

An explorative research on the quality of primary education in Bali, Indonesia



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Abstract

This Bachelor thesis is the final assignment of the study European Public Administration. This study is the result of a research conducted in Bali to investigate the accessibility and quality of primary education for orphans in this Indonesian province. I have learned many things from the people and children living in Bali in the 21 weeks I was there.

I would like to thank Hans Vossensteyn and Nikolaus Wayan Suyasa for supporting and supervising me during my entire internship and conducted research. Their support was very valuable for the final product of my Bachelor Thesis. I want to thank the operational managers of the WINS Foundation, the teachers and head masters who helped me conducting my research, the founders and operational managers of the visited orphanages, and the Balinese children for making me smile every day with their smiles. My special thanks go to my host family who took care of me in every way during my stay. They showed me what Bali is while taking me to temples and letting me participate with them in big ceremonies. Finally I want to thank my parents, brothers and friends for always supporting me to pursuit my goals.

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List of abbreviations

WINS	=	Weeskinderen Indonesië Naar School (orphans of Indonesia to school)
MDG(s)	=	Millennium Development Goal(s)
EU	=	European Union
MONE	=	Ministry of National Education
US	=	United States
PISA	=	Program for International Student Assessment
TIMSS	=	Trends in International Mathematics and Science Study
PIRLS	=	Progress in International Reading Literacy Study
MSS	=	Minimum Service Standard
ICT	=	Information and Communication Technologies

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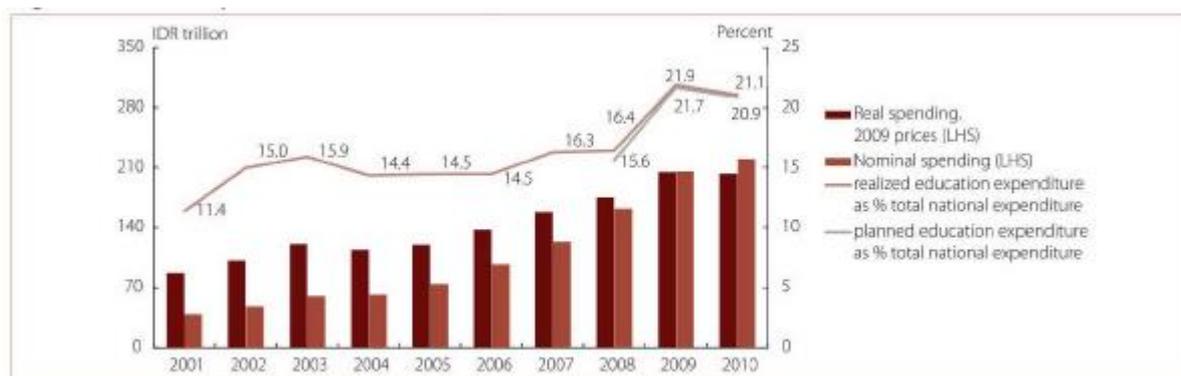
1. Introduction

1.1. Background information

Providing quality education is crucial for developing countries to rise above their poverty and let children live up to their full potential in a sustainable way in order to create a brighter future for themselves. This study focuses on orphans in Bali and whether they have access to good quality education. Research is done at an organization called the WINS Foundation, which provides education for disadvantaged children (including orphans) in Indonesia in order to give them the chance to have a better and brighter future. Furthermore, orphanages in developing countries are often run as a kind of business center to make profit. Bali is an example of this, children from the orphanage have to work hard and are being forced to work on construction sites or beg on the street instead of going to school (Wheeler, 2010). The eight Millennium Development Goals (MDG) of the United Nations (introduced in 2000) should be realized by 2015. These Millennium Development Goals are the endeavors to provide the basic necessities for the world's poorest. The second MDG "achieving universal primary education" means that every child has to be able to complete a full course of primary schooling of nine years. But is this also possible for every developing country in the world? Indonesia has an estimation of half a million of orphans, 30 million unregistered children and 1,5 million children with disabilities. Indonesia has a total population of 253 million people. Indonesia has around 66 million children aged between 0-14 years old (CIA, 2014). The United Nations defines primary education as nine years of basic education. In this paper "primary education" means the six years of basic education on an elementary school, since this study focuses on the first six years of basic education provided by elementary schools

The European Union (EU) finds Indonesia an important strategic partner, which shares the same motto: Unity in Diversity (European Commission, 2012). Currently the EU and its member states are providing €200 million to ensure better and more consistent basic services and governance nationwide (European Commission, 2012). Moreover, the Development Cooperation Instrument (DCI) of the European Union allocated another €494 million for development in Indonesia for the period 2007-2013. This allocation could be used for relevant regional and thematic programs in Indonesia (European Commission, 2007). In the Indonesia – European Community Strategy Paper 2007-2013 there are two key objectives: fighting poverty and achieving education for all, which are also key objectives of the Millennium Development Goals. With these funds of the EU, there should have been significant improvements in the education sector in Indonesia.

Next to these funds the public spending for the public and private sector in the educational sector in Indonesia has significantly been increased between 1998 and 2004 due to decentralization of the education system and the passed law of 2003, which states that 20 percent of the total public spending should be assigned to education (Suryadarma, 2011). In Figure 1 the public expenditure on education of Indonesia between 2001 and 2010 is given.



Source: World Bank staff estimates based on MoF, APBD and BPS data.

Figure 1. Public Expenditure on Education of Indonesia, 2001-2010 (World Bank, 2013b).

It is important to find out whether this law genuinely improved the quality of (primary) education for orphans as they are known to have less education and life opportunities than non-orphans. This study focuses on the position of orphans in Bali in the primary education sector and to what extent they have access to good quality primary education. Also the quality of education on regular elementary schools is observed as to compare potential differences. Since there is a lot of corruption in Indonesia and statistics concerning education have a higher chance of being counterfeit, this study adds new information to the existing body of knowledge through its own empirical research.

The primary focus of this study is on the differences between orphans and non-orphans concerning the accessibility and quality of primary education in Bali in Indonesia. Several indicators are used to assess the quality of school education using evidence from various institutions that were visited during the field study.

1.2. Problem statement & research questions

1.2.1. Problem statement

There are still many Indonesian children from very poor families who cannot go to school because their families cannot pay the school fee. Without an education, these children are most likely to remain in poverty for their entire life. The same goes for orphans in Indonesia. The study of Suryadarma et al. (2009) revealed, by using longitudinal data from Indonesia, that primarily the consequences of young orphans on education is considerably more adverse than chronic poverty on education. So this study states that children from poor families have less negative effects on education than young orphans. In other words, young orphans generally achieve less on schools than children from poor families, which makes orphans the highest risk group. However, poverty strongly influences children's education and development due to increased risks and limited protective factors and opportunities for stimulation and enrichment (Engle & Black, 2008). Thomas et al. (2004) discuss in their article that orphanhood only affects the educational attainment of children who lost their parents at a young age. To achieve universal primary education every child has to be included, however, is this possible for Indonesia with the current condition in which Indonesia has an estimation of half a million of orphans, 30 million unregistered children and 1,5 million children with disabilities. Next to the second Millennium Development Goal "Achieving universal primary education", the results of the children on schools should improve with financial support from, for example, the European Union. In Indonesian pupils' results on international tests, there was a decrease in the scores of Indonesian pupils between 2007 and 2010. This study focuses on orphans in

Bali since this is a group in society that can easily be excluded from public provisions like primary education.

1.2.2. Research questions

Based on the problem statement the following research question is formulated to investigate the accessibility and quality of primary education for orphans in Bali, Indonesia.

What are the differences between orphans and non-orphans concerning the accessibility and quality of primary education in Bali in Indonesia and what are the perceptions of the causes of such differences by a few key holders?

Orphans are children who have been deprived of parental care and have not been adopted. A maternal orphan is a child whose mother has died or left; a paternal orphan is a child whose father has died or left. In this study a distinction is made between “single parent orphans” (children who lost a parent) and “orphans” (children who lost both parents).

To answer the main research question the following sub research questions are used:

1. *What is the educational system of Indonesia?*
2. *How can the quality of education be measured in Indonesia?*
3. *What are the perceptions of various actors around or included in the educational system regarding the differences between orphans and non-orphans with regard to the accessibility and quality of primary education in Bali in Indonesia?*
4. *Did the Indonesian government initiate policies to improve access and quality to primary education and do key stakeholders experience these improvements?*

The Indonesian government has taken several measures to increase enrolment rates in the education sector and to improve the quality of education in Indonesia. These measures are investigated whether there are differences between orphans, single parent orphans and non-orphans concerning the access to primary education in Bali in Indonesia.

1.3. Education in Indonesia

This section describes the education system in Indonesia concerning pre-primary, primary education and junior secondary education, with the focus on primary education since this is the most significant for this study.

1.3.1. Education in general

The national education system of Indonesia is based on *Pancasila*, the five basic principles of the Republic of Indonesia: belief in one God; just and civilized humanity, including tolerance to all people; unity of Indonesia; democracy led by wisdom of deliberation among representatives of the people; and social justice for all (UNESCO, 2011). The primary aim of education in Indonesia is to maintain Indonesia’s cultural background while generating knowledge, skills and scientific progress. The Indonesian government provides nine years of basic education for children aged from seven till fifteen years old which is the same as the second Millennium Development Goal. The aim of these nine years of basic education is to let children develop their basic skills: obtaining general intelligence

and knowledge and developing their personality in school. Aforementioned, basic education is exercised by elementary schools and junior high schools.

The Indonesian education system has seven different types of education (UNESCO, 2011):

- 1) General education (expansion of general knowledge and improvement of students skills);
- 2) Vocational education (developing vocational skills needed for employment);
- 3) Special education (education for students with physical/mental disabilities);
- 4) In-service education (increasing skills required for government jobs);
- 5) Religious education (mastery of religious knowledge and related subjects);
- 6) Academic education (improving the mastery of sciences);
- 7) Professional education (specialized/job-related knowledge and skills).

The Ministry of National Education (MONE) is responsible for the planning and implementation of educational services (UNESCO, 2011). At central level the MONE consists: the Secretariat General; National Institute for Educational Research and Development; the Inspectorate General; and several other Directorate Generals (UNESCO, 2011). In each of the 33 provinces, the MONE is represented by a Provincial Office of Education and in each of the 483 districts and municipalities by a District Office (UNESCO, 2011). These local offices of education have as primary task to operationalize, manage, adapt and implement policies concerning the local and environmental needs (UNESCO, 2011). The Board of National Education Standards was established in 2005 in order to create curricula and national final exams for the primary (public elementary schools) and secondary (public junior and senior high schools) level (UNESCO, 2011). These curricula include national as well as local content. A curriculum is created in order to achieve the national educational goal while taking into account children's development and local environments (UNESCO, 2011). The subjects included in the primary and secondary education are: religious education; civic education; language; mathematics; science; social sciences; art and culture; physical education and sports; vocational skills; and local content (UNESCO, 2011). Since 2006, schools are able to further develop their educational plans, curricula, while taking into account the national standards of the National Board of Educational Standards (UNESCO, 2011). In this way, it is possible for schools and teachers to develop learning programs that can meet the local needs of the children on school.

1.3.2. Pre-primary education

Pre-primary education is provided in the formal, non-formal or informal sector by various institutions in Indonesia. Kindergarten is one example of the formal sector where children aged from four till six years old start developing their attitudes, behavior, knowledge, skills and creativity. Kindergarten can be a good preparation for young children before participating in primary education. This service is supervised by the Ministry of National Education, the Ministry of Religious Affairs, and other professional associations in society (UNESCO, 2011).

Playgroup is another pre-primary service for children aged from three years old till they are ready for primary education. At a playgroup, children also start developing their skills and attitudes. This service is usually organized by various foundations or Non-Governmental Organizations in the non-formal sector (NGOs) (UNESCO, 2011).

Next to these pre-primary services there are also family development programs to prepare and provide families and parents on how to develop knowledge and skills of children before they participate in primary education. An example of such a family development program is *Bina Keluarga Balita* (development program for families with children under five), where the aim is to inform

families and parents how to provide care and education to their children (UNESCO, 2011). Pre-primary school participation had a gross enrolment ratio of around 45% in the period of 2008 -2012 (Unicef, 2013). This means that there are still millions of young children in Indonesia not following pre-primary education.

