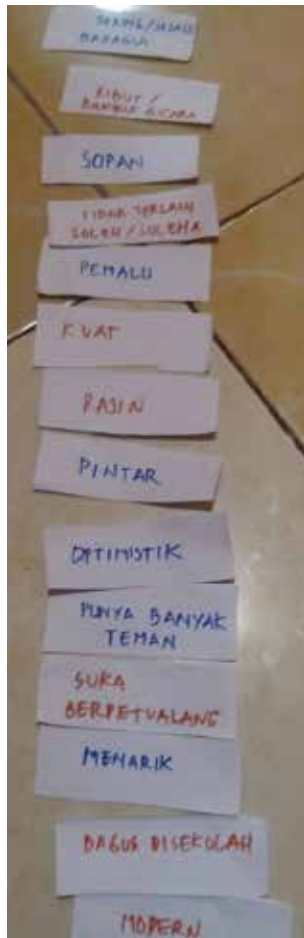
This Papuan girl (9) ranked attributes to describe herself. She sees herself as someone who is often happy, talkative, dislikes reciting the Quran (not too religious), smart, has many friends, and is beautiful. Her close friends said the same about her.
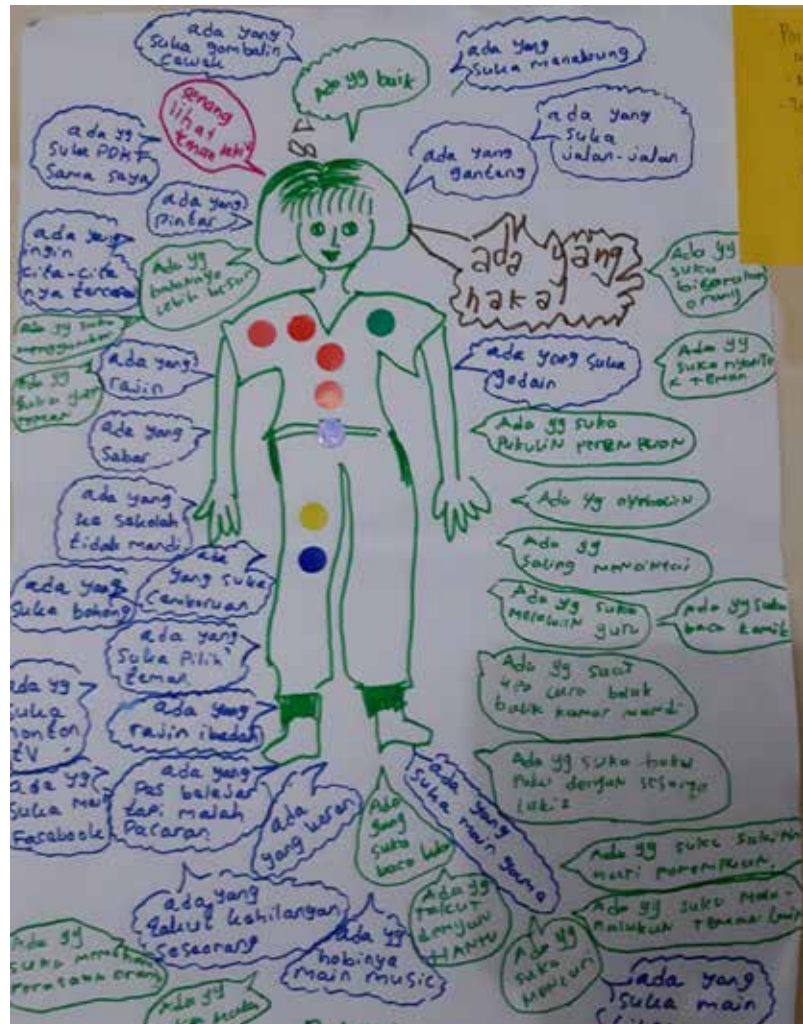
Two 12-year-old girls worked on this visual to open up discussion on how they viewed boys at school. They began with more physical and behaviour characteristics and gradually talked about more sensitive issues such as boys feelings and about dating. Some examples include: there are some boys that like to try to get close to me (for dating); some boys easily get jealous; there are boys who flirt with the girl they are dating during class; some boys like to break girls' hearts; and there are some boys who are good boyfriends.

