



USAID | **INDONESIA**
FROM THE AMERICAN PEOPLE

DBE 2
DECENTRALIZED BASIC EDUCATION
Teaching and Learning

**Quarterly Report
Decentralized Basic Education, Indonesia
Component 2 :
Teaching and Learning**

USAID Contract No. 497-M-00-05-00030-00



Quarter Three FY07 Report, April - June, 2007
Indonesia DBE 2 Project

QUARTERLY REPORT

Prepared And Submitted by Education Development Center for :
USAID/INDONESIA

Table of Contents

I. DBE 2 Fiscal Year 2007 Quarter Three Report: Overview	1
II. Summary of Quarter Three Activities	3
III. Module Development and Delivery Update	5
IV. Field Staff Training Update	16
V. CRC Update	20
VI. Kindergarten Update	24
VII. ICT Update	27
VIII. Public-Private Alliances Update	30
IX. Open University Update	32
X. US University Partner Update	34
XI. Monitoring and Evaluation Update	38
XII. Government of Indonesia and Other Outreach Update	40
XIII. Jakarta Schools Update	42
XIV. Additional Programmatic Updates	44
XV. Aceh Component 1 Update	49
XVI. Aceh Component 2: Unsyiah FKIP Update	58
XVII. Central Java Update	64
XVIII. East Java Update	74
XIX. North Sumatra Update	85
XX. South Sulawesi Update	96
XXI. West Java/Banten Update	107

Table of Contents

XXII. Progress toward the Achievement of Project Objectives and Contract Deliverables	118
XXIII. DBE 2 Contract Deliverables Tracker: Progress through FY07 Q3	120

Acronyms and Abbreviations

APBD	District Budgets
Bappeda	Agency for Regional Development
BOS	Bantuan Operasional Sekolah (School Operational Support – block grant)
BP	British Petroleum
BPS	School Support Visits (Bantuan Profesional di Sekolah)
BRR	Aceh and Nias Rehabilitation and Reconstruction Agency
CLCC	Creating Learning Communities for Children
CRC	Cluster Resource Center
DBE 2	Decentralized Basic Education, Program Component 2
DEPAG	Department of Religious Affairs (same as MORA)
DLC	District Learning Coordinator
EDC	Education Development Center
EMIS	Education Management Information Systems
ESP	Environmental Services Program (USAID)
FAR	Federal Acquisition Regulation
FKIP	Teacher Training Faculty
FST	Field Staff Training
FSU	Florida State University
FY	Fiscal Year
IAI	Interactive Audio Instruction
IAIN	Institut Agama Islam Negeri
IAIN-SU	Institut Agama Islam Negeri Sumatera Utara
ICT	Information Communication Technology
INGO	International Non-Governmental Organization
ITT	Initial Teacher Training
GDA	Global Development Alliance
GOI	Government of Indonesia
KBK	Competency-Based Curriculum
KCD	Kepala Cabang Dinas/Head of Sub-District Education Office
KKKS	Principals' Working Group
KKG	Teachers' Working Group
KTSP	School-level Curriculum
Kokesra	Coordinating Ministry for People's Welfare
LGSP	Local Governance Support Program (USAID)
LRC	Learning Resource Center (Unsyiah FKIP)
LPMP	Education Quality Assurance Council
M&E	Monitoring and Evaluation
MBE	Managing Basic Education (USAID)
MDC	Madrasah Development Center
MDT	Module Development Team

Continue to Next Page

Acronyms and Abbreviations

MI	Islamic Elementary School
MONE	Ministry of National Education
MORA	Department of Religious Affairs (same as DEPAG)
MOU	Memorandum of Understanding
MT	Islamic Junior High School
MTT	Master Teacher Trainer
NGO	Non-Governmental Organization
OIC/SOS	Orangutan Information Center/Sumatran Orangutan Society
P4TK	Center for Teacher and Education Personnel Development and Empowerment
PAKEM	Active, Creative, Joyful and Effective Learning
PBS	Subject Matter Specialists
PBSG	Pusat Sumber Belajar Gugus (Cluster Resource Center)
PGSD	Primary School Teacher Development Program
Pitt	University of Pittsburgh
PKBM	Community Learning Center
PKS	General University Task Order
PMPTK	Directorate General for Teacher and Education Personnel Quality Improvement, MONE
PPA	Public-Private Alliance
PPPG	Technical Education Development Center
PSP	Primary School Programs
RPS	School Planning Workshops
RRI	Radio Republik Indonesia
RTI	Research Triangle Institute
SENADA	USAID-funded Indonesia Competitiveness Project
SDN	State Primary School
SDI	Islamic State Primary School
SIKIB	Solidaritas Istri Kabinet Indonesia Bersatu
SKS	University Credits (Sistem Kredit Semester)
SMP	Junior High School
STW	School Team Workshop
TK	Kindergarten
TAPSU	Training and Practicum Support Unit
UISU	Universitas Islam Sumatera Utara
UM	Universitas Nasional Malang
UMass	University of Massachuttes
UNCEN	Universitas Cenderawasih
UNESA	Universitas Nasional Surabaya
Unhuma	Univeristas Muhammadiyah
UNIMED	Universitas Negeri Medan
UNNES	Universitas Nasional Semarang

Continue to Next Page

Acronyms and Abbreviations

UNTIRTA	Universitas Tirtayasa
UNM	Universitas Negeri Makassar
Unismuh	Universitas Muhammadiyah Makassar
UNJ	Universitas Negeri Jakarta
UNPAD	Universitas Padjajaran
UNS	Universitas Nasional Surakarta
UNSYIAH	Syiah Kuala University
UPI	Universitas Pendidikan Indonesia
USAID	United States Agency for International Development
USINDO	United States-Indonesia Society
UT	Open University
UWG	University Working Group
WIAL	DBE 2 “ <i>What is Active Learning?</i> ” workshops

DBE 2 Fiscal Year 2007 Quarter Three Report: Overview

I. DBE 2 Fiscal Year 2007 Quarter Three Report: Overview

A. Programmatic Overview

This report covers Decentralized Basic Education Program Component 2: Teaching and Learning (DBE 2) activities for the months of April-June, 2007. DBE 2 continued to move forward with a number of key operational and programmatic activities during Quarter Three Fiscal Year 2007 (FY07) including the final selection of Cohort 2 clusters and Master Teacher Trainers (MTTs), field staff training for both Cohort 1 and 2 personnel, and the continued development and roll-out of DBE 2 training packages in both Cohort 1 and Cohort 2 schools. DBE 2 has now delivered starter kits and conducted associated training in 45 out of the 57 Cohort 1 Cluster Resource Centers (CRC). Additionally, the first 25 programs of the DBE 2 Interactive Audio Instruction (IAI) kindergarten (TK) program were written and produced and IAI TK teacher training is currently underway.

During this quarter DBE 2 also made significant progress with public-private alliance (PPA) activities. The signing of the \$1.5 million Intel Teach Alliance with Intel Corporation is of critical note. The alliance will result in computer-focused training for primary school teachers in all DBE provinces.

Another noteworthy Quarter Three milestone includes this signing of the Memorandum of Understanding (MOU) with the Directorate General for Teacher and Education Personnel Quality Improvement, the Department of National Education (MONE). This agreement marks an important step forward in DBE 2's efforts to build closer ties with national Government of Indonesia (GOI) education stakeholders.

In April, participants from Aceh and Central Java traveled to Bangkok, Thailand to participate in a week-long regional youth forum, *Disasters and the Aftermath: Building Life Skills for Health and Education*, hosted by the Thai Ministry of Public Health, USAID, UNICEF and Education Development Center (EDC). Participants from Indonesia included youth from schools in Banda Aceh, Aceh Besar and Klaten, Central Java, as well as GOI stakeholders, Syiah Kuala University and Universitas Negeri Jakarta (UNJ) faculty, and DBE 2 staff.

Towards the end of the quarter, teams from both Florida State University and the University of Massachusetts traveled to Indonesia this quarter to provide technical support in the areas of action research and assessment respectively.

It is also important to note the commencement of cluster-level Cohort 1 Skills Enhancement Workshops this quarter. In North Sumatra, this DBE 2 activity was entirely funded by the local education office and Bantuan Operasional Sekolah (BOS). This level of government buy-in marks a critical step forward towards the sustainability of DBE 2 activities.

B. DBE 2 Personnel Update

A number of significant personnel changes occurred this quarter. Firstly, the DBE 2 Operations Manager is nearing the end of his contract with the project. Based on project need, DBE 2 decided not to fill this position with new expatriate staff, but rather to hire a local Contracts Specialist. The Contracts Specialist will receive extensive training from the Operations Manager prior to his departure, and will also travel to the EDC home office next quarter for further training, along with the DBE 2 Finance Manager. This quarter, DBE 2 Jakarta also received word that the candidate slated to become the Jakarta Schools Program Manager, a former employee of the MBE project, decided to withdraw his application and pursue other interests.

In Aceh, two key positions are once again vacant. The DBE 2 M&E Coordinator resigned after accepting a position with the UN. The FKIP Program Coordinator also decided to leave the project and tendered his resignation. The DBE 2 Aceh Program Manager is responsible for all DBE 2 Unsyiah FKIP activities while the position is vacant. Recruitment for both of these positions is underway.

The DBE 2 University Advisor in South Sulawesi resigned from his position this quarter in order to accept the post of DBE 1 Provincial Coordinator, also in South Sulawesi. Previously, a mutually agreed upon decision among the three DBE projects prevented hiring of respective DBE's personnel. In this case, DBE 1 did ask DBE 2 concurrence to accept an application from the DBE 2 University Advisor. After internal discussions, DBE 2 gave the go ahead for the University Advisor's candidature citing career development considerations as justification to proceed in this case.

Finally, the DBE 2 Provincial Coordinator in East Java announced that he will leave the project early in Quarter Four. The recruit for a replacement is already underway; however, DBE 2 anticipates that it could take a number of months to find an appropriate replacement.

C. Report Structure

This report covers progress on all key DBE 2 technical components as well as quarterly summaries of provincial activities prepared by each Provincial Coordinator. Each section follows the same general structure, providing details, as relevant, according to the following categories:

- Overview
- Highlights
- DBE, MBE and other project collaboration
- Challenges
- Ongoing activities, and upcoming events, activities and plans for Quarter Four

Section II provides a summary of Quarter Three activities. Sections III-XIII examine the status of key programmatic components of the DBE 2 project. Provincial quarterly summaries are found in Sections XIV-XX. Two separate sections detailing Aceh Component 1 and 2 activities are provided. The report concludes with Sections XXI and XXII, both of which explore progress toward the achievement of project objectives and contract deliverables.

Summary of Quarter Three Activities

II. Summary of Quarter Three Activities

Below a brief summary of several Quarter Three highlights is provided. This list is not meant to provide an exhaustive list of project highlights, but rather a snapshot of a collection of significant activities. Each topic mentioned is discussed in greater depth throughout the remainder of the report.

A. MOU Signed with Ministry of National Education

DBE 2 focused on strengthening national level relationships with the GOI this quarter and signed an MOU with the Directorate General for Teacher and Education Personnel Quality Improvement (PMPTK), MONE, on May 23, 2007. This marks a milestone for the DBE program since it is the first official operational agreement signed with either of the two line ministries responsible for the education sector in Indonesia. DBE 2 is now pursuing collaborative activities with the PMPTK field institutions.

B. Cohort 2 Cluster Selection and Initial Training Complete

DBE 2 finalized cluster and school selection this quarter. Initial training activities were also conducted for educators and government stakeholders in all selected Cohort 2 clusters.

C. Intel Teach Alliance Signed

On April 27, the \$1.5 million Intel Teach Alliance was signed. DBE 2 and Intel Corporation have developed an action plan for the implementation of six pilot sites that will introduce ICT training for approximately 500 teachers in six DBE provinces. Roll-out will begin in Quarter Four.

D. Development and Roll-out of Foundation Training Package

This quarter DBE 2 convened a national Module Development Team (MDT) to develop an introductory foundation training package, entitled *Introduction to Effective Teaching & Learning in Core Subjects*. Central Java and North Sumatra both began to roll-out this package to Cohort 2 schools at the end of the quarter.

E. Nearly all Cohort 1 CRCs Operational

The delivery of starter kits and the roll-out of starter kit training continued this quarter – 45 of the 57 Cohort 1 CRCs are now operational. Remaining sites in West Java/Banten and Aceh are scheduled to be operational early in Quarter Four.

F. IAI TK Program Training Commences

Following the continued development of the first unit of IAI materials, DBE 2 began to roll-out the first round of IAI TK teacher and MTT training. The first training workshop took place in South Sulawesi at the end of the quarter, targeting stakeholders from each selected TK, and will continue in all provinces next quarter. DBE 2 provincial offices also began to distribute IAI program grant applications to each TK.

G. Roll-out of First Training Package in Aceh Commences

DBE 2 field tested and rolled-out the *Guidance and Counseling* School Team Workshop (STW) this quarter. Additionally, materials for the first round of teacher and principal working group workshops (KKG 1 and KKKS 1) were completed.

H. DBE 2 Cohort 1 Post-test Administered

With logistical support from DBE 2's Monitoring and Evaluation (M&E) team, partner Padjadjaran University administered the primary student post-test on April 2–13. The 130-school sample participating in the assessment was comprised of 98 DBE 2 schools and 32 control schools.

III. Module Development and Delivery Update

A. Overview

The implementation of educator training activities has continued in full force this quarter. In addition to the continued development and roll-out of training packages in Cohort 1 schools, a National Module Development Team (MDT) was created to develop an introductory training package for Cohort 2 educators. The implementation of the Skills Enhancement Workshop component of DBE 2 educator training also commenced this quarter.

The structure of the DBE 2 educator training system is briefly described below.

a. Phase I – Initial Training:

- “What is Active Learning?” workshops¹: *2-day workshops to introduce the concept of active learning*

b. Phase II – University-Certified Training:

- “Introduction to Effective Teaching & Learning in Core Subjects” or “Foundation Package” for short: *A training package that introduces active learning techniques and skills to stakeholders*
- Core subject training packages (math, science, Bahasa Indonesia, and social science): *Training packages that focus on techniques used to teach examinable subjects*
- School development training packages (classroom and personnel management, guidance and counseling, planning and assessment etc.): *Training packages that develop skills to improve teaching practice and overall school development*

c. Phase III – Ongoing Training & Workplace Learning:

- Cluster Capacity Building: *Including CRC, ICT, School Report Card and kindergarten training (discussed elsewhere in this report)*
- Skills Enhancement Training: *Short workshops that provide targeted skills-building in key areas such as improving the learning environment, authentic assessment, and thematic learning*
- Workplace Learning and In-school Support: *School- and classroom-based support in implementing learning from university-certified training and general support from MTT*

¹ For Cohort 1, schools received “Initial Teacher Training” or ITT instead of *What is Active Learning?* workshops and the Foundation Package.

B. Highlights

a. Foundation Package

Watching the Foundation Package come together through the hard work and commitment of the National Module Development Team has been a very rewarding experience this quarter. The package is expected to provide basic knowledge and skills in applying the principles of active learning in four subjects, namely science, mathematics, Bahasa Indonesia and social studies. The team consists of representatives from the MDT A and B process, and includes partner university members, DBE 2 field staff, a provincial Dinas representative, and two members from Open University (UT). Development workshops were held in April and May with much work done in between. The team reviewed materials from MBE and earlier DBE 2 training packages, selecting appropriate sessions to include in the Foundation Package and then supplemented those sessions with new sessions they created. The final product is a thoughtful and comprehensive introduction to PAKEM (or active learning), from which all of our new schools will benefit. The first workshops were launched in the last week of the quarter.

b. Skills Enhancement Workshops

Skills Enhancement Workshops on the following topics were developed this quarter: thematic learning, authentic assessment and improving the learning environment. These topics are important for Cohort 1 schools since most have not yet received focused training in these areas.

c. DBE 2 Field Staff Professional Development

Cohort 1 field staff have now moved from simply accepting or collecting data to initiating analysis and interpretation, for themselves and together with participants. This represents a significant development as change facilitators, training developers and implementers. This quarter, two field staff from North Sumatra engaged funding from local education and religious affairs offices (Dinas and Dinas) for the implementation of locally developed training, drawing on Skills Enhancement Workshops and other local and DBE 2 materials. This is the first DBE 2 training to be completely funded locally.