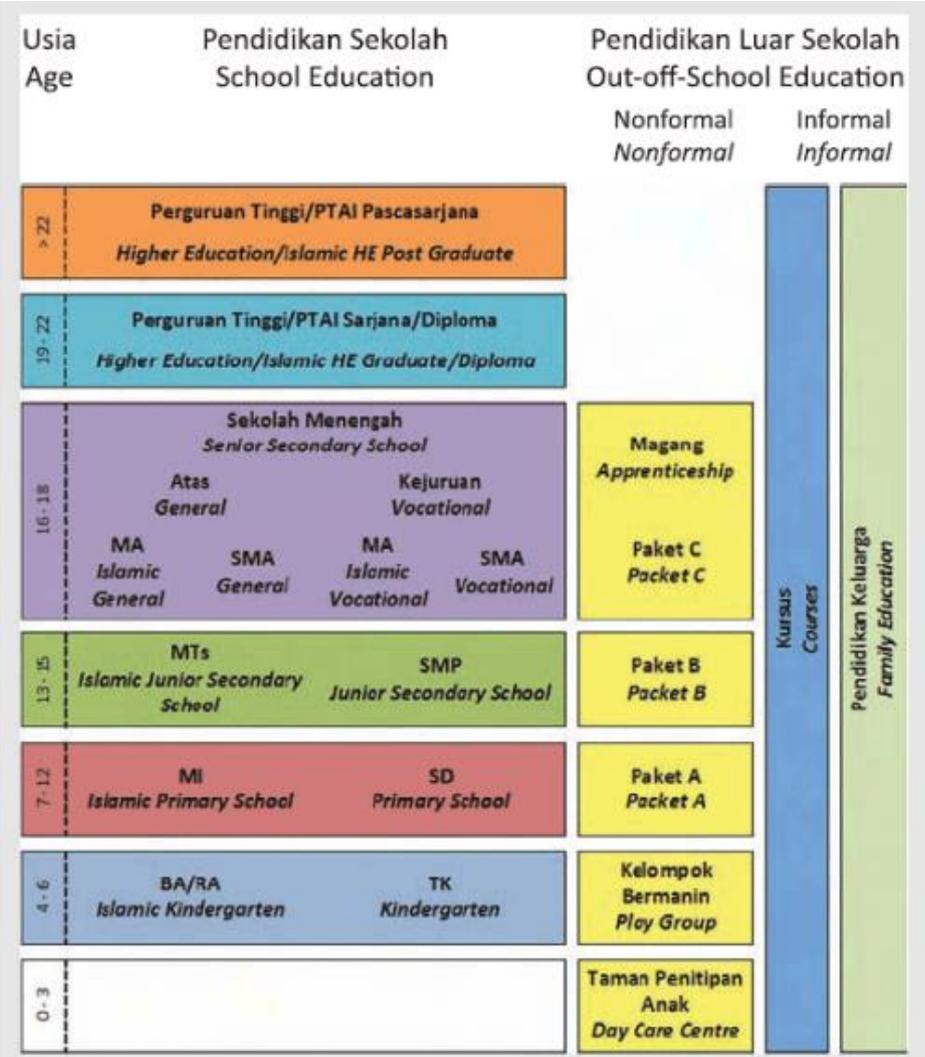


Figure 2. Structure of the education system (UNESCO, 2011).

The structure of the Indonesian education system is given in Figure 2. Preschool education is not compulsory and is available for children aged from four till six years old. Primary education is compulsory, lasts six years and starts at an age of seven. Junior secondary education is also compulsory and lasts three years. Senior secondary education is not compulsory and lasts also three years. Higher education is not compulsory and can last three to six years (UNESCO, 2011).

1.3.3. Primary education & junior secondary education

Primary education and junior secondary education are executed by elementary schools and junior high schools where general education is provided. The basic education curriculum consists of the subjects shown in the table beneath. Table 1 shows a general timetable of the 2006 curriculum on elementary and junior high schools in Indonesia.

Basic education (primary and junior secondary school): weekly lesson timetable

Subject	Number of weekly periods in each grade								
	Primary						Junior secondary		
	I	II	III	IV	V	VI	VII	VIII	IX
<i>Pancasila</i> [Principles of the State's philosophy] education	2	2	2	2	2	2	2	2	2
Religious education	2	2	2	2	2	2	2	2	2
Indonesian language	10	10	10	8	8	8	6	6	6
Mathematics	10	10	10	8	8	8	6	6	6
Sciences	–	–	3	6	6	6	6	6	6
Social sciences	–	–	3	5	5	5	6	6	6
Handicraft and arts	2	2	2	2	2	2	2	2	2
Health and sports	2	2	2	2	2	2	2	2	2
English language	–	–	–	–	–	–	4	4	4
Local content	2	2	4	5	7	7	6	6	6
Total weekly periods	30	30	38	40	42	42	42	42	42

Note: Each teaching period lasts 30 minutes in Grades I–II, 40 minutes in Grades III–VI and 45 minutes at the junior secondary level.

Integrated or general science is taught at the primary level, while combined science (biology and physics) is taught in the lower secondary school. Social studies include history and geography. *Pancasila* education includes civic education.

Table 1. Primary and junior secondary education: weekly lesson timetable (UNESCO, 2011).

The primary school participation in Indonesia had a net enrolment ratio of around 99% in the period of 2008-2012, which is still one percent short of achieving the second MDG “achieving universal primary education (Unicef, 2013). The net enrolment ratio shows the percentage of children who enrolled. The primary school participation had a net attendance ratio of around 91% in the period of 2008-2012 and the primary school participation, survival rate to last primary grade was around 88% in the same period (Unicef, 2013). This means there are still drop-outs at the primary level in Indonesia. The net attendance ratio shows the percentage of children that really go to school. It is also important to look at the secondary school participation, since three years of the nine years of basic education are provided by junior secondary schools. The secondary school participation had a net enrolment ratio of 74,5% in the period of 2008-2012 with a net attendance ratio of 58% (Unicef, 2013). So one-fourth of children who should have been in a junior high school were not enrolled. To achieve the second MDG, all children in the world need to follow and have access to an educational program that provides nine years of basic education. However, for some developing countries this goal is still not achieved, including Indonesia.

1.4. Structure of the thesis

This thesis is structured in the following way. Chapter 2 explains the theoretical framework that is used for this study, including theories about family background influencing children’s educational outcomes. Chapter 2 ends with the research model and expectations of this research. Chapter 3 shows the used methodology and data collection methods. Chapter 4 reveals the results of this study. Chapter 5 answers the main- and sub research question(s) and concludes with a reflection.

2. Theoretical framework

2.1. Family background influencing children's educational outcomes

2.1.1. Family background

Research has been done on how factors of family background, such as socioeconomic status, family structure, and material resources, influence children's educational outcomes in developing countries (Buchmann & Hannum, 2001). Two important projects in this field are the Coleman Report (Coleman et al, 1966) in the United States and the Plowden Report in Great Britain, which both concluded that family background was more important compared to school factors in determining children's educational achievement (Buchmann & Hannum, 2001). Family factors are significant for educational outcomes in the developing world (Buchmann & Hannum, 2001). The "wealth gap" in education in 35 countries in Africa, the Middle East, South Asia and East Asia was analyzed by Filmer & Pritchett (1999). All the countries in this analysis revealed a difference between rich and poor children's educational attainment in which the largest wealth gaps emerged in the countries of South Asia (Buchmann & Hannum, 2001). This means that pupils from richer families in these countries achieve more in school compared to pupils from poorer families. Children are also influenced by the priorities of their families. Some poor families choose productive activities in the home or the labor market above schooling (Buchmann & Hannum, 2001).

In the report of Vossensteyn (2005) about the perceptions of student price-responsiveness it is discussed to what extent students and their families can meet the costs to participate in higher education (Vossensteyn, 2005). Financial incentives of the government like tuition fees, student grants, scholarships and student loans are ways to meet the costs of different levels of education. There is no tuition fee on elementary schools and junior high schools, but there are student grants and scholarships available. These instruments influence pupils' access to education. Concerning higher education, student grants have a more positive effect on access compared to student loans especially for lower income students (Vossensteyn, 2005). The social capital of prospective students is believed to be influenced by background characteristics and family factors (e.g., parents' income and education), but also by the preferences and attitudes transmitted to children, and the way in which parents motivate their children through encouragement (Vossensteyn, 2005). Many student choice studies come to the conclusion that student choice appears to be strongly influenced by the level of parental education (Vossensteyn, 2005). But what if not all variables to determine the socio-economic background are present? For example, when there is only one parent who influences the child or no parents at all who can influence the child like the case is with (single parent) orphans. If children, pupils, students are so strongly influenced by their parents, what would happen if there were no parents? A person could imagine that pupils without parents are even less successful in education.

Another research about children's readiness to learn in Australia (Hilferty et al, 2010) discusses that growing up in poverty can negatively affect children's readiness to learn. "Readiness to learn" can be defined as the ability of children to develop and learn at each stage in life (Hilferty et al, 2010). The authors state that differences between poor children and wealthy children start appearing in their

language and behavioral development when they are two years of age (Hilferty et al, 2010). The lives of poor children, including orphans, can mean hardship and deprivation due to housing and food insecurity, and the lack of other basic necessities in a child's life (Hilferty et al, 2010). Interactions between parent and child are very important for a healthy brain the development, where the role of love can be used as a foundation for intellectual and emotional development (Hilferty et al, 2010). Young orphans miss this relation and influence in their life from a parent. Orphans are deprived of the support and love parents can give. School readiness is something that is developed before the child enters primary education. Even before birth, the brains can be damaged by stress and the persistent effect of the stress hormone cortisol (Hilferty et al, 2010). The most important microsystem for a young child is the family, with predominant influence of the family on a child's cognitive and language abilities (Hilferty et al, 2010). Concerning young orphans, it is important that they end up with a good family or professional support that can positively influence their cognitive and language abilities.

2.1.1.1. Parent's education

In the United Kingdom, children from disadvantaged backgrounds have worse educational outcomes compared to the children from advantaged backgrounds. This gap between these two groups is the greatest in the United Kingdom than elsewhere (Hirsch, 2007). The primary cause is the lows skills and low qualifications of parents, which results in a lack of opportunities for them. Research has shown that people from disadvantaged families are less likely to have good educational achievements in which these disadvantages are transferred from one generation to the next generation (Hirsch, 2007). Educational achievements are also strongly influenced by a child's attitude towards learning, which is already influenced from an early age.

There are still many young children in developing countries that are exposed to multiple risks, such as poverty, malnutrition, poor health, and unstimulating home environments, which negatively affect their cognitive, motor, and social emotional development (Grantham-McGregor et al, 2007). Because of these risks, disadvantaged children are very likely to have poor educational achievements which can be linked to low incomes, unemployment, high fertility and in a later stage provide poor care for their children (Grantham-McGregor et al, 2007). In this way these disadvantaged children are likely to transfer poverty to the next generation (Grantham-McGregor et al, 2007). Improving parental education is significantly related to reduced fertility, and improved child survival, health, nutrition, cognition and education (Grantham-McGregor et al, 2007). Orphans miss the influence of parental education to improve their life, and they usually live in poverty which has severe consequences for their further development. There is an estimation that more than 200 million children under five years of age in developing countries are not developing to their full potential (Grantham-McGregor et al, 2007). In some developing countries 40-50% of the children under five years are stunted which prevent millions of children from benefiting fully from the educational opportunities they have access to (Walker, 2007).

2.1.1.2. Parental death

Gertler, Levine and Ames (2003) discuss in their article the effects of parental death on schooling in Indonesia. The primary result is that a recent parent's death reduces children's enrollment in Indonesia (Gertler et al, 2003). Children who have lost their parents recently have a higher chance of dropping out of school than non-orphans (Gertler et al, 2003). This effect is most visible at the transitions between primary and junior secondary and between junior secondary and secondary

education, where they find that the difference in enrollment rates between orphans and non-orphans is significantly lower in all grades until grade ten (Gertler et al, 2003). The largest difference is in grade nine, which is the last grade of junior secondary education, and the smallest difference is in grade one. They further discuss that the time away from school and the probability of re-enrollment, could have severe consequences concerning the long-term effect on a child's schooling (Gertler et al, 2003). In the United States, a study concluded that single parenthood resulted in a greater probability of school drop-out and lower educational achievements (Buchmann & Hannum, 2001).

The study of Shimamura & Carter (2011) focuses on the educational attainment of orphans in Africa. Their theoretical model suggests three phases for the educational attainment of orphans; 1) orphans may experience an immediate negative impact (grade repetition) associated with a parental death, 2) yet continue to attend school up to a threshold age, 3) after the threshold age they are more likely to drop-out of school (Shimamura & Carter, 2011). An analysis in Kenya shows that the loss of a parent has an immediate negative impact on a child's schooling, and another study in Tanzania shows an association between the status of being an orphan and fewer years of schooling (Shimamura & Carter, 2011). Parental deaths influence schooling decisions due to environmental changes and slower educational progression. When both parents pass away, the child has to be fostered by another household. The household where they end up can decide whether to send the child to school or let it work at home, the host family will think about if it is beneficial to send the child to school (Shimamura & Carter, 2011). After a parental death orphans are more likely to repeat grades which results in slower educational progress. Furthermore, orphans or children from poor families have a greater chance of dropping out of school (Shimamura & Carter, 2011). This study concludes that the three phases of educational progression is followed by female orphans, while it is more heterogeneous for male orphans (Shimamura & Carter, 2011).

2.1.2. Models: Effects of poverty & family on children

The paper of Engle and Black (2008) focuses on school readiness of children in poverty in the United States (US) and in developing countries. Aforementioned, educational achievements are crucial to escape from poverty. However, poverty limits the chances of educational achievements (Engle & Black, 2008). Engle and Black (2008) further discuss that enrolment into a kindergarten is critical to later academic achievements. Since 1975, the number of children following preprimary education has increased to 75% in developed countries and 32% in developing countries (Engle & Black, 2008). These preschool experiences can be important for a child's development concerning children's language and cognitive skills.