Chatting with a ten teen girls about how boys see them, they described boys feeling that girls should be educated, pretty but expect them to be lazy, over-emotional and spending their time on mobile phones. These girls say they like boys with short wavy hair, full eyebrows, dimples, skinny and tall, with tanned skin and small lips. The boys should have a good job (having been to university or military school), be loyal and not smoke or drink alcohol and they must appreciate women.

and sporty and laughed at the fact that boys do not live up to these expectations and described them as not very smart and lazy and some described them as shy and lacking confidence. Boys often described girls as loud, irritating, attention seeking and confident while describing themselves as shy and not attractive to girls. Boys thought that the best way to be attractive to girls was to be smart but they didn't feel that they were. The girls told us that they are not interested in having babies or looking after children because it was *'boring'* and they would much rather do

Conversations around the map of this particular community revealed that families self-segregate, preferring to live, worship, play sports and socialise with those of the same ethnic origin. There had been some conflict in the past, especially between transmigrant Javanese and Papuans and many of the latter shared that they did not want to live among Javanese people even now. However, some Papuan families had moved into mixed areas where they felt the neighbours here were *'better disciplined, better educated and less aggressive'*.

more interesting things like become a chef, an accountant, or a singer. In another area, we were told that the recent construction of the SMP school has led to girls delaying having children until they are older[55] and here and in other SMPs, girls had ambitions for tertiary education. Generally, girls or boys are looking forward to progressing to the next grade but SMP boys are more worried than girls.

Almost 90% of students are mostly or always positive about their physical appearance. Of those students who did have a negative view of their physical appearance (11%) this seems to slightly increase as they grow older. Papuan girls shared with us that they don't particularly have good self-image of their physical looks, especially they mentioned that they didn't like their thicker lips, hair and rounder hips and are never told that they are attractive. Papuan girls perceive Javanese girls as more attractive, fair skinned and some try to straighten their hair like theirs. Conversely Papuan boys talked of their physical features in a positive way, referencing their manly physique and liking their hair. They often shared that they aspired to body building and wanted to be taller than girls. They shared that both Papuan and Javanese girls are attracted to such military-like physique.

Some girls appear to have internalised teachers' ridicule of their intelligence[56]. Boys have also done this and have internalised other descriptors such as lazy and poor performing and use these labels to describe themselves.

60% of girls say they understand and know their emotions but only 25% of boys say this. As many as 35% of boys didn't understand the premise of the question. 42% of girls said they were confident or somewhat confident at managing strong and negative emotions but only 21% of boys said this (with urban students noticeably more confident than rural students[57]). Like emotion handling, confidence in solving problems was higher for girls (65%) than boys (44%) and, again, with higher confidence among urban students.

Participation in school is confined to class, sports, *paskibra*[58] and scouts and there are no debating societies, platforms to raise student voice or participate in school governance in any schools. Although SMPs have had OSIS, student councils, for many decades[59], these do not serve as a platform for student

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55 Before the school opened the typical age for first pregnancy was 15-16 years.

56 In particular being labelled 'stupid'.

57 42% urban compared to 25% rural students saying this.

58 National Flag raising troop comprising A grade students only.

59 The survey indicated that 95% of students said their school had a student council.

voice. Rather, these student organisations are established to undertake social service activities and programmes for the benefit of the school or wider community, promote and uphold adherence to codes of behaviour and to motivate other students to be responsible and disciplined. For those involved it is intended to build leadership, organisational and collaborative skills. OSIS is usually comprised of class representatives and is mentored by teachers. The qualitative studies found that OSIS led in organising the Independence Day celebrations. In one school, OSIS members were expected to check school bags for items which were banned from school, (such as phones, perfume, make up, mirror, tippex/correction tape, cigarettes, jewellery, dark glasses.) Random checks by grade 8 students resulted mostly in confiscation of jewellery and make-up. Phones were turned over to the Principal who returns them to students after checking the contents. Where he finds pornography[60] or other concerning content he summons parents but we were told that parents often do not come as they find it easier to control their children once the phone has been confiscated.

In one SMP, the OSIS representatives are selected by teachers although students explained that before 2018 they used to be able to select them ('*we could not question the change*' they explained as they would be thought of as cheeky). The criteria for selection were that the students should be '*clever, diligent, regular in attendance, firm, listen to teachers*'. Up until this year these representatives had always been girls, but for the first time there is now one boy. In other SMPs, it was noted that teachers put forward possible candidates for the students to elect (those who are '*no 1 in class, not naughty and are religious*') and girls are always more likely to get selected than boys. Students described these class captains as largely enforcing discipline on behalf of teachers. Members of OSIS were not involved in school governance.

