Independent Review of the Building Relationships through Intercultural Dialogue and Growing Engagement (BRIDGE) Program

Dita Nugroho and Adrian Beavis

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CONTENTS

EXECUTIVE SUMMARY

The Building Relationships through Intercultural Dialogue and Growing Engagement (BRIDGE) program began in January 2008 and the current funding round for the program concludes in January 2011. The Australian Council for Educational Research (ACER) has been contracted to do an independent evaluation of the program. This was required for funding bodies to evaluate whether the program achieved what it set out to do. A set of recommendations was requested as part of the evaluation. These recommendations were designed to inform a second phase of BRIDGE.

The goals set out for the BRIDGE program are:

- To increase Indonesian teachers' and students' knowledge and understanding of contemporary Australia;

- To increase Australian teachers' and students' knowledge and understanding of Indonesia, particularly the role of Islam in contemporary Indonesian society;

- To support foreign language acquisition in Indonesian and Australian schools; and

- To support a small cohort of BEP schools to acquire internet technologies and undertake basic training related to their usage.

This evaluation found that the program has achieved a number of positive outcomes in participating schools. Overall, teachers indicated a positive experience to the program. They greatly value the Indonesian teacher visits and reported positive impacts on themselves, their students and their school community. However, the teacher surveys, interviews and website activity analysis found some variation between schools in terms of the perceived success of the linkages created by the program. These variations occur in the way that the visits and web-based platforms for communication are harnessed and turned into meaningful partnerships. They affect the extent to which the program is successful at meeting its goals in participating schools.

Where the strongest linkages have formed, communication and collaboration between teachers and between students are regular and ongoing, overcoming any issues by developing joint solutions. Some school staff and students have undertaken self-initiated and self-funded visits following the BRIDGE-funded ones, exemplifying an aspect of successful people-to-people linkage. These strong collaborative linkages were fostered and are maintained through strong school, community, and in some cases local government support and have a great chance of continuing after the program ends.

In other instances, strong linkages did not develop at the end of teacher visits. In many of these cases, teachers attributed this to communication breakdowns. Lack of responses, connectivity issues and timing constraints in the face of other teaching and learning responsibilities were attributed to the drop in communication. Although an overwhelming majority of teachers remain optimistic about the BRIDGE program continuing in their schools, for those teachers who have not reported strong school linkages there is a greater risk of these partnerships not developing any further.

Summary of recommendations

A table summarising the recommendations is presented below. The recommendations are grouped by issues identified by the evaluation. The first column of the table is summary of the type of action recommended. The numbers in the Recommendation column cross reference to the numbering of the recommendations in the body of the report.

In-country support and networking

To do	Recommendation	
Create a new position	i.	It is recommended that a position be created to support Indonesian schools and manage relationships with other Indonesian stakeholders.
Cost-benefit analysis	ii.	It is recommended that a cost-benefit analysis be undertaken of organising forums or workshops.
Cost-benefit analysis	iii.	It is recommended that a cost-benefit analysis be undertaken of preparing and distributing a newsletter.
Cost-benefit analysis	iv.	It is recommended that the cost and benefit of a newsletter being produced in hardcopy is undertaken.
Consult	v.	It is recommended that principals be consulted to establish the most effective and efficient ways of supporting on-going contacts between them.

Selection and matching of schools and teachers

To do	Recommendation	
Review	vi.	It is recommended that the ways in which BEP schools are engaged in BRIDGE be reviewed to take account of their context and resourcing.
Develop strategies	vii.	It is recommended that strategies be developed to engage school leaders actively with BRIDGE throughout the program.
Ensure partnering levels match	viii.	It is recommended that teachers be partnered with teachers of a similar level.
Review	ix.	It is recommended that a review of relevant background variables is undertaken so that when establishing partnerships between schools key background variables are taken into account.

ICT training and support

To do	Recommendation	
Assess teachers ICT knowledge	x.	It is recommended that a detailed assessment of teachers' existing knowledge of and experience with ICT is undertaken prior to training, and this information used to guide training provision
Monitor ICT resources and support	xi.	It is recommended that BEP schools be monitored for ICT infrastructure access. It is also recommended that support from provincial governments in maintaining and upgrading facilities is also monitored.
Develop protocols	xii.	It is recommended that protocols be developed and deployed to ensure cyber-safety for students and other users of Wikispaces and other sites.

Development of activities

To do	Recommendation
Engage Indonesian curriculum experts	xiii. It is recommended that Indonesian curriculum experts or writers contribute further to the development of activities.
Expand scope of activities	xiv. It is recommended that when developing activities, consideration be given to longer term activities that require a longer response time.

Monitoring and evaluation framework

To do	Recommendation
Document	xv. It is recommended that links between the program goals, indicators and the information collected through teacher surveys be documented.
Review	xvi. It is recommended that a critical review of questionnaires is undertaken to improve their quality and the precision of the data they provide.
Review	xvii. It is recommended that reviews at the school level be undertaken with a focus on the congruence between the intended and the achieved outcomes.
Increase resourcing to BEP schools	xviii. It is therefore recommended that increased resources be allocated to BEP schools.
Test teachers and students	xix. It is recommended that re-sitting this test at the end of the program be undertaken.
Review	xx. It is recommended that the use of resources for media coverage of the program be reviewed.
Conduct case studies	xxi. It is recommended that case studies be undertaken of successful partnerships with a view to identifying the success factors.
Develop an evaluation plan	xxii. It is recommended that a evaluation plan be prepared ahead of any expansion of the program.

1. INTRODUCTION

1.1. BACKGROUND

The Building Relationships through Intercultural Dialogue and Growing Engagement (BRIDGE) program began in January 2008. The program is funded jointly by the Myer Foundation and Australian Government through AusAID and the Australia-Indonesia Institute (AII) at DFAT. It is implemented by the Asia Education Foundation (AEF) with assistance in Indonesia from the Australian Embassy in Jakarta (through AEI) and Kang Guru.

BRIDGE was designed to use technology in an innovative way to bring teachers, schools and communities together from both Australia and Indonesia, through teacher training and a web-based curriculum. Indonesian schools include nine schools which are part of the Australian Government's Basic Education Program (BEP). The goals set out for the BRIDGE program are:

- To increase Indonesian teachers' and students' knowledge and understanding of contemporary Australia;

- To increase Australian teachers' and students' knowledge and understanding of Indonesia, particularly the role of Islam in contemporary Indonesian society;

- To support foreign language acquisition in Indonesian and Australian schools; and

- To support a small cohort of BEP schools to acquire internet technologies and undertake basic training related to their usage.

The current funding round for the program concludes in January 2011. The Australian Council for Educational Research (ACER) has been contracted to do an independent evaluation of the program. This was required for funding bodies to evaluate whether the program achieved what it set out to do. A set of recommendations is expected based on the findings from the evaluation and these recommendations are intended to inform a second phase of BRIDGE.

1.2. METHODOLOGY

The evaluation drew upon data from a variety of sources. These included existing documents, analysis of online activities and analysis of data taken from the six-month evaluation survey.

Review of existing documents

Documents were provided to the evaluators by the AII and AEF. These comprised project background documents in the form of contracts and brochures, reports from AEF to AII and AusAID, as well as copies of media reporting of the program.

Analysis of online activities

A mapping exercise of online activities on the Wikispaces of 30 BRIDGE partnerships was conducted by the evaluators. A summary of activity statistics is provided in Appendix B.

Analysis of six-month evaluation survey

AEF had designed and administered online six-month evaluation surveys to all teachers from visits 1 and 2. The review team was given access to, and conducted an analysis of, the collected responses. A summary of responses is included in Appendix C and findings are referred to throughout this report.

Teacher interviews

One teacher was interviewed from each of 12 schools. Schools were selected to allow for representation from partnerships with high, medium and low levels of activity on their Wikispaces sites and high, medium and low satisfaction levels from surveys. The schools included three BEP schools. Australian government schools could not be included in the evaluation because there was insufficient time for permissions to be obtained from educational jurisdictions. Consequently, one partner school of one BEP school was not contacted as it was a government school.