C. Progress/Accomplishments this Quarter

a. Initial Training

Initial training in the form of *What is Active Learning?* (WIAL) workshops wrapped up in the first few weeks of this quarter in all provinces except Aceh, where it was conducted May 1-10. The feedback from the new stakeholders was positive and the school team approach (principals, supervisors, school committee chairs, and select teachers from each school were invited) was preferred over last year's teachers-only Initial Teacher Training (ITT) as it helped all school-based educators understand and begin to plan for the implementation of active learning as a team. In most provinces, the WIAL workshops were combined with study visits organized together with DBE 1. This proved to be a great introduction to DBE for new Cohort 2 schools.

b. University-Certified Training

The status of training package certification and implementation are detailed in the tables below.

Training Packages Certified to Date

Package Topic	Province	Principals	Teachers (3 per School)	Other Teachers
Science	North Sumatra	4	4	2
Bahasa Indonesia	East Java	4	4	2
Bahasa Indonesia	South Sulawesi	5	5	2
Mathematics	Central Java	4	4	2
Class & Personnel Management	West Java	8	8	4
Class & Personnel Management	Central Java	4	4	2
Planning & Assessment	North Sumatra	4	4	2
Learning Communities	East Java, South Sulawesi	No agreement at this time		
Guidance & Counseling	Aceh	No agreement at this time		
Foundation Package	National	Currently negotiating with UT		

Training Package Implementation Status

Province	Package	Status
Cohort 1		
Aceh	Guidance and Counseling	Rollout of STW; trial KKKS and KKG July and August
	Learning to Live Together	Development workshop scheduled in August.
North Sumatra	Planning & Assessment	All trials and rollouts of STWs, KKKS & KKG and BPS I are completed. BPS II is scheduled at the end of July.
West Java / Banten	Class & Personnel Management	Trials completed in 2 districts, rollout begins in remaining 4 districts (see provincial report for details)
Central Java	Class & Personnel Management	Trials and rollout of STWs, KKKS & KKG continue (see provincial report for details)
East Java	Learning Communities	Rollout of STWs, KKKS & KKG in remaining districts (see provincial report for details)
South Sulawesi	Learning Communities	Rollout of STWs, KKKS & KKG in remaining districts (see provincial report for details)
Cohort 2		
All Provinces	Foundation Package	School Team Workshop launched in Central Java June 25 and North Sumatra June 28; all other provinces begin in early July

1. Introduction to Effective Teaching & Learning in Core Subjects (Foundation Package)

During April and May, 2007, a national MDT, composed of representatives from the MDT A and B process, including university members, DBE 2 field staff, a provincial Dinas representative, and two members from Open University (UT), met twice to develop the Foundation Package and finalized drafts in between and following the workshops. Beginning in June, they returned to their provinces to help lead multi-stakeholder provincial Module Implementation Teams (MIT) to implement the training package. This involved a three-day planning meeting and five-day Training of Trainers in each province. The first

School Team Workshop (STW) began on June 25 in Klaten district, Central Java and the second on June 28 in Sumbul, Dairi, North Sumatra. Implementation will begin in all other provinces next quarter.

The Foundation Package is a comprehensive introduction to active learning for school-based educators joining DBE 2. Cohort 2 will be the first group of schools to receive this training package. It will also be available to Cohort 1 schools in Aceh. The training package will provide teachers, principals, supervisors, and school committee representatives with a solid understanding of the principles of PAKEM and skills in how to teach using PAKEM techniques, how to plan PAKEM-based lessons, how to assess student progress using methods appropriate to PAKEM, and how to manage a PAKEM classroom. Participants will practice these skills in the context of the 2006 primary school curriculum for math, science, social studies and Indonesian language.

The Foundation Package uses non-print materials such as ICT in the form of videos and digital photographs of active lessons, classroom displays and learning aids to demonstrate effective teaching and classroom management practices. Actual low-cost learning aids, such as a herbarium, teacher-made geometrical shapes, and an electric circuit are also used during a session on assessment, and teams are encouraged to make and use low-cost learning aids in their simulation lessons.

Teachers and principals will create and submit a portfolio of their work as a final assignment for the Foundation Package, which may later be used to gain teacher certification under the new regulations. School supervisors and school committee members may also submit a portfolio as a final assignment; however it will not be relevant for any upgrading plan.

The training package has multiple goals. For primary school educators the package will:

- equip school teams with the ability to implement active learning techniques in their schools in an effort to improve learning outcomes for students;
- provide opportunities for eligible teachers and principals to earn credit toward a university degree in education at participating universities; and
- assist teachers in beginning the process of developing a portfolio that may be used to gain teacher certification per new Ministry of Education regulations.

For teacher educators (including university lecturers, education office officials and DBE 2 field staff) developing and implementing the Foundation Package will:

- improve National MDT members' ability to design an effective training program and plan for its implementation. This quarter, DBE 2 advisors took the National MDT through a strategic planning process that included goal setting, sub-team formation, and implementation planning. The team made many decisions together and sub-teams drafted objectives and outlines for each workshop and individual workshop. Strict deadlines were set and adhered to and the team worked tirelessly to produce a training package of which all involved can all be proud. This level of teamwork, goal setting and productivity was an improvement over past MDT processes and can serve as a model for team members when they design training in the future for DBE 2 or other entities.

For alignment with Ministry of Education Initiatives, the Foundation Package will:

- Prepare teachers to create a portfolio of their work as evidence of proficiency. Although teacher certification guidelines are not yet final, it seems likely that a portfolio will be part of the requirements. DBE 2 also hopes that its portfolio and scoring rubrics can serve as a model for MONE.
- Provide teachers with the opportunity to earn credit toward a D-2 or S-1 degree in teacher education (required for certification) through a local partner university or Open University.
- Build capacity of key education stakeholders in teaching and evaluating PAKEM. P4TK and LPMP representatives serve on local Module Implementation Teams (MITs). These two ministry departments are involved with in-service teacher training and the upgrading process. By including their representatives on MITs, DBE 2 expand their capacity to teach and assess effective teaching practices (PAKEM).
- Prepare primary school educators to develop school-based curriculum. Under decentralization, schools are now required to develop their own curriculum documents including topic webs for thematic learning (required in grades 1-3), syllabi, and lesson plans. The Foundation Package teaches primary school educators how to do this and requires these documents as part of the participants' portfolios.

2. Core Subject Training Packages - The DBE 2 Training Wheel and Training Package Adaptation

The following sub-section describes progress and plans for the implementation of the training wheel and training package adaptation and localization. Several levels of response are expected within adaptation. These include:

- 1) format and presentation;
- 2) provincial training wheel implementation;
- 3) the range of materials available and future materials' developments;
- 4) inclusions of partner stakeholders in adaptation;
- 5) local ownership and replication;
- 6) the development and use of the digital library;
- 7) accreditation of all packages through UT and partner universities; and
- 8) certification by partner universities and PMPTK.

i. Format and Presentation

This quarter, UT produced the format for the Foundation Training Package. The template has now been tested and is well supported in the field. As a result, UT and DBE 2 now have a standard template which future publications will follow. Training packages already produced will also go to UT for final formatting, and it is expected that the final formatting of the initial core packages will follow the finalization of the Foundation Package, with the School Development packages also almost ready for formatting. With these completed, DBE 2 will have seven packages available in their final form, ready for inclusion in the digital library.

ii. The Training Wheel's Implementation in Provinces

Under current projections, local stakeholders, under the guidance of the DBE 2 provincial offices, will select collaboratively from the available packages for local adaptation and implementation. Logistically, it is expected that this will be one package within the province. An MDT will form to adapt packages based on local need and context, packages already undertaken within the province and evident skills and needs of teachers. Together with DBE 2 field officers, MDT members will become the module implementation team (MIT). Recent feedback indicates some provinces growing appreciation of school development training packages, although it remains most likely examinable subject packages will dominate selection.

iii. The Range of Materials

Core packages will be published in their original form, based on MBE practice. While the Foundation Package has drawn from all core packages, initial packages will remain as written as they have proved effective and should be available for non DBE 2 province replication. Emerging adapted packages will be published under the auspices of DBE 2 local university partners.

iv. Including all Stakeholders in the Process

Fundamental to success is building local understanding of the process and package. The formation of short-term MDT involving government professional development agencies (e.g. P4TK, LPMP), current university partners and DBE 2 field staff will provide the vehicle for better understanding of packages, provide DBE 2 field staff exposure to possible future employing authorities and involve all in DBE 2's integrated process of training development.

v. Building local Ownership and Replication

Each province's ability to engage local stakeholders is critical for success. Closely linked to inclusion is ownership and this is essential for sustainability. The implementation of DBE 2 Skills Enhancement Workshops will largely be funded locally, with DBE 2 field staff support.

vi. The Development of the Digital Library

The digital library, developed with UT, will house all DBE 2 developed training packages.

vii. Accreditation of all Packages under UT and Certification by PMPTK

Activities have commenced to ensure this accreditation and certification.

3. School Development Training Packages*i. Learning Communities (LC)*

DBE 2 and the MDTs have completed conducted the STWs in both participating provinces. All trials were followed with review meetings, attended by members of the MDT. Educational debate, innovation and review have been strong features of all review meetings and driven improvement of materials. Non-print materials are under development with video the most common medium being pursued. The trials, and in some cases roll-out, of the cluster-level training, have commenced.

ii. Planning and Assessment

Planning is primarily concerned with developing a school based curriculum containing syllabus, lesson plans and media. Assessment focuses on authentic assessment although some strategies are paper and pencil tests. Authentic assessment highlights techniques such as performance, products, project work and attitude. The development, trials and rollout of the Planning and Assessment package in North Sumatra is nearly finished. Only BPS II is not completed and will be done at the beginning of the next academic year, around the middle of July. After training, the teachers are more concerned with and focused on their planning and assessment roles. Teachers from non-DBE schools are consulting with our teachers for assistance with planning and assessment.

iii. Classroom and Personnel Management

West Java/Banten took a hiatus this quarter between the trials and roll-out of the Classroom and Personnel Management training package to accommodate school exams and holidays in May and June and to focus on other activities such as Cohort 2 start-up and field staff training for both cohorts. The roll-out commenced in the remaining districts in late June. In Central Java, trials and roll-out continued, picking up towards the end of June with the KKKS II and KKG II trials. DBE 2 senior staff have witnessed changes taking place in classrooms as a result of the training, such as increased use of active learning strategies and more and improved classroom displays. Jakarta advisors will conduct school visits next quarter to verify this progress.

iv. Guidance and Counseling (G&C) - Aceh

Material development for G&C has been slow. The national training development and selection of Cohort 2 districts and staff slowed progress. Lack of some permanent staff in Aceh has also hindered progress. Consideration is given to the unusual type and breadth of materials being developed, the wide range of contributors involved, part-time MTTs and concurrent DBE 2 Component 2 activities. One new DLC has been recently appointed and contributed well to planning and the workshop, meeting other staff after hours to become more familiar with his role. Jakarta staff led five hours in the recent materials' development workshop - Jakarta led sessions demonstrated materials linked to strategies, session simulations and handouts. The following table indicates some materials and sequence for KKG and KKKS.

No	KKG	No	KKKS
1.1	Language Energizer	1.1	Defining terms
1.2	Understanding Curriculum	1.2	Concepts & principles for ed. programs (Drug Ed)
1.3	Story Writing	1.3	Managing Change
1.4	The Writing Conference	1.4	School Policy: A Statement of Values
1.5	Using Big Books	1.5	Class activities for SD in a Drug Education program
1.6	Program manager inclusions	1.6	Action Plan (A school wide Educational Program
Individual between workshop tasks			

Innovative approaches have been a feature of this package, both technically and organizationally. The trial and roll-out of the STW were implemented with participants being divided across four rooms. This required specific planning response and increased

participant outcomes where:

- four trainers needed to be ready to present each session, creating a wider knowledge and skill base and more opportunities for greater participation of all MDT members;
- flexible yet coordinated scheduling was implemented where start and finish times needed to be more rigid to ensure congruence in each room but sequence of presented topics being sufficiently flexible to match available staff;
- all Aceh MTTs attended the trial STW so MTTs are familiar and prepared for their duties in their MDT, trial and rollout;
- greater teamwork and partnerships across both MDT were apparent where MTTs not on the MDT acted as facilitators and/or co-presenters of G&C sessions; and
- more individually focused participant and school participation is possible.

A downside to this approach, however, is the inherent uncertainty of the same message being delivered in all rooms.

Additionally, many of the sessions address issues that are outside the usual pedagogical practice in Indonesian classrooms. Behavioral change by teachers is focused on communications and relationships with students. G&C principles are integrated into their current curriculum responsibilities. The level to which this is achieved could have wide implications for all stakeholders, not only those coping with trauma needs. The links and reinforcement of G&C outcomes to the planned Civics training are also strong. Apart from the expected focus on trauma, the outcomes for classrooms are better relationships between teachers and students, with school leadership examining whole school educational programs.

As part of the Guidance and Counseling training package development, select MDT members and DBE 2 staff traveled to Bangkok, Thailand to attend a youth forum focused on disaster readiness (see Additional Programmatic Updates for further details).

v. Civics (Learning to Live Together) - Aceh

There are two short term advisors (STA) participating on this MDT Aceh. A replacement STA from UT has been found with the withdrawal of the initial appointment due to ill health.

This quarter, one materials development workshop took place. The UNJ STA provided inputs on “Democratic Decision Making and Tolerance.” Other sessions demonstrated included “Developing Class Rules,” “Roles and Ethics of Teachers” and “Goals of Misbehavior.” Three representatives from IAIN also attended, as did DBE 2 staff. Participation by Dinas/Depag staff remains limited. LPMP are expected to be more involved after the MOU signed in Jakarta on May 23. The next materials workshop is now being scheduled, most probably in August. No approaches have been made for accreditation.

a. On-going Training & Workplace Learning

1. Skills Enhancement Workshops

Skills Enhancement Workshops are half-day and one day workshops that can be delivered by MTTs at the cluster-level based upon local need. There are two essential concepts behind these workshops: they meet specific, identified needs of DBE 2 stakeholders; and they reflect a shared investment between DBE 2 and target clusters to improve teaching and learning.

To develop these workshops, DBE 2 draws on materials from DBE 2 training packages, MBE, CLCC, DBE 3 and other appropriate sources and solicits proposals from field staff and local partners (universities, LPMP, Dinas, Depag, etc.) for workshops that address the identified needs of DBE districts or clusters. MTTs discuss with KKKS and KKG members which workshops they want and together they plan to hold them during their regular meeting times or at another agreed upon time. Typically, local authorities are expected to cover the costs of the training with the exception of the facilitator expenses and training materials (e.g., teaching aids). This is seen as a bridge to replication and sustainability of DBE 2 programs, with the ultimate goal of seeing districts fully fund the workshops and hire MTTs to facilitate after their DBE 2 contracts are finished.

Already in Deli Serdang district, North Sumatra, a local Dinas office organized and funded a workshop from June 25-27 on thematic learning among other topics. DBE 2 provided an MTT and DLC to facilitate the thematic learning session.

2. Workplace Learning & In-School Support

Two key steps toward improving in-school support were taken this quarter. Development of a comprehensive school visit support program for the Foundation Package school visits have always been an integral part of DBE 2 certified training packages. Drawing on the best practices of the earlier MDTs and other sources, a comprehensive guide for providing support and feedback to teachers and school managers was created. The guide includes procedures for school visits, including guidance on conducting school team meetings, classroom observations forms, feedback guidelines, school manager conference guidelines, checklists for following up on Foundation Package assignments, and more. All members of Cohort 2 MITs will be trained to conduct these visits. This guide is specifically to support the Foundation Package, but can easily be adapted for other training packages.

Additionally this quarter, senior technical field staff attended a four-hour session on peer mentoring at a field staff training workshop in May in Jakarta. The session focused on expanding the definition of mentoring beyond the usual classroom/lesson observation. Participants shared best practices and developed a new definition for peer mentoring that includes connecting educators to resources (people and materials), organizing teacher exchanges within and between schools (peer observations), conducting demonstration lessons in schools, and assisting with making lesson plans and learning aids.