Although the survey found that around 65% of SMP boys and girls felt they were consulted at school, a review of how they understood the question suggests that they

Even though phones are officially banned in this school some teachers turn a blind eye because they use their own phones in class too.

were actually '*informed*' and '*updated*', rather than consulted. Similarly, high numbers said that teachers listen to students (68% boys and 75% girls) but this starkly contradicts the very low numbers of students who felt they were listened to by teachers when raising issues of harassment. Again, further review of the way students answered this question which was '*do teachers listen and provide a satisfactory response*' led us to conclude that if a teacher simply acknowledged the student with a 'yes' then the student concluded they were listened to. In other words, in both scenarios, students have low expectations of raising their voice at school. Students also had difficulty with the concept of negotiating as asked of another survey question. Furthermore, the immersion found that often when we asked if issues that concerned them including injustices had ever been raised with teachers, they always answered that they would be reprimanded for being cheeky and rude if they did so.

As noted above, access to information is limited as libraries are locked, poorly curated and do not have the sort of books SMP students want. There was very little evidence of access to computers at schools. One SMP had a new computer laboratory which replaced an earlier one where all the computers had broken, but it has not been used yet and there is no IT teacher available. The other three do not have computer laboratories and wifi access in schools is usually turned off during school hours. There was no active teaching of how to access information on the internet and no provision of advice on online safety in any schools, even though students were accessing the internet in internet

60   He told us he has found phones with pornography

cafes and on their own phones. Most SMP students we met use social media and shared that this has increased considerably in the last two years because of increasing ownership of smartphones. In one SMP, all the students use Facebook (often using friends' phones) mostly to post and 'like' photos. Girls in particular compare 'likes' and told us they also like to use this to tease others or to '*take revenge on ex boyfriends'*. Both girls and boys also shared that they like watching Youtube, especially to learn new dance moves. Boys prefer to watch Youtube clips and movies. Boys in one area were very familiar with VPN (virtual private networks which protects their online identity) which means they can access pornography. They also shared that they get round the Government's restrictions on Google by using alternative browser platforms. In another SMP as well as Facebook, students were actively using Likee[61] and TikTok[62]. We watched a music video created by a 12-year-old girl encouraged by her mother but were alarmed by the lack of concern about cyber safety. The internet was rarely used to search for information but more for recreation.

No students we met had heard of U-Report.

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61 A video creation and sharing app

62 Similar to Likee but primarily for creating and sharing original short music videos

KEY INSIGHTS

KEY INSIGHTS

Key messages

School environments vary: There seems to be a link between schools which have strong involvement of parents and the local community and where teachers feel a connection and ownership of the school environment, and how organised, prepared and welcoming the school is.

Facilities often exist but are either not functional or not being used for their intended purpose. This seemed to be especially true of water and library facilities. The explanation for this is that schools were obliged to have the facilities in order to fulfil specific accreditation requirements; the facilities were not provided with student learning or wellbeing in mind.

Both SD and SMP schools we visited had few visuals on the walls, often the schools were using old and run-down classrooms even if they had constructed some new ones. Teachers and students were often absent and some teachers took little interest in learning outcomes and would sometimes simply mark all students work with the same grade or not mark work at all. Students were strongly discouraged from questioning teachers in any way. Teacher absenteeism was observed to be widespread at SMP level with lessons always starting late and sometimes over half of teachers being absent from schools.

Some rural and urban differences: We often found interesting differences between rural and urban schools, this came through in both the interview data and the immersion/observation findings. Examples include SD rural school teachers believing that their school has a better reputation for learning outcomes than teachers from SD urban schools .

Effect of absent teachers and students: Teacher and student absenteeism was connected to some students who were kept back grades. Students who were held back grades were often doing so because they themselves had many absences due to helping parents out with chores and agricultural tasks. We met teenage students who had been held back many years in SD schools.

Schools are for fun, not learning: Neither students nor teachers especially associated attending schools with learning outcomes. For both teachers and students, schools are seen as a place of socialisation. Contact time between students and teachers is very low across all the schools, with daily contact time rarely being more than three hours. These findings were the same for both SD and SMP. Interestingly students at both levels of schools valued teachers who were kind, respectful and fun; these traits were more important to students than whether or not the teachers taught well or physically punished them or not.