1.3 STRUCTURE OF THE REPORT

The next chapter of the report describes program outcomes and delivery. It considers how the BRIDGE program met its objectives and contributed to enhanced people-to-people understanding, as well as the effectiveness of program management. The following chapter examines the challenges, obstacles and risks faced by BRIDGE. The final chapter lists the recommendations flowing from the evaluation.

2. PROGRAM OUTCOMES AND DELIVERY

This section of the report consists of analyses of how the BRIDGE program met its objectives and contributed to enhanced people-to-people understanding, as well as the effectiveness of program management.

Official program documentation links the BRIDGE program goals to a set of indicators. The table below shows these linkages.

Goal	Indicators
To increase Indonesian teachers' and students' knowledge and understanding of contemporary Australia	• Greater awareness of Australian culture and values among participating Indonesian students and teachers. • Sustained and positive school-to-school linkages.
To increase Australian teachers' and students' knowledge and understanding of Indonesia, particularly the role of Islam in contemporary Indonesian society	• Greater awareness of Indonesian culture and values among participating Australian students and teachers. • Sustained and positive school-to-school linkages.
To support foreign language acquisition in Indonesian and Australian schools	• Improved English language skills in selected Indonesian junior secondary schools. • Improved Bahasa language skills in selected Australian schools
To support a small cohort of BEP schools to acquire internet technologies and undertake basic training related to their usage	• Provision of computers in those BEP schools that require them to participate • Increased BEP school teachers' skills in using ICTs in the school setting • Participating school students and staffs can use the designated technology to optimum advantage, within their particular environment

Throughout the course of the program, as the managing contractor and program manager, AEF submitted regular reports to the funding agencies. In Appendix A, the contents of these reports have been mapped against the above goals and indicators. The matrix shows that these reports have highlighted program successes in relation to all stated goals, as well as measures undertaken to address challenges (as of February 2010).

This chapter of the report addresses how the BRIDGE program has achieved the above goals. The analysis, based on available survey and collected interview data, is aimed at assessing not just *what* aspects of the program worked but also under *what* circumstances it worked or did not work, focusing on the *efficiency* and *effectiveness* criteria specified for this evaluation.

The chapter is structured to cover the above goals as well as the specific questions posed in the Terms of Reference for this evaluation. The first section will examine the program's outcomes with regards to establishing linkages and raising cross-cultural awareness, covering the first two program goals. This is followed by discussions on how the program addressed the other two goals of foreign language acquisition and ICT in the classroom. At the end, there is a discussion on the program delivery and management, which this evaluation was also asked to address.

2.1.   ESTABLISHMENT OF LINKAGES AND CULTURAL AWARENESS

Developing cross-cultural awareness and the establishment of linkages between people and schools are two main aims of the BRIDGE program. These aims are included in the BRIDGE program framework to reflect the perspectives of two funding agencies: the Myer Foundation with its core expected outcome from the project being the expansion of Australian and Indonesian students' and teachers' understanding of each others' culture, society and history[1], and AII with its particular interest in linkages between school communities[2] and people-to-people links[3].

Cultural awareness and mutual understanding

To address this program outcome, the Terms of References to this evaluation asks how effective BRIDGE has been:

- for Australian students learning Indonesian generally and specifically how effective it has been in building their competency and knowledge of Muslims and Islam in Indonesia,

- for Indonesian teachers, especially in improving teaching methods and student results and in how BRIDGE is having an impact on education more generally in Indonesia.

About two thirds of the 72 teachers who completed the 6-month evaluation survey nominated either 'cross-cultural exchange', 'cross-cultural training' or 'learning/experiencing more about Australian/Indonesian culture' as one of their top three favourite aspects of the BRIDGE program. In most of these instances, based on their follow-up responses, teachers appeared to be referring to their personal experience in either travelling to their partner school (for Indonesian teachers) or hosting their partner teacher (for Australian teachers).

Among Australian teachers' survey and interview responses, some responses spoke of their own and their students' increased awareness and understanding of the role of religion in contemporary Indonesian culture. Several survey responses explicitly referenced discussions on Islam as examples of meaningful exchanges. These included discussions on the hijab, as well as prayers and fasting (one of the visits took place during Ramadan). Data gathered during the interviews conducted by the evaluators, showed that Australian teachers also agreed that they and their students benefited by learning more about the importance of Islam and religion in Indonesian society.

One teacher reflected that because her partner teacher who visited was of the Hindu faith, her students ended up learning more about Hindu and Balinese culture. Even then, however, her students still asked questions and learned about Islam in Indonesia, leading several International Baccalaureate students to select this as their oral presentation topics, something she admits she could not imagine happening in the absence of her school's participation in the BRIDGE program. Another teacher described the benefit of incorporating studies of Islam in her history class.

However, anecdotes on cultural experiences were not always positive. Several stories about the Indonesian teachers' visits to Australia reflected some cultural differences that led to some surprises and misunderstandings. An Indonesian teacher, for example, expressed disappointment that his partner teacher asked him not to tell Australian students that female students at his school

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[1] *School BRIDGE Program*, Myer Foundation website:
http://www.myerfoundation.org.au/programs/project.cfm?loadref=50
[2] "Program Aims", *AII/Myer Foundation/AusAID BRIDGE Program*, AII website:
http://www.dfat.gov.au/aii/bridge_program.html
[3] Independent Review of the BRIDGE program Terms of Reference, April 2010

back home have to wear a hijab at school. Other teachers expressed difficulty in finding Halal food, surprise at how students were dressed and at not being allowed to take photos of students.

As mentioned above, overall the cross-cultural interactions between students and teachers have been found to be positive. This carries across to the visits as well – with an Australian teacher specifically remarking on how well-prepared the Indonesian teachers was from the cross-cultural training they received prior to the visits. However, as another teacher pointed out, there can still be unexpected cultural differences during the visits. For the program management, it is important for there to be a mechanism for teachers to feed back these experiences to add to the cross-cultural training for future visits.

Indonesian teachers reported a number of ways in which their involvement in the BRIDGE program had affected their teaching *practice*. Most spoke of being more comfortable at incorporating ICT-based activities in their classroom (see also section 2.3, below). Others described their adoption of new approaches incorporating more 'creative', 'innovative' and 'student-centred' teaching methods which they witnessed during their visit to the Australian partner school. One teacher spoke, for example, of the changes he made to the seating arrangement in his class from lecture-style with all students facing the front, to a circle to encourage discussion,.

The BRIDGE activities that were provided during the training program were found to be useful by Indonesian teachers of English, with many reporting that they contribute and add variety to their teaching *content*. Sharing stories of their own experiences in Australia was also valued by the teachers.

However, three of the six Indonesian teachers interviewed reflected on the problems they felt hindered their ability to incorporate BRIDGE activities into their teaching. One teacher said that he was unable to develop collaborative activities with his partner teacher effectively because they teach at different levels (his partner teacher is an elementary school teacher). Two teachers felt constrained by the Indonesian national curriculum, which they see as very demanding of students (therefore not allowing much time for BRIDGE activities) and as prescriptive in nature (therefore not flexible enough for BRIDGE activities to be incorporated).

One of these teachers felt that if Indonesian teachers had been consulted, or the Indonesian curriculum considered when these activities were developed, it would have made them more adaptable to the Indonesian context that assists in delivering the curriculum. Instead many of activities tend to detract from it. An Australian teacher mirrored this sentiment during his interview, remarking that he has not incorporated BRIDGE activities to his classroom because he does not find them flexible enough and he has enough activities planned for the year. However, he did still consult with his Indonesian teacher to discuss what each class is planning to work on, and developed resources to be shared.

Most teachers, however, found that the materials provided by BRIDGE were of good quality, and have been happy with the activities in their classroom. One Australian teacher in particular noted that they have provided her with new resources that she will be using in her teaching into the future, even if she changes school.

School community linkages

About 60 per cent of respondents to the six-month evaluation survey believe that their school established a strong sister school relationship with their partner school (see Appendix C). There is, however, a large gap between Australian and Indonesian teachers' responses, with over 80 per cent of Indonesian teachers agreeing with the statement but only 44 per cent of Australian teachers.