These senior staff were given materials so that they could then conduct the same session with their Cohort 1 and 2 MTTs, plus additional materials to expand the session, including role plays for giving feedback and case studies to spark problem-solving. This session prepared staff to provide support to schools in a general sense, not tied to any specific training package.

D. Areas of DBE, Other Project and/or GOI Collaboration

a. Foundation Package

The development of the Foundation Package involved a national team of stakeholders from DBE 2 partner universities, provincial Dinas (Banten), and UT. Additionally, when reviewing the first draft, two MBE consultants, Pak Masjudi and Pak As'ari, joined the team, participated actively and provided valuable input to the MDT.

Additionally, recognizing the quality and effectiveness of MBE training packets, as well as the investment made by USAID in these materials, the National MDT drew on many sessions from MBE packets one-four to create the Foundation Package.

The development workshops held in Anyer, Banten, and Puncak, West Java served as an opportunity for officials from PMPTK to observe the DBE 2 MDT process and outputs. Drs. Soediono Abdullah, M.Si and Drs. Yohan Susanto, M.M attended one or both workshops and during this time finalized the discussion that led to an MOU between DBE 2 and PMPTK that includes use of LPMP and P4TK facilities for DBE 2 workshops, inclusion of local LPMP and P4TK representatives on MDTs and MITs, and replication of DBE 2 training packages by LPMP and P4TK.

There are five subject specialists identified by local authorities in each cluster to support teachers in math, science, Indonesian, social science and lower classes. The acronym for these specialists is PBS in Indonesian, and they have already been used to support DBE 2 training activities in some provinces to date. The Foundation Package formalized the use of this valuable asset by incorporating PBS into the In-School Support component of the package. In addition to drawing on their assistance for school visits, DBE 2 is building their capacity to support better pedagogy and more meaningful student learning results.

E. Challenges

a. Engaging Local Stakeholders

To help ensure a smooth handover of DBE 2 activities to local authorities at the end of the Cohort 1 timeframe, DBE 2 provincial teams will need to engage local stakeholders beyond technical input. All districts have funds available for the professional development of education staff. Schools under BOS, a government block grant program, have specific funds set aside for this use. DBE 2, by collaborating with local authorities, can provide staff and materials for Skills Enhancement Workshops and the implementation of the third training package. This will provide a suitable vehicle to trial options in handover strategies for DBE 2 staff, build closer links with other government professional development agencies and ensure replication and dissemination of DBE 2 initiatives within and outside DBE 2 selected districts.

b. Workload Issues and Quality Control

DBE 2 has initiated many successful programs. Each one should be implemented to match the quality level to which it was developed. The number of programs currently being implemented is creating scheduling difficulties already, without considering the face-to-face requirements of current staff and the number of programs that are operating currently only in trial form before future roll-out.

It is becoming increasingly difficult for the provincial teams to keep pace with current programs. In every district, at least one program is running behind schedule. All or most programs are not receiving the full attention they need either from provincial staff or Jakarta technical advisors and quality in some cases, quality is beginning to suffer because of it.

Continued strengthening of the capacity of field staff to diagnose and solve technical problems will help with quality control issues. The possible addition of more MTTs may also help relieve some time management problems. However, without additional senior field staff, management and training of MTTs will continue to be enormously time consuming for the senior staff and affect their ability to focus on program quality.

F. Ongoing Activities and Upcoming Events, Activities and Plans for Quarter Four, FY07

Ongoing and planned activities include the following:

- Continued roll-out of the Foundation Package
- Final preparation of the three Core Subject packages for UT publication
- Continuing contribution to Aceh trials in G&C and materials' development for Civics
- Finalization of the three School Development packages and preparation for UT publication
- Socialize and seek wider concurrence on Training Wheel and adaptation strategies
- Development of at least three new Skills Enhancement Workshops
- Follow-up support for peer mentoring activities in Cohort 1 schools

IV. Field Staff Training Update

A. Overview

Field Staff Training (FST) for both Cohort 1 and 2 was a priority for this quarter. For Cohort 1, it was an important time – the close of the first full school year with DBE 2 – to reflect on accomplishments, challenges, and future plans for Cohort 1 schools. For Cohort 2, it was imperative that newly hired MTTs and other new technical field staff received training prior to commencing with the implementation of the Foundation Package. Both activities were planned and executed this quarter in all provinces with the exception of Aceh.

B. Highlights

There were many highlights this quarter in working with field staff. The senior technical field staff have made tremendous progress this past year and this quarter was a time to recognize and reflect on that. They were given much greater responsibility to design and implement staff training for new Cohort 2 hires and came together for a very productive week in Ancol, Jakarta to reflect on the progress they have made with Cohort 1 schools and to chart a path for the future.

C. Progress/Accomplishments this Quarter

a. Cohort 1 Midterm Field Staff Training and Training of Trainers (C1 MFST/TOT)

The C1 MFST/TOT was held in Ancol, Jakarta from May 7-11 for senior technical field staff from all the DBE provinces. A variety of topics were covered including: assessing progress and needs in Cohort 1 schools; review of planned activities for the second year of Cohort 1; change management; peer mentoring; a CRC and grants update; introduction to the kindergarten program; ‘Being a Good Facilitator’; building the capacity of KKGs; and action planning. Additionally, field staff were trained to prepare MTTs to conduct the first three Skills Enhancement Workshops in their clusters. The topics for these workshops include: authentic assessment, learning environment, and thematic learning.

Notable highlights of the workshop are detailed below:

- Participants were active throughout the workshop, asking pertinent questions, sharing best practices and devising strategies to move Cohort 1 schools toward meeting project goals.
- The exchange of ideas, experience and best practices was probably the most useful aspect of the conference. Additional skills-building was well received, especially regarding peer mentoring.
- The team building exercise on the first day was also very well-received and appreciated (a scavenger hunt at Dunia Fantasia) and set a positive tone for the workshop. The activity also modeled possible activities that can be done in local workshops and even primary school classrooms. This type of educational yet fun

and rewarding activity should be incorporated more often to show appreciation for DBE 2's hard-working staff and continue to build a sense of team.

- Senior field staff were particularly keen to discuss sustainability, replication, stakeholder involvement and capacity building. As this was not a primary focus of this workshop, it continues to be an outstanding issue and one that should take center stage at the next workshop tentatively scheduled for October.

Upon return to their provinces, field staff who attended were responsible for conducting a similar workshop for their Cohort 1 MTTs with contributions from and monitoring by Jakarta technical staff as needed. This process is an initial step to assist decentralized decision making and hand over strategies. The following text box containing a report from North Sumatra is an example of how this process worked. (Additional provincial reports can be found in the provincial sections of this quarterly report.)

Local FST Implementation: North Sumatra

Together with centrally designed presentations (e.g. kindergartens) sessions on active training, change management and mentoring/peer coaching were presented. These sessions were linked to show the interrelatedness and sequence of field staff activities. Staff engaged in deep discussion on topics presented, linking them to their field experience and received them well. Translation of new and complex technical issues was problematic. Support from local bilingual staff appreciated.

Dates of Provincially Based Cohort 1 FST Workshops

Province	C1 Provincial FST Workshop Dates
Aceh	Unscheduled
North Sumatra	June 4 6
West Java/Banten	May 28 June 1
Central Java	May 27 29
East Java	June 4 7
South Sulawesi	Quarter 4 07

b. Cohort 2 Field Staff Training (Cohort 2 FST)

This year, provincial teams were supported to design and implement field staff training for the new MTTs, DLCs and others hired for Cohort 2. Last year, Jakarta technical advisors conducted this training for all Cohort 1 field staff.

Jakarta technical advisors set standards for the training and assisted provincial teams in the design and planning of the workshops. They also monitored the workshops in their assigned provinces and shared best practices with the other technical advisors to share with their provinces.

The rationale for this approach was to build the capacity of senior provincial staff to design and conduct training, while still providing technical assistance from Jakarta. And, as with training for Cohort 1 staff (above), this approach allows provinces to schedule workshops at a time most convenient for them.

Snapshots of two Cohort 2 FSTs:

1. North Sumatra

New MTTs possess a range of abilities with some already showing strengths, others showing potential and with all showing development. Their backgrounds range from younger teachers to experienced school supervisors. While an equal number of men and women were short-listed, many women disqualified themselves due to inability to commit to expected tasks, conditions or their inability to gain family support for their participation. All Cohort 2 MTTs responded well to the presentations and participated well, even though many concepts were outside current and usual Indonesian class practice. Sessions were supported with theory matched to current practice. Advanced active learning (three hours) demonstrated aspects of whole language in Bahasa Indonesia and the writing process. Principles of adult learning (two hours) used the session from the initial MTT Training, expanded with personal experience, categorizing successful strategies they have used to determine an appropriate and relevant mentoring approach. The workshop was conducted for five days and included socialization and completion of administrative requirements.

2. West Java/Banten

The highlight of the workshop was when facilitators simulated an active learning lesson on the beach in Cisolok with participants acting as students. It was a science lesson in which students (participants) were asked to determine the process by which gold miners on the beach processed sand using water and mercury to extract gold. Actual primary school students from the nearby Madrasah Binaan also joined the group. The lesson was an excellent model for active learning, encouraging students to observe the process and construct their own understanding of the topic. It reached all types of learners as there were opportunities to learn by listening, watching and trying out different aspects of the process themselves.

Cohort 2 FST Dates

Province	Cohort 2 FST Workshop Dates
Aceh	Quarter 4 07
North Sumatra	June 11 13
West Java/Banten	April 23 27
Central Java	April 23 27
East Java	March 11 15
South Sulawesi	June 20 23

D. Areas of DBE, MBE, Other Project and/or GOI Collaboration

A representative from PMPTK joined the Cohort 1 MFST/TOT to deliver a session on “Building the Capacity of KKG.” PMPTK offers grants to functioning KKG to support their planned activities. Drs. Sumarna Surapranata, Ph.D. discussed with DBE 2 senior field staff what it takes for KKG to qualify for these grants and at what stage the grant process currently is. Senior field staff will share this information with MTTs who will in turn help their KKGs meet the criteria. Ultimately, it is hoped that KKG in DBE 2 districts will become eligible for and apply for these grants and thus be able to sustain activities begun under DBE 2. Drs. Sumarna also discussed in general the teacher upgrading process and recent developments at the Ministry regarding this effort.

Also in the Cohort 1 MFST/TOT, facilitators conducted a session from DBE 3's "Being a Good Facilitator" module and distributed copies of the entire workbook to field staff for use in their provincial field staff training workshops.

E. Challenges

a. Time Constraints

Finding the time to implement learning from the field staff workshops in a high quality manner will be a challenge for field staff. Many sessions at the Cohort 1 MFST TOT were to prepare staff to work with Cohort 1 schools to assess progress, challenges and barriers to change and to then address them. Given the multitude of DBE 2 activities that are occurring in the field, it would be advantageous to increase the number of MTTs in order to ensure all these critical activities are adequately supported effectively carried out.

b. New Material

With the current round of Skills Enhancement Workshops, Jakarta technical advisors train senior field staff who in turn train MTTs to conduct the workshops. This is done for two reasons, 1) it builds the capacity of senior staff to train their staff, and 2) it is more efficient and feasible than sending facilitators to the field to conduct the training. In most cases, with familiar materials such as improving the learning environment, this is not a concern as senior staff are already adept with the material. In other cases, such as with thematic learning, it is more difficult as the material is less well known and understood. However, this should be mitigated as senior staff are also involved with the Foundation Package which covers this topic in detail. Working with Lower Class experts on the MIT, they will have the opportunity to continuously strengthen their knowledge and skills in this area through the Foundation Package and then support Cohort 1 MTTs to implement the thematic learning Skills Enhancement Workshop in their clusters.

F. Ongoing Activities and Upcoming Events, Activities and Plans for Quarter Four, FY07

The following activities are planned for Quarter Four:

- Continued assistance in implementing provincial FST workshops
- Preparation of a second Midterm Field Staff Training and TOT for senior technical field staff to be held in September or October 2007
- Collation of all FST documents for the midterm evaluation

V. CRC Update

A. Overview

This quarter, DBE 2 made much progress toward the further development of Cohort 1 CRCs, and took steps towards the selection of Cohort 2 CRCs. CRC Starter Kit Workshops continued to rolled-out and a CRC Management Workshop, to be implemented next quarter, was designed. Additionally, the CRC site survey instrument was revised for implementation in Cohort 2 clusters and DBE 2 Jakarta staff conducted visits to CRC sites in North Sumatra in Central Java in order to address progress and challenges.

B. Progress/Accomplishments

a. CRC Starter Kit Workshop Roll-out

After the initial CRC training that was held in each province, workshops have since been conducted in 45 CRCs out of 57 CRCs in six provinces. As a result, each CRC has now developed a workplan, formed its management structure and elected people who will be in charge of managing the center. Almost 80 % of the CRCs have performed their functions to facilitate training that enhances the teaching-learning process in the respected cluster although training has been conducted under different levels of intensity depending on stakeholders' commitment and resources availability.

b. CRC Site Survey Instrument

Based on feedback obtained from the respondents and DBE 2 field staff, the CRC site selection survey instrument has now been revised to include detailed information regarding physical infrastructure improvements that is required for individual CRCs. The revised site survey instrument has been distributed to all DBE 2 provincial offices for the purpose of selecting CRC sites for Cohort 2.

c. CRC Management Workshop

To ensure smooth implementation of the CRC functions and to give sound knowledge to people concerned about how best to run a CRC, a CRC Management Workshop (for CRC Managers/CRC representatives, CRC staff, MTTs, DLCs and provincial staff responsible for CRCs), has been designed and will be carried out in the provinces next quarter. The nature and format as well as dates for the workshop have been agreed with all provinces. The same strategy for the starter kit workshop roll-out will be used, i.e. the initial CRC Management Workshop will be held in one CRC in each province. This workshop will function as a TOT and a model for executing the workshops in the remaining CRCs in each province.

d. CRC Site Visits in Central Java and North Sumatra

This quarter, DBE 2 visited several CRCs in Central Java and North Sumatra in order to assess progress and collect feedback from stakeholders. CRCs visited included Gatotkaca (SD Tangkisanpos, Jogonalan, Kudus), Raden Mas Said (MI Muhammadiyah, Karanganyar), Jatipuro (Karanganyar), Gajah Mada (SDN No.1 Dorang, Nalumsari, Jepara), Diponegoro (SDN No. 1 Cepogo, Cepogo, Boyolali), and Sumber Ilmu (Deli Tua, North Sumatera).

The visits indicated that in general, all CRCs are being used by teachers and principals in the cluster for professional development activities, including meetings, workshops and other activities related to KKG and KKKS. It was apparent that real stakeholder commitment positively influenced CRC performance. In most of the CRCs visited, there were highly motivated teachers and school principals, supportive Ka Cabang Dinas and school supervisors. Additionally, another interesting finding included cases where a CRC was located at a school that had better infrastructure than other schools in the cluster. In these instances, there appeared to be a psychological barrier for the teachers and principals from neighboring schools in the cluster, who were reluctant to visit the center.

e. Apa Kabar PSBG

A CRC website was established in order to share information on the progress of CRC establishment, best practices, success stories, problem solving and lessons learned. General information on CRCs can be accessed through the following address: http://www.geocities.com/apakabar_psbg/Apakabar_PSBG.html. Information on individual CRCs can be found at:

http://www.geocities.com/apakabar_psbg/PSBG_Tangerang.html (for Tangerang), http://www.geocities.com/apakabar_psbg/PSBG_Pangkep.html (for Pangkep), and a mailing list for all members can be found at http://groups.yahoo.com/group/apakabar_PSBG/.