Same old, same old: We witnessed very little in the way of innovative learning. Teachers generally do not like the new curriculum, they do not actually use lesson plans and they mainly teach through writing tasks on the board. However, we did observe a few examples of slightly more interactive learning and group work. Where this was done it was often the

more confident and older teachers who used it.

Singing and Games: Where we did see some interesting differences in the classroom in terms of teaching approaches was between male and female teachers and between older and younger teachers. More female teachers said they used learning packages, literacy games and singing in the classroom than male teachers. We also found a clear positive correlation between older teachers and the likelihood to use singing and literacy games resulting from experience and a desire to make children in early grades happy and was not attributed to training. Female and younger teachers also reported that they think that behaviour is a problem in the classrooms, more than male and older teachers. Female and younger teachers also reporting finding disruptive behaviour harder to deal with.

Discipline and punishment: A lack of 'innovation' was also found in the way teachers deal with disruption and bad behaviour in the classroom. Although SD teachers use physical punishment far less than SMP teachers, their methods of discipline showed no positive disciplinary approaches. 'Reminding' students was reported as the most and, conversely, the least effective way of disciplining students. When SD students were asked about any physical punishment they did receive, the students laughed it off, querying why they would cry when it doesn't really hurt. All the SD male students we spoke to said that they would use physical punishment if they were a teacher.

Physical punishment was used with a much higher frequency with SMP students, and more with male students than female students, and when physical punishment is used with female students, it tends to be something like pinching rather than hitting or beating. Men report using physical punishment more than women teachers but observations indicate that some women teachers do use sticks, slap and pinch students. Teachers sought permission from parents to hit students and this permission was generally given by parents. Both parents and teachers of SMP students told us that they believe that physical punishment leads to benefits such as respect for adults and success in life.

Papuan students treated differently: In all schools, but especially at SMP level, we witnessed and heard about Papuan students being treated differently, predominantly from teachers. Teachers associated Papuan students (whether because of experience or prejudice) with stereotypes of being '*lazy, stupid and slow*' and/or having physical skills and competence rather than academic skills. Teachers told us that Papuan students were absent more than other students. When SMP students were streamed by ability, the Papuan boys were put in the lowest stream, in the worst classroom and with the highest rate of teacher absenteeism.

Things are different in Papua: Papuan students were far more physical with each other than Javanese or Ternate students however the physical force used between students was taken very much in good humour between Papuan students. This violence did alarm the Javanese and Ternate students though. Generally, we found that Papuan students were more physically active (both boys and girls) and more physical generally with each other, slapping each other hard and punching and pinching were viewed as harmless interactions between classmates. Parents of Papuan students desire that schools use physical punishment with their children, especially as they got older. Papuan parents and teachers felt that Papuan students were 'hard to control'.

Mixed methods approach: By using a questionnaire survey and reading assessment combined with immersion and school observations we were able to reveal many interesting differences between what students and/or teachers say they do or don't do and what they actually did in reality. This demonstrated to us that students and teachers often know what is socially desirable but often don't actually practice the 'right' behaviour. Examples of this include students reporting that they wash their hands after using the toilet and demonstrating that they knew how to wash their hands currently but then never actually practising this. Other examples include open defecation, where students would say they didn't defecate openly but the immersion enabled us to observe this was common. More concerning, many teachers told us that they

thought that using physical punishment could lead to mental health issues in students but then also told us that it is an acceptable form of punishment and our researchers observed physical punishment being frequently used in schools.

Unhealthy habits: Among SD and SMP students there was a high preference to eat unhealthy snacks (fruit and vegetables were observed little) and to drink high-sugar drinks. Children as young as 3 years old try *pinang*, encouraged by parents, and it was sold at kiosks outside school. Boys often prioritised the buying of *pinang* over all other uses of their pocket money. Students at SMP level were also observed smoking in and near schools, especially boys.

Boys Thrive? Interestingly, we found the most negative and disappointing findings consistently in relation to boys. Boys were more likely to receive physical punishment, to be the victims of physical force by other students, were less likely to identify as *'smart'*, felt less listened to by teachers and were less likely to be in the *'top'* streams of classes. Boys who studied a lot and who were considered *'smart'* were the most teased and harassed at school by other students. Boys were also less likely to feel comfortable to share problems and were not encouraged to share their feelings. In general boys were less confident, dominated by their fellow-female classmates and generally more subdued and more apprehensive about the future.

