Publications and eProducts Catalog
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Building the Foundation for Inclusive Growth
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Early Childhood Education and Development in Poor Villages of Indonesia: Strong Foundations, Later Success

June 2013

Early Childhood Education and Development in Poor Villages of Indonesia: Strong Foundations, Later Success offers a comprehensive assessment of early childhood health and development for a sample of rural Indonesian children. It does so using longitudinal data collected with internationally validated measures. The data sample comprises two age cohorts (aged 1 and 4 years old when data on their development were first collected in 2009) and contains information on more than 6,000 rural Indonesian children living in 310 poor villages. The study collected information from households on a variety of topics including parenting, child-rearing, and feeding practices. Data on the availability of early childhood education and development (ECED) services were collected as well.

English document links:
The Indonesian Early Childhood Education and Development (ECED) Project
Findings and Policy Recomendations (Policy Brief)
October 2012, 6 pages

The Government of Indonesia is pursuing a number of initiatives related to Early Childhood Education and Development (ECED). These include increasing access to early childhood education centers and developing and formalizing holistic integrated ECED. This policy brief provides an overview of the ECED sector and uses findings from an ongoing World Bank-supported ECED project to make preliminary policy recommendations to guide these initiatives. This brief shows that the ECED project has had several positive effects, including increased enrollment rates and higher developmental outcomes for children. The project objectives are to increase access to ECED services among the poor and enhance children’s school readiness. This is done through a package of interventions which are delivered sequentially and include: community facilitation, block grants, and teacher training.

English document links:

Bahasa Indonesia document links:

The Right Start in Life
(Education Update Issue 6)
March 2012, 4 pages

English document links:
http://go.worldbank.org/FTHZYP8TCQ

Bahasa Indonesia document links:
http://go.worldbank.org/EUMYR20VQ0
1. **A Snapshot of Early Childhood Development in Indonesia**  
**Knowledge Brief**  
December 2010, 4 pages  
English document links:  
http://go.worldbank.org/S09Z22N010  
Bahasa Indonesia document links:  
http://go.worldbank.org/YPRW3DP1J0

2. **Early Childhood Education and Development in Indonesia: An Investment for a Better Life**  
June 2006, 75 pages  
http://go.worldbank.org/13DV9Z01Z0
The book features an analysis of the teacher reform in Indonesia which entailed a doubling of the teacher salary upon certification. It provides a description of the political economy context in which the reform was developed and implemented, an analysis of the impact of the reform on teacher knowledge, skills and student outcomes; including a randomized control trial over time with data representative of approximately 50 percent of the country’s primary and junior secondary schools and a time-on-task analysis of a representative sample of classroom teaching practices linked to the TIMSS results and financial implications.

Preview:
Making Better Use of Teachers
Strengthening Teacher Management to Improve the Efficiency and Equity of Public Spending – Policy Brief
November 2012, 6 pages

Improving education quality and expanding access to post-basic education will require a better use of the existing resources devoted to education. In the last decade, student-teacher ratios in Indonesia have fallen to levels that are low by international standards because the size of the teacher workforce has grown more rapidly than student enrolment. Existing ratios are below international benchmarks associated with good education quality and recent evidence in Indonesia shows that, at these levels, the relationship with learning outcomes is weak. The impact on the education budget of increased teacher hiring has been compounded by the ongoing teacher certification program. It is important to recognize that improvements to the current distribution of teachers will take time to implement. Many of the re-forms require changes to the way teachers are trained and deployed. In order to do this, the necessary training opportunities and revised regulations on how teaching is organized need to be developed.


Teacher Certification in Indonesia
A Doubling of Pay, or a Way to Improve Learning? (Policy Brief)
October 2012, 6 pages

The 2005 teacher law aimed to improve the quality of the Indonesian education system by addressing the weaknesses in teacher competencies, their low motivation and poor levels of pay. A central component of the law was the teacher certification program. The Government of Indonesia and the World Bank are in the process of evaluating the impact of the teacher certification program. This brief provides initial results of this evaluation exercise by analyzing the direct effects that certification may have by changing the motivation and behavior of teachers who become certified and receive the professional allowance. The findings show that certification has led to some positive changes in teacher behavior but these changes have not translated into improved student learning. This program was designed to certify teachers who demonstrated minimum levels of teaching competency. Strong incentives were also introduced which entitled certified teachers to a professional allowance equivalent to their basic pay. Indonesia’s certification program has raised the income levels of teachers and made the teaching profession significantly more attractive. However, differences between the design and implementation of the program have limited the impact of certification on the much needed improvements in teacher quality. The policy brief shows that the academic criteria used to certify teachers have not guaranteed minimum teacher competency levels. Many teachers with university bachelor’s degrees have difficulties with the competency tests that were administered for this study.