In the US, children from low-income families are more likely to leave school without graduating. In developing countries, children who live in poverty have sometimes never even attended school and when they did attend school it is more likely that they achieve less than wealthier children (Engle & Black, 2008).

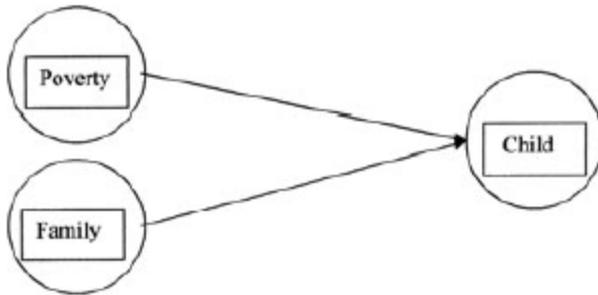


Figure 3. *Direct effects of poverty on children (Engle & Black, 2008).*

The model with poverty and family as direct effects on a child is visible in Figure 3. Poverty strongly influences children’s education and development due to increased risks and limited protective factors and opportunities for stimulation and enrichment (Engle & Black, 2008). Poverty is often associated with food insecurity. As seen in Figure 3, family has also a direct impact on a child’s life. Orphans have no parents and have often an imbalanced family situation or maybe no family at all who takes care of them. When the variable “family” disappears, the basic necessities a family usually provides also disappear. This paper of Engle & Black does not make clear what will happen in this situation. In general, families provide the basic necessities for children, like food, shelter, and clothes, while at the same time families transfer cultural and educational values. When looking at the other three models of Engle & Black it becomes more evident that the variable “family” has significant influence on a child’s schooling outcomes. The characteristics of families can influence the impact poverty can have on a child, as shown in Figure 4 (moderated effects of poverty on children). In Figure 5, the mediated model, the effects of poverty are felt through disruptions in family functioning, which is the case for orphans. The transactional model (Figure 6) discussed in the paper of Engle & Black (2008) incorporates moderated and mediated effects of poverty between families and children.

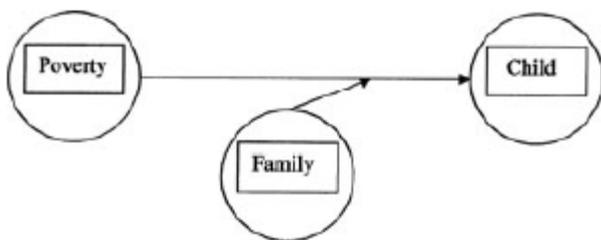


Figure 4. *Moderated effects of poverty on children (Engle & Black, 2008).*

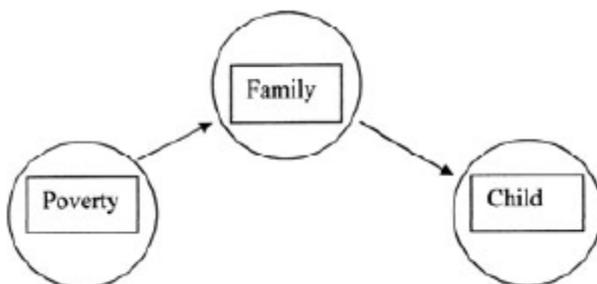


Figure 5. *Mediated effects of poverty on children (Engle & Black, 2008).*

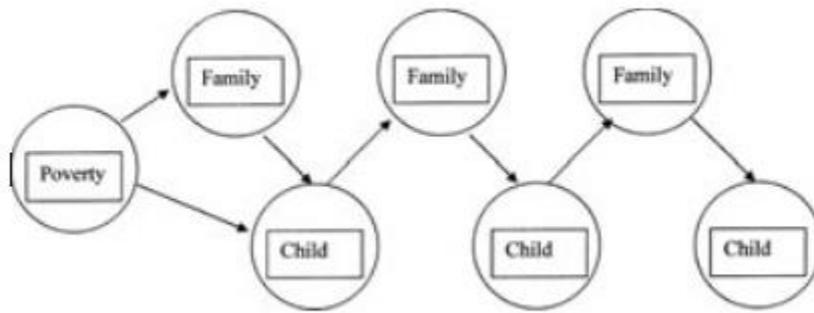


Figure 6. Transactional model of the effects of poverty on children (Engle & Black, 2008).

Finding solutions to reduce poverty is crucial for a child's development. Education and economic growth is not sufficient to reduce poverty. Participation of poor people and empowering them is of key importance to better understand poverty (reduction) (Engle & Black, 2008). Engle & Black (2008) conclude that poverty reduction begins with the early years of formal schooling to ensure school readiness, involvement of the family, and focusing on indirect processes linking poverty to child development and educational outcomes. For orphans in developing countries it is still largely unclear whether they have the same access to preprimary education as non-orphans. If there are quality programs or policies from the government that support preprimary education for orphans, it is most likely that these programs increase the readiness of orphans to follow education. Orphans often live in poverty and therefore the family support for following education is relatively poor. Because of this, orphans get less schooling and perform worse compared to children who do have the family support for following education (Engle & Black, 2008).

2.1.3. Policy intervention

Research has shown that parent's income significantly influences the scores of children's cognitive ability (Mayer, 2002). The lower the income of the parents is, the lower the scores of the children are. Another explanation of this result can be genetic inheritance (Mayer, 2002). Mayer (2002) concludes in her report that government investment programs in children could decrease the effect of parental income where there is a clear difference visible between governments that do invest a lot in poor children and governments that do not invest much in poor children (Mayer, 2002). Moreover, parental income contributes to many aspects of the well-being of a child which, could make a big difference in the life of a child (Mayer, 2002).

Early interventions and policies are crucial in preventing the loss of development of disadvantaged children (Grantham-McGregor et al, 2007). Education is crucial for individuals and nations to further develop and emerge from poverty (Walker, 2007). There are significant reasons why governments should invest in interventions in early child development: it is the most cost-effective period in a child's life to invest, they are effective strategies in reducing poverty among disadvantaged populations, programs increase the efficiency and effectiveness of school expenditures by reducing drop-out, and interventions are more sustainable because parents and families transfer these changes to the next generation (Engle et al, 2007). The most effective interventions are programs which are of the right duration, intensity, quality and which are integrated with health and nutrition services (Engle et al, 2007).

Early intervention programs and policies can improve the future of disadvantaged children like orphans (Hilferty et al, 2010). However, next to these early interventions, specific school-based

programs are the essential follow-up move to address disparities in children’s readiness to learn (Hilferty et al, 2010). Successful intervention programs in Australia are: intersect home and school; include quality education and direct teaching of child and support for parents and teachers; include a curriculum that children can meaningfully connect with; and begin in the preschool period and extend into the early school years (Hilferty et al, 2010). Well-educated teachers are of key importance in improving children’s readiness to learn, so the quality of teachers should also improve in order to improve the education for (disadvantaged) children.

As the model in Figure 3 shows that poverty and family directly affects a child, reducing poverty and improving family support with intervention programs would positively influence children’s education and development, which would result in decreased risks and increased protective factors and opportunities for stimulation and enrichment. The model in Figure 4 shows that characteristics of families can influence the impact poverty can have on a child, so family support programs could possibly decrease the impact poverty can have on a child’s education and development. The model in Figure 5 shows the effects of poverty which are felt through disruptions in family functioning, which is the case for orphans. With policy interventions that reduce poverty and improve the support for children living in poverty with a disrupted family situation, these interventions can help those children to live up to their full potential.

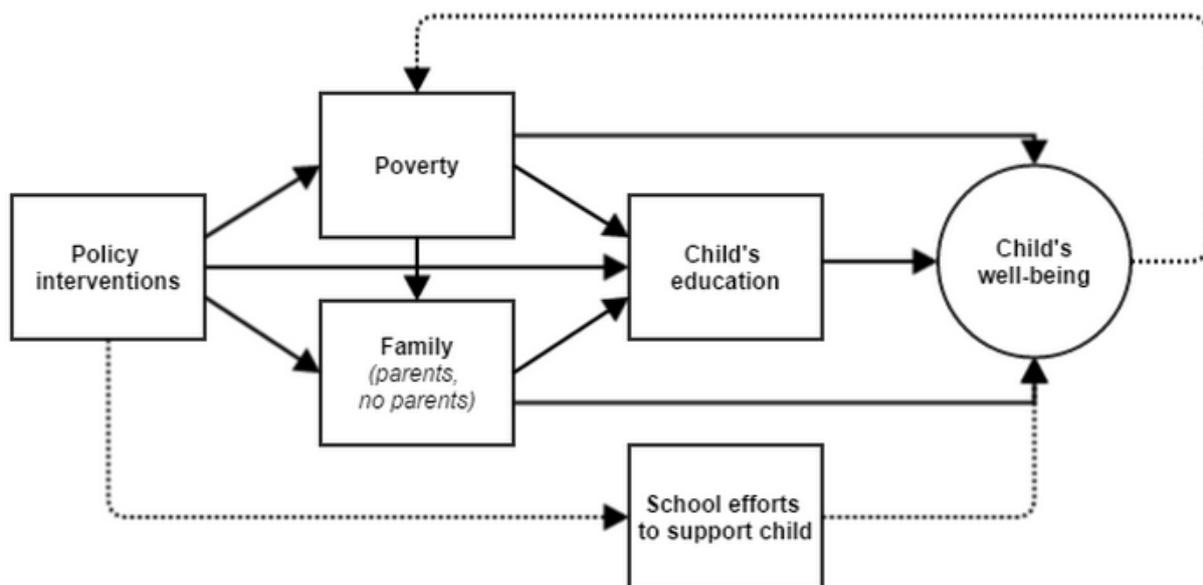


Figure 7. Model of the effects of policy interventions on a child’s well-being.

In Figure 7 the effects of policy interventions on a child’s well-being with the important elements of the theoretical framework of this study are put together in one model. As seen in this model policy interventions can directly influence poverty, the family, the child’s education and the school efforts to support children. Poverty can directly influence the family, the child’s education and the child’s well-being. The family can directly influence the child’s education and the child’s well-being. Aforementioned, orphans have a disrupted family situation in which there are no parents who can influence or support them. When the element “family” disappears (which is the case for orphans), orphans can only benefit from policy interventions that influence poverty reduction, and improvements in the accessibility and quality of education for disadvantaged children. A child’s education and the school’s efforts to support children directly influence a child’s well-being. If the child would not receive good education or does not have access to education, it could result in being a poor person or parent. Moreover, if schools are not willing to put effort in supporting

disadvantaged children, those children's well-being will most likely be negatively affected by it. However, if children have access to good education and schools put efforts in supporting disadvantaged children; those children could escape from poverty and break the cycle of poverty for the next generation.

Currently the EU and its member states are providing €200 million to ensure better and more consistent basic services and governance in Indonesia nationwide (European Commission, 2012). This funding is used for significant policies and strategies in the 2010-2014 National Strategic Plan for education of Indonesia, better known as Renstra (Ministry of National Education, 2010). The main objective is: "strengthening development in Indonesia in all of its aspects by emphasizing on quality improvement of human resources including developing IT skills and strengthening economic competitiveness." (Ministry of National Education, 2010, p. 2). Concerning education the goal of the Indonesian government is to ensure equal opportunity for education and improve the quality of education because Indonesian government states that education is a fundamental right of every Indonesian citizen (Ministry of National Education, 2010). This National Strategic Plan of Indonesia for education, Renstra, is the second phase of the implementation of Indonesia's National Long Term Development Plan (RPJPN 2005-2025). The goal of the RPJPN 2005-2025 is to establish a country that is developed and self-reliant, just and democratic, and peaceful and united (Indonesia-Investments, n.d.). With these plans and strategies, Indonesia is trying to improve its schools in order to provide every child with good basic education. Indonesia does this by implementing the Minimum Service Standards (MSS) with the support of the European Commission in the form of funds that are administered by the Asian Development bank. The MSS describes the minimum quality of education that should be delivered by schools and governments.

2.2. Operationalization

This study tries to collect data from actors in primary schools, learning centers, orphanages and a representative of education in Bali by doing interviews. These interviews are important to answer the first *"What is the educational system of Indonesia?"*, second *"How can the quality of education be measured in Indonesia?"* and, maybe the most important one, the third research question *"What are the perceptions of various actors around or included in the educational system regarding the differences between orphans and non-orphans with regard to the accessibility and quality of primary education in Bali in Indonesia?"*. Respondents are asked about their perception and experience about whether orphans on Bali have access to quality education. For the last research question *"Did the Indonesian government initiate policies to improve access and quality to primary education and do key stakeholders experience these improvements?"* policy initiatives to provide access to primary education of the Indonesian government are investigated. Furthermore, this study tries to retrieve secondary data on several indicators regarding the quality of primary education, mentioned in the European Report on the quality of school education (2000), from the selected institutions where the interviews took place. The indicators mentioned in the European Report are used to determine the quality of education. These indicators are of key importance to answer the second research question *"How can the quality of education be measured in Indonesia?"*.