No bullying? We observed and were told about almost no incidences of anything which students considered to be 'bullying' by other students. Students talked about being teased, even teased a lot but shrugged this off as *'no big deal'*. SMP female students told us that when the boys teasing became relentless, they would retaliate by hitting them with sticks but this 'teasing' was still not considered 'bullying' or especially negative by students. Somewhat of an exception to this was around menstruation, girls shared that they did feel embarrassed, were very concerned that others would know they were on their period and shared that boys would tease about this particularly. However,

while this was an issue, girls shared that this mainly only happened when they first started menstruation and the issue appeared to reduce as they got older. Menstruation does not deter girls from attending school much at all, but provision of better disposal facilities is highly desired by female students.

Conclusion: Schools appear in general to be places where students feel relatively safe, have a lot of fun, have wide social circles and feel all of this, despite many schools having poor learning facilities, high teacher absenteeism, quite widespread physical punishment, and poor toilet and water facilities. Girls appear to be thriving in comparison to boys.

ANNEXES

Annex 1: Study Team

Team Leaders

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Annex 2: Study Partners

UNICEF

For more than 50 years, UNICEF has played an important role in helping the Government of Indonesia (GOI), local organisations and the private sector and communities to advance the lives of Indonesian children and women. UNICEF works with the Government of Indonesia to improve access to, and quality of education for the most marginalized children aged 3–18 years, including children with disabilities and those in humanitarian situations.

Reducing the high numbers of out-of-school children remains a key priority for Indonesia to achieve Sustainable Development Goal 4 on inclusive and equitable education by 2030.

UNICEF support focuses on evidence generation, policy advocacy and system strengthening for equitable access to education, improved learning outcomes, and skills development for adolescents.

https://www.unicef.org/indonesia/

Empatika

Empatika is a small people-centred research and training organisation based in Indonesia. We are committed to providing high quality, innovative, and adaptive qualitative and mixed methods studies and custom capacity building to bring policy making closer to the reality of people. Empatika's roots lie with the development of the Reality Check Approach, a qualitative method first used in Bangladesh in 2007 whereby researchers live in people's homes and join in their everyday lives. Globally, Empatika team members have conducted more than 55 Reality Check Approach (RCA), mixed methods, and participatory studies over the last 12 years in nine countries, including in Indonesia, Bangladesh, Ethiopia, Ghana, Lebanon, Nepal, Pakistan, and Uganda for a range of commissioners.

www.empatika.org

Stats4SD

Statistics for Sustainable Development (Stats4SD) is a not-for-profit, social enterprise established in May 2016. Stats4SD promotes better use of statistical methods for decision-making to benefit society and the environment. To achieve this, Stats4SD advises on:

- The use of statistical tools in the real world
- Data engineering, analysis and associated information technology
- Effective and efficient use of research methods
- Generation of information products derived from data in the form of resources (hyperlink to our resources page)
- Statistical support for monitoring and evaluation (M&E) of development interventions

https://stats4sd.org

Annex 3: Areas of Conversation – Supporting Girls to Thrive

empatika

Context-Community
Urban/rural/peri-urban, socioeconomic status; Remoteness/topography/physical access; Size of community; Main livelihoods (prevalence of migrant work); Culture/religion; Access to facilities (esp. related to reasons for migration); Social capital (groups)

Context-Household
Profile of the student and family: age, gender, culture, religion; Parent livelihoods Family (family tree), ages, gender, education, livelihoods; House: location, building materials, layout, toilet/drinking water facilities, key assets (land, livestock, work related equipment, electrical equipment, phones, etc.)

Self-image and individual agency
Key elements that enhance/detract from positive self-image. Body mapping (liked/disliked parts of the body with explanations). Importance of self-image in making friends, dating, adopting healthy lifestyles, aspirations.

Economic and social influences on life decisions (e.g. continuing education, marriage, pregnancy, work/employment, role of girls/women, expectations based on position among siblings (e.g. responsibilities of eldest/youngest).

Aspirations and dreams for the future. Enabling/hindering factors in achieving these. Role models. Examples of others who have achieved goals and explanation of the pathways to achievement. Concerns and worries for the future.