English document links:

Bahasa Indonesia document links:
1 Teachers and Transformative Education Policy in Indonesia
   (Education Update Issue 2)
   March 2011, 6 pages
   English document links:
   [http://go.worldbank.org/SCKO3UE240](http://go.worldbank.org/SCKO3UE240)
   Bahasa Indonesia document links:
   [http://go.worldbank.org/HQIMOC8PG0](http://go.worldbank.org/HQIMOC8PG0)

2 Transforming Indonesia’s Teaching Force Vol. II
   From Pre-service Training to Retirement: Producing and Maintaining a High-quality, Efficient, and
   Motivated Workforce
   April 2010, 120 pages
   English document links:
   retirement-producing-maintaining-high-quality-efficient-motivated-workforce)
   Bahasa Indonesia document (January 2011, 124 pages) links:
   [http://go.worldbank.org/G87JJ8LST0](http://go.worldbank.org/G87JJ8LST0)

3 Transforming Indonesia’s Teaching Force Vol. I
   Executive summary
   April 2010, 36 pages
   English document links:
   [http://go.worldbank.org/LYZOIAHZN0](http://go.worldbank.org/LYZOIAHZN0)
   Bahasa Indonesia document (January 2011, 38 pages) links:
   [http://go.worldbank.org/2DC840E9C0](http://go.worldbank.org/2DC840E9C0)

4 Investing in Multi-grade Teaching in Indonesia
   (Policy Brief)
   November 2010, 4 pages
   English document links:
   [http://go.worldbank.org/SSD557VVM0](http://go.worldbank.org/SSD557VVM0)
   Bahasa Indonesia document links:
   [http://go.worldbank.org/GVNR1LSF0](http://go.worldbank.org/GVNR1LSF0)
**Teacher Early Retirement and Transfer Schemes** *(Brief)*
October 2010, 4 pages
English document links:
Bahasa Indonesia document links:

**Inside Indonesia’s Mathematics Classrooms**
*A TIMSS Video Study of Teaching Practices and Student Achievement (Policy Brief)*
October 2010, 4 pages
English document links:
Bahasa Indonesia document links:

**A TIMSS Video Study of Teaching Practices and Student Achievement**
October 2010, 108 pages

**Transforming Indonesia’s Teaching Force** *(Policy Brief)*
April 2010, 4 pages

**The Economics of Teacher Supply in Indonesia** *(Working Paper)*
June 2009, 31 pages

**Teacher Employment and Deployment in Indonesia**
Opportunities for equity, efficiency, and quality improvement
2008, 83 pages
http://go.worldbank.org/MSA4CWNv80
With the globalized economy, well-educated youth will be critical to Indonesia’s competitiveness in the future. Demand for skilled workers will increase with skill-oriented technological change. In addition, a large pool of skills also facilitates knowledge spillover and attracts technology imports. In the past decades, significant changes of Indonesia’s labor market have already taken place. Non-agricultural jobs increased significantly, and skilled labor in non-agricultural sector is on higher demand. In the meantime, higher level professional and managerial jobs have also increased. In contrast, unskilled, agricultural, and administrative workers are on lower demand. Overall, the earnings differentials between people with different education levels are significant. The marginal returns to higher levels of education - senior secondary or tertiary level - are increasing. How to educate the youth and turn them into productive labor force and future leaders is closely linked to the country’s future. This sector report assesses Indonesia’s senior secondary school system from three angles:

1) How well does the senior secondary education prepare the Indonesian youth for transition? What are the outcomes? Is there equitable access?
2) How are the senior secondary schools in Indonesia prepared for delivering their promises? Do they have adequate resources and inputs?
3) How is the system prepared? Are there effective quality assurance mechanisms? Is the system financing arrangement adequate? The report ends with policy recommendations.