Next to these interviews mentioned above, the various indicators shown in Table 2 are used to determine the quality of education at the visited institutions in order to investigate whether (disadvantaged) children have access to good quality education. In the European Report on the

quality of school education (2000) there are sixteen indicators selected for the quality of education by a working committee of national experts. The indicators on the level of attainment are: mathematics, reading, science, ICT, foreign languages, learning to learn and civics. The indicators on success and transition are: drop-out rates, completion of upper secondary education and participation in tertiary education (these last two are not relevant for this study, but the percentage of students that transfer to secondary education is investigated). The indicators on monitoring of education are: evaluation and steering of school education and parent participation. The indicators on resources and structures are: education and training of teachers, participation in pre-primary education, number of students per computer and educational expenditure per student (European Commission, 2000). The sixteen indicators are presented in Table 2. This study tries to use these indicators to assess the quality of primary education in Bali concerning the selected institutions and learning centers.

Sixteen quality indicators on the quality of school education

Indicators on level of attainment:	Indicators on monitoring of education:
1. Mathematics	11. Evaluation and steering of school education
2. Reading	12. Parent participation
3. Information and Communication Technologies (ICT)	Indicators on resources and structures:
4. Foreign languages	13. Education and training of teachers
6. Learning to learn	14. Participation in pre-primary education
7. Civics	15. Number of students per computer
Indicators on success and transition:	16. Educational expenditure per student
8. Drop-out rates	
9. Completion of upper secondary education	
10. Participation in tertiary education	

Table 2. Sixteen quality indicators on the quality of school education (European Commission, 2000).

Since 2004, there has been a significant increase in the scores and grades of Indonesian students concerning all school subjects. However Indonesia still scores low on international standardized tests (UNESCO, 2011). It is even so that Indonesia scores lower on those international tests compared to other developing countries. This means there is still a significant deficit in the quality of education in Indonesia.

The Program for International Student Assessment (PISA) is an international survey that tries to evaluate worldwide education systems every three years by testing the skills and knowledge of 15-year-old students in the key areas: reading, mathematics and science (OECD, n.d.). 510.000 students in 65 economies participated in PISA 2012, which represents around 28 million 15-year-olds worldwide (OECD, n.d.). In PISA 2012, Indonesia had one of the lowest mean score, 375, compared to other countries (OECD, 2012). The highest and best mean score was 613 of Shanghai, China, and the lowest mean score was 368 of Peru (OECD, 2012). In PISA 2012, Indonesia has the highest percentage (almost 100%) of students who reported being happy at school.

The Trends in International Mathematics and Science Study (TIMSS) measures every four years trends in mathematics and science achievement at the fourth and eighth grades (IEA, n.d.). Around 600.000 students from 63 different countries participated in TIMSS 2011. Concerning mathematics, the highest score was 613 for Korea, the lowest score was 331 for Ghana, and Indonesia had an average score of 386 (Mullis et al, 2012). In TIMSS 2007, Indonesia had a higher average score (397) for mathematics than in 2011 (Mullis et al, 2012). Concerning science, the highest score was 590 for Singapore, the lowest score was 306 for Ghana again, and Indonesia had an average score of 406

(Martin et al, 2012). In TIMSS 2007, Indonesia had also a higher average score (427) for science than in 2011 (Martin et al, 2012). The Progress in International Reading Literacy Study (PIRLS) measures every five years trends in reading comprehension at the fourth grade (IEA, n.d.). Around 325.000 students from 49 different countries participated in PIRLS 2011. The highest score for reading was 571 by Hong Kong, the lowest score was 310 by Morocco, and Indonesia had an average score of 428 (Mullis et al, 2012). In PIRLS 2006, Indonesia had a lower average score (405) for reading than in 2011 (Mullis et al, 2012). By looking at these number of the international tests there can be said that between 2007 and 2011 the relative quality of pupils' competences on most subjects decreased in Indonesia.

In the book of Babbie (2007) there are two basic modes of inquiry stated, induction and deduction. Induction is the logical model in which general principles are developed from specific observation whereas deduction is the logical model in which specific expectations of hypotheses are developed on the basis of general principles. This study first used theories concerning the general quality of education in Indonesia and later it observed the impact of children's background on their educational performances, so deduction.

2.3. Expectations

For the four sub research questions and the main research questions there are expectations formulated which are described in this section.

Concerning the sub research question: *"How can the quality of education be measured in Indonesia?"* the sixteen indicators in the European report for the quality of education should be sufficient to determine to a certain extent the quality of education in Bali. As expected it was difficult for some indicators to obtain information. Nevertheless, conclusions are made from the retrieved data regarding these indicators. Based on the theory, children living in poverty have less access to (good quality) education and achieve less on schools compared to children from wealthier families.

The perceptions of the various actors interviewed for the third sub research question: *"What are the perceptions of various actors around or included in the educational system regarding the differences between orphans and non-orphans with regard to the accessibility and quality of primary education in Bali in Indonesia?"* are expected to be negative towards the access and quality of primary education for orphans. This means that these persons are expected to think that orphans have less access to (good quality) education compared to non-orphans. The theory shows that there is a possible difference in access and quality of education between orphans and non-orphans. As orphans are poor of many things (like food, materials, living place and family support) and can be considered as being the most poor, it is expected that they have more problems in having access to (good quality) education.

For the last sub research question: *"Did the Indonesian government initiate policies to improve access and quality to primary education and do key stakeholders experience these improvements?"* it is expected that the Indonesian government still has a long way to go in order to include and provide all children with an educational program of nine years. So the Indonesian government most likely has a deficit in valuable policies and programs concerning this. According to the theory, early

interventions and policies are crucial in preventing the loss of development of disadvantaged children. Aforementioned in the theory section, there are significant reasons why governments should invest in interventions in early child development. The expectations are that (early) interventions and policies to improve access and quality to primary education can help relieve the problems disadvantaged children and families face.

The main conclusion for the main research question: ***“What are the differences between orphans and non-orphans concerning the accessibility and quality of primary education in Bali in Indonesia and what are the perceptions of the causes?”*** will most likely be that orphans have less access to (good quality) education compared to non-orphans and that the Indonesian government does not support orphans in the best way possible, which influences their development. Moreover, poverty will lead to less access and quality of education, and less study success. Orphans are the most poor since they miss family support, so it is expected that orphans face problems in access and quality of education. Finally, interventions of the Indonesian government in the education sector are expected to help relieve problems.

3. Methodology & Data collection

In this chapter the methodology and data collection methods used in this study are discussed. First, the data collections methods per research question are explained. This is followed by sections about the three cases: learning centers of the WINS Foundation, public elementary schools and orphanages on Bali.

3.1. Data collection

A literature review has been done in order to answer the first and second research question. Next to the literature review, interviews were held with key stakeholders in the education system on Bali. These interviews are important to answer the third and fourth research question. This study uses a qualitative analysis in which it tries to find underlying meanings and models of relationships concerning the quality of primary education for orphans in Bali, Indonesia. The purpose here is to discover patterns across various observations, which usually represent different cases under study; this is a cross-case analysis (Babbie, 2007, p.395). Semi-structured interviews are used to understand certain reasons and motivations in the educational sector. The six different ways of discovering patterns: frequencies, magnitudes, structures, processes, causes and consequences are used for interpretation of the data to make it more clear (Babbie, 2007, p.394, 395).

This study also pays attention to its validity and reliability. Validity describes a measure that accurately reflects the concept it is intended to measure, while reliability is a measurement method that suggests that the same data would have been collected each time the same study is repeated. Though the ultimate validity of a measure can never be proved, we may agree to its relative validity on the basis of face validity, construct validity, internal validity, and external validity, which are all used in this study (Babbie, 2007). These two concepts are determined with the data collection methods. So for reliability it is important to look at whether the same results will be gained from different institutions by a second comparable study and for validity it is important whether this study actual measures the differences between orphans and non-orphans regarding the quality of primary education.

3.1.1. Literature review

The literate review is used to help answering several sub research questions. For the first research question *“What is the educational system of Indonesia?”* literature about the educational system of Indonesia is used to describe this system. Furthermore, the results of the field study are taken into account to further explain how the education system works. The second research question *“How can the quality of education be measured in Indonesia?”* uses the literature obtained concerning the sixteen indicators from the European report to explain how the quality of education can be measured. For the third research question *“What are the perceptions of various actors around or included in the educational system regarding the differences between orphans and non-orphans with regard to the accessibility and quality of primary education in Bali in Indonesia?”* and the fourth research question *“Did the Indonesian government initiate policies to improve access and quality to primary education and do key stakeholders experience these improvements?”* the literature is less important compared to the other research questions. However, some literature is used to answer these research questions.

3.1.2. Interviews

Interviews were done at several learning centers of the WINS Foundation, public elementary schools and orphanages on Bali. Interviews were also done at public primary schools, and orphanages in Bali to investigate whether there is a difference between those institutions regarding the accessibility and quality of primary education. The theory of “The Practice of Social Research” chapter “Survey Research” of Babbie (2007) was used to design the interview. The interviews are pre-made in order to keep the conversation topic-related. The interviews are most important for answering the third and fourth research question.

In most cases a translator was needed to communicate with the respondents since they could not speak English very well. Therefore there is a possibility that there are mistakes in the interpretation of a perception of an interviewed person.

3.2. Case 1: Learning centers of the WINS Foundation in Bali

3.2.1. The WINS Project

The purpose of the WINS Project is to make a difference by supporting children from very poor families to receive a good education, giving them the possibility to develop a brighter future for themselves (The Wins Project, n.d.). They establish learning centers in Indonesia to provide primary education for these children. The age of the children ranges from 6 to 18 years old in which they are divided up in several groups. The Indonesian word “Yayasan” is used to describe the learning center, the word means foundation. The WINS Project was established in 2004 by Gill Rijnenberg, WINS means: **W**eeskinderen Indonesië **N**aar **S**chool (Orphans Indonesia to school). WINS is currently represented by boards in several other countries, namely: the Netherlands, Singapore, Australia, France, the United States of America and the United Kingdom. So the WINS Project developed from a private project to an international project. The key values in this organization are: equality and trust. The organization has no leader or main office, the organization is carried by a shared vision.

3.2.2. The WINS Program

The goal of the WINS Project is to provide the children of Bali a chance to get an education and break out of poverty. The WINS educational program consists of helping children to get the standard education that conforms to the Indonesian Education System. The children of the WINS Project are sponsored to follow education on regular schools. WINS is trying to find for each child at a learning a sponsor who is willing to financially support a child in order to let that child to go to school. After going to the regular school, children of all ages come to the learning center to attend additional lessons given by volunteers who act as counselors for orphans and other disadvantaged children.

3.2.3. Additional lessons offered by WINS

The courses offered by the WINS Foundation are (The Wins Project, n.d.):

- English: It is an international language and children can easier communicate with visitors from abroad who are interested in WINS' cause and the children' sponsors from other countries. Moreover English is an important language for future professional career possibilities.
- Computer and internet usage: there are a lot of educational possibilities of a computer and the internet. It also enables the children to communicate with their sponsors.

- Culture: teach the children about their own culture and history. This will eventually strengthen their identity and pride.
- Sexual education: this is an important topic, since there are a lot of pregnancies and prostitution of young girls in Indonesia. The children must be prepared to resist these realities (including information concerning HIV/Aids).
- Planning and financial management: it is important for the children to teach them about planning for their financial future and how to deal with money.
- Care for their environment: care for the environment including garbage management and hygiene are also taught to the children.

With this educational program of the WINS Foundation, children will learn to be self-sufficient, responsible for their own lives and learn the basic skills to build their own future.

The operational managers of various learning centers on Bali were interviewed. The operational managers are the most important persons to keep WINS alive, since they run the learning centers and know the local situation of schools, families, and children. Operational managers can respond to these local needs. The operational managers of the four visited learning centers of WINS have been interviewed to obtain information needed to answer the research questions.

Currently the WINS Foundation has five learning centers on Bali and three learning centers on Sumatra. Their goal is to establish more learning centers in the future. Four out of the five learning centers on Bali are visited for this study. The number of children fluctuates between learning centers. There could be 20 up to 100 children coming to the learning center. The children coming to the learning center are aged between 6 and 18 years old. All the children in the village where a learning center is located are free to go to that learning center and do not have to pay any kind of fee. For the most disadvantaged children, WINS tries to find a sponsor who can financially support a child.

3.3. Case 2: Public elementary schools in Bali

Four elementary schools across Bali are selected during the field study to do interviews with the deans of the schools. Primary education is executed by elementary schools where basic education is provided in a period of six years. Deans of the selected elementary schools have been interviewed to obtain information needed to answer the research questions.

3.4. Case 3: Orphanages in Bali

In the last 20 years the number of orphanages has been doubled, Bali has now around 80 private orphanages housing several thousand children (Butler, 2011). Four of these 80 orphanages have been visited during the field study. The managers of the selected orphanages have been interviewed to obtain information needed to answer the research questions.