One possible explanation for this gap is the stricter definition of the term 'sister-school' in the Australian context.[4] The term could therefore connote a more formalised arrangement for the Australian teachers than for the Indonesian teachers. However, many Australian teachers who said that they have not established strong sister-school relationships attributed this to the ad-hoc or sporadic nature of the interactions. These were not enough to sustain such a relationship. Through the survey and interviews, a number of both Indonesian and Australian teachers also made mention of competing sister-school arrangements which their schools are already part of.

Another factor that may be impeding the sustainability of strong school partnerships is teacher mobility. There have been teacher reports through survey and interview responses that communication with their partner school dropped substantially when a partner teacher who was involved in one of the visits left the school. One school dropped out of the program entirely after the first participating teacher, a strong advocate for the program, left the school.

In analysing the survey and interview responses from teachers, we were able to identify three factors that appear to be strongly linked to the establishment of strong school community partnerships. The first is a strong – preferably high-level – advocate within a school from the very start of the program. The second is good infrastructure to support a range of communication methods and the third is recurring face-to-face interactions and exchanges

A strong advocate within the school

Of the 33 survey responses that indicated the establishment of a strong partnership[5] 12 hold leadership roles in the school (e.g. Vice Principal, Coordinator, Head of Department, Senior Teacher). A further six participants who are teachers at their school, explicitly mentioned the strong support they have received from senior members of staff, such as Principal or Head of Department. Put another way, two thirds of the 20 participants who hold leadership roles in their school had indicated that they have developed a strong link with their partner school.

To illustrate this further we can look at the partnership between Tranby College in WA and SMAN 5 Surabaya. This is widely considered to be one of the most successful – if not the most successful – partnership to have resulted from the BRIDGE program. For the first visit, an experienced Indonesian teacher (later to become a Senior Teacher) from Tranby College and an Indonesian teacher who is also a vice-principal from SMAN 5 participated. The impact of the BRIDGE program has been felt at the whole-school level for both schools, encompassing numerous personal visits, plans for a student exchange program, and more specific effects such as SMAN 5 enrolling all of their teachers in an English language course. Both participating teachers from Visit 1 are enthusiastic advocates of the program and when asked about the key factors in the success of the partnership, the SMAN 5 teacher noted that the strong support he received early on from the principal, other teachers, parents and the local government was crucial.

Good infrastructure to support a range of communication methods

The second factor that appears to be strongly linked to the establishment of strong school community partnerships is good infrastructure to support a range of communication methods.

When asked whether or not they think communication with their partner school has been successful, about as many teachers unambiguously said it has not (29 teachers) as those who clearly said it has (26 teachers). Those who found communication has been successful cited a

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[4] The Victorian Department of Education and Early Childhood Development, for example, has set out general guidelines and a registration process for sister-school relationships:
http://www.study.vic.gov.au/OthrIntPro/SisSch.htm
[5] These were defined as those agreeing that the school is in a strong sister-school partnership, the partnership will continue and gave a satisfaction rating of 'very good' or 'excellent'.

range of communication methods they have employed, from Wikispaces and other online methods, to text messaging, postal mail and face-to-face contact through additional visits.

To those who did not find communication to be successful, ICT access, costs, day-to-day responsibilities and time delays were seen to be the biggest constraints. Differences in academic calendar were often cited as a contributing problem. Examination and holiday periods take place at different times in the two countries, cutting out a significant portion of time for interaction. When one school initiates correspondence and the partner is unable to respond because of examinations or school holidays, students tend to lose interest while awaiting a reply.

Teachers' survey responses suggest that there is some link between how successful communication has been between partner schools and the overall success of the partnership in the schools. The majority of teachers who indicated a lack of success in establishing a strong partnership attributed this to unsuccessful communication between partner schools. However, there are a number of teachers who faced communication issues but still felt that they have established a strong partnership. These teachers mainly chose to substitute for email and wikispaces with other forms of communication such as text messaging and postal mail. This further suggests that having a strong advocate at schools is an important determinant of program's success of at the school, because these advocates are more likely to try to overcome communication problems rather than be discouraged by them.

Recurring face-to-face interactions/exchanges

The third factor that appears to be strongly linked to the establishment of strong school community partnerships is recurring face-to-face interactions and exchanges

There are some examples within the BRIDGE Progress Reports of successful links, illustrated by the number of self-initiated, self-funded teacher, student and principal visits between schools. These face-to-face visits, in turn, seem likely to improve the level of understanding between schools and people and increase the intensity and quality of other communication that follows.

This raises the question, however, of whether these follow-on visits resulting from the BRIDGE program are an outcome of or a precondition for successful partnerships and people-to-people links. The stories portrayed in the Progress Reports, suggest that they are seen as outcomes of successful partnerships. At the same time, however, a number of teachers have also highlighted the importance of having recurring face-to-face interactions to assist in sustaining the overall partnership, suggesting it is a factor that facilitates the establishment of a successful partnership

One Australian teacher, in reporting the success of communication between two schools summed this up in the following way: "We have been very successful in establishing a trusting, valued and meaningful relationship which will grow. However experience tells me that the growth of the relationship will depend on the amount of face-to-face contact that takes place."

Due to official travel advisory warnings for Indonesia, the program was not able to send Australian teachers to Indonesia. Many teachers see this as a natural next step to further strengthen the partnerships and some have chosen to undertake this themselves. Others have suggested that recurring visits by Indonesian teachers and students can be implemented to keep the partnership strong. These visits incur significant costs, however, and a possible alternative to this would be to encourage schools who are interested in implementing more visits to learn from other schools that have undertaken them. Where funding poses an issue, they can be encouraged to learn from schools that have received support from local governments or from the public-private funding model of the BRIDGE program.

2.2. FOREIGN LANGUAGE ACQUISITION

The Terms of Reference for this evaluation indicated that language acquisition has not been a focus for this stage of the BRIDGE program. Despite this, anecdotal information from the survey and interviews have indicated that teachers are finding increased interest and involvement in the foreign language classes at their schools, as well as reporting increased confidence in communication in that foreign language both for themselves and their students.

2.3. ICT USE IN THE CLASSROOM

Around three-quarters of teachers who responded to the six-month evaluation survey nominated either the ICT training opportunities or Wikispaces as a means of interaction with partner schools as one of their top three favourite aspects of the BRIDGE program. Almost 80 per cent reported increased usage of ICT in the classroom and just below 85 per cent have become more confident in using technology as part of classroom teaching since taking part in the program (see Appendix C).

A couple of important trends related to the use of ICT in the classroom emerged from the aggregated responses to the survey:

- Indonesian teachers reported greater improvement in computer skills than Australian teachers. More Indonesian teachers also reported that they have become more confident in using technology in the classroom and actually use ICT/technology in the classroom.

- Non-BEP partnership[6] teachers reported a higher improvement in computer skills to date than BEP partnership teachers. Considerably more non-BEP partnership teachers (by around 20-30 percent) also reported that they have become more confident in using technology in the classroom and actually use ICT/technology in the classroom.

A conclusion that may be drawn from the above is that the teachers that have benefited the most in terms of increased ICT knowledge and use are Indonesian teachers in non-BEP schools. As the reported effect appears quite strong, this may be seen to be an important achievement.

However, this was not part of the originally designed program goals, which focused ICT improvement on BEP schools (see section 4.3 and Appendix A). Attention is still required, therefore, to ensure BEP schools reap as many ICT benefits as their non-BEP Indonesian counterparts.

The availability of ICT in the partnership schools is of particular importance because there appears to be a link between this and the overall strength of program outcomes at the schools. An analysis of survey and interview responses suggest that among teachers who reported lower satisfaction rates with the program, lack of activity on one side is overwhelmingly cited as the reason. This lack of inactivity is most often attributed to limited access to the internet.

Limited internet access hinders schools' ability to access the provided Wikispaces platforms, and for direct contact between teachers and between students through email or other online methods. When this option is unavailable, communication frequency is reduced, mainly because of the costs involved in alternative methods, such as telephone and postage.