1. **Education, Training and Labor Market Outcomes for Youth in Indonesia (Policy Brief)**
   October 2010, 4 pages
   English document links: http://go.worldbank.org/FLLGZ3VK0
   Bahasa Indonesia document links: http://go.worldbank.org/WHR7MDVI10

2. **Education, Training and Labor Market Outcomes for Youth in Indonesia**
   October 2010, 48 pages
   http://go.worldbank.org/LOEP93YWOQ

3. **The Value of Vocational Education**
   High School Type and Labor Market Outcomes in Indonesia (Working Paper)
   September 2009, 42 pages
   http://elibrary.worldbank.org/content/workingpaper/10.1596/1813-9450-5035

4. **Vocational Schooling, Labor Market Outcomes, and College Entry**
   (Working Paper)
   January 2009, 27 pages
The report is divided into two parts. The first three chapters show that the vast increase in education resources has not been accompanied by a similar increase in learning outcomes, and thus highlight the urgent need to improve the quality of spending. The second part of the report focuses on how to improve the quality of spending in order to continue expansion and improve learning outcomes.
Implementation of School-Based Management in Indonesia

Summary
December 2012, 36 pages

As part of a broad decentralization of governance responsibilities to districts, the Indonesian government adopted school-based management (SBM) principles through regulations in 2003. To further encourage more school autonomy, a grant program to schools, the School Operational Assistance program (Bantuan Operasional Sekolah or BOS), was established in 2005. The study was carried out in 2010 and 2011, and this summary provides a succinct account of the status of SBM implementation in Indonesia. It is based on face-to-face surveys of principals, teachers, school committee members, and parents in 400 elementary schools; surveys of district staff in 54 districts; and case studies in a subsample of 40 schools.

English document link:

Bahasa Indonesia document link:

The BOSDA Improvement Program

Enhancing Equity and Performance through Local School Grants (Policy Brief)
June 2012, 6 pages

The School Operational Assistance program (BOS), initiated by the Ministry of National Education in 2005, and provides basic education schools with block grants. The aim of the school grants program, allocated on a per-student basis is three-fold; to improve access to and raise the quality of basic education, reduce the financial burden for students and to support school based management reforms. Grants have supported the purchase of goods and services meant to enhance educational quality (e.g. texts and library books, teaching-learning materials, teacher professional development activities, and remedial learning) and have reduced the need for schools to seek funds from parents to cover these expenditures. The positive relationship between BOSDA programs and learning outcomes suggests that regional governments should be encouraged to introduce and allocate more resources through BOSDA type programs.

English document link:

Bahasa Indonesia document link:
Assessing the Impact of Information Campaigns on Raising Parental Awareness of the BOS Program
(Policy Brief)
June 2012, 6 pages

The School Operational Assistance program (BOS), initiated by the Ministry of Education and Culture in 2005, and provides basic education schools with block grants. The program has strengthened school planning and budgeting processes and has begun to open these up to parental and community oversight. Given the traditionally passive role which parents play in school activities and management, compounded by a lack of information about school affairs, this clearly represents a fundamental reform of education in Indonesia. This brief assess the impact of information campaigns on improving parental awareness about the BOS program.

English document link:

Bahasa Indonesia document link:
BOS

1. Making BOS Effective under Decentralization (Policy Brief)
   December 2011, 6 page
   English document link: http://go.worldbank.org/PSEM4WXCX0
   Bahasa Indonesia document link: http://go.worldbank.org/ONA34FY30

2. Supporting the BOS Program (Education Update Issue 1)
   November 2010, 4 pages
   English document link: http://go.worldbank.org/X3IHWJCCB0
   Bahasa Indonesia document link: http://go.worldbank.org/3ZQBGOL5F0

3. BOS Frequently Asked Questions for Policymakers
   October 2010, 4 pages
   English document link: http://go.worldbank.org/VTXDN4NAA0
   Bahasa Indonesia document link: http://go.worldbank.org/413RIB8EB0

4. Supporting the BOS Program (Newsletter)
   September 2010, 4 pages
SCHOOL-BASED MANAGEMENT

5. **Making School Based Management Work**  
(Education Update Issue 4)  
October 2011, 4 pages  
English document link:  
http://go.worldbank.org/LOUA1I97W0  
Bahasa Indonesia document link:  
http://go.worldbank.org/G3B96TD7W0