4. Results

In this chapter the results of the research done at the various institutions are presented. In the first section the results of the learning centers of the WINS Foundation are presented. The next section shows the results of the visited public elementary school in Bali. Finally, the results of the orphanages are presented. These three sections are divided in five sub-sections: 1) indicators on level of attainment, 2) indicators on success and transition, 3) indicators on monitoring of education, 4) indicators on resources and structures, and 5) other relevant factors. The first four sub-sections elaborate on the quality of education on the visited institutions according to the four categories of quality indicators on the quality of school education. The indicators on the level of attainment are: mathematics, reading, science, ICT, foreign languages, learning to learn and civics. The indicators on success and transition are: drop-out rates, completion of upper secondary education and participation in tertiary education (these last two were not relevant for this study, but the percentage of students that transfer to secondary education was investigated). The indicators on monitoring of education are: evaluation and steering of school education and parent participation. The indicators on resources and structures are: education and training of teachers, participation in pre-primary education, number of students per computer and educational expenditure per student (European Commission, 2000). The last sub-section consists of other relevant factors that are important for this study. Concerning this chapter, it is important to take into account that these results are based on opinions, perceptions and experiences of the persons that are interviewed for this study. So these opinions, perceptions and experiences could differ from facts and the truth. In the last section a comparison is made between the three different institutions: Learning centers, public elementary schools, and orphanages. Because most actors explicitly asked to be anonymous, the names of the institutions and persons are left out of this thesis, except for the operational managers of the learning centers. Their names are not mentioned but the location of the learning center is. All the information in this chapter is based on the information obtained from the interviews and observations done in Bali.

4.1. Learning centers of the WINS Foundation on Bali

There are in total five learning of the WINS Foundation on Bali. At four of these learning centers, research was done for this study. Interviews were held with only three different operational managers, one operational manager of a learning center did not have time for an interview. Nevertheless this learning center was visited and observations were made during that visit. The aim of the learning centers of the WINS Foundation is to provide education to disadvantaged children in the area to rise above their poverty and live up to their full potential in a sustainable way. The learning centers are open for all children living nearby the learning center. So not only disadvantaged children go to the learning centers, also the wealthier children follow lessons there. However, for the most disadvantaged children WINS tries to find a sponsor who can pay for their educational costs at regular schools. There are no school fees at elementary and junior high schools; however there are additional educational costs for books and uniforms. The additional educational costs are further elaborated on in the second section of this chapter. A sponsor of WINS pays around 20-25 euros per month for a child that is going to an elementary school. Each learning center is different. One learning center already exists nine years and has great facilities for the children, while another

learning center is still starting up and only has one classroom available. Moreover the number of children varies between the locations of the learning centers. A learning center could have around 20 up to 100 children. Most of these children come from poor families or are orphans with no parents at all. All the children follow regular education on public schools next to the lessons provided by the learning center. Usually they follow lessons at the regular schools in the morning and go to the learning center in the afternoon. Thanks to the many sponsors of WINS, many children at the learning center do not have to worry about the educational costs of schools. Nevertheless, the children that do not have the possibility to come to the learning center or still have not found a sponsor, have problems with paying the educational costs. The operational managers explained that there are still too many children in the poorer areas of Bali who are not able to go to school due to the educational costs. Those children often stay home to help their parents and/or are searching for work at a young age. Furthermore, they think disadvantaged children have less access to the different levels of education compared to ordinary children because of their living conditions and family backgrounds. So according to them, children coming from a poor family, are less likely to follow the six years of education on public elementary schools even when there is no tuition fee.

Learning center	Number of children	Number of local teachers	Average volunteers	Established in (year)
Kerta	20-25	0	1	2013
Seraya	50-55	1	2	2009
Bedulu	80-85	3	6	2006
Samsaman	30-35	0	2	2013

Table 3. Visited learning centers of the WINS Foundation on Bali, year 2013/2014.

4.1.1. Indicators on level of attainment

The seven indicators on the level of attainment are: mathematics, reading, ICT, foreign languages, learning to learn, and civics. The subject taught at the learning centers of WINS are: English, computer and internet usage, national and local culture, sexual education, planning and financial management, and care for the environment. Mathematics is not included as a separate subject at the learning centers; however, it is included in the English lessons in order to teach the children how to calculate in English. At all of the four visited learning centers, the children have to read English, Indonesian and Balinese books. After the lessons at the learning center, children are free to do some extra reading by their selves. ICT lessons are given at three of the four visited learning centers. One learning centers does not have computers and internet yet; but that learning center will get these provisions in the future. Learning to learn is not discussed at the learning centers. English is the only foreign language that taught at all of the four visited learning centers. Teaching English at the learning centers is very important for the children since English is an international language and it is an important language for future professional career possibilities. Civics is included in the lessons about the national and local culture at all of the four visited learning centers. For two out of the four visited learning centers it is difficult to discuss each subject due to a shortage of volunteers and materials. Nevertheless, all learning centers aim to discuss all these subjects with the children. With the educational program of the WINS Foundation, children will learn to be self-sufficient, responsible for their own lives and learn the basic skills to build their own future.

4.1.2. Indicators on success and transition

The important indicators on success and transition are: drop-out rates, and completion of upper secondary education. Unfortunately, there are children who drop-out of the WINS program at the learning centers. Around ten children dropped out of the WINS program in the last few years. The main reasons for dropping out are that the children do not follow the rules, are not disciplined and have no motivation. Before a child drops out, the operational managers follow the following steps: 1) warning letters up to three times to change their behavior, 2) let the sponsor of the child know about the situation, 3) exit for the child (including the sponsor of the child in this decision). All the children at the learning center follow or transfer to secondary education. This means that after following six years of education at an elementary school, children transfer to a junior high school where they receive three years of education and senior high school where they also receive three years of education.

4.1.3. Indicators on monitoring of education

The indicators on monitoring of education are: evaluation and steering of school education, and parent participation. Evaluation and steering of the learning centers is done by the operational managers of the learning centers. A few times a year, the operational managers and the board of WINS come together to evaluate the learning centers and discuss the plans for the coming year(s). The parents of the children (not all the children have parents) are not included in the activities and evaluations of the learning center. Every volunteer has to fill in an evaluation form after her or his volunteering period at the WINS Foundation in order for the organization to improve.

4.1.4. Indicators on resources and structures

The indicators on resources and structures are: education and training of teachers, participation in pre-primary education, number of students per computer, and educational expenditure per student. The indicator “education and training of teachers” is not dealt with at the learning centers. Because children start coming at the learning center when they are around six years old, the learning center has no control over whether the children have followed pre-primary education. On average, 50% of the children at the learning centers have followed a form of pre-primary education. The main reason for not following pre-primary education is because it is too expensive for some families. The price for kindergartens starts at 100.000 Rupiah (about €6,25) and could end up till 500.000 Rupiah (about €31,25) per month, plus paying extra for books and other materials used at the kindergartens. At three of the four visited learning centers they have computers available. At the learning center of Seraya they have a computer per six children, at the learning center in Bedulu they have a computer per sixteen children, and at the learning center in Samsaman they have a computer per six children. The educational expenditure for a child who is following primary education at a public elementary school is according to WINS around 400.000 Rupiah (about €25,-) per month, this amount is what a sponsor has to pay to finance a child at the WINS Foundation.

The quality of the lessons taught by these volunteers depends on the skills of the volunteers. Most of the volunteers are students who do volunteering as part of their study and write a report about it. Next to these student volunteers, there are volunteers with a professional background. This could range from physiotherapists who teach the children about their body, to professional teachers who teach the children about other specific subjects. Two out of the four visited learning centers have local teachers teaching the children about various subjects. Other learning centers are solely depending on the support of volunteers.

The longer the learning center exists the more material they have. The learning center in Bedulu was established in 2006, and this is visible from the materials and facilities they have: such as several classrooms and guest rooms, blackboards, white boards, internet, many study books and a computer room. The learning center in Kerta was established in 2013 and has only one classroom and a few study books. However, their goal is to have the same facilities and materials as in Bedulu in the near future.

4.1.5. Other relevant factors

According to the three interviewed operational managers of the learning centers, there are differences visible between orphan and non-orphans concerning access. The three operational managers said that orphans are shyer and more afraid to make contact compared to non-orphans and special attention is needed for these children. However, orphans will improve over time if they get the right support. WINS is trying to support especially these children by providing them a better future. The operational managers believe in the cause of the WINS Foundation and believe that they provide the children with the education they need. Two operational managers mentioned that orphans have lower study results and have more difficulty with school subjects than non-orphans. Overall the operational managers see that children with parents are better in their behavior and motivation compared to orphans.

According to the three operational managers of the learning centers, there has been an improvement in the lives of orphans and other disadvantaged children on Bali in the last five years. A reason for this improvement is the increase in foundations and orphanages on Bali that support many disadvantaged children. All of the operational managers see also a general improvement on schools, since children do not have to pay a school fee anymore at elementary and junior high schools. Furthermore, there is now more money available per school for books and ICT provisions, but in one village this was not really visible. According to two operational managers, the education sector is still further developing with more and more children continue studying every year. Even when the number of scholarships has been increased in the last five years, there still lies a problem in providing scholarships to all the children that need one. According to one operational manager, another improvement is that currently it is easier for orphans and other disadvantaged children to continue their study, which also increases at the same time their motivation to study. He did not have specific numbers about this, but he believed this was an improvement. One other operational manager further explains that thanks to programs such as WINS, children can finish their study without having financial problems.

4.2. Public elementary schools in Bali

For this research, five public elementary schools have been visited. However only at four of them interviews were held with the head master of the school because at one school they did not understand the questions of the interview and were not willing to make an appointment for a second time. At the four visited elementary school where an interview was held, the head master and the English teacher were interviewed. Currently, all children living in Indonesia have free access to elementary schools and junior high school. There is no school fee on these two levels of education. So children from all kinds of backgrounds should be able to follow at least the nine years of compulsory basic education at elementary schools and junior high schools. Furthermore, the Indonesian government provides extra scholarships for disadvantaged children and children with

high grades. However, there are still educational costs for children to follow primary education, such as: school uniforms, school notebooks and study trips. These additional educational costs can range from 300.000 Rupiah (about €18,75) till 1.000.000 Rupiah (about €62,50) per year. For disadvantaged children such as orphans, these additional costs are often too high for them to follow education without any scholarship. That is why the Indonesian government has extra scholarships available for these children. Nevertheless, it is sometimes difficult to receive these scholarships due to bad administration of the education system. The poorer the area where the children live, the more likely it is that the enrolment rate at schools is lower. So according to several head masters, all the children on Bali have access to primary education, but not every child is able to go to school due to the circumstances of the child. The government tries to support these children with programs and projects; however, this system is not yet working for 100%.

Location (regency) elementary school	Number of children	Number teachers	Number (single parent) orphans
Gianyar	61	9	0
Denpasar	125	8	1
Karangasem	87	10	3
Gianyar	129	8	2

Table 4. Visited public elementary schools on Bali, year 2013/2014.

4.2.1. Indicators on level of attainment

The seven indicators on the level of attainment are: mathematics, reading, ICT, foreign languages, learning to learn, and civics. The courses taught to the pupils are shown in Table 5. The 1st, 2nd, 3rd grades have a theme for all the courses and subjects that is provided by the government.

Components	Class and the allocation of time					
	1	2	3	4	5	6
A. Subjects	T	T	T			
1. Religious education	H	H	H	4	4	4
2. Citizenship education	E	E	E	2	2	2
3. Indonesian	M	M	M	6	6	6
4. Mathematics	A	A	A	6	6	6
5. Science	T	T	T	5	5	5
6. Social science	I	I	I	3	3	3
7. Culture & art	C	C	C	5	5	5
8. Sport & health education				4	4	4
	L	L	L			
B. Local content	E	E	E			
1. Balinese	A	A	A	3	3	3
2. English	R	R	R	2	2	2
	N	N	N			
C. Manner & habits	I	I	I	(2*)	(2*)	(2*)
	N	N	N			
	G	G	G			
Number of hours	30	31	36	40	40	40
total number of hours per week				217		

**extra hours outside the standard curriculum.*

Table 5. Curriculum elementary school 2013/2014.

On paper, the 1st grade has 30 hours per week of education, the 2nd grade 31 hours, 3rd grade 36 hours, 4th, 5th and 6th grade 40 hours per week. However, after a simple calculation: the school provides a maximum of 5 (hours) X 6 (days) = 30 hours per week (usually even less, because there are so many ceremonies in Indonesia), while on paper it has to be 40 hours per week. The comments of the English teachers and head masters were that they try to follow this curriculum in the best way possible. The most important subjects are: Indonesian language, mathematics and science (which are determined by the central government). These are the only three courses included in the national examination. Next year, there will be no English in the standard curriculum; however schools can decide to teach English on their school as an extra subject. To teach English as an extra subject, schools have to decrease hours from another subject in order to make time available for teaching English. As seen in the Table 5, mathematics, the foreign language English, and civics are taught at elementary schools in Bali as separate subjects. Reading is included in the subjects: Indonesian, Balinese, and English. The teachers at elementary schools, teach the children how to learn by showing them how to use a dictionary and how to study step by step. The teachers can apply their own strategy concerning this. Unfortunately, the schools do not have access to a computer room or other ICT facilities for pupils to teach them about ICT. All four visited elementary schools have one computer available for the administration. Moreover, all four head masters are of opinion that ICT provisions are important to further improve the quality of education on their schools.