Since internet access is still a problem for most CRCs, all provincial staff (MTTs, DLCs, Training Program Coordinators, and Education Resource Specialists) responsible for dealing with CRC issues, are requested to forward messages to all teachers by downloading, printing, copying and distributing the posted messages to all CRC under their responsibilities. They are also encouraged to share any useful information, good news and lessons learned related to CRC development both by uploading the information onto the website or forwarding to the Jakarta office.

f. Learning Resource Center (LRC) at Unsyiah Lab School

The draft of the agreement between DBE 2 (EDC) and Unsyiah Lab School on the use of a room for the LRC has been prepared and is now under discussion with the Foundation/ Lab School. Although there is a similarity regarding the function of LRC and CRC, there will be an expansion of services of the LRC as it will not only serve teachers and school principals from the Syiah Kuala cluster but also FKIP students, faculty members, Lab School teachers and SD/MI teachers/principals from other clusters as well. This will obviously impact how the LRC will need to be managed, including the type of learning resources that will be made available in the LRC.

D. Areas of DBE, MBE, Other Project and/or GOI Collaboration

Most of the teachers indicated that the two day CRC starter kit workshop was not enough for them to learn and practice using all the materials available in the science and math kits. A workplan has been established by most of the CRCs in which one of the activities is to practice using the materials found in the kits that were not explored during the workshop. In order to successfully carry out this activity, however, the CRCs will need a resource person who has sound subject specific knowledge and possesses teaching skills in those subjects. This resource person will be required to assist the teachers in the cluster to learn how to further take advantage of the materials in the kits. Collaboration between DBE 2 and MBE has been established by hiring appropriate MBE subject matter facilitators to help teachers in the CRCs on this issue.

Other potential collaboration has been explored with P4TK Bahasa and P4TK Matematika which have trained hundreds of trainers from all provinces in the two subjects.

DBE 2 will also work together with Universitas Terbuka, Pustekkom and Teacher Training Centers (P4TK) Bahasa, Matematika and IPA to develop a series of instructional videos that will be used by teachers in the CRCs, including how to develop and use simple and low cost teaching aids for science, math, language and social studies.

E. Challenges

There is a psychological barrier in CRC Raden Mas Said Karanganyar as teachers and principals in the cluster do not sincerely accept the host school as the home of their CRC. Extra effort should be made so that MI Muhammadiyah in Karanganyar is fully accepted by all school principals and teachers within the cluster. If a change in perception does not occur, very few educators in the cluster will benefit from the CRC.

As with several other CRCs already operating, the progress of PSBG Sumber Ilmu Deli Tua, North Sumatera has not been as good as expected. One of the reasons appears to be the lack of local government (Dinas) commitment. Teachers, principals and school supervisors said that they need more support from Dinas Deli Serdang, without this support, it will be very difficult to further develop the CRC. Innovation promoted by DBE 2 is unfortunately not always in line with Dinas policy. One of problems this CRC is facing is that since the BOS (Bantuan Operasional Sekolah) program is active in the cluster, schools (school committee) are prohibited from getting financial support from parents/communities.

The purpose of the CRC is to support DBE 2 primary school training activities and assist in strengthening the teaching-learning process in DBE schools. DBE 2 is working to build these links, but to date, close ties have yet to be made.

Another challenge is how to share best practices on the development and smooth running of CRCs. Already, a number of good practices, creative ideas, and innovative solutions have been demonstrated at the cluster level, but unfortunately in most cases, only people in that specific cluster know about these. A mechanism for sharing information amongst DLCs, MTTs and CRC managers has been created (Apakabar PSBG) but it is not easy to promote the use of online communication among field staff and stakeholders. It is not only

a problem of internet connection but also heavy workload (more than 75% of field staff time is spent in locals where there is no internet connection) and culture. Not many field staff are accustomed to online communication. DBE 2 is working to familiarize field staff with online communications; however, it will take time for comfort levels to grow.

F. Ongoing Activities and Upcoming Events, Activities and Plans for Quarter Four, FY07

Ongoing and upcoming events and activities include the following:

- Continued roll-out CRC Starter Kit Workshops. These will be held in West Java/Banten next quarter.
- Training workshop for CRC managers. Dates for the workshop in each province have been decided. The TOT workshop roll-out will begin in North Sumatra, and end in West Java/Banten. Following this initial training workshop, provincial offices will roll-out the activities to other Cohort 1 CRCs.
- Promotion of online communication amongst provincial staffs responsible for CRC will continue.
- Design and produce instructional video series on the use of science, math and social studies kits as well as the development and use of simple and low cost teaching materials for those subjects.
- Selection of CRC sites for Cohort 2. A survey, using revised CRC instrument will be carried out by each province to select new sites for Cohort 2 CRCs.

Kindergarten Update

VI. Kindergarten Update

A. Overview

DBE 2, Pustekkom and UT made notable progress this quarter towards the development of all Unit 1 Interactive Audio Instruction (IAI) kindergarten (TK) program materials. The Pustekkom/UT team wrote, produced and field tested the first 25 programs (Unit 1). Revision of tested materials is now underway. Materials developed and tested include: audio programs; worksheets; teachers' guides; and, a color poster illustrating key Unit 1 themes.

DBE 2 also worked to design the introductory IAI TK training workshop for teachers, principals and MTTs this quarter. The workshop was rolled-out in Makassar, South Sulawesi at the end of the quarter.

B. Highlights

Quarter Three highlights include the following:

- The development, production and field testing of programs 1-25
- The design of IAI TK training
- The return of the EDC ECE/IAI Expert to Indonesia
- The selection of Cohort 1 TK complete
- TK grant application form drafted
- The roll-out of the first IAI TK training workshop in South Sulawesi

These activities are discussed in detail in Section C.

C. Progress/Accomplishments this Quarter

a. Development of Unit 1 Programs and Materials

The Pustekkom/UT team worked very hard this quarter to write, produce and test the first iteration of all Unit 1 materials. Field testing led to a number of structural improvements, including streamlining the program structure to allow for a 40 minute rather than a 45 minute program. Initial field tests also led to two casting changes which greatly benefited the quality of the programs.

Based upon field test results, scriptwriters began to revise programs 1-25 this quarter. DBE 2 drafted a format for the



Actors recording an IAI program at the Pustekkom studio.



Scriptwriters from UT and Pustekkom.

teachers' guide pages this quarter, and teachers' guide content and format are also being revised based upon teacher feedback.

DBE 2 and the Pustekkom/UT team worked with a Pustekkom artist during the quarter to develop a poster which illustrates Unit 1 themes and concepts. Three drafts have been discussed, and a fourth and final draft is expected early next quarter.

b. TK Site Selection and Grant Applications

Each province completed TK selection in Cohort 1 clusters this quarter. DBE 2 is mandated to work with one TK per cluster. TK activities will be rolled-out in Cohort 1 TK this coming school year, and TK activities will begin in Cohort 2 TK the next school year.

Each TK must submit a grant application in order to receive the DBE 2 IAI TK materials package. DBE 2 Jakarta drafted the application this quarter, and began to socialize field staff about how the application should be completed. Applications will be disseminated to participating TK early next quarter and should be returned to DBE 2 Jakarta by the third week of July.

c. TK Teacher and MTT Training

The first TK training workshop was held this quarter in Makassar, South Sulawesi on June 25-27. Approximately 45 participants attended the training, including teachers and principals from selected TK as well as DBE 2 MTTs. The objectives of the workshop were twofold: to familiarize participants with IAI TK program materials so that they are prepared to use them in their own classrooms; and to practice developing low-cost learning aids that will be called for during the first unit of the program. The workshop was facilitated by EDC, DBE 2 and UT staff.

During the workshop, participants took part in lesson simulations using the first three IAI programs, learned how to use a CD player, and worked with other program materials including the teachers' guide and poster. On day two of the workshop, two DBE 2 MTTs facilitated a lesson on low-cost learning aids, and all participants practiced making geometric shapes, finger paint and play dough (all materials called for in Unit 1). The workshop culminated with a demonstration lesson on day three, where a selected teacher facilitated a lesson using Program 1 with actual TK students.

Based upon valuable participant feedback, DBE 2 was able to revise the training program prior to roll-out in all other provinces next quarter.



Teachers learning how to use a CD player at the IAI TK training workshop in Makassar



Participants made play dough to create low cost learning aids

D. Areas of DBE, MBE, Other Project and/or GOI Collaboration

GOI partners are integral to the development of the TK program. DBE 2 is partnering with Pustekkom and UT to develop the entire program. DBE 2 is working with Pustekkom and UT on all aspects of program development, including writing, production, formative evaluation or field testing, as well as TK teacher training, where UT and Pustekkom scriptwriters are co-facilitators with DBE 2 and EDC staff.

E. Challenges

DBE 2 is still negotiating a final budget with Pustekkom. Pustekkom submitted two iterations of their budget for DBE 2 activities last quarter; however, they have yet to submit detailed budget notes and backup documentation supporting the costs outlined in the budget. DBE 2 did manage to secure agreements with both Pustekkom and UT to contract scriptwriters directly as consultants - this agreement alleviated some of the anxiety caused by the incomplete budget data. The DBE 2 Finance Manger and Contracts Specialist are working with Pustekkom to finalize the budget, and DBE 2 anticipates all necessary documentation will be submitted early in Quarter Four.

Another challenge includes explaining to stakeholders why only one TK in each cluster will currently benefit from the DBE 2 intervention. Already, DBE 2 must respond to questions regarding when other TK will receive the program, and whether or not schools may duplicate the audio CDs on their own in order to distribute to others. Beyond copyright issues, DBE 2 continues to respond that the IAI TK program consists of much more than just audio CDs and that without the support materials and associated training, teachers will not receive the full benefit of the program.

F. Ongoing Activities and Upcoming Events, Activities and Plans for Quarter Four, FY07

Ongoing and upcoming activities include the following:

- TK teacher and MTT training will continue through July.
- Final production and revision of all Unit 1 materials will take place next quarter.
- Once final master copies of each audio program are produced, they will be duplicated at a site outside of Pustekkom.
- Grant packages containing CD players and Unit 1 materials will be distributed to participating TK following receipt of grant applications.
- Production and field testing of Unit 2 materials will begin.

VII. ICT Update

A. Overview

The DBE 2 project made evident progress this quarter with its ICT activities. The final report on the low-cost energy assessment in Aceh was submitted to DBE 2 and discussions took place on developing a pilot implementation plan. The EDC Home Office Senior ICT Specialist, Mary Burns, visited Jakarta for two weeks during April 2007 to work with Jakarta staff to develop an implementation plan for ICT activities for the next year. Over the next twelve months the DBE 2 program will pilot an ICT training program, focus on ICT enhancement or training modules, developing a one computer per classroom model, developing and implementing a digital library and designing and piloting a hotspot activity. Finally, DBE 2 signed an MOU on April 27, 2007 with Intel Corporation to jointly provide ICT training that is focused computer related capacity development.

B. Highlights

This quarter, one significant achievement is the agreement with Intel Corporation to enter into an alliance, the Intel Teach Alliance, with DBE 2 to provide computer-based training for teachers. The training will develop the capacity of teachers to effectively utilize computer-based technology as a pedagogical tool. Initially, the training will be implemented through a pilot approach using one Cluster Resource Center (CRC) in six of the DBE 2 provinces. The pilot training will be conducted with the assistance of Intel Senior Trainers who have a wealth of experience gained from implementing similar programs in a number of other countries. The CRC-based pilot activities will be monitored for a period of six months and based on mutually acceptable results the DBE 2 program will roll-out the program to as many CRC locations as possible. The DBE 2 program will provide recommendations to the CRCs on how the grants program can be used to obtain computer equipment that is required for the Intel Teach Alliance.

The training content under the Intel Teach Alliance is very complimentary to DBE 2 primary school educator training activities. The pilot training activity will begin with a four-day course, "Getting Started", which is designed for teachers who have little or no previous computer-based training or experience. The goal of the course is to develop a basic-level of computer literacy for teachers. Using technology, the course:

- develops teaching and learning skills and approaches, such as student-centered instruction, critical thinking, and collaboration;
- involves planning, executing, reviewing, and sharing meaningful and relevant teacher activities; and
- requires the development of an individual action plan detailing how each teacher will apply new skills and approaches to enhance productivity and professional practice over time.

Another highlight this quarter is the development of a DBE 2 pilot ICT training program that is designed to train DBE 2 MTTs to use technology as a pedagogical tool in a learner-centered environment. The training will focus on how to use digital cameras, video cameras, various software applications such as Excel and PowerPoint and the Internet. Internet activities will concentrate on identifying “freeware” or free software programs that teachers can utilize to enrich interactive learning. The training will also emphasize how MTTs can assist teachers in using very limited quantities of technology hardware and software while still creating a very dynamic and interactive classroom environment. The training will also be used to build the capacity of the MTTs so that they are able to assist the CRCs in making the appropriate selection of technology hardware and software when completing a grants application. The pilot activity will take place in the Diponegoro cluster, SDN Sawahan I Ngeplak Solo, Central Java and result in the development of a modularized training program.

Both the Intel Teach Alliance training program and the pilot ICT training under development by DBE 2 compliment each other and together create a comprehensive ICT training program.

C. Progress/Accomplishments this Quarter

During this quarter, the DBE 2 ICT component continued to develop. A number of ICT activities were developed and/or implemented such as the signing of the Intel Teach Alliance, the identification of two pilot sites in Aceh to pilot ICT activities where power supply is a challenge, development of an ICT training activity for MTTs to use technology as a pedagogical tool. Accomplishments are summarized below:

- The identification of two pilot sites in Aceh where technology will be trialed using low-cost and sustainable energy solutions. One of the pilot sites is a CRC located at SDN 50 in Banda Aceh that requires additional power to operate the CRC efficiently and the other is a school, SDN Pulo Bungo, Pidie which has no electricity.
- EDC’s Senior ICT Specialist, Mary Burns visited Jakarta in April to prepare a detailed ICT implementation plan with a particular focus on developing ICT training for MTTs using limited quantities of technology in a learner-centered environment. A series of toolkits that incorporate specially designed video programs will be developed to help the MTTs provide assistance to teachers and for teachers to use as self-learning materials in CRCs.
- In Central Java and North Sumatra, Module Development Teams (MDTs) have produced video and other non-print materials to support the training packages they developed. Development of such materials is an important element to enhancing the overall training packages and helps to disseminate best practices.
- DBE 2 prepared and distributed a revised ICT assessment instrument that will be used for Cohort 2 schools to determine the availability of and readiness to use ICTs in schools.
- Preliminary concepts were developed for a “one computer classroom” model and will be tested with MTTs during the pilot ICT training in Central Java next quarter.

- Progress on the digital library continued and DBE 2 and UT have developed a draft MOU outlining the development and implementation of the activity.

D. Areas of DBE, MBE and/or Other Project and/or GOI Collaboration

DBE 2 assisted the DBE 3 program in preparing an alliance with Intel Corporation that will focus on providing computer-based training to junior secondary school teachers. It is anticipated that DBE 2 and 3 will be able to collaborate on certain training activities which will help to maximize both human and financial resources.

E. Challenges

One challenge that DBE 2 faces in implementing the Intel Teach Alliance and the future roll-out of the pilot ICT training modules is integrating these training activities with those of the core primary educator training activities. Certain scheduling conflicts exist now and it is anticipated that the challenge will increase as Cohort 2 training activities begin.

F. Ongoing Activities and Upcoming Events, Activities and Plans for Quarter Four, FY07

Ongoing activities and events include the following:

- DBE 2 will develop an action plan for each low-cost energy pilot in Aceh and begin implementation of the solution for the CRC at SDN 50 in Banda Aceh that lacks adequate power.
- A series of ICT toolkits will be developed to compliment the ICT training pilot carried out in Central Java. The toolkits will serve as self guided learning resources for MTTs to utilize when training teachers on how to use a variety of ICTs in the CRC. DBE 2 will collaborate with UT to develop and produce a series of videos to support the toolkit print materials.
- DBE 2 provincial offices will begin carrying out the ICT assessment in Cohort 2 schools.
- DBE 2 will finalize the MOU with UT for hosting the digital library and undertake initial tasks to establish the digital library.
- Implementation of the first Intel Teach Alliance training will take place in one DBE 2 province. Training preparation activities will include printing training materials, procuring and installing computers in the selected CRC and documenting the training process by creating a video.
- DBE 2 will finalize the design of a simple “hotspot” in Aceh that will involve approximately one CRC and five schools.