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[6] This is defined as Australian and Indonesian teachers who are in partnerships where the Indonesian school is not a BEP school.

Wikispaces

As part of the six-month evaluation survey, teachers were asked how useful Wikispaces and other ICT tools have been in supporting their work on the BRIDGE Project. The responses to this question are mostly positive, with about two-thirds of respondents saying that they have found these tools useful. These teachers found that the Wikispaces have been useful both as a communication tool with their partner school, and also as a teaching resource. A small number of teachers commented that, despite a lack of response from their partner school, they found that their students still benefited from the activities to develop items to put up on their Wikispace. They found the topics on offer provided useful teaching materials.
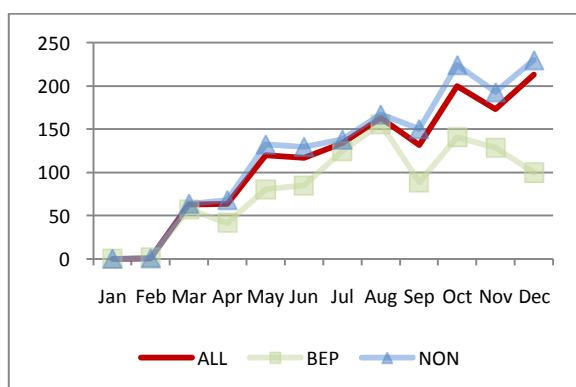
Sixteen teachers had negative views about the Wikispaces and other ICT tools. The reasons offered by these teachers were: internet access issues, lack of response from the partner school and personal aversion to or unpreparedness for using the Wikispaces platform. The first two reasons were the most common, and in most cases such responses can be matched by partnership (that is, one teacher said they have not benefited from the Wikispaces and the partner teacher said they have been disappointed by the lack of response).

Two teachers (one from Australia and one from Indonesia, in different partnerships) still did not feel comfortable using the Wikispaces, as they felt they have not received sufficient training. Another teacher, who stated that he is already comfortable in using ICT, stated a dislike for the Wikispace platform, preferring more widely used platforms for internet communication such as social network sites (specifically *Facebook*). He acknowledged, however, that this would come with its own set of problems.

Looking at the use of the provided Wikispaces showed that there were 128 unique visitors to a partnership Wikispace between March 2009 (when it went live) and December 2009. Over the same time period, an average of 38 edits were made and 4 messages posted per Wikispace per month. A summary of activities per Wikispace in 2009 can be found in Appendix B. It shows that these numbers vary quite considerably between partnership Wikispaces. The number of visitors over the year ranged between 493 and 3,188, the number of edits made ranged between 90 and 1,154 while the number of messages posted ranged between 0 and 351.

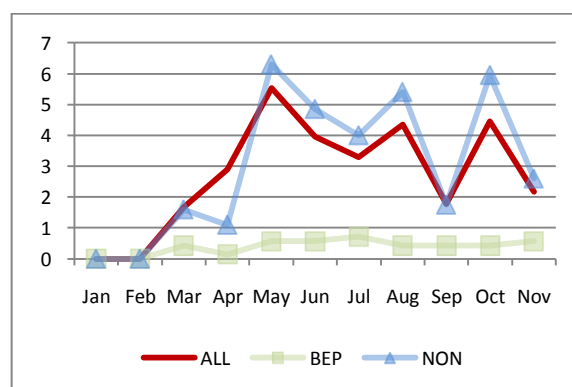| Figure 1A	Figure 1B
Unique visitors to 30 partnership Wikispaces in 2009	**Messages posted on 30 partnership Wikispaces in 2009**

Figures 1A and 1B above show the monthly average number of unique visitors and messages posted last year (across all 30 Wikispaces). It can be seen that:

- The biggest jumps in the number of visitors occurred a month following a visit (which concluded at the end of March and end of August).

- Overall the number of visitors to partnerships involving BEP schools is lower than non-BEP partnerships, with BEP partnerships showing a downward trend between October and December.

- Dramatic jumps in the number of messages posted also occurred a month following a visit.

- There are significantly less messages posted on the Wikispaces of BEP partnerships. They in fact show consistently low levels of message activities over the year.

The main message from these data, related to the effectiveness and efficiency of the BRIGE related ICT outcomes is that, overall, ICT use in the classroom seems to have increased since the program started, as has the amount of activity on the Wikispaces. This outcome, however, is uneven and splitting the analysis between BEP and non-BEP partnerships shows that the ICT activities between schools in BEP partnerships appear much lower. This is noteworthy because giving ICT access to BEP schools is one of the four main program goals.

2.4.   SUPPORT FOR BEP SCHOOLS

Findings from the above sections suggest that the communication and technology aspects of the BRIDGE program were not felt as strongly at schools in BEP partnerships. Based on the survey responses, five out of the eight participating BEP schools had no or very limited access to the internet throughout their participation in the program. With the BEP schools being newly established and tending to be located in more remote areas, program management representatives agreed that the requirements that were applied to the BEP schools, in terms of the expectation on schools' ICT facilities to support the program and the English ability of the teachers, were lower even at the school selection stage.

The differences observed in the above findings are therefore hardly surprising, as the small group of BEP schools that were involved in the program have markedly different characteristics to the non-BEP Indonesian schools. The program management team has put a number of measures in place to mitigate this. In selecting BEP schools, preference was given to schools that are within two to three hours of main cities to ensure that BEP teachers can participate in all training . A mentoring model was suggested and in the end, rather than pairing schools in what would be perceived to be unequal relationships (one school to help, one school needing help), the program management encouraged a cluster system, where participating schools in one province (BEP and non-BEP) were encouraged to monitor and support each other.

It is worth noting that there is not a not much of a difference in the level of overall satisfaction with the BRIDGE program expressed by teachers. Teachers in BEP and non-BEP partnerships gave average scores of 3.7 and 3.9 respectively, on a scale of 1-5 with 1 being 'Not Satisfactory' and 5 being 'Excellent'. Teachers in BEP partnerships, however, were slightly less likely to say that they see the BRIDGE Program continuing in their school into the future. Compared to 96 per cent of non-BEP teachers who agreed with that statement, 90 per cent of BEP partnership teachers did.

2.5.   PROGRAM DELIVERY

The funding and delivery of the BRIDGE program involved a set of relationships, encompassing a number of stakeholders (see Appendix D). The number and nature of stakeholders involved has contributed to program successes, but at times may also be an inhibitor of efficient and effective program delivery. The program appears to have benefited from having a Managing Contractor

team that has a solid understanding of the program and is a strong advocate for it. That this team is Australia-based, however, seems to pose a barrier, at least to some extent, for Indonesian teachers' participation.

As the program funding and management chart in Appendix D illustrates, the funding and design stages of the program involved mainly Australian-based stakeholders. Meanwhile, several Indonesian-based stakeholders are involved in the delivery stage, with the AEI brokering a relationship with Provincial Governments to reach schools, and KangGuru delivering pre-departure training and overseeing Wikispaces assistance. This appears to impact on a number of program outcomes, such as some Indonesian teachers' perception that the curriculum materials could have been better incorporated to the Indonesian context (see 2.1).

When Australian and Indonesian teachers were asked about their communication with program management and satisfaction levels with support they have received from the program, there were some differences in their responses. The Australian teachers indicated that they are in regular contact with the program management team. The Indonesian teachers were less likely to report regular contact. In Indonesia, KangGuru had set-up a Help Desk to assist with Wikispaces issues, but this was reportedly not accessed by teachers. From the interviews, Indonesian teachers seem to be in quite regular contact with other BRIDGE teachers in their province. However, they expressed that they are unclear on who is to be their first point of contact if they are unable to address each other's problems.

Regional variation in program outcomes was not a focus of this evaluation. However, the interviews with teachers and program management team suggest that some variation exists between regions. In Indonesia, schools in East Java appear to have received considerably stronger support from the provincial government. As communication occurs more between schools within the same region, whether or not schools in other regions can benefit from the stronger East Java engagement may be worth considering.