4.2.2. Indicators on success and transition

The important indicators on success and transition are: drop-out rates, and completion of upper secondary education. There are almost no drop-outs at the visited elementary schools. All the head masters could not mention any specific measures they take to decrease the drop-out rates. By all four head masters and English teachers it is believed that all students transfer from elementary school to junior high school; however, they did not have any data and statistics concerning the enrolment of their pupils in the secondary education

4.2.3. Indicators on monitoring of education

The indicators on monitoring of education are: evaluation and steering of school education, and parent participation. Regarding the evaluation and steering of school education on Bali, there is an external evaluation by the government and internal evaluation by the head master and teachers. The local government sends every month a supervisor to the school to look at the study materials and school facilities. Every five years the government checks everything: school administration, facilities, school environment, teachers' administration and head master's administration. The internal evaluation is done by teachers at least once a year. Moreover, once a year there is a meeting between parents, teachers and the head master about what the school has done and what the plans are for next year. Subjects of that meeting includes: salaries of non-governmental teacher, children progress, plans of the government and the available scholarships. One thing parents can decide on is whether they want to pay extra for a non-governmental teacher (such as an English or Balinese dance teacher).

4.2.4. Indicators on resources and structures

The indicators on resources and structures are: education and training of teachers, participation in pre-primary education, number of students per computer, and educational expenditure per student. With the teacher law of 2005, every teacher needs at least a Bachelor to be able to teach at schools. This law is intended to make it more attractive to be a teacher and to improve the quality of teachers

by acknowledging teacher competencies and professionalism. The Indonesian government supports teachers to obtain higher qualifications. Courses for teachers are provided by the government twice a year. This could be more, depending on the curriculum of the coming year. Currently there are more courses and training sessions due to the new curriculum of 2014/2015. According to the four interviewed head masters around 50-75% of the pupils have followed a kind of pre-primary education. This is more than the participation in pre-primary education of the children going to the learning centers of WINS where it was 50% according to the operational managers of the learning centers (the reason for this difference is that both parties do not know exactly what the participation in pre-primary education was of their children/pupils). The head masters further explain that the costs are too high for some families to send their children to kindergarten or play-groups. Aforementioned, there are no computer rooms available on the visited schools for the pupils. Concerning the educational expenditure per pupil the government pays the school around 580.000 Rupiah (about €36,25) per year per pupil. There are also extra scholarships for poor children which are between the 300.000 (about €18,75) and 620.000 Rupiah (about €38,75) per year. According to three of the four interviewed head masters such extra scholarships are often difficult to receive, since there are only limited scholarships available per school and some children do not have all the papers required to receive such scholarship. To receive a scholarship from the government, a child needs an official birth certificate. To obtain such a certificate, the parents of the child have to be married by a civil office. People can also buy this birth certificate at a notary or church for 1.500.000 Rupiah (about €93,75). With this birth certificate you can apply for licenses, ID cards, and scholarships. Nevertheless it remains difficult to receive these scholarships for orphans, since they usually do not have money to buy this birth certificate.

At the schools and universities in Indonesia there are two kinds of teachers: government teachers and non-government teachers. Government teachers (also called civil employees) are paid directly by the government. The non-government teachers are paid with the money the school gets from the government for the students. The government teachers receive an amount between the 2.000.000 Rupiah (about €125,-) and 4.000.000 Rupiah (about €250,-) per month, depending on their age and years of teaching. Non-government teachers receive significantly less, for example the English teachers at the visited schools get an amount between the 150.000 Rupiah (about €9,38) and 320.000 Rupiah (about €16,-) per month. The English teachers were working part-timers, teaching only once or twice a week at the elementary school. The English teachers had several jobs next to teaching. One English teacher did so much next to teaching: running a small catering business, organizing English courses, working at a rafting business, running a gym together with her husband, providing dancing lessons and sometimes she taught English at the university in Denpasar. Most people in Bali have several jobs in order to pay for the education of their children and daily living costs of their family. A person can be a teacher and a farmer at the same time.

4.2.5. Other relevant factors

The quality of education at the visited elementary schools is also measured till a certain extent by looking at several indicators included in the European Report (2000). There are not many differences in the available study materials at these schools. The materials and facilities the schools usually have are: six classrooms (6 grades), blackboards or white boards, one or two computers for teachers and administration, study books for each subject, a teacher room, a library, a playing field and an office for the head master. There was one elementary school out of the four visited schools which had only five classrooms available. The first grade was taught outside with only an improvised roof to protect

against rain. Moreover, the library was not really a complete collection of books. Most of the libraries at schools only had some old study books and some geographical maps. All four visited schools are of opinion that they need more resources to motivate students and to meet the eight standards provided by the Indonesian government:

1. **Content standards, the curriculum provided by the government**
2. **Passing standards, input-outcome of students**
3. **Learning process standards for the students**
4. **Standards for education of staff-teacher (teachers should have a Bachelor degree and follow courses provided by the government for the new curriculum)**
5. **Standards for evaluation of education and infrastructure, the facilities of the school**
6. **Management standards for how the school should be managed**
7. **Financing standards, budgeting for what is spend on study materials, part-time teachers, etc...**
8. **Standards for the educational assessment of the school**

Some of these eight standards are not included in the sixteen selected indicators on the quality of school education by the EU working committee of national experts. The management standards and the financing standards could be added to the list of indicators in order to complete this list. However, these two factors are not included in this study to the list of indicators to assess the quality of primary education in Bali due to a shortage of time, and since there were already several interviews done before these eight standards were revealed.

According to three of the four head masters, orphans are quieter and have lower study results compared to the other children (non-orphans). One head master further mentioned that orphans are often afraid to speak which makes them very passive in their behavior. Another head master tells about his experience concerning the lives of disadvantaged children. He knows three young orphans who are quiet, passive and emotional. These children are more difficult to teach and control at the schools than the other children. Orphans do have access to education, but it is more difficult for them to follow regular education. Moreover children from poor families usually do not have much money to buy proper uniforms, so those children wear old and damaged uniforms. The single parent orphans on two of the visited schools have the worst study results, are shy and do not know how to wear the uniform correctly. But they do have friends to play with.

Since the introduction of the Millennium Development Goals (MDGs) in 2000 the schools have experienced significant developments and improvements in the education sector. According to the head masters and English teachers, many children can continue their study on elementary schools and transfer to junior high schools. School fees on public elementary and junior high schools were also abolished. The government provides scholarships for students that want to transfer to senior high schools or universities. Poor students and smart students with high grades have the highest chance of getting an extra scholarship from the government at the primary and junior secondary level. Another important change was that from 2005 on, English was taught on elementary schools from the 4th grade till the 6th grade. According to the four head masters the curriculum provided by the central government, which changes every five years, is now also better organized since 2000. Before 2000, teachers did not have to pass their study in order to teach on schools. But with the

Teacher Law of 2005, all teachers need to have a Bachelor diploma. Two head masters mentioned that before the MDGs the administration of the schools and the government were incomplete. Now schools have to ensure that their administration is complete and correct which is monitored by the government.

With the beginning of the decentralization policy in 1999, the government has been increasingly decentralising managerial and financial responsibilities for all levels of public education from central government, mostly to local government at the regency level. Every regency organizes the education in their territory. Three of the four head masters explained that local governments know about the quality and what is needed at the schools in their regency. One head master stated that it is certainly an improvement to let local authorities make decisions concerning education, because this makes it easier to meet the needs of schools via local governments. Furthermore, the communication is also easier and faster due to this policy between schools and local governments. The schools provide information to the district and the district will send it to the regency. The four head masters further explained that the school can be visited relatively easy by an inspector or representative of the local government.

The Indonesian government introduced the “20 percent rule,” which allocates 20 percent of government spending to education to increase the educational resources since 2003. According to the schools, the allocation and spread of the money is not very good and one head master even mentioned that the goal is not yet reached (data from the World Bank in Figure 1, shows that the goal has been reached in 2009). Some schools get money from the government while other schools in Indonesia do not get money at all. Bali is one of the lucky islands of Indonesia because of the positive influence of tourism. With this “20 percent rule” of the government, there is now more money available to invest in study material (computers, white boards, etc...) and there is no school fee (before 2003, students had to pay a school fee), so in general the situation has improved with now more facilities available for disadvantaged children such as orphans. The salaries of non-government teachers have not significantly been increased in the last decade, while the salaries for government teachers have been significantly increased. To become a civil employee, a teacher needs a Bachelor degree and has to do a difficult examination. The local government selects the best teachers who made the exam and send those results to the central government in Jakarta which, decided who of the candidates will be promoted to a civil employee.

4.3. Orphanages in Bali

Four orphanages have been visited during the field study. Interviews were held with the founder or operational manager of the orphanage. In the last 20 years the number of orphanages has been doubled, Bali has now around 80 private orphanages housing several thousand children. The children at the orphanages can be divided into three categories: 1) children from poor families that still have both parents, but the parents cannot take care of them, 2) single parent orphans that only have one parent left due to death of a parent or divorce, or 3) orphans with no parents at all. In general there are more (single parent) orphans than children from poor families at the orphanages. According to one operational manager and one founder that were interviewed, all children staying at an orphanage have access to and follow regular education. However, according to another operational manager there are orphanages where children are not following education at all. This is further elaborated in the chapters below. The children at the first visited orphanage, located in Badung, follow regular education on private catholic schools where they have to pay a high school fee. The

managers of this orphanage decided to send the children to such schools, because the children at the orphanage are traumatized and need special attention. Moreover, they are of opinion that the quality of the teachers, curriculum and study material is significant higher compared to public schools provided by the Indonesian government. The second visited orphanage was located in Denpasar. The facilities of this orphanage were impressive, since they can provide the children with everything they need. All of these children follow regular education on public schools of the government. For the first nine years of basic education on public elementary schools and junior high schools, there is no school fee. The third visited orphanage was also located in Badung. This orphanage was established to support children in crisis and provide them with the medical care they need. Therefore, this orphanage focuses on providing health care and health education to disadvantaged children. Most of the children do not stay very long at this orphanage, since they only come for medical treatment. After the medical treatment, the children usually go to another orphanage where they can stay longer. The founder said: *“it is an orphanage and medical center at the same time”*. The fourth visited orphanage was located in Denpasar. They established the orphanage because there are so many young children in need for a place to stay and their mission is to give a safe place to disadvantaged children by providing nutrition, education and training. According to their website and the founder, there are more than 200 children staying at this orphanage. However, this was not visible since there were not more than 40 children at the orphanage and it seemed like the orphanage had no more than 50 sleeping places for the children. Therefore it is doubted whether the founder was speaking the truth during the visit.

Location (regency) orphanage	Number of children	Number (single parent) orphans
Badung	42	20
Denpasar	70	48
Badung	15	13
Denpasar	50	40

Table 6. Visited orphanages on Bali, year 2013/2014.

4.3.1. Indicators on level of attainment

The seven indicators on the level of attainment are: mathematics, reading, ICT, foreign languages, learning to learn, and civics. The children staying at the medical center usually do not follow regular education because they are often too sick to go to school. That is why the operational manager provides extra lessons and arranges special tutors to help the children. These lessons include mathematics, reading, ICT, foreign languages, learning to learn, and civics. One orphanage also provides a tutor a few times a week to help the children with their homework. This includes mathematics, reading, English, and civics. Next to these lessons, the children at this orphanage get computer lessons to learn how to work on a computer and how the internet works. At the other two orphanages the volunteers, founders and operational managers help the children with their homework. At none of the four visited orphanages they teach the children how to learn.

4.3.2. Indicators on success and transition

The important indicators on success and transition are: drop-out rates, and completion of upper secondary education. Unfortunately there are drop-outs at the visited orphanages. Children at all four orphanages have to follow the rules that are applicable at the orphanage. These are rules like: do not steal from each other, respect each other, be honest, etc... If children repeatedly break the rules and do not want to listen, the chance is present that the child will be sent away and drop-out of

the orphanage. In this way the child will most likely end up on the street or stay at home with its parent(s). Every interviewed operational manager and founder explained that they send the children to primary as well as secondary education. Two orphanages even financially support their children to follow tertiary education.

4.3.3. Indicators on monitoring of education

The indicators on monitoring of education are: evaluation and steering of school education, and parent participation. Three of the four visited orphanages have a board that evaluates the orphanage once or twice a year. One orphanage did not have such a board, since they were of opinion that they did not need one to function properly. This was the orphanage where the conditions of the children and orphanage looked worse compared to the other orphanages. The parents of the children (not all the children have parents) are not included in the activities and evaluations of the orphanage.

4.3.4. Indicators on resources and structures

The indicators on resources and structures are: education and training of teachers, participation in pre-primary education, number of students per computer, and educational expenditure per child. The four orphanages do not offer training for teachers, tutors or volunteers. If children would come to an orphanage at a young age, they will be sent to a kindergarten or play-group to follow pre-primary education. However, according to the interviewed persons many children come to an orphanage when they are already too old to be sent to a kindergarten or play-group. One operational manager and one founder think that 50-60% of the children at their orphanage have followed a form of pre-primary education. Nevertheless, the other two interviewed persons are of opinion that only 20-30% of the children at their orphanage have followed a form of pre-primary education. Two of the visited orphanages had computers and internet available for the children. One orphanage had around 15 computers for 70 children and the other orphanage had 10 around computers for 15 children available.