6. **School-Based Management, School Decision Making and Education Outcomes in Indonesia’s Primary Schools**  
(Working Paper)  
September 2011, 37 pages  

7. **Improving Educational Quality Through Enhancing Community Participation**  
Results from a Randomized Field Experiment in Indonesia (Working Paper)  
September 2011, 50 pages  

8. **Enhancing School-Based Management in Indonesia**  
(Policy Brief)  
March 2011, 4 pages  
English document link:  
http://go.worldbank.org/RZ35BTX4O0  
Bahasa Indonesia document link:  
http://go.worldbank.org/UXNWECX0O0
GOVERNANCE

9. **Local Governance Capacity Assessment Report**  
   **Governance Matters to Education Outcomes**  
   December 2010, 82 pages  
   English document link:  
   [http://go.worldbank.org/3A4NCHBGD0](http://go.worldbank.org/3A4NCHBGD0)  
   Bahasa Indonesia document link:  
   [http://go.worldbank.org/GSR0O5RY40](http://go.worldbank.org/GSR0O5RY40)

10. **Local Governance Capacity Assessment Report**  
    **Annex**  
    December 2010, 210 pages  
    English document link:  
    [http://go.worldbank.org/REU7M6WKO0](http://go.worldbank.org/REU7M6WKO0)  
    Bahasa Indonesia document link:  
FINANCING

11 Indonesia: Higher Education Financing (Policy Brief)
October 2010, 4 pages
English document links:
http://go.worldbank.org/KOUV8PVB30
Bahasa Indonesia document links:
http://go.worldbank.org/GCLY1XVCD0

12 Scholarship Programs in Indonesia
Past, present and future
October 2009, 35 pages

13 Investing in Indonesia’s Education at the District Level
An Analysis of Regional Public Expenditure and Financial Management
February 2009, 65 pages
English document links:
http://go.worldbank.org/P2V8FK2M0
Bahasa Indonesia document links:
http://go.worldbank.org/R1Z8VLNPCD

14 Practical Guidelines for Preparing a Public Expenditure Review for Education at the District Level
Pedoman Praktis untuk Menyusun Kajian Pengeluaran Publik untuk Pendidikan di Tingkat Kabupaten
2009, 48 pages

15 Investing in Indonesia’s Education
Allocation, Equity, and Efficiency of Public Expenditures (Vol. 2 of 2) Main Report
January 2007, 61 pages
English document links:
http://go.worldbank.org/53VYKAOE90
Bahasa Indonesia document links:
http://go.worldbank.org/TTF3U1OA20
Research conducted by the World Bank has demonstrated that the Internet can connect the Ministry of Education and Culture (MoEC) and schools throughout the archipelago. Up to 95 percent of schools are currently within affordable reach of at least low-speed Internet connectivity, enabling email, messaging, and downloads of limited size. Use of Information and Communication Technologies (ICT) can lead to improved information management at the national, district, and institutional levels, which will also benefit educators and students. Increased communication and information sharing can help improve low-performing schools, while digital curriculum resources and distance education can help low-capacity educators. All of the ingredients are in place to make this happen in Indonesia.
Wapik Success Stories
“WAPIK memberikan inspirasi pembelajaran Inovatif”
February 2013, 20 pages
http://www.wapikweb.org

Support My School Brochure
http://bantusekolahku.kemdikbud.go.id

TRIMS Story
(Kabar BEC-TF Edisi 4)
March 2012, 6 pages

Strengthening EMIS through TRIMS
Lesson Learned dari Berbagai Kabupaten dan Kota
January 2012, 4 pages

ICT in Education Strategy and Implementation Plan for Education in Papua
October 2010, 100 pages
English document link:
http://go.worldbank.org/0F11KMOSX0
Bahasa Indonesia document link:
http://go.worldbank.org/QGVGR10TJ0
OTHERS
1. **Ramping-Up Education Development in Papua**  
   *Education Update Issue 7*  
   March 2013, 6 pages

2. **Creativity and Entrepreneurship**  
   *Education Update Issue 5*  
   January 2012, 4 pages  
   English document link: [http://go.worldbank.org/XWYB8KFCJ0](http://go.worldbank.org/XWYB8KFCJ0)  
   Bahasa Indonesia link: [http://go.worldbank.org/ZGU13WFD20](http://go.worldbank.org/ZGU13WFD20)

3. **Program Pengembangan BOS Daerah (BOSDA)**  
   *Alokasi yang Lebih Berkeadilan dan Berbasis Kinerja*  
   January 2012, 4 pages  
5. Efforts to ensure the provision of qualified personnel and learning resources, to lift the performance of more qualified teachers. The high need of education intervention, especially in disadvantaged areas, has more negative than positive impacts on performance.