Most of the teachers interviewed mentioned that their main communication with AEF comes from the regular BRIDGE updates that are emailed to all participating teachers. Although most teachers find these updates informative and interesting, using this as a main mode of communication has a couple of drawbacks. The first relates back to the internet access issues faced by BEP and several other Indonesian schools. They are at most risk of losing contact with the program, and with email being used as the main mode of communication, they risk becoming further isolated from other schools. An Australian teacher remarked that the group emailing method tends to be used by teachers to raise specific queries and communicate with each other, resulting in her receiving many email correspondences between teachers and program management that are not relevant to her or her school.

Media outreach is seen to be particularly successful (from school newsletters to mainstream media, with coverage of the program reaching national publications and television) and garnering high-profile support, such as from the Australian ambassador to Indonesia (who visited a BRIDGE school in East Java) and both countries' Foreign Ministers. In this way, the program appears to have benefited from the public-private partnership model that supported it in the first place. However, this type of wider engagement is not explicitly linked to the program goals. If resources are to be allocated to this, then it should be justified in terms of the goals of the program. It potentially diverts resources away from other tasks that do address program these goals (see Chapter 4).

3. CHALLENGES, OBSTACLES AND RISKS

In discussing program outcomes and program delivery, Chapter 2 also touches upon a number of challenges and obstacles the program has faced during the first phase. This section will address potential future obstacles and risks that current partnerships may face in the future. These are issues related to sustainability and to internet safety

3.1 ENSURING SUSTAINABILITY

A prescribed indicator of the first two goals of the BRIDGE program is for sustained school-to-school linkages. It is implied by this statement and from the Terms of Reference to this evaluation, that the sustainability of these linkages and the systems to support them, , is considered of importance. To this end, this section focuses on the obstacles and risks that threaten the sustainability of the linkages established by this program following the end of a school's official involvement in visits and receipt of funding from the program.

Sustainability of school linkages

When asked as a simple 'yes-no' question, the six-month evaluation survey found that 94 per cent of all teachers see the BRIDGE project continuing in their school into the future. These teachers outlined a number of initiatives that have taken place to support sustainability:

- maintain communication between current students as they move to the next school year;

- maintain communication between staff;

- develop staff and student exchange programs;

- incorporate BRIDGE into schools' plans to become more 'international' (i.e. Indonesian schools aiming to become an International Standard School / *Sekolah Berstandar Internasional* and Australian schools developing school plans under the Becoming Asia Literate initiative);

- establish school-wide 'clubs' based around BRIDGE (e.g. a BRIDGE club in an Australian school, a '*Kangguru*' club in an Indonesian school);

- build BRIDGE activities into the curriculum (i.e. some Australian schools mentioned specific curriculum subjects such as Asian Studies, Global Perspectives and International Studies).

Four teachers felt it is unlikely the BRIDGE program will continue in their school. Of these four teachers, one had left the school. Another teacher felt the program is unlikely to continue because Indonesian will no longer be offered as a subject at the school. One teacher had an unsatisfactory experience with the program because of his and his partner teacher's limited ICT skills. One other teacher did not provide a reason for their view.

The responses by those teachers who answered negatively to the question about sustainability of the BRIDGE program in their school can help to identify potential risks to the initiatives. One risk is teacher mobility, a potential risk as Australian teachers are fairly mobile in their career[7]. As one important factor for program success identified in the previous section is the presence of a strong

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[7] Susanne Owen,; Julie Kos; and Phil McKenzie. "Staff in Australia's schools: teacher workforce data and planning processes in Australia." 2008. Available at: http://works.bepress.com/phil_mckenzie/136

advocate in a school, if this staff member moves, the sustainability of the program at that school may be compromised.

For example, following the first visit, one Australian teacher left the schools sector and as a result that school ceased participation in the program. Moving to a different position may also affect a teacher's ability to continue running the program in a school. This was mentioned by two other teachers from the six-month survey – in both instances, teachers took on leadership positions, had less classroom time and therefore less time to apply BRIDGE activities). However, most teachers who reported a change of positions were positive about the impact of the changed position on their role in furthering the program. One Australian teacher also reported during an interview that her Indonesian partner teacher has moved to a different school and contact has since come to a halt.

A second risk relates to the sustainability of communication between students. One Australian teacher pointed to the different academic year structure in the two countries as a potential barrier. In her school, students lost contract with their counterpart when the Year 9 Indonesian students that her students have been corresponding with graduated junior high school and moved to other schools for senior high school in the middle of the Australian academic year.

As mentioned above, teachers reported that some of the initiative they had implemented to ensure the sustainability of the BRIDGE program in their schools revolves around ensuring students continue their BRIDGE activities and correspondence with partner students after their cohort move on to the next grade level. As this cohort of students will eventually graduate, there will be a need to provide teachers with support in collaborating with their partners to develop and continue the partnership with subsequent groups of students.

There is a larger challenge in this, keeping in mind earlier comments and findings that suggest that communication between the partner schools are ignited and kept alive by the program-funded visits. One Australian teacher interviewed, for example, remarked that interest in the BRIDGE program at her school has slumped since they found out that their school has not been selected to have a teacher participate in Visit 3. Schools will therefore need to work hard if the communication between teachers and students is to continue after the BRIDGE funding to their school for teacher training and visits come to an end.

Accordingly, based on the initiatives that teachers put forward to ensure ongoing BRIDGE participation, there is a focus on initiatives that involve the whole school, not just their classes. This includes incorporating the partnership as part of school plans, establishment of school-wide BRIDGE clubs and formal incorporation of BRIDGE activities into school-wide curriculum.

Sustainability of ICT systems

There was great variation in participating schools' and teachers' experience with, and access to, ICT prior to their involvement with the BRIDGE program. This variation undoubtedly not only had an impact on how the schools and teachers responded to and made use of the ICT aspects of BRIDGE, but will also influence the sustainability of ICT systems and activities initiated by the BRIDGE program.

This is where ongoing school support is likely to be most crucial. Of the teachers who described the ways in which their school has supported them in working on the BRIDGE program, a quarter mentioned some form of ICT support as important assistance from their school. This support took the form of upgrading or provision of new computing facilities or internet access, as well as provision of support from IT staff.

The risks that may affect the sustainability of ICT systems in schools in general will, in turn, also affect the sustainability of the partnerships. After the program funding support for visits ends, ICT will play an even more important role in ensuring the sustainability of links between schools. For this to take place, schools must continue to provide and maintain ICT facilities.

For BEP schools in particular, despite the hardware and basic training provided through the BRIDGE program, based on survey responses and a teacher interview, some school still do not have access to sufficient facilities and infrastructure to allow them to access the Wikispaces and other ICT platforms. For those schools who have received some hardware, they will still face the challenge of ensuring ongoing maintenance and upgrades.

Other sources of support

In what appears to be one of the most successful partnerships to arise from the program, a major component of the partnership is recurring visits by staff and teachers. Several schools are planning to establish formalised student exchange programs. To the AII in particular, with its focus on people-to-people links, these self-initiated and self-funded visits should be seen as a positive program outcome. However, not all schools are in a position to expect teachers and students to fund their own visits. (This was noted by several Indonesian teachers in surveys and interviews.) The importance of these face-to-face encounters suggests that after the BRIDGE funding has ended, some schools and teachers may need to seek other sources of funding support if the program is to be sustained.

In Indonesia, the provincial government of East Java has provided one alternative. They have given extensive support to the five BRIDGE schools (all non-BEP) in East Java. The governments' departments of education, industry and tourism have provided funding for all five principals to visit their counterparts in Australia. They have also given considerable support to Australian staff and students visiting their partner schools in East Java.

The government has also pledged that they will continue to support BRIDGE activities, as long as the schools remain committed to the program. As an expression of their interest in BRIDGE activities, they have invited representatives from the BRIDGE schools to speak in a workshop with other East Java schools, to share their experiences and encourage other schools to develop similar partnerships. Extending the support further, the East Java government has stressed the importance of other provincial governments showing the same support to their local BRIDGE schools.