The first visited orphanage did not get support from the Indonesian government because they were not able to apply for the subsidy yet. The founder hopes she can arrange things in order to apply for the subsidy since there are subsidies available for disadvantaged children staying at an orphanage; however her experience is that those subsidies are difficult to obtain. This orphanage is entirely depending on sponsors and gifts. If the orphanage would not get any money from their sponsors, the children would not be able to follow regular education and get proper nutrition. The costs for one child in the orphanage is around 6.500.000 Rupiah (about €406,25) per year. This amount is so high, because they send the children to private catholic schools. According to the second visited orphanage the additional educational costs to go to elementary schools are around 700.000 Rupiah per year (about €43,75) where children have to pay for notebooks with the name and logo of the school on it. According to the operational manager, the government knows exactly how many orphanages Bali and Indonesia have. Nevertheless, this orphanage gets almost no support from the government. Sometimes they get a few kilograms of rice for the children, but that is barely enough for one meal. Therefore, this orphanage is fully dependent on sponsors and gifts from visitors. The costs for one child in the orphanage is around 15.000.000 Rupiah (about €937,50) per year. This is more than double the amount compared to the first orphanage and at this orphanage they do not send the children to private schools. At the third visited orphanage the children get quality accommodation, medical care and education. This center gets a subsidy of the government of 2.900.000 Rupiah (about €181,25) per year; however, this orphanage/medical center is also heavily

relying on donations from outside. The subsidy orphanages receive from the government was around 1.000.000 Rupiah (about €62,50) per year a decade ago, now it is almost tripled to 2.900.000 Rupiah (about €181,25) per year. This subsidy is only a contribution, since some children need around 6.500.000 Rupiah (about €406,25) per month only for the medical care. According to the founder, every orphanage gets the same amount per child. However, the first two visited orphanages in this field study did not receive this subsidy from the government. The last visited orphanage also gets a subsidy from the government of 2.900.000 Rupiah (about €181,25) per year per child. Also here they point out that they need more money to provide the children with all the necessary things. This orphanage did not look clean and the children looked malnourished. According to the founder, the costs for one child in the orphanage is around \$1800 (about €1325,-) per year. This is even higher than the second visited orphanage and this orphanage had very poor conditions. This amount is so high that it could be the yearly salary of a government teacher. Therefore, it is highly doubted whether this orphanage genuinely need that amount to cover the costs for one child for one year and whether this orphanage is used as some kind of business to make profit out of it.

4.3.5. Other relevant factors

According to three of the four interviewed persons, other orphanages are using children for labor purposes and do not provide the proper nutrition to the children at the orphanage. Because of these things, children are sometimes not able to follow regular education. At one visited orphanage this was visible, young children of the orphanage were used as workers to finish a big temple located next to the orphanage. The founder explained that this is a good training and experience for the children. Moreover she explained that all of these children follow regular education at public schools of the government. Whether she was telling the truth is unknown.

According to one of the founders of an orphanage, orphans cannot tell about mother, father and family in general because orphans did not experience the role of family in their life. Moreover, orphans find it more difficult to express their feelings. Her experience is that there are differences between orphans and non-orphans: *“orphans are poor of many things: love, family, food, material, living place etc...”*. An operational manager of a different orphanage explained that children who lose their parents are always in some way traumatized. However, if these children are taken good care of, and are provided with good nutrition and education possibilities, over time there cannot really be seen a difference between an orphan and non-orphan.

According to founders and operational managers of the visited orphanages the situation for orphans in Bali and Indonesia has improved in the last five years, since there is an increase in the number of programs, orphanages and many other reliable organizations. So orphans now have a place to stay, even when the conditions are sometimes bad in various orphanages. An operational manager of one orphanage is of opinion that the lives of orphans have been improved in the last decade. A decade ago, not many people were willing to support orphans and other disadvantaged children. But now the Indonesian government and the people are increasing the support for these children.

4.4. Comparative analysis

In this section a comparative analysis is done in a table for the three different kinds of institutions that were visited during this study, learning centers, public elementary schools and orphanages. Included in Table 7 are the indicators on the quality of education, the accessibility to the institutions and the developments of the institutions in the last five years.

Comparative analysis			
	WINS learning centers	Elementary schools	Orphanages
Indicators on level of attainment:			
<i>Mathematics</i>	+	++	±
<i>Reading</i>	++	++	±
<i>Information and Communication Technologies (ICT)</i>	+	--	±
<i>Foreign languages</i>	++	+	±
<i>Learning to learn</i>	-	+	±
<i>Civics</i>	+	++	±
Indicators on success and transition:			
<i>Drop-out rates</i>	+	++	+
<i>Completion of upper secondary education</i>	++	++	+
Indicators on monitoring of education:			
<i>Evaluation and steering of school education</i>	+	++	±
<i>Parent participation</i>	-	++	-
Indicators on resources and structures:			
<i>Education and training of teachers/volunteers</i>	--	+	--
<i>Participation in pre-primary education</i>	±	±	±
<i>Number of students per computer</i>	+	--	±
<i>Educational expenditure per student</i>	++	±	±
Accessibility to institution	++	+	+
Developments of institution	+	+	+

Table 7. Comparative analysis of the three different institutions.

Symbols	Meaning
++	Very Good
+	Good, but can be improved
±	Neutral, not too bad but still need for further improvements
-	Bad, need for significant improvements
--	Very bad, need for extreme improvements

Table 8. Meaning of the symbols in table 7.

Table 7 shows the differences between WINS learning centers, elementary schools and orphanages on Bali concerning the quality of education they provide. Overall, the level of attainment is good at the learning centers and elementary schools, but can be further improved. Unfortunately, the schools did not have ICT provisions available for the pupils, so a challenge remains there. The orphanages have a neutral score for the level of attainment, which means that there is still need for further improvements. Regarding success and transition, all three institutions have a good or very good score, where there are almost no drop-out rates and many children transfer and complete secondary education. On the indicators on monitoring of education, the elementary schools score very good; however, the learning centers and orphanages score worse due to no parent

participation. Since most children at the orphanages do not have parents or only have one parent, it is only logical that the orphanages score badly on this indicator. On resources and structures, the results vary between the three institutions. Learning centers and orphanages do not provide education and training for their volunteers, when elementary schools do provide education and training for their teachers. However, most learning centers and also two of the four visited orphanages have computers available for the children, while the elementary schools do not have this provision available for the children. In general the accessibility to the learning centers, elementary schools and orphanages is good, because the learning centers and elementary schools are open for all (disadvantaged) children, and orphanages are open for all disadvantaged children. In the last five years: the WINS Foundation improved the provisions of the learning centers; the Indonesian government improved the quality of education on elementary schools, with now more money available per school; and the number of orphanages increased. So there have been visible developments in the last five years for all three institutions. Nevertheless, there is still a need for improvements. In this comparative analysis, the elementary schools have the best results and the orphanages have the worst results, with the WINS learning centers scoring second best in this model.

5. Conclusion

This chapter is about the conclusions that can be drawn from this research. This study was done to investigate if there are differences between orphans and non-orphans concerning the accessibility and quality of primary education in Bali in Indonesia and what the causes are for these differences. In the first section the sub research questions and the main research question are answered. The final section provides a reflection of this study.

5.1. The research questions

The main research question is:

What are the differences between orphans and non-orphans concerning the accessibility and quality of primary education in Bali in Indonesia and what are the perceptions of the causes?

To answer the main research question four sub research questions were formulated. These four questions are answered in the various chapters of this paper and are answered in this section. The answer to the main research question is given in the last part of this section.

5.1.1. *What is the educational system of Indonesia?*

Aforementioned the national education system of Indonesia is based on *Pancasila*, the five basic principles of the Republic of Indonesia: belief in one God; just and civilized humanity, including tolerance to all people; unity of Indonesia; democracy led by wisdom of deliberation among representatives of the people; and, social justice for all (UNESCO, 2011). The Indonesian education system has seven different types of education: general education, vocational education, special education, in-service education, religious education, academic education, and professional education (UNESCO, 2011). The Indonesian government provides nine years of basic education for children aged from 7 till 15 years old without children having to pay a school fee. The aim of these nine years of basic education is to let children develop their basic skills: as obtaining general intelligence and knowledge and developing their personality on school. After these nine years of basic education children can transfer to the other levels of education.

5.1.2. *How can the quality of education be measured in Indonesia?*

In the European report on the quality of school education (2000) there are sixteen indicators selected for the quality of education by a working committee of national experts. These indicators are used to investigate whether (disadvantaged) children have access to good quality education. The indicators on the level of attainment are: mathematics, reading, science, ICT, foreign languages, learning to learn and civics. The indicators on success and transition are: drop-out rates, completion of upper secondary education and participation in tertiary education (these last two were not relevant for this study, but the percentage of students that transfer to secondary education is investigated). The indicators on monitoring of education are: evaluation and steering of school education and parent participation. The indicators on resources and structures are: education and training of teachers, participation in pre-primary education, number of students per computer and educational expenditure per student (European Commission, 2000). This study tried to use the mentioned indicators to assess the quality of primary education in Bali concerning the selected institutions and

learning centers. Aforementioned, the management standards and the financing standards could be added to the list of indicators in order to complete the list of indicators. However, these two factors are not added in this study to the list of indicators to assess the quality of primary education in Bali due to a shortage of time, and since there were already several interviews done before these eight standards were revealed. It is recommended to have these two factors added to the list of quality indicators for relevant studies in the future.

5.1.3. What are the perceptions of various actors around or included in the educational system regarding the differences between orphans and non-orphans with regard to the accessibility and quality of primary education in Bali in Indonesia?

As earlier mentioned in this paper, the operational managers of the visited learning centers, the head masters of the visited public elementary schools, and the founders and operational managers of the visited orphanages all think there are visible differences between orphans and non-orphans. In general they agree that young orphans are passive in their behavior and have lower study results compared to the other children. Furthermore, they believe that family background influences the social capital of children and determines children's educational achievements, in which it is important what preferences and attitudes are transmitted to children by parents. However, orphans miss this relation and influence in their life from a parent, since they are deprived of the support and love parents can give. If orphans would grow up in poverty, it can negatively affect their readiness to learn. Therefore, it is important that orphans end up with a good family or professional support that can positively influence their cognitive and language abilities, so they are ready when they enter primary education. Orphans should have the same access to the same quality of education in Bali as non-orphans. However the additional educational costs to follow primary education can be too high for (single parent) orphans or other disadvantaged children to complete a full course of basic education. Even when orphans and children from disadvantaged families complete a full course of basic education, it is likely that they start working instead of continuing their study after the nine years of basic education. There are orphanages in Bali that send their children to private schools where most of the times the quality of education is better compared to the public schools. So in most cases, orphans have the same access to primary education with the same quality of education provided on public schools as non-orphans. In some cases, orphans do not have the same access to the same quality of primary education as non-orphans due to financial problems. Finally there are some cases where orphans can follow primary education on private schools which can be of better quality compared to the quality on public elementary schools.

5.1.4. Did the Indonesian government initiate policies to improve access and quality to primary education and do key stakeholders experience these improvements?

Since the introduction of the Millennium Development Goals (MDGs) in 2000 the schools have experienced developments and improvements in the education sector. Many children can continue their study on elementary schools and transfer to junior high schools. Currently there are no school fees on public elementary and junior high schools. There are scholarships available at the primary and junior secondary level in which poor and smart students and smart students have the highest chance on getting such scholarship from the government. More scholarships are available for disadvantaged children so also more scholarships are available for orphans, plus orphans get now more support from the teachers and school. However, not all the disadvantaged children receive a scholarship since there are only limited scholarships available per institution. The number of children going to school is reviewed by the local and central government. Before 2000, teachers did not have

to pass their study in order to teach on schools. With the Teacher Law of 2005, all teachers need to have a Bachelor diploma in order to teach on public elementary schools. This law was made to increase the quality of the teachers at public elementary school. Schools have to ensure that their administration is complete and correct which is frequently checked by local governments. With the decentralizing policy established in 1999, each regency in Bali knows about the quality and what is needed in their territory. Communication between local governments and schools is also easier and faster due to this policy. If schools need money, they get it sooner. The Indonesian government introduced the “20 percent rule,” which allocates 20 percent of government spending to education to increase the educational resources since 2003. According to the schools, the allocation and spread of the money is not very good and the goal is not yet reached (data from the World Bank in Figure 1, shows that the goal has been reached in 2009). This is contradictory information, since it seemed like the respondents of the schools were telling the truth. Some schools get money from the government while other schools in Indonesia do not get money at all. Bali is one of the lucky islands of Indonesia because of the positive influence of tourism. With this “20 percent rule” of the government, there is now more money available to invest in study material (computers, white boards, etc...) and there is no school fee (before 2003, students had to pay a school fee), so in general the situation is improved with now more facilities available for disadvantaged children, such as orphans. The salaries of non-government teachers have not really increased in the last decade, while the salaries for government teachers have been significantly increased. More scholarships are available for disadvantaged children thanks to the “20 percent rule”. So also more scholarships are available for orphans, plus orphans get now more support from the teachers and school. However, not all the disadvantaged children receive a scholarship since there are only limited scholarships available per school and there are administrative obstacles.

5.1.5. What are the differences between orphans and non-orphans concerning the accessibility and quality of primary education in Bali in Indonesia and what are the perceptions of the causes?