4. Principals and School Committees can address this by:
   - Developing the induction program for new teachers,
   - Supporting teacher professional learning which focuses on their history, they are more prevalent in rural areas and learning opportunities at home, especially outside of Madrasah.
   - Setting up a plan for upgrading teachers' morale and drive them to lift their performance.
   - Advising the Principals to make regular visits to teachers in their area and discuss role models and "heroes" to gain awareness of the role of high expectations.

3. Teachers can enhance boys' and girls' behavior by making regular visits to teachers in their area. They can continually raise expectations. In regular school assemblies, the Principals can create a development plan in the Ministry of Religious Affairs. All technical aspects of test development, sampling, test procedures and analyses were the BOS expenditure for 2010, provided by the Indonesian University of Education (UPI) at Bandung.

2. Principals can take a stronger education action. Principals should active the Principals and teachers can promote high teaching and dual subject specialisation. The high teacher, being efficient and educationally sound, is more urgent and more strategic. The high teacher is not made more important than provision of resources for learning and home study. Principals and teachers can consider activities related to girls' interests and the provision of good infrastructure, and the provision of qualified principal.

1. Commit to regular monitoring of Madrasah Student Achievement Tests (MDST), 6. Identify regional and district patterns in student achievement and school and district plans for meetings the MSS. This policy brief arises from a national study which measured the learning outcomes of Year 9 Madrasah students in Maths, Science, and Science Study (TIMSS) and the International Student Assessment (PISA) and the Trends in International Mathematics and Science Study (TIMSS) and the International Student Assessment (PISA) and the Trends in International Mathematics and Science Study (TIMSS). Positively correlated with student achievement and home-background factors and parents' level of education.

Kabar BEC-TF
3rd Edition
September 2011, 4 pages

Gender Mainstreaming (Education Update Issue 3)
July 2011, 4 pages
English document link: http://go.worldbank.org/MS4090MAN0
Bahasa Indonesia document link: http://go.worldbank.org/RBZMKEW0

Measuring Student Learning Achievement in Madrasah
Findings from the study Quality Education in Madrasah (Brief)
February 2011, 4 pages
English document link: http://go.worldbank.org/TSALK4ZHE0
Bahasa Indonesia document link: http://go.worldbank.org/ER4DQZBM0

Quality Education in Madrasah
Main Study
February 2011, 172 pages
English document link: http://go.worldbank.org/MSYSGTDKW0
Bahasa Indonesia document link: http://go.worldbank.org/LS1234870
8. Improving Indonesia’s Basic Education Governance
   October 2010, 16 pages
   English document link: http://wapikweb.org/bec/publications/detail/basic-education-capacity-trust-fund
   Bahasa Indonesia document link: http://wapikweb.org/bec/publications/detail/basic-education-capacity-trust-fund

9. Climbing the Education Ladder
   (Indonesia Rising: Policy Priorities for 2010 and beyond)
   January 2010, 6-page brief
MANUALS AND GUIDELINES

1. **Pengembangan Sistem Monitoring dan Evaluasi Program-Program Pendidikan**
   - Modul Pelatihan
   - March 2013, 180 pages

2. **Pelayanan dan Penanganan Pengaduan Masyarakat (P3M) Berbasis Web dan SMS: Meningkatkan Transparansi dan Partisipasi Masyarakat Melalui TIK**
   - March 2013, 6 pages

3. **Prosedur Operasional Standar - Pelayanan dan Penanganan Pengaduan Masyarakat**
   - March 2013, 32 pages

4. **Modul Pelatihan - Pelayanan dan Penanganan Pengaduan Masyarakat**
   - March 2013

5. **Panduan Operasional Aplikasi Pelaporan & Manajemen Informasi Sekolah (TRIMS Sekolah)**
   - March 2013, 86 pages