The public-private-partnership funding model of the BRIDGE program also provides an opportunity to address the risk of partnerships languishing without sustained financial support. As mentioned previously in this report, high-level support at the schools is an important aspect of the program's success. BRIDGE principals could, therefore, be encouraged to replicate the model by investigating local sources of support to sustain the program.

3.2 INTERNET SAFETY

The partnership Wikispaces are easily accessible and are linked to from the BRIDGE program web page. On average, partnerships Wikispaces have been visited by people from 22 countries. Although this may be seen as an indicator of the success in gaining media exposure to the program and the use of Wikispaces in general – Wikispaces itself for example, has used the BRIDGE program as a case study published on its website – it also poses risks.

The risks arise from the program's active reach to wider audiences and its simultaneous encouragement of personal contact through the Wikispaces. All but two of the 30 partnership Wikispaces are currently accessible without the need for registration or login. Some of these sites contain photographs, names and personal information of students.

Although it appears that internet safety was already a component of the ICT training (judging from the materials available), safety restrictions such as locking Wikispace pages may need to be required of teachers. The program should differentiate identify the function of these Wikispaces. Are they a marketing and media tool to illustrate the partnerships the program has created or should they be a safe space for teachers and students to communicate with each other. They cannot serve both functions. One alternative would be to create exemplar Wikispace sites that are edited and controlled by program management to ensure no student details are available. These could be made available on the BRIDGE website.

4. RECOMMENDATIONS FOR PROGRAM EXPANSION

This final chapter of the report presents recommendations based on the findings described above. It addresses the terms of the evaluation, which asked for guidance on how the program could be strengthened or improved in an expanded phase of support, including the way it is monitored and evaluated. The recommendations are grouped around five broad areas:

1. In-country support and networking

2. Selection and matching of schools and teachers

3. ICT training and support

4. Development of activities

5. Monitoring and evaluation framework

In-country support and networking

i.   As the AEF is based in Australia, Indonesian teachers do not have a focal contact for program support that they can easily contact. It is recommended that a position be created to support Indonesian schools and manage relationships with other Indonesian stakeholders.

ii.   Although there was mention of the mentoring system to support BEP schools, this appears not to have occurred in a structured manner. Teachers are often in contact with other BRIDGE schools, but only in their own province. A regular (i.e. annual or biannual) forum or workshop for teachers to meet in-country (both in Indonesia and in Australia) would allow them to share their experiences, learn from each other and reflect on their own participation in comparison to other schools. Some teachers have suggested that this may be an effective way to encourage less active schools to become more engaged. It is recommended that a cost-benefit analysis be undertaken of organising forums or workshops.

iii.   A newsletter to cover the above may be a less costly alternative. A newsletter could highlight good practices and showcase activities. It could be disseminated to other stakeholders as well, such as regional governments, to provide an opportunity to look at the example of the support provided by the provincial government of East Java and the impact it has had on the partnerships. It is recommended that a cost-benefit analysis be undertaken of preparing and distributing a newsletter.

iv.   Current communication from program management most commonly takes place in the form of emails, which further excludes schools with limited internet access. It is therefore further recommended that the cost and benefit of a newsletter being produced in hardcopy is undertaken.

v.   Networking between principals should also be encouraged, building upon findings and suggestions that high-level buy-in is important in ensuring the success and sustainability of the program in a school. It is recommended that principals be consulted to establish the most effective and efficient ways of supporting on-going contacts between them.

Selection and matching of schools and teachers

vi.   During the selection of schools, it is important to focus on the ability of the school to support ICT use by teachers and students so they can maximise their participation in the BRIDGE program. Although different standards were applied to BEP schools in the first round of school selection to allow them to participate, an alternative to this would be a longer lead-in or preparation time for such schools to meet a set of minimum ICT requirements before they begin participating in the program. It is therefore recommended that the ways in which BEP schools are engaged in BRIDGE be reviewed to take account of their context and resourcing.

vii.   The findings of this evaluation suggest that it is important to select schools that have nominated teachers that are able and willing to become strong advocates of the program. A suggestion that has arisen from interviews is to add a provision that at least one nominated participant for the visits is a senior member of staff or holds a leadership position at the school. At the very least, stronger involvement by school leaders should be encouraged, so they can encourage active participation of teachers. It is therefore recommended that strategies be developed to engage school leaders actively with BRIDGE.

viii. Further fine-tuning in the way schools are matched appears to be needed. Partner teachers would be able to implement collaborative activities effectively if they teach at similar levels. At least ensuring that secondary school teachers are partnered with other secondary teachers is crucial. It is therefore recommended that teachers be partnered with teachers of a similar level.

ix.   One suggestion that was brought up by a teacher during his interview is for schools to be matched by background characteristics. The rationale for this is that this enables the teachers to highlight similarities between their students' lives, while still learning of the different cultures. A possible variable to use would be school location, partnering urban schools together and rural schools together. It is therefore recommended that a review of relevant background variables is undertaken so that when establishing partnerships between schools key background variables are taken into account.

ICT training and support

x.   Although teacher feedback on the ICT training provided was overwhelmingly positive, some teachers remarked that they needed more training. Other teachers appear to benefit less from the training as they already have quite advanced ICT skills and strong ICT support from their schools. To address this and to better target the training to meet teachers' needs, it is recommended that a detailed assessment of teachers' existing knowledge of and experience with ICT is undertaken prior to training, and this information used to guide training provision.

xi.   BEP schools require not only more monitoring on their access to ICT infrastructure but also on how they are being supported by provincial governments in maintaining and upgrading these facilities. It is therefore recommended that BEP schools be monitored for ICT infrastructure access. It is also recommended that support from provincial governments in maintaining and upgrading facilities is also monitored.

xii.   With increased exposure of the program and potential for increased participation, internet safety for students in particular should be ensured. Both at the training stage and through subsequent monitoring of the Wikispaces, teachers should be reminded

that when students have shared photos and personal information, pages should be protected. It is therefore recommended that protocols be developed and deployed to ensure cyber-safety for students and other users of Wikispaces and other sites.

Development of activities

xiii.   Indonesian teachers reported difficulty in incorporating BRIDGE activities into the existing curriculum, which is seen by them to be demanding and inflexible. Facilitating this is important so that BRIDGE activities can contribute to Indonesian teachers delivering lessons within the Indonesian curriculum framework, rather than additional activities that detract from it. It is therefore recommended that Indonesian curriculum experts or writers contribute to the development of activities.

xiv.   Some teachers have also remarked that their students benefited not only from the interaction with their partner school but also from developing materials to be put on Wikispaces. With time differences and differing academic calendars, student responses are often significantly delayed. Teachers would benefit from activities that their own students will be able to undertake that would contribute to the partnership but can be undertaken on a more long-term basis without requiring immediate responses. For example, one teacher had consulted with his partner teacher to identify resources that their classes would benefit from. He then worked with his students to develop these resources to be sent to their partner school. It is therefore recommended that when developing activities, consideration be given to longer term activities that require a longer response time.