VIII. Public-Private Alliance Update

A. Overview

During this quarter the DBE 2 program made significant progress with PPA activities. The most significant activity was the signing of the \$1.5 million Intel Teach Alliance with Intel Corporation. The alliance will result in computer-focused training for primary school teachers in each of the DBE 2 provinces. The draft Kompas Gramedia alliance MOU is currently under review by USAID and upon approval it will be presented to Kompas Gramedia for signature. For DBE 2 the Kompas Gramedia alliance is anticipated to have an estimated total value of \$750,000 and will provide significant benefit to DBE 2 in implementing its library component and providing reference books to Cluster Resource Centers. Finally, DBE 2 is in the process of identifying and developing several possible new alliances with PT Inco in South Sulawesi, Curriki in the US and Qualcomm in Indonesia and the US.

B. Highlights

The highlight of the quarter is the signing of the Intel Teach Alliance with Intel Corporation. The alliance was signed on April 27 during a small ceremony held at the USAID mission in Jakarta. The alliance will continue through the end of the DBE 2 program. DBE 2 and Intel Corporation have developed an action plan for the implementation of six pilot sites that will introduce ICT training for teachers in six DBE provinces. The pilot activities will involve approximately 500 teachers and operate in each site for a minimum of six months, up to one year. The pilot activity roll-out will begin in September of 2007 in South Sulawesi. One additional pilot site will be added each subsequent month. The decision to stagger the provincial pilot roll-out is deliberate and while it will take longer than a simultaneous roll-out, this pilot process is essential to establish the quality and integrity of the entire alliance. The Intel Teach alliance valued at \$1.5 million, leveraging \$1 million from Intel Corporation creating a 2:1 match ratio.

C. Progress/Accomplishments this Quarter

Other activities this quarter have focused on finalizing and implementing existing alliances as well as identifying several prospective alliance partners. The following accomplishments are highlighted:

- Under the BP alliance, meetings were held with the British Council on coordinating efforts under the alliance that will allow for sharing of resources and materials. DBE 2 made initial preparations for a possible study tour for several key members of the Universitas Cenderawasih in Jayapura. It is anticipated that the study group will meet with USAID, DBE 2 and British Council to formalize collaborative alliance activities.

- Presented the draft Kompas Gramedia, Library Enrichment Initiative, alliance to USAID for review. It is anticipated that the alliance will have a value of approximately \$750,000.
- Identified a possible opportunity with Qualcomm, a telecommunications company, to develop an alliance that will pilot the use of cell phones and/or personal digital assistants. The pilot will test ways in which certain devices can be used to improve the communications between DBE 2 field staff and teachers.
- Identified a US-based NGO, Curikki, which is possibly interested in collaborating with DBE 2 and other partners to develop a digital library.
- Discussions took place with PT Inco based in South Sulawesi about the possibility of forming a partnership to replicate some part of the DBE 2 program. This is in the very early stage of discussions and more information will be available over the next several months.

D. Areas of DBE, MBE and/or Other Project Collaboration

On all PPA activities, DBE 2 works through the PPA Working Group which allows for DBE-wide collaboration. The three DBE components agreed to work together on all activities including private sector outreach, materials development, and conversations/meetings with prospective PPA partners.

E. Challenges

The challenge this quarter relates to the finalization of the Kompas Gramedia Library Enrichment Initiative alliance. The draft MOU was submitted to USAID for approval in the middle of this quarter and due to the complexity of the alliance more time was required for review. It is anticipated that USAID will provide feedback to DBE 2 early in the next quarter.

F. Ongoing activities and Upcoming Events, Activities and Plans for Quarter Four, FY07

The majority of activities from this quarter will require follow through action in the upcoming quarter. One key ongoing activity is to finalize the MOU between Kompas Gramedia and USAID. The new Intel Teach Alliance will require a significant amount of time in the next quarter in order to successfully implement the first of the six pilot activities. Finally, carrying out the study tour for key faculty from the Universitas Cenderawasih in Papua will take place in the next quarter.

Upcoming events and activities for Quarter Four include the following:

- Conduct the study tour for key faculty members from Universitas Cenderawasih under the BP alliance.
- Begin implementation of the first pilot Intel Teach Alliance training and select the next province for pilot implementation. The evaluation component of the alliance will require DBE 2 to hire a firm to conduct evaluation activities before and after the first training. Discussions regarding the hotspot pilot for Aceh will also continue.
- Finalize the alliance with Kompas Gramedia and integrate with the library and CRC timeline.

IX. Open University Update

A. Overview

This update briefly describe progress has been made during this quarter in relation to the Open University (Universitas Terbuka or UT), ongoing activities, challenges and upcoming events. UT continues to act as a close and productive partner with DBE 2. DBE 2 is benefiting from UT's expertise in the development and production of distance learning materials to finalize DBE 2 training packages. UT is developing and producing non-print materials that will enhance the print-based training packages. UT continues as a key partner in the Indonesia – US university partnership program.

B. Highlights

During this quarter, UT worked with DBE 2 to develop the kindergarten program, finalize DBE 2's foundation training package and furthered its partnership with Florida State University. In upcoming quarters, UT collaboration with DBE 2 will continue and expand.

C. Progress/Accomplishments this Quarter

a. Training Package Review

A standard format for DBE 2 training packages has been developed and agreed on by UT and DBE 2. The Foundation Training Package, entitled *Introduction to Effective Teaching and Learning*, was reviewed by the UT team and finalized using the approved standard template. The package is now being used for foundation training in all DBE provinces.

b. Participation in Interactive Audio Instruction Program

Two staff from UT are working as part of the kindergarten program development team. The UT staff are responsible for script review, editing and quality control.

c. Partnership with Florida State University (FSU)

UT is working very closely with Florida State University on ICT development and distance learning. An FSU team will visit UT in September.

D. Challenges

Since the Foundation Package was developed following a standardized template, minor revisions were needed to finalize it before going to print. DBE 2 plans to use the approved template and UT's assistance to format and print all DBE 2 training packages. Additional

time will be needed for finalization of the other packages since it will involve not only physical formatting but also revisions to the package contents. Revisions in the agreement between DBE 2 and UT will need to be made to accommodate the additional effort required to finalize the other packages.

E. Ongoing Activities and Upcoming Events, Activities and Plans for Quarter Four, FY07

Ongoing and upcoming activities scheduled for Quarter Four include the following:

- UT study visit to FSU. UT will participate in the DBE 2 fellowship program in August. The UT Rector, Professor Dr. Atwi Suparman, will join a visit to Washington, D.C. with other high level Indonesian Government officials who work closely with DBE 2. Rector Atwi will then join the ongoing study visit program at FSU. He will focus his attention on FSU's distance learning activities and their ICT programs. The Deputy Dean of the UT Education Faculty will also join this FSU short-term study visit.
- The work agreement between DBE 2 and UT will be updated during the next quarter. The focus will be on assigning the UT to standardize and finalize all of the DBE 2 training packages.
- As stipulated in the MOU between DBE 2 and UT, UT should develop non-print materials to support DBE 2 training packages. In this context, DBE 2 (including DBE 2 field staff and teachers) will work with UT to identify topics appropriate for non-print materials development. The joint DBE 2 and UT teams will then draw up plans to develop the programs.
- UT staff working with the DBE 2 kindergarten program will continue to support the development of the interactive audio instruction program.
- UT will develop a plan of action and time line for hosting the DBE 2 digital library. This facility is designed as an electronic repository for DBE training packages and other teaching-learning materials. School principals, teachers and other stakeholders from DBE provinces and districts as well as non-DBE provinces and districts will be able to access the library collection.

X. US University Partner Update

A. Overview

This quarter DBE 2 selected candidates for the University of Pittsburgh (Pitt) and Florida State University (FSU) study visits and made progress with the visa applications for the short-term study visits next quarter to the University of Massachusetts (UMass), FSU, and Pitt. DBE 2 also continued to support the three long-term fellowship candidates through their university application and visa process. Additionally, DBE 2 began to plan a fourth study visit, for high-level GOI representatives, plus DBE 2 and USAID staff, to the United States. Several of the GOI stakeholders will visit UMass, and others will join part of the FSU study visit. The DBE 2 CTO approved the training plans for all proposed study visits and fellowships. Additionally, teams from both UMass and FSU returned to Indonesia this quarter to provide valuable technical support in the areas of assessment (UMass) and action research (FSU).

B. Highlights

Quarter Three highlights include the following:

- CTO approval of the FSU, UMass and Pitt study visit training plans and the UMass and Pitt long-term fellowship training plans
- Participants for FSU and Pitt study visits selected
- The roll-out of FSU-led action research workshops at UNTIRTA in Banten and with the three university partners in Aceh
- UMass and Padjajaran University collaborated to conduct a standard setting workshop – the DBE 2 test is the first in Indonesia to use a formal standard setting procedure

These activities are discussed in detail in Section C.

C. Progress/Accomplishments this Quarter

a. Study Visits

DBE 2 worked with all three US university partners this quarter to continue preparing for the study visits that will take place at the respective universities next quarter. DBE 2 also worked closely with USAID to coordinate language testing for the short-term candidates. In order to be eligible for a US visa, candidates must pass the CEPA language test, administered by the Program Office. A total of thirty-four candidates took this test; however not all passed. Fortunately, DBE 2 managed to obtain language waivers for all university rectors who did not pass the CEPA. A number of other candidates who did not pass the exam were not eligible for waivers. This resulted in fewer eligible participants than originally anticipated.

Number of Study Visit Participants

Study Visit	Number of Participants Originally Planned	Number who are still eligible (to date) to participate
University of Massachusetts	4	4
Florida State University	12	8
University of Pittsburgh	16	12
Total	32	24

An additional six GOI stakeholders, one representative from USAID Indonesia and DBE 2 personnel will participate in one day the UMass study visit activities. Two GOI stakeholders, the UT Rector and the DBE 2 UT/ICT Advisor will participate in a week of the FSU study visit.

While in country, both the UMass and FSU teams both met with their respective study visit group and provided introductory briefings.

b. Fellowships

DBE 2 also continued to move forward with the fellowship applications for the three long-term fellowship candidates this quarter. The two candidates slated to attend UMass next fall both received scores of 550 or higher on the TOEFL exam. The one candidate scheduled to go to Pitt received a score just under the required 550. DBE 2 and Pitt are working to have the 550 requirement waived. The result of this appeal is expected early next quarter.

FY07 Long-term Fellowship Plan

University Partner	Fellowship	US University	Number
Unsyiah	Institutional Management	Pitt	1
IAIN	Assessment	UMass	1
Puspendik	Assessment	UMass	1
Total			3

c. UMass Technical Assistance

Two UMass representatives traveled to Indonesia this quarter to assist with project assessment activities. While in country the UMass team began the analysis of post-test data, developed plans for the coming learning gains assessment and assisted in the standard setting workshop conducted by Padjajaran. Additionally, UMass surveyed the Indonesian psychometrics community regarding needs for training to be conducted in 2008 and finalized the agenda for the short-term study visit after meeting with the selected participants. Additionally, UMass began dialogue with the University of Indonesia regarding the possibility of setting up a sandwich degree program between the two universities. Padjajaran also expressed interest in establishing this sort of program with UMass.

d. FSU Technical Assistance

Two representatives from FSU traveled to Indonesia at the end of the quarter to deliver technical assistance in the area of action research. This quarter, FSU delivered two five day workshops entitled “Enhancing Skills in Action Research” at university partners in Banten and Aceh. FSU will travel to North Sumatra early next quarter to conduct the workshop with university partners there.

The action research workshop examined data gathering techniques and research design issues (how to select schools, how to select what issues to focus research how etc.), and brings participants to schools where discussed techniques can be modeled. At each training site, FSU worked with participants to establish two action research teams – one to focus on issues in SD, the other to focus on madrasah. In Aceh, the teams established are a mix of university faculty from Unsyiah, Muhammadiyah and IAIN.

The action research projects will be ongoing. The first research cycle will focus on how school-level circumstances and community impacts and influences what happens in the classroom. Research teams will work in DBE schools. FSU plans to provide ongoing support to the action research teams throughout the year through online mechanisms, including a website to be established by FSU. Additionally, FSU will return to Indonesia next June and continue to build on the action research foundation established this trip.

D. Areas of DBE, MBE, Other Project and/or GOI Collaboration

DBE 2 and UMass are partnering to strengthen educational assessment capacity at the national level in Indonesia. DBE 2 is sending a total of 13 GOI participants on study visits and fellowships to the US in FY07. Ibu Rahmawati from Puspendik has received admission to a 1.5 year master's program in research and evaluation methods at UMass. Two additional candidates from Puspendik, and two from BSNP, will participate in a two week long assessment and testing study visit at UMass in August. Additional short-term study visit participants from Kesra, MONE, LPMP and PMPTK will also visit US university partners next quarter. All selected GOI candidates are slated to travel to the US in August, pending the approval of their J-1 visa applications.

E. Challenges

The J-1 visa process has proven to be a tortuous. Language requirements outlined by the Program Office have been, in many cases, difficult to meet. Many DBE 2 university contacts and rectors asked to apply for the short-term study visit programs did not pass the required CEPA exam. This was embarrassing for many people – especially those who had previously studied in the US.

The Program Office notified DBE 2 that language waivers could be granted only in the case of participants who had recently studied in an English speaking country, and two candidates fortunately did meet this waiver requirement. DBE 2 appealed for language waivers in the case of the rectors who did not pass the CEPA, citing that the rectors are critical to the continued success of DBE 2-Indonesian university partnerships. The Program Office granted waivers for five rectors and one dean who failed the exam.

F. Ongoing Activities and Upcoming Events, Activities and Plans for Quarter Four, FY07

All study visit and fellowship participants are scheduled to travel to the US next quarter. Prior to their departure, all must participate in visa interviews at the US Embassy. DBE 2 is hopeful that all candidates who have successfully passed the language requirements will receive their J-1 visas; however, whether or not participants are finally successful with the J-1 visa application is beyond DBE 2's control.

Additionally, next quarter a team from FSU will travel to Indonesia to work closely with UT in the areas of ICT and education and distance learning. This trip will follow the study visit to FSU in August. A Pitt team is planning to travel to Indonesia following the Pitt study visit, either late in Quarter Four or early in Quarter One, FY08.

XI. Monitoring and Evaluation Update

A. Overview

This quarter marked the monitoring and evaluation team's busiest period since the inception of DBE 2. Project-wide data collection intensified to measure forty-eight indicators spanning current Cohort 1 project interventions as well as Cohort 2 baseline data collection. The quarterly M&E Coordination meeting was held in June to discuss pertinent data collection issues and to plan for imminent primary and kindergarten student assessment activities. Additionally, a workshop was organized this quarter to devise a scoring rubric for the recently administered primary student post-test.

B. Highlights

a. Data Collection

With logistical support from DBE 2's M&E team, partner Padjadjaran University administered the primary student post-test from April 2–13. The 130-school sample participating in the assessment was comprised of 98 DBE 2 schools and 32 control schools.

Large-scale data collection was also undertaken in schools across the country this quarter involving the observation of classroom teaching and school management, as well as school-wide assessments. To implement such in-depth and widespread data collection, short-term M&E Assistants were recruited and trained to collect and enter school-specific data. This strategy, in combination with the efforts and coordination of DBE 2's Provincial M&E Coordinators, resulted in the successful accumulation of an immense school performance data set for both DBE 2 and control schools in Cohort 1. In addition, periodical Cohort 1 data collection activities continued as per regular schedule.

Baseline data collection for Cohort 2 began in May, and by the conclusion of the quarter, is about 70% complete. Collection activities were suspended at the close of the school year and will resume in mid-July. This baseline data set includes school profile information, baseline classroom and school management observations, as well as school photos.

b. Instrument Development

Three instruments are currently being developed for data collection in July and August, namely the Master Teacher Trainer Evaluation, the Information Exchange Report, and the Kindergarten Student Assessment.

c. Quarter Three M&E Coordination Meeting

Held in Semarang from June 18-20, and attended by all six Provincial M&E Coordinators, DBE 2's M&E Specialist, and DBE 2's Database Manager, this quarter's M&E Coordination

Meeting was timed to confront matters arising from escalating M&E activities. Issues addressed included increased coordination across provinces, the status of various data collection activities, upcoming M&E timelines, and improvements in the timeliness of submitted data. Data collected from Cohort 1 over the past three months was submitted to the Database Manager at this time. Also discussed was a strategy for administering the primary student pre-test for Cohort 2 students and the kindergarten pre-test for Cohort 1 TK students.