The main research question is already answered with the four answers of the four sub research questions. According to the interviewed persons, there are differences between orphans and non-orphans concerning the accessibility and quality of primary education in Bali in Indonesia. These differences are given in this thesis. The Indonesian government has made important changes to improve the access and quality of education for disadvantaged children like orphans. However, still not every orphan has the same access to quality education as non-orphans do. There are still too many children in Bali and Indonesia who do not follow or have access to the full nine years of basic education. Specific statistics were unfortunately not obtained during the field study; however every child who does not have access to education is one child too many. It is difficult to provide a percentage or number for how many orphans that do not have access to quality education since this was not found out during this study. Nevertheless, according to the respondents of the interviews there are orphans and other disadvantaged children who live on the street and do not have access to education. Bali has around 2.500 elementary schools spread over the island, and an estimation of over one million children aged between 0 and 14 years old of the four million residents of Bali (“Population of Bali,” 2013). It is estimated that Indonesia has half a million of orphans and 30 million unregistered children. The number of orphans in Bali could then be: 500.000 (estimated number of orphans in Indonesia) / $253.000.000$ (total population of Indonesia) \times $4.000.000$ (total population of Bali) = 7.905 orphans. The number of unregistered children in Bali could then be: $30.000.000$

(estimated number of unregistered children in Indonesia) / 253.000.000 (total population of Indonesia) x 4.000.000 (total population of Bali) = 474.308 unregistered children. These two numbers are only estimations, it is unclear how many of these orphans and unregistered children on Bali follow education. However, it is believed by the respondents of the interviews that most of these children have access to education.

5.2. Reflection

This study focuses on perceptions of persons around or included in the educational system of Indonesia in Bali. Various persons of various institutions were randomly selected and interviewed concerning the topic accessibility and quality of primary education in Bali in Indonesia for orphans. The theoretical model shown in Figure 7 does not have to be adjusted, since policy interventions, poverty, family, child's education, and the school efforts to support children, actually influence a child's well-being.

More research is needed in the form of statistical data to investigate the differences between orphans and non-orphans concerning the accessibility and quality of primary education in Bali in Indonesia. This study already sheds some light on this sensitive topic. However to improve the situation for orphans on Bali, more research needs to be done on orphanages. From the visit of one orphanage, it became clear that there are people abusing these children and letting them work hard on construction sites. This orphanage is getting the subsidy from the government, but is most likely misusing the money from the government for other purposes like building the temple. It is very plausible that the children at this orphanage do not go to school every day and have to work instead for the founder of the orphanage. So those children do not have the same access to primary education as ordinary children have. A good way to support orphans would be with more monitoring by the government over the orphanages and more inspection of the government of what is actually going on at orphanages and with orphans in cities, so that these kinds of businesses should not be possible anymore. More statistics concerning this topic are needed to find out the seriousness of this problem. It is recommended for further studies to work together with the Indonesian government to improve the life of orphans in Indonesia. Also further research is needed in this field whether child labor negatively affect schooling.

Another question that arose during this study is whether the investments of the European Union in the Indonesian education sector are effective and meet the EU's goals. The situation for orphans in Bali and Indonesia has improved in the last five years, since there is a significant increase in the number of programs, orphanages and many other reliable organizations. So orphans now have a place to stay, even when the conditions are sometimes bad in various orphanages. Nevertheless, during this study none of the respondents could tell about EU projects or investments in the Indonesian education sector. More research is needed for this in order to investigate the investments of the EU. On one side, the EU can be satisfied with the achieved improvements in the last years; however on the other side, the EU can wonder if all the money is actually spend on the projects and investments.

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Annex A: Interview learning centers

Personal question:

1. What is your function? Since when do you have this function?
2. What is your highest education achieved?

General questions:

1. How many children are there at your learning center?
2. How many orphans do you have at your learning center?
3. How many teachers/volunteers are there at your learning center?
4. Do the children from the learning center follow regular education on regular schools nearby?
5. Do you think the life of orphans on Bali have been improved in the last 5 years?
6. Do you think there is a difference between orphans and non-orphans in general and concerning the quality of education on Bali? If yes, what are the differences?

Experience of the changes

1. Have you experienced any development or improvement in the educational sector in Indonesia since the introduction of the Millennium development Goals since 2000?

Millennium Development goals are created by the United Nations which include eight goals to provide the basic necessities for the world's poorest to achieve by 2015:

- Eradicate extreme poverty and hunger
 - Achieve universal primary education
 - Promote gender equality and empower women
 - Reduce child mortality
 - Improve maternal health
 - Combat HIV/aids, malaria and other diseases
 - Ensure environmental sustainability
 - Global partnership for development
2. Have you experienced any development or improvement in the educational sector in Indonesia since The Government of Indonesia introduced the "20 percent rule," which allocates 20 percent of government spending to education to increase the educational resources since 2003?
 3. Have you experienced any development or improvement in the educational sector in Indonesia since The Government of Indonesia introduced/implemented the "decentralization policy in January 2001", which transferred Managerial and financial responsibilities for all levels of public education from central government, mostly to local government at the district level?

Questions concerning the indicators:

- What are the available study materials the children can use concerning mathematics, reading, science, ICT, foreign languages, learning to learn and civics?

- Do you think there is enough study materials available at your learning center or not? Explain why yes/no...?
- Which courses are taught to pupils at your learning center?
 - From which age do they start teaching the course?
 - How many hours per week on average do you spend per course?

1. *Information and Communication Technology (ICT):*

- What ICT provisions does your learning center have and in what way do you use them? learning center in the last 5 years? Why?
(1 = strongly agree, 2= agree, 3 = neutral, 4=disagree, 5 = strongly disagree).

2. *Foreign languages:*

- Which foreign languages are taught at your learning center?
- Are there special teachers in this area at your learning center?

3. *Learning to learn:*

- Do you teach the pupils how to learn?

4. *Drop-out rates:*

- What are the drop-out rates at your learning center over time and what is the reason for dropping out of a learning center?
 - Do you have any statistics concerning this?
- Is there any difference between drop-out rates of orphans and non-orphans?
- What measures does your learning center use to decrease the drop-out rates?

5. *Transfer into secondary education:*

- How many children at your learning center transfer into secondary education?

6. *Participation in pre-primary education:*

- How many children have followed pre-primary education at your learning center?
- What are the possibilities to follow pre-primary education for children?

7. *Educational expenditure per student:*

- Does the Indonesian government supports your learning center in some way (for example: financially or by providing study material)?
- Are there any subsidies the Indonesian government provides for orphans?
- Are the subsidies from the government sufficient to provide the children with the education they need?
- Are the subsidies from the Indonesian government increased or decreased since 2000? How much?

Annex B: Interview elementary schools

Personal question:

1. What is your function? Since when do you have this function?
2. What is your highest education achieved?

General questions:

1. How many children are there at your school?
2. How many orphans do you have at your school?
3. How many teachers/volunteers are there at your school?
4. How many hours of education does the school provide per day and per week?
5. What are the costs for pupils to follow primary education (for example: uniforms, study material)?
6. Does your school have an annual national or local exam for the pupils? If yes, what are the results?
7. Do you think the life of orphans on Bali have been improved in the last 5 years?
8. Do you think there is a difference between orphans and non-orphans in general and their study results? If yes, what are the differences?

Experience of the changes

1. Have you experienced any development or improvement in the educational sector in Indonesia since the introduction of the Millennium development Goals since 2000?

Millennium Development goals are created by the United Nations which include eight goals to provide the basic necessities for the world's poorest to achieve by 2015:

- Eradicate extreme poverty and hunger
- Achieve universal primary education
- Promote gender equality and empower women
- Reduce child mortality
- Improve maternal health
- Combat HIV/aids, malaria and other diseases
- Ensure environmental sustainability
- Global partnership for development

2. Have you experienced any development or improvement in the educational sector in Indonesia since The Government of Indonesia introduced the "20 percent rule," which allocates 20 percent of government spending to education to increase the educational resources since 2003?
3. Have you experienced any development or improvement in the educational sector in Indonesia since The Government of Indonesia introduced/implemented the "decentralization policy in January 2001", which transferred Managerial and financial responsibilities for all levels of public education from central government, mostly to local government at the district level?

Questions concerning the indicators:

- What are the available study materials the children can use concerning mathematics, reading, science, ICT, foreign languages, learning to learn and civics?
 - Do you think there is enough study materials available at your school or not? Explain why yes/no...?
 - Which courses are taught to pupils at your school?
 - From which age do they start teaching the course?
 - How many hours per week on average do you spend per course?
1. *Information and Communication Technology (ICT):*
 - What ICT provisions does your school have and in what way do you use them?
 2. *Foreign languages:*
 - Which foreign languages are taught at your school?
 - Are there special teachers in this area at your school?
 3. *Learning to learn:*
 - Do you teach the pupils how to learn?
 4. *Drop-out rates:*
 - What are the drop-out rates at your school over time and what is the reason for dropping out of school?
 - Do you have any statistics concerning this?
 - Is there any difference between drop-out rates of orphans and non-orphans?
 - What measures does your school use to decrease the drop-out rates?
 5. *Transfer into secondary education:*
 - How many children at your school transfer into secondary education?
 6. *Participation in pre-primary education:*
 - How many children have followed pre-primary education at your school?
 - What are the possibilities to follow pre-primary education for children?
 7. *Evaluation and steering of school education:*
 - What evaluation methods does your school have to measure whether the education system lives up to the objectives set?
 - Are you using a combination of internal and external evaluation?
 - Does your school provide opportunities for parents to participate in for example school boards or voluntary involvement during activities?
 8. *Education and training of teachers:*
 - What education followed most of the teachers at your school?

- Does your school provide certain courses for teachers to further develop their skills as a teacher?
 - How frequent is this? What proportion of time is available for professionalization?

Professionalization: further development of your competences/skills.

9. *Educational expenditure per student:*

- Does the Indonesian government supports your school in some way (for example: financially or by providing study material)?
- Are there any subsidies the Indonesian government provides for orphans?
- Are the subsidies from the government sufficient to provide the children with the education they need?
- Are the subsidies from the Indonesian government increased or decreased since 2000? How much?

What is your current salary?

Annex C: Interview orphanages

Personal question:

1. What is your function? Since when do you have this function?
2. What is your highest education achieved?

General questions:

1. How many children are there at your orphanage?
2. How many orphans do you have at your orphanage?
3. How many teachers/volunteers are there at your orphanage?
4. Do the children from the orphanage follow regular education on regular schools nearby?
5. Do you think the life of orphans on Bali have been improved in the last 5 years?
6. Do you think there is a difference between orphans and non-orphans in general and concerning the quality of education on Bali? If yes, what are the differences?

Experience of the changes

1. Have you experienced any development or improvement in the educational sector in Indonesia since the introduction of the Millennium development Goals since 2000?

Millennium Development goals are created by the United Nations which include eight goals to provide the basic necessities for the world's poorest to achieve by 2015:

- Eradicate extreme poverty and hunger
 - Achieve universal primary education
 - Promote gender equality and empower women
 - Reduce child mortality
 - Improve maternal health
 - Combat HIV/aids, malaria and other diseases
 - Ensure environmental sustainability
 - Global partnership for development
2. Have you experienced any development or improvement in the educational sector in Indonesia since The Government of Indonesia introduced the "20 percent rule," which allocates 20 percent of government spending to education to increase the educational resources since 2003?
 3. Have you experienced any development or improvement in the educational sector in Indonesia since The Government of Indonesia introduced/implemented the "decentralization policy in January 2001", which transferred Managerial and financial responsibilities for all levels of public education from central government, mostly to local government at the district level?

Questions concerning the indicators:

- What are the available study materials the children can use concerning mathematics, reading, science, ICT, foreign languages, learning to learn and civics?

- Do you think there is enough study materials available at your orphanage or not? Explain why yes/no...?
 - Which courses are taught to pupils at your orphanage?
 - From which age do they start teaching the course?
 - How many hours per week on average do you spend per course?
1. *Information and Communication Technology (ICT):*
 - What ICT provisions does your orphanage have and in what way do you use them?
 2. *Foreign languages:*
 - Which foreign languages are taught at your orphanage?
 - Are there special teachers in this area at your orphanage?
 3. *Learning to learn:*
 - Do you teach the pupils how to learn?
 4. *Drop-out rates:*
 - What are the drop-out rates at your orphanage over time and what is the reason for dropping out of an orphanage?
 - Do you have any statistics concerning this?
 - Is there any difference between drop-out rates of orphans and non-orphans?
 - What measures does your orphanage use to decrease the drop-out rates?
 5. *Transfer into secondary education:*
 - How many children at your orphanage transfer into secondary education?
 6. *Participation in pre-primary education:*
 - How many children have followed pre-primary education at your orphanage?
 - What are the possibilities to follow pre-primary education for children?
 7. *Educational expenditure per student:*
 - Does the Indonesian government supports your orphanage in some way (for example: financially or by providing study material)?
 - Are there any subsidies the Indonesian government provides for orphans?
 - Are the subsidies from the government sufficient to provide the children with the education they need?
 - Are the subsidies from the Indonesian government increased or decreased since 2000? How much?