Monitoring and evaluation framework

xv.   The six-month evaluation survey collected considerable information on the ICT outcomes and much less on cross-cultural awareness. To reduce this risk, it is recommended that links between the program goals, indicators and the information collected through teacher surveys be documented.

xvi.   Ease of analysis should be kept in mind when formulating surveys, to ensure that responses can be quantified and compared. This includes using option boxes and encouragement on short responses on some questions. More general guidelines on good questionnaire design should also apply, for example, substituting yes/no questions when asking about strong partnership and program sustainability with a Likert scale on strength of partnership and likelihood of ongoing engagement, as well as paying closer attention to use of terms like 'sister school' to refer to linkages. It is therefore recommended that a critical review of questionnaires is undertaken to improve their quality and the precision of the data they provide.

xvii.   What the schools currently see and report as their main successes are at times not in line with the originally stated program goals of BRIDGE. In moving forward, one of these will need to be adjusted to ensure that outcomes reflect program goals. Several aspects, in particular, appear to require attention: 1) ICT outcomes for BEP schools and all schools, 2) foreign language acquisition and 3) media coverage. It is therefore recommended that reviews at the school level be undertaken with a focus on the congruence between the intended and the achieved outcomes.

xviii.   Evaluation findings suggest that the program's ICT outcomes are quite significant, with impact reported by many teachers, on themselves and their students. The program goals, however, focus on ICT outcomes for BEP schools in particular, yet

this outcome appears to be weaker for non-BEP schools. It is therefore recommended that increased resources be allocated to BEP schools.

xix. The terms of this evaluation stated that foreign language acquisition, originally expressed as one of the program goals, was not the focus of this stage of the program. If this was to change in future iterations, more good quality indicators of success will need to be used. Earlier surveys attempted to use teacher self-assessment as proxy of their language ability. However, unlike student self-assessment of ability in other subjects, self-assessments of language ability are generally unreliable.8 As Indonesian teachers are required to sit an IELTS test at the selection stage, it is therefore recommended that re-sitting this test at the end of the program be undertaken. Adopting this arrangement for Australian teachers and a sample of students could also be considered.9

xx. Reaching out to the media has led to wide coverage of the program. The extent to which this can be seen as a program outcome is debateable, however, as it is not linked to any program goals. To justify allocating resources to this purpose (which make up some of the main responsibilities of key staff), it should contribute to program goals. Increasing media coverage, for example, may be geared towards greater cross-cultural awareness among school communities (i.e. expanding upon the first two goals). It is therefore recommended that the use of resources for media coverage of the program be reviewed.

xxi. Findings show different levels of satisfaction in the program and reflect differing levels of partnership strengths. If the program is to be expanded, an analysis of what made current partnerships successful and not successful is crucial. This can be done through collecting background information (to see whether factors such as school's socio-economic status and teachers' training and qualifications play a role) and analysing case studies (of successful and unsuccessful partnerships). It is therefore recommended that case studies be undertaken of successful partnerships with a view to identifying the success factors. The case studies should be designed to report on local conditions which facilitated or inhibited the success of the partnership.

xxii. It is important to differentiate between activities that feed into a program's communication plan – which may involve collecting success stories for marketing and communication purposes – and a more pragmatically geared monitoring and evaluation plan to assess program outcomes and impact. Currently, initiatives such as teacher surveys seem to be geared towards meeting both needs. The higher stakes involved in an expanded program require a robust monitoring and evaluation plan to be built in from the start or program design stage. It is therefore recommended that a evaluation plan be prepared ahead of any expansion of the program. This plan should be implemented with the commencement of the expansion to map change. This will allow it to have formative and summative components. These components will provide the best information to support the expansion and assessment of BRIDGE.

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8 Patrick Blanche, "Self-Assessment of Foreign Language Skills: Implications for Teachers and Researchers", in *RELC Journal Vol 19 No 1,* June 1988.
9 TOEFL, Assessment of Language Competence (ALC) for Indonesian, Competence in English as a Foreign Language Assessment (CEFLA), and the online-administered English Language Skills Assessment (ELSA) are possible instruments to use.

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- http://www.dfat.gov.au/aii/bridge_program.html

Other program information:

Kos, J., Brief Evaluation of the Building Relationships through Intercultural Dialogue and Growing Engagement (BRIDGE) Project Phase One – Visit 1, August 2009.

Six-month evaluation survey of Australian and Indonesian teachers from Visits 1 and 2, collected via Survey Monkey, as of 19 May 2010.

Interviews with 12 teachers (6 from Australia and 6 from Indonesia, including 3 from BEP schools. All Australian teachers contacted were from non-government schools as timing restrictions would not allow for enough time to get state government permission to conduct research on government schools).

Interviews with two program management staff members (one from AEF and one from AEI Jakarta).

Other references:

Owen, S., Kos, J. and McKenzie, P., Staff in Australia's schools: teacher workforce data and planning processes in Australia. 2008.

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APPENDIX A: PROGRAM EVALUATION MATRIX

Goal	Indicator	Outcomes (From Progress Reports)
To increase Indonesian teachers' and students' knowledge and understanding of contemporary Australia	* Greater awareness of Australian culture and values among participating Indonesian students and teachers. * Sustained and positive school-to-school linkages.	* 30 Indonesian teachers participated in Visit 1 and 29 participated in Visit 2. * Indonesian teachers participated in a 2-day workshop on the Australian education system and Australian history, culture and society, and cross-cultural interactions, as well as ICT training. * BRIDGE school principals attended a 3-day training workshop on the aims of the project and how to support their teachers. * 5 BRIDGE school principals from East Java to visit their Australian partners. * Students are engaged in one-to-one, self-generated communication through Facebook, MySpace and other social networking sites. * Indirect engagement of (approximately) 90,000 Indonesian students. * Implementation of reciprocal student exchange (15 students each) between schools in one BRIDGE partnership.
To increase Australian teachers' and students' knowledge and understanding of Indonesia, particularly the role of Islam in contemporary Indonesian society	* Greater awareness of Indonesian culture and values among participating Australian students and teachers. * Sustained and positive school-to-school linkages.	* 30 Australian teachers participated in Visit 1 and 31 participated in Visit 2. * Australian teachers attended 3-day training session on ICT and Australia-Indonesia cultural interaction (Visit 1) and for Visit 2, a 2-day session on cross-cultural exchanges and collaborative project planning. * Majority of teachers in Visit 2 were not Indonesian teachers, allowing for effect to other subjects in schools. * 5 staff members from 4 Australian schools have taken holidays in Indonesia and visited their partner schools. * Students are engaged in one-to one, self-generated communication through Facebook, MySpace and other social networking sites. * 10 Australian schools were awarded grants to further support their participation in BRIDGE. * An Australian BRIDGE school was awarded bilingual status under the National Asian Languages and Studies in Schools Program. * Indirect engagement of (approximately) 30,000 Australian students.

Goal	Indicator	Outcomes (From Progress Reports)
To support foreign language acquisition in Indonesian and Australian schools	* Improved English language skills in selected Indonesian junior secondary schools. * Improved Bahasa language skills in selected Australian schools.	* Increased support, interest and student competency in English and Indonesian languages. * 2 Australian schools reported record enrolments for Indonesian language classes. * Teachers reported their own increased confidence in speaking and communicating in English and Indonesian. * Students from an Australian BRIDGE school received outstanding results for Indonesian, significantly above state average. * An Australian school and its local network of schools awarded a grant under the Becoming Asia Literate Grants to support Indonesian language programs in their wider school communities.
To support a small cohort of BEP schools to acquire internet technologies and undertake basic training related to their usage	* Provision of computers in those BEP schools that require them to participate. * Increased BEP school teachers' skills in using ICTs in the school setting. * Participating school students and staff can use the designated technology to optimum advantage, within their particular environment.	* Computer hardware installed in all participating BEP and BEP-Standard schools (34 computers, 11 cameras, 11 printers, 11 CDMA wireless modems and 11 UPS units) with basic training provided to all staff at the schools on computer usage. * BEP schools linked with non-BEP Indonesian 'mentor' schools. * Indonesian teachers in four regions underwent a workshop on revisiting ICT skills and ways forward with their partners. * Internet connectivity issue for BEP schools identified (reception and costs) and addressed by AEI and local government. * BEP schools reported facing challenges with internet connectivity, but have overcome these issues through use of Internet cafes, snail mail and SMS.