School environment
Size, location, teacher: student ratio; physical facilities, school performance & reputation (including local perceptions /comparisons). Contact hours, travel and out of school time (homework, extra-curricular activities). Teacher commitment (attendance, lesson preparation, punctuality, extra-curricular activities, pastoral care). Absenteeism, Drop-out rates and student & community perceptions of reasons for absenteeism/ drop-out.

Overall student perception of school and classroom environment (positive/negative feelings; elements that inspire/are enjoyable; elements which challenge/are difficult). Students mental wellbeing; perceptions of stress, anxiety related to school. Level of parents/community support for school/education & interest in child's progress, mental health and wellbeing.

Aspects which hinder/help feelings of belonging, enthusiasm to attend/participate in school activities. Perceptions of conducive learning environment. Teacher/student relations (power (abuse of power, trust, perceptions of what constitutes a 'good teacher', inappropriate relations). Student/student relations (including age, gender considerations). Discipline, levels and perceptions of indiscipline. Rules, punishment (frequency, physical/verbal /alternative discipline measures (differences by gender /age). Fairness in disciplinary actions. Means of redress. Norms of behaviour among students. Measures to encourage/monitor positive norms (school led, student-led).

Existence of child safeguarding policies, extent to which these are applied. Understanding what constitutes abuse (verbal, physical, emotional), experience of abuse (type, perpetrators, response, normalisation), reporting and resolution of abuse experience (formal/informal mechanisms). Referral mechanisms within school, to outside agencies. Perceptions of feeling safe/secure at school. Risky behaviours - extent of and cause and effect of risky behaviours (self-harm, substance abuse, early sexual activity)

Healthy behaviours
Extent of teaching on nutrition, extent of focus on adolescent nutrition (knowledge on special care e.g. on iron intake). Communication materials actually used in the classroom. KAP related to nutrition education. Extent of supportive environment for healthy eating at school (canteen, kiosk provisions). Food preferences, current behaviours related to nutrition. Perceptions of healthy foods.

Adequacy of water and sanitation facilities provided at school (including provisions for girls-privacy, adequate provisions for menstruating girls), use and maintenance of WASH facilities at school, reasons for not using facilities provided. Trash and grey water disposal, understanding of and action to promote positive environmental health.

Reproductive health KAP and understanding of reproductive rights. Girls agency in negotiating relationships with boys (helping /hindering factors) Perceptions of exercise/physical activity, current levels of exercise and physical activity, school's response to providing opportunities for sports/ physical activity. Changes in KAP of life skills and influences.

Seasonal aspects of access to food, WASH and opportunities for physical activity.

Chat, explore, probe, present scenarios *'what if'*, introduce debate *'some people think'*, listen, draw, explain, dream, play

Participation
Opportunities for participation in school governance and school activities (formal (e.g. student forum) and informal); extent of and experience of influencing school decision making; extent to which students feel able to raise their voice, exercise agency in school life, with their peers, within the family and within the community. Teachers' support for meaningful student participation. Profiles of those more likely to participate /those less likely to participate. Enabling /hindering factors to participation.

Extent of knowledge of, access to and participation in online forums to express opinions (Facebook, Whatsapp, U-Report, others). Sources of information and influence affecting student views & opinions. Places/spaces where students feel able to express themselves.

Learning Outcomes
School performance & reputation (including local perceptions/comparisons with other schools). Perception of quality education among students, parents & wider community. Reading attainment- perceptions of local language/Bahasa/English use and usefulness. Criteria for being 'well behaved/ not well behaved', 'good/bad student'. Stigma and labelling. Enabling environment to 'do well' (at school, at home, in the community). Child-centred learning opportunities, opportunities to engage in lessons, ask questions and debate. Academic and life skills learning. Support for safe online knowledge acquisition.

This mixed methods baseline study was carried out in July–October 2019. The Government of Indonesia and UNICEF, with support from the David Beckham 7 Foundation, is implementing a Multi-sectoral School Intervention Programme: Supporting Girls to Thrive in Indonesia in Sorong district, West Papua. The purpose of this study is to implement a baseline which contributes to strengthen the articulation of the programme outcomes and indicators and provide insights which can be incorporated into adaptive design of the programme. The study comprised questionnaire surveys for primary and junior secondary school students and teachers; a reading assessment for primary level students; school and classroom observation; and immersion with families with children of primary and junior secondary school age.