C. Progress and Accomplishments this Quarter

Within this quarter, the DBE 2 M&E team has accomplished the following:

- Cohort 1 primary student post-test data collected; scoring rubric developed and applied.
- Data collected from Cohort 1 schools including in-class teaching observations, school management evaluations, trainee satisfaction surveys, and school assessments.
- Around 70% of Cohort 2 baseline data has been collected including schools profiles, in-class teaching observations, school management evaluations, school assessments, and school photos.
- Plans drafted for administration of Cohort 2 primary student pre-test and Cohort 1 kindergarten student pre-test.
- Scopes of work drafted for further M&E Assistant support in areas of data collection and entry.

D. Challenges

A particular challenge this quarter has been coordinating the various data collection activities occurring simultaneously across the country. In addition to the management of new staff, intensive school visits, and student assessments, the M&E Team has also been confronted with the entrance of an additional Cohort. With large-scale data collection activities complete, however, the next task for the M&E Team will be to check, clean, and verify a tremendous data set, as well as to compile these disparate pieces into meaningful reports.

E. On Going Activities and Upcoming Events, Activities and Plans for Quarter Four FY07

Large-scale and intensive data collection is still scheduled to take place in Quarter Four as a continuation of this quarter's activities. This will include Cohort 2 baseline data collection, Cohort 2 primary student pre-testing, and Cohort 1 kindergarten student pre-testing. DBE 2 also looks forward to a visit from its M&E Consultant from Washington DC next quarter, who is expected to assist with the analysis of DBE 2's rich data sets.

Outreach Update

XII. Government of Indonesia (GOI) and Other Outreach Updates

A. Summary of GOI and Other Outreach Activities

DBE 2 focused on strengthening national level relationships with the GOI this quarter. DBE 2 signed a MOU with the Directorate General PMPTK (Directorate General for Teacher and Education Personnel Quality Improvement), the Department of National Education (MONE), on May 23, 2007. This marks a milestone for the DBE program since it is the first official operational agreement signed with either of the two line ministries responsible for the education sector in Indonesia. DBE 2 immediately began to operationalize this agreement by seeking collaborative activities with the PMPTK field institutions.

Muhammadiyah, a non-governmental, grass-roots organization, represents more than half of Indonesia's Muslim population. The DBE program met with Muhammadiyah several times this quarter to discuss collaboration and partnership. DBE 2 has agreed in principle to collaborate with Muhammadiyah in several areas such as kindergartens, primary school teacher training.

B. Highlights

Outreach to the GOI remains a high priority for DBE especially at the national level. By design, decentralization focuses collaboration with the GOI at the provincial and district levels. However, the need to engage and collaborate with national level government entities remains high especially with the two line ministries, the MONE and the Department of Religious Affairs (MORA). These two ministries are directly involved with implementation of the DBE program. Due to a design anomaly, the official agreement between the Government of Indonesia and the Government of the United States sanctioning the DBE program does not include either of the two line ministries directly impacted by the DBE program. This has caused difficulties, extreme at times, in engaging the line ministries in DBE activities. While all DBE components have worked closely at the national level with both MONE and MORA from program startup, official ties have remained strained. DBE 2 took the initiative this quarter to negotiate an MOU with the Directorate General PMPTK, MONE, as the lead directorate implementing the GOI's ambitious primary teacher upgrading program. This initiative will upgrade the competencies of 2.7 million primary school teachers to a Bachelor of Education level. The MOU outlines collaborative activities that will be undertaken by PMPTK and DBE 2.

To better initiate their formal relationship, DBE 2 and Directorate General for Teacher and Education Personnel Quality Improvement jointly organized a one day seminar focusing on how to move toward a better quality of basic education in Indonesia. The seminar was held in Jakarta on May 23, 2007. During the seminar the MOU between DBE 2 and PMPTK was signed. In the MOU both parties agreed to work together to implement 11 items listed in the scope of agreement. As a follow up to the MOU, visits have been made to the Center

for Teacher and Education Personnel Development and Empowerment (P4TK) Bahasa, Jakarta (June 5), P4TK Primary and Kindergarten Education, Bandung (June 7), and P4TK Mathematics, Yogyakarta (June 21, 2007) to explore further possible collaboration.

All P4TKs are interested in working together with DBE 2, including replicating DBE 2 programs in other districts or provinces. P4TK Kindergarten is interested in the development and use of Interactive Audio Instruction for Kindergarten.

P4TK Mathematics would like to adopt the DBE 2 approach in training teachers and principals, and P4TK Bahasa in expanding the DBE 2 teacher training program in other districts/provinces. Follow-up meetings will be held with the P4TKs to draw up plans of action and to design implementation strategies.

Muhammadiyah represents one of the two non-governmental Islamic organizations responsible for Islamic affairs in Indonesia. Their reach is very large scale and national. Nationally, Muhammadiyah supports over 18,000 primary schools and 4,000 kindergartens. In Yogyakarta alone, they support 727 primary and high schools, 300 kindergartens, eight pondok pesantren and four institutions of higher education. The DBE 2 and Muhammadiyah discussions identified the DBE 2 kindergarten and primary school teacher training programs as the starting point for collaboration. A follow up meeting will be held on July 2. This meeting will focus on the technical details of the initial collaborative activities.

C. Plans and Activities for Quarter Four, FY07

Implementation of the MOU with MONE will be the prime focus of GOI outreach activities next quarter. This MOU is not only important for improving DBE and GOI relations, but also for DBE's replication efforts.

Likewise, DBE 2 will continue to work with Muhammadiyah during the upcoming quarter. With Muhammadiyah's depth and size, it can also become a key player in replication efforts.

XIII. Jakarta Schools Update

A. Overview

This quarter DBE 2 initiated activities in the Jakarta schools as MBE phased out its activities with its planned termination at the end of June 2007. DBE 2 carried out several start-up activities which included a survey of active learning use in the schools, visits to Education and Religious Affairs offices in Jakarta, selection of a site for the Jakarta schools Cluster Resource Center, and regular discussions with DBE 1 regarding coordinated activities for the schools. DBE 2 also consulted with DBE 1 regarding the MOU with Jakarta to officially sanction activities in the Jakarta schools.

B. Highlights, Challenges and Issues

During the course of activities roll-out in the Jakarta schools this quarter, a number of issues came to light that raise cause for concern. The issues are:

- DBE 2's choice for Jakarta Schools Manager decided to withdraw from the job. He wished to pursue other career interests. This was a setback to the Jakarta schools component since the Jakarta Schools Manager was a former MBE manager with significant Jakarta schools experience. While DBE 2 felt the need to honor his decision, it did provide a setback which will certainly cause delays in implementing future activities. Recruitment for a replacement is currently underway.
- After several consultations with DBE 1, there seems to be some issues with the Department of Education and the Department of Religious Affairs regarding the official MOU to work in Jakarta. In other districts, DBE signs one MOU with the district. In Jakarta, it seems that the Department of Education does not want to include the Department of Religious Affairs in the MOU. This means that DBE will need to sign two MOUs, one with the Department of Education and one with the Department of Religious Affairs. DBE 1 is still following up on this matter. However until MOU/s can be signed, DBE cannot officially work in the Jakarta schools.
- DBE 2 carries out much of its work at the school cluster level working with the established structures such as the school cluster working groups for teachers and school principals (KKG and KKKS). While planning DBE 2 activities for Jakarta, DBE 2 learned that the schools selected in Jakarta are not in an established school cluster. This causes many difficulties for DBE 2. DBE 2 cannot create a new school cluster and the organizational structures needed to work with the cluster. Yet, DBE 2 cannot work with the existing clusters in Jakarta since they do not contain all the DBE selected schools. Without the proper structures in place DBE 2 cannot work in its usual manner which relies heavily upon functioning within existing cluster structures.

- The size of the Jakarta school group has proven to be cost ineffective. The usual size of a DBE 2 school cluster is from ten to twelve schools. The Jakarta school group within which DBE 2 is expected to work consists only of six schools. Thus, dedicated resources for six schools need to be put in place for Jakarta while in other provinces these resources cover a larger group of schools. In addition, it has become clear that one dedicated staff for Jakarta will not permit DBE 2 to effectively implement all DBE 2 activities planned for the Jakarta schools. DBE 2 does not have the staff available in the Jakarta office that can provide the necessary support to the schools on an ongoing basis. In other provinces, a fully staffed provincial office provides this support.

Given these issues and challenges, DBE 2 strongly feels that the status of the Jakarta schools intervention should be reviewed. Existing project resources need to be effectively and efficiently allocated to roll-out DBE 2 activities. Is there a strong need to continue in Jakarta for the reasons that were originally given for their inclusion? Can project resources be better spent in other ways?

C. Ongoing Activities and Upcoming Events, Activities and Plans for Quarter Four, FY07

During the next quarter, DBE 2 will undertake the following activities in Jakarta.

- Recruit a replacement for the Jakarta Schools Manager. DBE 2 would like to recruit two half-time advisors for this work. DBE 2 has identified a science education specialist and a math education specialist that are interested in working with DBE 2 in Jakarta. However, the USAID Education Office is not keen on this approach. This difference of opinion needs to be settled before replacement staff can be recruited.
- Settle the MOU issue so that DBE can officially work in Jakarta. This is the responsibility of DBE 1. DBE 2 will work closely with DBE 1 to see this matter through to a satisfactory conclusion.
- Further discussions need to be undertaken with the USAID Education Office to determine if Jakarta remains a viable location for DBE to work. In actuality, this matter should be settled before any further activities in Jakarta are commenced.

XIV. Additional Programmatic Updates

A. Grants Update

a. Overview

The major highlights of the grants-related activities during the reporting period was the completion and approval of the Tier 1 grant applications for all Cluster Resource Centers (CRCs) in six provinces and the initial grant process of the kindergarten program.

Most of the CRCs have now received the starter kits and small repairs for the purpose of safety and security in the CRCs have been completed except for West Java, East Java and Aceh where the process has taken longer than expected. Training roll-out and local CRC activities continue to run in all provinces, and in West Java training roll-out commenced late in the quarter and will be completed in mid-July. Master Teacher Trainers (MTTs)/ District Learning Coordinators (DLCs) and Provincial Coordinators (PCs) have also started submitting their site visit and monthly reports that describe the progress and activities carried out in the CRCs. Due to heavy workload and continuous training/activities occurring in each province, submitting reports on time was a major challenge for every province. Up until now, DBE 2 has yet to receive reports from West and East Java, and Aceh. The CRCs as well as the local provincial offices, however, are aware that this matter will lead to a delayed approval of the Tier 2 grant requests. In the last quarterly report, it was mentioned that the Tier 2 grants for CRCs would start during this reporting period. However, it was not possible due to the delays in the implementation of the Tier 1 grants as mentioned above.

Starting end of May, DBE 2 also started the process of the kindergarten grant program. This is a pilot program for the kindergartens that consists of a materials package for participating schools in the DBE provinces as well as a series of teacher training activities. The package includes CD player, audio CDs, a teacher's guide, posters, student worksheets, number and letter cards, scissors and crayons. The aim of the grant program is to enhance the quality of kindergarten teaching and learning and improve school readiness based on an instructional methodology known as Interactive Audio Instruction (IAI) through training teachers and teaching students, providing high quality kindergarten content and facilitates an active learning, PAKEM-based approach. At the moment, training for the kindergartens at the provinces is underway and it is expected that grants for the kindergartens will start on/around August 1, 2007.

b. Next Steps

Aceh Small Grants will likely to start at the end of July 2007 and initial steps to begin the process will be carried out early July. In order to support the process as well as to provide

additional assistance during the implementation of the CRC grants for the Cohort 1 MTTs in Aceh, it is planned that a refresher course on grants and procurement as well as training for Aceh Small Grants will be given in mid July.

Other upcoming grants-related activities will include the following:

- Implementation of the kindergarten grant program;
- Start of the Tier 2 grants for CRCs (for non-ICT requests as grant requests for ICT equipment will be postponed until CRCs in the provinces have been given training on ICT);
- CRC Management Workshop (which includes a session on grants).

B. School Report Cards

a. Overview

DBE 2 and DBE 1 are jointly developing the school report card activity. The purpose of the school quality report is to:

- communicate successes to parents and the community at large;
- provide schools with a tool to assist evaluation of school quality improvement, inform management and school improvement decisions, and
- provide parents with a tool to inform the evaluation of school improvement activities and development of new plans.

The steps taken so far include an initial concept design in February 2007 followed by a trial of the training materials and report card in four clusters in four provinces in June/July 2007.

The results of the trial will inform the final content and format of the school quality report and the strategy to introduce the report into school management and planning activities. The report contents are roughly divided between outcome indicators (exam scores, placement of students after Grade 6, retention and repetition rates, student and teacher prizes in external competitions), process indicators (teaching and learning, classroom environment), input indicators (facilities, teachers, funding, parental background) and school improvement plans. Indicators are compared over time within the school. No outside comparisons are made. The important consideration is to ensure the report is used to assess the relationship between planned support and the various indicators at the school level and thus generates a deeper discussion of the causes behind the indicators.

b. Next Steps

Next steps are to finalize the content and format of the school report card; revise the training materials for the facilitators; agree on the appropriate methodology for introducing the school quality report to schools and to roll-out the delivery to schools in June 2008. It is likely that the report card will be distributed through a stand-alone software solution on flash disks, with data uploaded to a personal data management system (PDMS) when web connectivity is available. Given the use of the report by both school leadership and school committees, training on its use will be included in DBE1 school committee training and in DBE2 school leadership training, highlighting the collaborative nature of the support for this initiative.

C. Bangkok Youth Forum

a. Overview

In April, participants from Aceh and Central Java traveled to Bangkok, Thailand to participate in a week-long regional youth forum, *Disasters and the Aftermath: Building Life Skills for Health and Education*, hosted by the Thai Ministry of Public Health, USAID, UNICEF and Education Development Center (EDC). Participants from Indonesia included youth from schools in Banda Aceh, Aceh Besar and Klaten, Central Java, as well as GOI stakeholders, Syiah Kuala University and Universitas Negeri Jakarta (UNJ) faculty, and DBE 2 staff. DBE 2 collaborated closely with DBE 3 Central Java and Child Fund Aceh in order to select the participating youth as it was important to select young people who were already part of an active youth support network in order to ensure the success of follow up activities.

The youth forum involved participants from three of the countries that have recently been impacted by natural disaster, Indonesia, Pakistan and Thailand and was conducted in order to provide young people from these countries an opportunity to examine the role they can play in addressing disaster preparedness and readiness issues. Approximately 60 young people and 40 adults participated in the week-long meeting, held on April 30-May 4. The aim of the forum was to strengthen young people's ability to deal with challenges associated with disasters which can compromise their development. To this end, the forum provided an opportunity for young participants from Indonesia, Pakistan and Southern Thailand to exchange perspectives as well as provided young people an opportunity to examine ways in which life skills and other key approaches can be used to strengthen their capacity to cope with stressful situations. In addition, forum participants developed action plans to guide follow-on activities in their respective countries. These activities – which will serve to extend the impact of the regional forum – focused on assisting young people and their families as well as supporting and strengthening community systems such as schools and related community organizations.



Youth Forum participants from Aceh

As a prerequisite to attendance, each group conducted a series of in-country consultations with other young people. The purpose of these consultations was to learn about the views of their peers regarding the challenges they face and the various ways in which they deal with each. At the forum, each team then presented a report on the consultation results and discussed the similarities and differences that existed throughout the region.

The forum also provided opportunities for adult facilitators and youth participants to discuss how young people can improve the quality of their lives by developing life skills such as goal setting, decision making, communications skills and coping mechanisms. In addition to learning about these skills and other relevant approaches for ensure well-being, the young people who participate in this event were provided opportunities to analyze and practice each, to ensure the acquisition of these important skills.

Finally, each country group of young people engaged in developing an action plan to guide follow-on activities in their respective countries. These activities will serve to extend the impact of the regional forum by providing other young people with opportunities to learn and apply life skills in dealing with the issues and challenges they face in their daily lives.