ADDITIONAL MESSAGES FROM PROGRESS REPORTS (NOT CAPTURED BY STATED PROGRAM GOALS AND INDICATORS):

ICT benefits at all participating schools (not just BEP schools)	* Materials on the use of ICT in the classroom, new technologies and online collaboration made available on the BRIDGE website, which went live in March 2009. * Development of 30 online workspaces for class-to-class interaction. * Increased use of ICT in the classroom. * Australian teachers reported increased confidence in using new technologies in the classroom and expanded variety of new technologies used in classrooms (in addition to Wikispaces). * Development of a new collaborative online activity based around SMS communication. * Microsoft will deliver workshops in 5 Indonesian cities to train teachers in computer and internet use, access to local Innovative Teachers Network and grant training certification to participants.
Media coverage or more large-scale increase in awareness of program's message	* Press coverage in both national and local radio and print media, including a Radio National program aired on the Connect Asia and Asia Pacific Program. * Significant radio and print media coverage of the project following both visits: at least 11 radio segments, 27 articles and 7 school newsletters.
Program management or development of partnerships to support program	* AEF worked with Kang GURU (IALF) to develop and deliver pre-departure training for Indonesian participants. * Two launches (one in Indonesia and one in Australia) took place. * AII provided additional $68,000. * Microsoft Indonesia provided in-kind support in the form of workshops and certification. * East Java Provincial Government support by sending principals to Australia. * AEI assisted AEF in forming new partnerships with two provincial governments: South Sumatera and West Java. * AEF increasing staff allocation to BRIDGE project (contribution of additional salary - $50,000).

APPENDIX B: WIKISPACE ACTIVITIES

Summary of activity statistics on BRIDGE Partnership Wikispace in 2009

No	Status	Indonesian School	Australian School	Organizers	Members	Views	Visitors	Edits	Messages
1	BEP	SMPN 4 Marga	Central Coast Grammar School	5	2	5,270	2,564	250	0
2	BEP	SMPN 4 Bebandem	Rochester Primary School	4	52	4,044	1,251	247	9
3	NON	SMA Muhammadiyah 1 Denpasar	Southern Christian College	(page locked, permission required)					
4	BEP	SMPN 3 Ubud	Benalla East Primary School	5	0	2,104	607	192	3
5	NON	SMAN 4 Denpasar	Ivanhoe Grammar School	5	7	2,577	731	180	10
6	NON	SMAN 1 Denpasar	Mornington Secondary College	7	27	4,805	1,919	299	8
7	NON	SMAN Katolik St Yoseph Denpasar	Eltham High School	7	23	4,529	2,289	353	4
8	BEP	SMPN 2 Pattallassang	Loreto Mandeville Hall Toorak	(page locked, permission required)					
9	NON	SMA Kartika Wirabuana 1	Trafalgar High School	6	3	2,148	751	110	5
10	NON	SMA Islam Athirah	Bendigo South East Secondary College	5	2	3,162	1,213	283	0
11	NON	SMAN 17 Makassar	Crusoe College	6	66	6,389	1,995	1,154	115
12	NON	SMAN 2 Makassar	Bendigo Senior Secondary College	5	31	3,655	992	274	28
13	NON	SMAK Rajawali	Wallan Secondary College	5	1	1,658	541	141	1
14	NON	SMA Al Hikmah Surabaya	Cathedral College	5	3	2,859	1,460	186	0
15	NON	SMAN 5 Surabaya	Tranby College	11	18	8,829	4,889	843	81
16	NON	SMAN 15 Surabaya	Margaret River Senior High School	7	279	5,783	3,188	925	178
17	NON	SMAN Muhammadiyah 2 Surabaya	Lorne-Aireys Inlet P-12 College	5	12	5,362	1,842	638	4
18	NON	SMAN 1 Sidoarjo	The Hamilton and Alexandra College	7	86	4,199	1,210	343	11
19	NON	SMAN Muhammadiyah 1 Pontianak	Le Fevre High School	6	2	2,247	729	147	3
20	NON	SMA Katolik Santo Petrus Pontianak	Hawker College	8	11	2,191	748	164	3
21	NON	SMK Imanuel Pontianak	Glenuga International High School	5	6	1,609	493	90	2
22	BEP	SMPN 12 Sungai Raya	Port Lincoln Primary School	8	4	2,232	630	110	0
23	BEP	SMPN 11 Sungai Raya	Daramalan College	4	1	1,856	651	97	0

No	Status	Indonesian School	Australian School	Organizers	Members	Views	Visitors	Edits	Messages
24	BEP	SMPN 3 Gunung Sari	The Willows State Primary School	5	37	1,993	572	130	15
25	BEP	SMPN 4 Narmada	Scotts Head Public School	6	44	2,362	751	170	4
26	NON	SMAN 2 Mataram	Harristown State High School	6	31	4,507	1,376	332	132
27	NON	SMAN 1 Mataram	Kormilda College	5	25	1,977	619	178	11
28	NON	SMAN 5 Mataram	Mullumbimby High School	5	162	6,400	2,098	146	351
29	NON	SMA Katolik Kesuma Mataram	Victor Harbor High School	6	15	4,279	1,782	220	38
30	NON	Madrasah Aliyah Negeri (MAN) 2	Bribie Island State High School	5	18	2,291	693	211	4

APPENDIX C: QUANTITATIVE SUMMARY OF SURVEY RESPONSES

		Total	School type		Country of origin		Visit	
			BEP	Non-BEP	Indonesia	Australia	1	2
Position at school has changed		**21.7**	6.3	27.3	26.1	18.9	21.1	22.7
Confidence with communicating in English/Indonesian	Not Confident	**13.8**	25.0	9.5	8.7	17.1	13.5	13.6
	Confident	**48.3**	43.8	50.0	52.2	45.7	48.6	45.5
	Very Confident	**37.9**	31.3	40.5	39.1	37.1	37.8	36.4
Overall satisfaction with the BRIDGE Project	Not satisfactory	**2.8**	10.5	-	-	5.4	4.0	-
	Satisfactory	**6.9**	-	9.4	-	13.5	6.0	9.1
	Good	**22.2**	26.3	20.8	14.3	29.7	20.0	27.3
	Very Good	**37.5**	31.6	39.6	37.1	37.8	36.0	40.9
	Excellent	**30.6**	31.6	30.2	48.6	13.5	34.0	22.7
Improvement in computer skills to date	None	**1.4**	-	2.0	-	2.8	-	4.5
	Low	**11.4**	21.1	7.8	2.9	19.4	14.6	4.5
	Medium	**68.6**	68.4	68.6	76.5	61.1	62.5	81.8
	High	**18.6**	10.5	21.6	20.6	16.7	22.9	9.1
Increased confidence in using technology as part of classroom teaching		**84.7**	68.4	90.6	91.4	78.4	86.0	81.1
Increased use of ICT/technology in classroom		**78.9**	61.1	84.9	91.2	67.6	81.6	72.7
Do you believe your school and your partner school in Indonesia have established a strong sister-school relationship?		**62.3**	63.2	62.0	81.8	44.4	65.3	50.0
Do you see the BRIDGE Project continuing in your school into the future?		**94.4**	89.5	96.2	97.1	91.7	91.8	100.0
Number of respondents		**72**	19	53	35	37	50	22

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APPENDIX D: PROGRAM FUNDING AND DELIVERY CHART

Myer Foundation (AUS) — $750,000 → **AII (AUS)**

AusAID (AUS) — $700,000 → **AII (AUS)**

AII (AUS) — Additional $68,000 → **AEF (AUS)**

AEF (AUS)
- Managing Contractor
- Under original contract, provision for one 0.7 staff and one casual
- Currently 2 FTE staff with AEF conribution

Service Agreement → **AEI (IND)**

Service Agreement → **KangGuru (IND)**

→ **Others (AUS)**

- Broker relationship with provincial government and education authority, media relations (Indonesia)
- Currently involvement spread across 3 staff members

AEI (IND) — Records of Understanding → **Provincial Governments (IND)**

KangGuru (IND)
- Pre-departure training: IT skills, Australian culture and (since Visit 2) wikispace
- Wikispace Help-Desk

Others (AUS)
- Team of writers with teaching backround from: 2-day workshop to develop activities for wikispace
- Volunteer from Vic DEECD (through AsiaLink Leaders Program): Set-up of wikispace, comments on activities and training

Provincial Governments (IND)
- Nominate schools for participation
- Encourage participation of schools
- Ensure infrastructure and facilities for participating schools

Provincial Governments (IND) → **Schools (IND)**

Schools (IND)
- Schools nominate 3-4 teachers
- Teachers sit IELTS test and interview with Australian staff of AEI
- 2 teachers from each school selected on the basis of 1) English ability and 2) enthusiasm