6. **Manual Aplikasi BOSDA Formula**
   - March 2013, 28 pages
7 Panduan Operasional TRIMS Kabupaten/Kota
March 2013, 54 pages

8 Modul Pelatihan - Penulisan Praktik yang Baik
February 2013, 56 pages

9 Panduan Implementasi Program WAPIK
February 2013, 27 pages

10 Panduan Umum Program BEC-TF
Meningkatkan Tata Kelola Pendidikan Dasar di Indonesia
January 2012, 78 pages
http://wapikweb.org/bec/publications/detail/panduan-umum-program-bec-tf

11 Panduan Penggunaan Hibah Daerah (L-BEC Grant)
January 2012, 122 pages
http://wapikweb.org/bec/publications/detail/regional-grant-usage-guidelines

12 Panduan Pengembangan BOS Daerah (BOSDA) Berbasis Formula
January 2012, 32 pages
http://wapikweb.org/bec/publications/detail/panduan-pengembangan-bosda-berbasis-formula

13 BEC Modules
(7 Modules)
December 2010, 7 sets (including CD ROM)
http://wapikweb.org/bec/modules
WEBSITES

1. **WAPIK - Wahana Aplikasi Pendidikan dan Informasi yang Baik**
   
   October 2011
   
   WAPIK or Wahana Aplikasi Pendidikan dan Informasi yang Baik is an online forum for sharing good practices among educators and educational staff, and an open source application that allows contributors to register and submit articles and videos to the editing dashboard prior to upload. WAPIK is a platform for exchange of ideas on education management, governance and teaching and learning.
   
   [http://www.wapikweb.org](http://www.wapikweb.org)

2. **Website BOSDA**
   
   Information about local school grants (BOSDA), including introduction to formula-based application and how to use it, publications and articles.
   
   [http://www.wapikweb.org/site/bosda](http://www.wapikweb.org/site/bosda)
VIDEOS

1. **District School Grants (BOSDA)**
   - Documentary Video
   - March 2013
   - Documentary video including stories about school grants (BOS), introduction to BOSDA, and stories from the BOSDA pilot.

2. **Tool for Reporting and Information Management by Schools**
   - Documentary Video
   - March 2013
   - Documentary video including an introduction of TRIMS and stories from districts champions.
   - http://bos.kemdikbud.go.id

3. **Tool for Reporting and Information Management by School**
   - Interactive Flash
   - February 2013
   - Interactive flash on TRIMS, including the TRIMS application, trouble-shooting, how to use TRIMS, training modules, publications and news.

4. **Improving Education through District School Grants (BOSDA)**
   - Animation Video
   - February 2013
   - Animation on what is formula-based BOSDA and how to use it.
Bantu Sekolahku
Documentary Video
January 2013
Bantu sekolahku aims to encourage the public, education community, local governments and Ministry of Education and Culture personnel to report on critical needs within schools to enable MoEC to record and address those needs.

CERDAS (Clean Energy Resources to Drive Advances in Schooling)
Documentary Video
January 2013

School Operational Grants
Testimonial Video
July 2012
Documentary video on BOS beneficiaries’ testimonials from Yogyakarta, Aceh, and Bitung.

Early Childhood Education and Development in Bantul
Documentary Video
November 2012
Documentary video about a day in an early childhood education center in Bantul.
POSTERS

1. **Safe Schools Poster**
   February 2013
   Information on safe and energy efficient schools.

2. **ECED (Early Childhood Education and Development) Infographic**
   November 2012
   A visual snapshot of ECED in poor villages of Indonesia.

3. **BOSDA (District School Grant)**
   January 2012
   A series of posters (5 versions) about District School Grants, includes definition, formula, and steps on BOSDA.

4. **Basic Education Capacity**
   January 2012
   A series of posters on the Basic Education Capacity Trust Fund program, including topics such as grant mechanism, transparency and accountability, access to information, and stakeholder participation.

5. **WAPIK - Wahana Aplikasi Pendidikan dan Informasi yang Baik**
   October 2011
   A series of posters (14 versions) about WAPIK or or Wahana Aplikasi Pendidikan dan Informasi yang Baik is an online forum for sharing good practices among educators and educational staff. WAPIK is a platform for exchange of ideas on education management, governance and teaching and learning.
   [http://www.wapikweb.org](http://www.wapikweb.org)