As a result of participating in the weeklong forum, young people gained a number of key benefits including:

- A broader perspective in a number of key areas as they pertain to the experiences and views of other young people throughout the region
- A deeper understanding of how they may cope with the challenging situations they are presently facing
- The ability to deal with such situations in the future thus reducing related stress and other negative impacts
- The ability to work with other young people in their respective countries in order to share the skills and competencies they have learned throughout the weeklong forum thus extending this event's impact among young people in the region

b. Following the Forum and Next Steps

Immediately upon return to Jakarta, DBE 2 met with DBE 3 in order to discuss follow-up activities for the Klaten youth. It was decided that DBE 3 would take the lead in engaging the youth in related follow-up, with the support of DBE 2 field staff. An immediate next step included the youth meeting with local GOI and community stakeholders to present their action plan and discuss next steps.

DBE 2 took on the lead regarding follow-up activities in Aceh, and DBE 2 FKIP is responsible for developing a creative center at Unsyiah where the youth can regularly meet. DBE 2 Jakarta and Aceh staff members, as well as Unsyiah faculty, met with the youth after their return to Aceh to discuss next steps. DBE 2 conducted a day-long workshop for the youth, further developing presentation and critical thinking skills, and worked with the youth to begin designing a concrete community outreach activity. DBE 2 also introduced the youth to representatives from American Red Cross and PMI (Indonesian Red Cross). Red Cross has an active community and school outreach component and DBE 2 is working to link the youth into the pre-existing Red Cross activities. The youth already involved in Child Fund activities are also receiving continued guidance and support from Child Fund.

D. Libraries

a. Overview

Little progress has been made this quarter towards the development of a DBE 2 library component as DBE 2 is still waiting for USAID review of and confirmation of the Kompas Gramedia Alliance. The Library Enrichment Initiative will determine the number of reading books and materials that will be available for the DBE 2 library component. Until the terms of the alliance are agreed upon, DBE 2 is not in a position to move forward with a strategy for implementing its library component.

b. Upcoming Activities

DBE 2 anticipates that the Alliance will be signed sometime next quarter. Once it is signed, DBE 2 will be able to begin concrete planning of library activities.

Aceh Component 1: Core Update

XV. Aceh Component 1: Core

A. Overview

This quarter DBE 2 Aceh Component 1 has achieved significant progress. The field test and roll-out of the Guidance and Counseling School Team Workshop (STW) have been implemented in both districts, Banda Aceh and Aceh Besar. Participants, university staff, education and religious affairs representatives have all acknowledged the training package content as important with significant impact for staff and children. The Rector of Syiah Kuala University has proudly signed participants' training certificates as the starting point for accreditation.

During this period of time, Component 1 has selected ten new MTTs and two DLCs for Cohort 2. The percentage of MTTs based in Madrasah has increased. The selection process this year followed a different approach than last. The MTT selection workshop in Aceh Tengah was officially opened by Head of District, Ir. Nasruddin, MM. Several leading local government representatives attended the opening ceremony.

B. Highlights

The main highlight of this quarter is the Guidance and Counseling STW trial and roll-out for both districts as well as the completion of materials development for the KKG 1 and KKKS 1. To date, this training package has been very successful, as noted by local stakeholders, with strong support from three local universities (University of Syiah Kuala, IAIN Ar-Raniry and University of Muhammadiyah).

The appointment of a short-term advisor as a technical coordinator until September has greatly assisted in maintaining momentum with package development and their quality. Ibu Fitri's experience in MDTA Guidance and Counseling increased her immediate effectiveness on mobilization as she is already familiar with DBE 2 programs. Her appointment has been greatly appreciated and resulted in a speedier implementation of programs and higher quality materials and trainers.

Other highlights include Cohort 2 MTT and TK selection. A series of activities were undertaken to select new MTTs and TK sites. The MTT selection was successful and, with strong local government attendance, their future support of the program is expected. TK site selection was conducted together with the Aceh TK Teacher Associations. The two TK Teacher Associations in Aceh are equally supportive of DBE 2' improving TK quality.

Also this quarter, representatives from Florida State University traveled to Aceh to conduct an action research workshop with DBE 2's three Acehnese university partners. Both participants from the three local universities as well as DBE 2 staff are very much interested in pursuing activities in this area. A lot of questions emerged during the workshop indicating

that the selection of the type of support to local universities by the US Universities has been in line with local needs.

C. Progress/Accomplishments this Quarter

a. Training Package Development and Delivery

i. *STW of Guidance and Counseling Trial Out*

The development of Guidance and Counselling Training Package has been quite time consuming. The MDT met formally eight times to ensure the quality of materials, trainer skill and understanding. It has involved defining the concepts of 'Guidance and Counselling', determining and defining relevant topics and subtopics for school stakeholders, universities and students. Behavioural change in the classroom for more active learning is a feature, and this is strongly supported with building relationships between teachers and students providing a more secure and safe environment for students. KKKS and KKG workshops are scheduled for implementation in early July.



Participants were involved in group discussion on integrated G & C to subject

On April 16 – 18, the STW trial was conducted at Syiah Kuala University. The activity was officially opened by Prof. Yusny Saby, Ph.D, Rector of IAIN Ar-Raniry. This was accompanied by the speech from the Dean of Tarbiyah Faculty of IAIN Ar-Raniry, Dr. Farij Wajdi, MA. The STW was closed by Vice Rector of Syiah Kuala University, Prof. Samsul Rizal and Head of Education of the Department of Aceh Besar, H. Anwar. The STW was attended by 90 participants consisting of school principals, teachers and school supervisors from the two clusters in Aceh Besar. The overriding goals of the STW were:

- to raise awareness of Guidance and Counseling concepts and techniques;
- to consider existing issues in Guidance and Counseling currently in schools;
- to integrate Guidance and Counseling into existing subjects and use active learning techniques; and
- to demonstrate lessons appropriate for Guidance and Counseling within existing subjects.

At the end of the workshop the participants were expected to:

- be aware of Guidance and Counseling principles and their application;
- compare new understanding with current school conditions;
- evaluate Guidance and Counseling approaches within subject matter; and
- examine school values and culture and plan for improvement.

The STW was successful where all participants indicated their interest in the topics presented, despite some of the topics being outside the usual pedagogical practice. The MDT worked diligently to ensure their relevance, compliance and assure teachers that no new tasks were being created for them. The developmental sequence across sessions

introduces basic principles in counseling followed by discussion and simulations of curriculum implications. Demonstrations in specific subjects completed the training.

Several reviews of the content were conducted in preparation for STW trialing. In early April simulations were conducted. These made the team more confident to deliver the topics assigned to them and greatly increased their skill as resource people. Innovative approaches have been a feature of this package, both technically and organizationally. The trial of the STW was implemented with participants divided across four rooms with one facilitator leading each session, supported by another co-facilitator. It was a challenge to coordinate schedules during the STW to ensure congruence in each room.

MTTs also acted as facilitators and/or co-presenters of Guidance and Counseling sessions which contributed to making this training a success. The training received strong support from the Rector of Syiah Kuala University, Darni M. Daud, who signed participant certificates.

ii. KKG and KKKS Guidance and Counseling Material Development

The development of materials for the KKG and KKKS was addressed at a meeting on June 15. These topics were finalized during the KKG and KKKS development workshop on June 25 – 28 at the CRC at SDN 50, Banda Raya sub district. In this workshop session plans were also created and trainer roles determined for each session, along with delivery strategy. The workshop also involved the collection of resources and materials, drafting of materials and reading resources for participants, assigning of responsibilities to smaller working teams within the KKG and KKKS. Topics are as indicated in the following table.

KKG and KKKS Topics

No	KKG	No	KKKS
1.1	Understanding Guidance and Counseling in SD/MI	1.1	Decision Making
1.2	Characteristic Children Behavior	1.2	Problem Solving
1.3	Social and Self Competency	1.3	Managing Change
1.4	Teachers and Parents Consultation	1.4	School Policy: A Statement of Values
1.5	Children Right	1.5	Action Plan (A school wide Educational Program)
1.6	Integrated Guidance and Counseling to existing subjects		
1.7	Demonstration Integrated Learning		
1.8	Using Big Book		
1.9	Demonstration Using Big Book		
1.10	Ice Breaking in Learning		

iii. Civics (Learning To Live Together) Training Package Development Workshop

The development of materials for the Civics training package is in process. The Civics team has faced some difficulties with the consultant hired from UT to support the team who has not been able to provide consistent contribution due to a personal matter. A new

consultant was appointed and is available to contribute to the planning and development workshops scheduled for early July. Determining the topics within the training package has been a challenge for DBE 2 because the subject area is not specifically addressed in the existing curriculum. On April 24 – 26, DBE 2 conducted a Civics Materials Development Workshop during which some topics and sub topics were identified.

iv. Guidance and Counseling STWI Roll-Out

Prior to the roll-out, reviews from the STW trials were incorporated. Field trial feedback included comments in relation to content, sequence and the assignment of the facilitator roles for certain topics to make the STW roll-out more professional. On June 15 – 16 the final preparation for the roll-out took place with MDT members demonstrating simulations of each session. The simulation provided invaluable insight for the team and served to increase confidence levels.

On June 18 – 20, the Guidance and Counseling STW rolled out for participants from the three DBE clusters in Banda Aceh. The workshop was conducted at Syiah Kuala University. One hundred and twenty participants consisting of the head of education of department of Baiturrahman and Syiah Kuala sub-district, school principals, teachers and school supervisors took part in the activity. The STW was officially opened by Drs. Angkasa, M.Pd., head of the division of TK/SD for the Education of Department of Banda Aceh.



Participants were identified factors that affected children learning

The STW was delivered by dividing participants into four class rooms where each session was facilitated by one facilitator and one co-facilitator. To avoid timing issues between rooms, each session used two facilitators and a note taker as support for the presenter. The evaluation results revealed positive comments on each topic presented. Participants agreed with the approach of Guidance and Counseling being integrated into existing subjects taught in primary school curriculum.

b. Cluster Resource Center Activities

The renovation of CRCs was nearly completed this quarter. This has been slower than expected as some of CRC reassessed and resubmitted Tier 1 application forms to ensure accurate data. Three of five CRCs have installed trellises (window bars). The others will finish renovations early in the next quarter. The starter kits for each CRC have been distributed. CRC committees designed operational systems and structures and developed vision and mission statements. The SDN 50 CRC was used for developing materials for KKG and KKKS workshops. Activities in CRCs are still rather limited at present as many teachers are committed to other training events organized by Diknas and INGOs.

c. TK Site Selection

TK site selection was carried out in two phases. The first phases consisted of the formal meeting with all TK school principals, TK school supervisors, and TK Teacher Association

(Persatuan Guru TK Indonesia and Badan Pembina TK Islam Indonesia) representatives. This meeting was conducted on June 5 in Balai, Banda Aceh and officially opened by the head of TK/SD of Curriculum of Education of Department of Banda Aceh, Muchlisnur. Thirty participants from four sub districts took part in the meeting. One TK from Baiturrahman sub district had already previously selected the TK site. During the meeting the DBE 2 TK concept including selection criteria and the TK site selection process were socialized.



TK PGRI Bungong Kupula 1 Suka Makmur

The site selection process involved school principals to work within their clusters in order to discuss and identify the top three TK that meet appropriate criteria as agreed. Each TK cluster nominated three TKs. Syiah Kuala cluster nominated TK Ika Dolog, TK Al-Ikhsan and TK Bungong Seulepok. Banda Raya Cluster nominated TK Assyifah, TK Kartika XIX – XII and TK Aisyiyah. Suka Makmur cluster nominated TK PGRI Bungong Kupula 1, TK Mawaddah Warahmah and TK A-Mawaddah. Masjid Raya cluster nominated TK Bohatema, TK Malahayati Neuheun and TK Al-Muhajirin.

The second part of the TK site selection was the TK site field survey. It was conducted on June 6 – 7 by a team that consisted of DBE 2 staff, MTTs and two representatives from the TK Teacher of Association of Aceh Province. Based on field crosschecks, the teams decided that the selected TK for each cluster as detailed in the following table.

Selected Cohort 1 TK

No	Cluster	Kindergarten	Description
1	Baiturrahman	TK Bungong Teratai	20 students, two class rooms, two teachers and no fee school.
2	Syiah Kuala	TK Al Ikhsan	60 students, two class rooms, 5 teachers (2 PNS, 3 Honorarium and school fee is IDR.30,000.
3	Banda Raya	TK Kartika XIX XII	95 students, two class rooms, 6 teachers (4 PNS and two honorariums) and school fee is IDR.25,000.
4	Suka Makmur	TK PGRI Bungong Kupula I	80 students, three class rooms, 9 teachers (3 PNS and 6 honorarium) and school fee is IDR. 5,000.
5	Mesjid Raya	TK Al Muhajirin	80 students, three class rooms, 6 honorarium teachers and school fee is IDR.10,000.

d. Cohort 2 New MTT and DLC Recruitment

1. MTT Recruitment Process

The ten new MTTs for Cohort 2 have been selected. The selection was transparent and accountable reflecting deep collaboration with local stakeholders. It was carried out with different approach than Cohort 1.

This time the selection process was divided into phases. The first phase was called initial MTT selection and the second phase was called professionalism selection. The initial selection process was completed during April and May. The process began with a formal meeting with district and subdistrict education department officials and district religious affairs department officials. In each the meeting the DBE 2 concept and MTT selection process were described. After these meetings DBE 2 met with school principals. Principals were introduced to the DBE 2 program, explored the tasks to be undertaken by field staff, discussed field staff criteria and then were asked to nominate appropriate staff from their school.



One of MTT Candidate was interviewed by a team in Aceh Tengah

Nominated candidates attended an interview the following day. Some schools nominated two to three candidates to be interviewed and some schools did not send any. Interviews of 15 minutes took place in the core school within each cluster. The interview panel included a Diknas (education office) and a Depag (religious affairs office) representative and DBE 2 staff. The administrative and pedagogical skills of candidates were reviewed. Questions focused on the candidate's ability to carry out roles and tasks required for the position.

Successful candidates were invited to attend the second phase of selection. For candidates from Aceh Besar, Pidie and Bireun, this phase took place on May 8 – 10 in SDN 1 and SDN 2 of Bireun. Candidates from Aceh Tengah were reviewed on June 12 – 14 at SDN 1 and SDN 2 Pegasing, Takengon. This second selection phase took three days at each site. It began with the “What is active learning?” workshop. Participants examined active learning, observed lesson demonstrations and discussed effective and ineffective teachers. On the second day, participants taught classes. The candidates taught their specialist subject for two hours. Interactions between teacher and students, their application of teaching strategies, student engagement, responses and products were observed. The observation team consisted of two diknas and two depag representatives and three DBE staff. The committee used a common checklist during the observation with four major sections:

- Demonstrates competence in planning and preparing for instruction.
- Demonstrates competence in classroom management.
- Demonstrates competence in content knowledge appropriate to the teaching subject.
- Demonstrates varying strategies to deliver instruction that meets the multiple learning needs of students.

On the third day and final day, all candidates were re-interviewed by district education, depag and DBE 2 staff. The questions were designed to expose candidates' values related to pedagogy (planning, learning, classroom management, and assessment), stakeholder roles, training methods, school support and staff



Students were practices Science as MTT Candidates directed during teaching practice

support strategies. Each participant had the opportunity to read the question for 15 minutes before the interview. The interview took 30 minutes per candidate.

Based on the observation, teaching practice and interview results, the team selected ten MTTs - one from each cluster. These MTT have an effective start date of July 1. Of the ten MTT, five are teachers based in Madrasah, one is a school supervisor and four are from public schools.

2. DLC Recruitment

During this quarter four DLCs were recruited. Two DLCs were recruited to replace the DLCs for Banda Aceh and Aceh Besar who had resigned. The two new DLCs come from Unsyiah (DLC Banda Aceh) and IAIN Ar-Raniry (DLC Aceh Besar). Two other DLCs were recruited for Bireun/Pidie and Aceh Tengah. The DLC selected for Bireun/Pidie is experienced working with INGOs and the DLC selected for Aceh Tengah is a school supervisor from the Aceh Tengah religious affairs department. Each candidate was interviewed by a panel of four including DBE 2 staff, and education and religious affair department officials from Bireun and Aceh Tengah.

e. Cohort 2 District MOU Signing

On June 28, DBE 2 signed an MOU with four new districts. The ceremony was held in Banda Aceh at the Governor's residence. It was witnessed by Secretary of Aceh Provincial on behalf of Aceh deputy of Governor, USAID Aceh Representative, Deputy of Education Department of Aceh Provincial, each head of district education and religious affairs department offices, Deputy Aceh Provincial Development Board, and district and provincial government staff. The deputy governor welcomed the new relationship between the district government and DBE on behalf of 4.2 million people of Aceh with thanks to DBE and the USAID for the strong support to improve Acehenese education quality.

f. Action Research Workshop

As a result of FSU's initial trip to Aceh during August 2006, FSU representatives had discussed with local partner universities and identified the need to support action research focused on the assessment and revision of education interventions.

This quarter, two representatives from FSU returned to Aceh and conducted an action research focused workshop for thirty participants from DBE 2's three Acehnese partner universities. The workshop took place IAIN Ar-Raniry.

The workshop brought new knowledge and ideas to the participants, who consisted of a mixed group of junior and senior lecturers. Many of the participants commented that they found something new through this event. Their experiences during school visits and teacher interviews, one of the action research approaches discussed and practiced, helped participants to become more knowledgeable about what is really going on in schools. The two day school visits resulted in many participants commenting that they see the value in and want to learn more about action research.

As a follow up to the workshop, the participants were divided in two groups. One group consisting of eight people will focus on research in public schools (SD) and one group

consisting of 12 people will focus on madrasah schools. Both groups will conduct research that focuses on understanding the educational environment and how teachers use their environment to achieve instructional objectives.

D. Areas of DBE, MBE, Other Project and/or Local Government Collaboration

Relationship with LPMP has improved this quarter with the new head of LPMP appointed. At the end of May 2007, the PC from DBE 1 and 2 met the new head of the LPMP and his staff in the local LPMP office. The meeting discussed how LPMP may support DBE activities at present and when the program is finished. The discussion was productive with the new head of LPMP assigning one of his staff to liaise between DBE and LPMP.

The coordination of activities between DBE 2 and the education section of BRR have improved synergy in the field. One BRR education section activity is to train primary teachers in teaching methodology. BRR has examined the DBE 2 approach. More detailed discussions will be held in the next quarter.

E. Challenges

The biggest challenge facing DBE 2 Aceh Component 1 is to synchronize schedules among provincial staff, technical assistants, and field and university staff who are involved in developing modules. This constraint caused some activities to be delayed in the field. Because of this delay with the roll-out of training, schools and stakeholders are encouraging DBE 2 to undertake more activities with the teachers at the school level.

An increased number of activities has been another challenge given the limited number of staff. There is no one staff member dedicated to the coordination of all field activities, and this has resulted in some staff having to work outside their designated roles. This has been eased somewhat by assigning the most effective performers to the task; however, with expansion of work this solution is only short term. The resignation of the M&E Coordinator this quarter adds another challenge to the staffing situation. Permanent staff members to manage and coordinate a variety of field activities are still needed.

DBE 2 Aceh also faces challenges with the expansion to new Cohort 2 clusters. The travel times and distances are varied but Banda Aceh to Aceh Tengah is eight hours by car. With concurrent Cohort 1 and 2 activities field activities, DBE 2 will need strong coordination to ensure most time is spent with targets and that not a lot of time is wasted traveling.

F. Ongoing Activities and Upcoming Events, Activities and Plans for Quarter Four, FY07

The next quarter will be another even busier quarter for DBE 2 Aceh with Cohort 2 activities to begin. Upcoming events and activities for next quarter include the following:

- KKG 1 and KKKS 1: The Guidance and Counseling MDT is completing KKG 1 and KKKS 1 field trials in two clusters in Aceh Besar.
- KKG 2 and KKKS 2: After implementing KKG 1 and KKKS 1 the team will soon carry out KKG 2 and KKKS 2 in Banda Aceh.
- TK Training: TK training for TK school principals, TK teachers, representatives of the TK Teacher Association, and field staff will be completed in the second week of July.

- Technical Team Workshop: The second week of next quarter, DBE is leading a local government stakeholder technical team meeting in Banda Aceh.
- CRC Management Training: All five CRCs have developed their structures and activities to be undertaken. In order to optimize the role of the CRC committee, DBE 2 will train them in terms of management and how to manage starter kits in proper way.
- Procurement and grant training
- Civics STW materials development and field trial
- Field Staff Training
- TOT for Foundation Package (Cohort 1 and 2 staffs)
- Roll-out of STW for Foundation Package in Cohort 1

Aceh Component 2: Unsyiah FKIP Update

XVI. Aceh Component 2 Update

A. Overview

In the last three months, DBE 2 Aceh Component 2, Unsyiah FKIP (DBE 2 Unsyiah) has completed a number of activities including: conducting an Integrated Counseling Workshop (ICW); hosting weekly ICT tutorial for Unsyiah FKIP faculty; establishing a Youth Creative Center; and establishing the Learning Resource Center in Unsyiah Lab School.

Under the direction of Jakarta office, DBE 2 Unsyiah also worked to conduct an analysis of the FY 07 workplan. The purpose of this analysis was to evaluate all tasks either completed or not completed to date. DBE 2 Unsyiah was also instructed to detail all tasks completed outside of the workplan. Finally, DBE 2 Unsyiah modified the remaining quarter of the FY07 workplan so that it would be better in line with FKIP and Unsyiah need.

DBE 2 Unsyiah also helped Unsyiah FKIP to expand the wireless Internet access network at the request of the Unsyiah FKIP Dean. DBE 2 Unsyiah also worked with FKIP alumni to organize the purchase 50 wood benches for students, and designed the lobby space for FKIP faculty.

B. Highlights

a. Support Infrastructure Improvement

At the end of the quarter, the DBE 2 Chief of Party informed DBE 2 Unsyiah that USAID has authorized the construction of the new FKIP facility. This is a positive step forward, and will be a huge boost for DBE 2 Unsyiah efforts.

b. Integrated Counseling Workshop (ICW)

DBE 2 Unsyiah conducted an Integrated Counseling Workshop for Unsyiah FKIP faculty members from the Counseling Department and PGSD Department on May 21 – 22. This workshop constituted the first round of DBE 2 Unsyiah's integrated counseling program. The second and third rounds, which include implementing integrated counseling in the classroom, will take place midway though next quarter. Members of Unsyiah FKIP Sub Working Group also participated in the workshop. Facilitators included Universitas Negeri Jakarta and Unsyiah FKIP faculty.

c. Organizing Unsyiah FKIP Alumni to help FKIP

Unsyiah FKIP currently does not have enough facilities for students, including facilities as simple as wooden benches for students to sit down on when they would like to a rest or have



Benches for students, purchased with DBE 2 assistance

informal meetings and conversations. This quarter, DBE 2 Unsyiah solicited donations from Unsyiah FKIP alumni and then assisted FKIP with the purchase of wooden benches. Through phone calls and text messages (SMS), DBE 2 Unsyiah was able to raise enough funds to purchase 50 benches that are now being installed throughout the entire FKIP campus.

d. Establish Learning Resources Center (LRC) at Unsyiah Lab School

The letter of intent between DBE 2 and Unsyiah Lab School Foundation to establish the LRC was drafted this quarter. The LRC will contain equipment, materials, and other educational resources, to be made available to Unsyiah FKIP students and faculty, local primary school/madrasah education professionals, as well as educators working at the Unsyiah Lab School, to support the improvement of general education through improvement of the teaching-learning process. The LRC will facilitate interactions between the Unsyiah FKIP program and local educational institutions, create classroom-based learning opportunities for FKIP students, and enable more effective teacher training at Unsyiah. It is also will become as a learning center geared at improving the quality of primary school teachers.

C. Progress/Accomplishments this Quarter

a. Support Infrastructure Improvement

At the end of the quarter, the Chief of Party informed DBE 2 Unsyiah that USAID has authorized the construction of the new FKIP facility. This authorization will enable DBE 2 Unsyiah to move forward with a variety of tasks that were on hold pending this authorization. DBE 2 is slated to provide the short- and long-term technical assistance and equipment necessary to support the development and use of the new teacher training facility.

b. Integrated Counseling Workshop

DBE 2 Unsyiah conducted an Integrated Counseling Workshop for Unsyiah FKIP faculty members from the Counseling Department and PGSD Department on May 21 – 22. Members of Unsyiah FKIP Sub Working Group, faculty from IAIN Ar-Raniry and Muhammadiyah also participated.

The facilitators for this workshop were Prof. Conny Semiawan, Gantina, and Susi Fitri from Universitas Negeri Jakarta, Amiruzzahri, M. Nazir Basyir, Zulkifli Amin, and Nurbaity from Unsyiah FKIP.

The purpose of the workshop was to train faculty members to have skills and knowledge on how to prepare Unsyiah FKIP students to be primary school teachers with necessary student counseling skills.



Integrated Counseling Workshop participants

During the workshop all participants worked together in small groups under the supervision of a facilitator who coached the participants through the creation of a lesson plan that integrated counseling strategy as a direct approach in the teaching-learning process, known as grief counseling principles.

As a result of the workshop, all participants now have a wider knowledge and understanding about the principles and strategies of integrating counseling into the teaching of a subject area. Participants have the skills now to use teaching-learning approaches and strategies which focus on the students' characteristics, needs and interests (student oriented).

This workshop was the first of several activities that will take place in relation to strengthening FKIP faculty instructional capabilities in relation to guidance and counseling. The second round of activities will include mentoring and working with faculty to create syllabi that will assist them in implementing the integrated counseling in their own classrooms. The third round of activities will include mentoring and monitoring the implementation of integrated counseling in their classrooms. These activities will start midway though next quarter.



Integrated Counseling Workshop participants

c. Fellowship Progress

The fellowship program is still in the process. One candidate from Unsyiah, Afrida, took the TOEFL in Medan on May 12. This candidate will hopefully attend the University of Pittsburgh in next quarter if she received an appropriate score on the TOEFL. Afrida plans to pursue a Master's in Facilities Management. Other previously selected candidates, Melvina, Rahma Zuhra, and Nazar, who did not have sufficient TOEFL scores to participate in the fellowship program this year, are working to improve their English skills so that they can reapply for next year.

d. Workplan Analysis and Modification

This quarter, DBE 2 Unsyiah analyzed its FY07 workplan, and provided guidance regarding activities that have been completed to date as well as those which have not yet been attempted. DBE 2 Unsyiah also detailed activities that had been completed outside the original workplan and provided justification as to why these tasks had been taken on. Based upon this analysis, perceived FKIP need and Unsyiah priorities, a modified workplan was drafted for the remainder of FY07. This modified plan now must be shared with the Unsyiah FKIP Dean and Unsyiah Rector.

e. Working Group Reorganization

The Unsyiah Working Group and FKIP Sub Working Group are key partners for DBE 2 in designing the programs that are implemented at Unsyiah FKIP. Due to new responsibilities, some of the working group members had to resign this quarter. As a result, DBE 2 assisted Unsyiah with reorganizing the working groups and with replacing and adding members. Until now, DBE 2 is still waiting for the name for the new Unsyiah FKIP student representative (BEM) since the new chairman election process is in progress.

f. Aceh Youth Forum and Establishing Creative Center

Two Unsyiah FKIP faculty members participated in the Youth Forum conducted in Bangkok this quarter. Since their return to Aceh, they have supported the Unsyiah FKIP Counseling

Department in the establishment of a Creative Center for the youth. DBE 2 Unsyiah has assisted FKIP Counseling Department in hosting forum follow-up meetings, creating e-mail accounts for the youth, and establishing the Creative Center. The Creative Center will be located at the LRC at Unsyiah Lab School.

g. DBE 2 News in Warta Unsyiah

This quarter, DBE 2 Unsyiah published articles about DBE 2 Unsyiah program progress in the Warta Unsyiah. Activities detailed included the Integrated Counseling Workshop and the impact of FKIP having wireless Internet facilities now available to all its faculty members.

h. Action Research Education Workshop

This quarter, Florida State University (FSU) successfully conducted an action research workshop for 20 participants. The participants included DBE 2 Aceh Component 1 and 2 staff and faculty from each Acehnese partner university. Dr. King Beach and Dr. Jeffrey Milligan from FSU facilitated the workshop.

The workshop agenda also included school visits in order to conduct interviews and a focus group discussion. Two schools were chosen for this purpose - Sekolah Dasar Negeri 69, and Madrasah Ibtidaiyah Negeri Rukoh.

i. Assist Unsyiah FKIP to expand Wireless Internet Access

The first wireless Internet access at Unsyiah FKIP was only available in the FKIP lobby. Two FKIP alumni donated the funds needed for this access point under the coordination of DBE 2 through the weekly ICT tutorial program. Shortly after installation of the first access point, many faculty members requested that the access be expanded. DBE 2 assisted FKIP to install another access point. The users of this free Internet access are not only faculty members, but also students either from FKIP or from other colleges.

j. Assist Unsyiah FKIP to Update FKIP Lobby

Unsyiah FKIP did not have an informal space for faculty members to meet and work with colleagues and students. As a result of this, many faculty members would only come to campus when they were scheduled to teach, and leave shortly after their classes were over. Based on a request from FKIP to DBE 2 to resolve this issue, DBE 2 suggested reconfiguring the FKIP lobby so it could serve as an informal meeting space. DBE 2 helped FKIP redesign the space, using glass and aluminum frames to create meeting areas. FKIP has now installed this wall and arranged four units of small meeting desks inside. The faculty members will use this space to convene and relax after teaching, meet with students, and prepare teaching materials. This space has wireless Internet access.



Renovated FKIP lobby

D. Challenges

a. Loss of Key DBE 2 FKIP Personnel

Due to personal reasons, the FKIP Program Coordinator resigned this quarter, effective June 30. DBE 2 has started the recruit for this key position; however, it is anticipated that finding a qualified candidate who both meets DBE 2 criteria and is satisfactory to the Unsyiah Rector and FKIP Dean will not be easy. During the absence of an FKIP Program Coordinator, the Aceh Program Manager, Ibu Cut Kamaril Wardani, will be responsible for the management of all DBE 2 Unsyiah activities.

b. Construction of New Facility

Up until the end of Quarter Three, it was still uncertain as to whether or not the construction of a new FKIP facility would be financed by USAID. This uncertainty, which extended for nearly a year proved to be problematic for DBE 2 Unsyiah. Trust in USAID-funded initiatives was greatly diminished, and as a result, motivation to participate in DBE 2 Unsyiah-led activities was quite low at times. DBE 2 Unsyiah is hopeful that with this concrete step forward, Unsyiah faculty will have a more positive outlook and be more willing to engage with DBE 2.

c. Working Group Participation

The participation of working members decreased this quarter due to final examination schedules, and involvement with other education projects conducted by BRR, and NGOs including Save the Children and MCC Canada.

d. Weekly ICT Tutorial

In order to encourage more faculty members to participate in this activity, it is becoming clear that MS Windows basic training needs to be provided. Many have suggested that DBE 2 Unsyiah start providing basic computer training and then move on to more advanced computer skills. DBE 2 will look into involving Unsyiah faculty in the Intel pilot when it takes place in Aceh.

F. Ongoing Activities and Upcoming Events, Activities and Plans for Quarter Four, FY07

This quarter, DBE 2 Unsyiah planned and prepared for a number of key activities scheduled to take place during Quarter Four. Activities scheduled to take place include the following:

- DBE 2 will recruit and hire a new FKIP Program Coordinator. The Unsyiah Rector has already sent three candidates for consideration.
- Integrated guidance and counseling activities will continue, as described in section C.
- The DBE 2 Unsyiah Weekly ICT tutorial will continue until the end of FY07 and the possibility of involving faculty in the Intel pilot program will be discussed further.
- DBE 2 Unsyiah will begin organizing the development of the student database.
- Dialogue will continue with the Unsyiah English Center regarding the possibility of using English courses to model active learning approaches and effective use of

ICT for teaching and develop the learning model in PGSD with Active Integrated Learning to improve quality of teaching learning.

- DBE 2 Unsyiah will continue to work on strengthening links between Unsyiah, alumni, private sector and community organizations.
- An updated technical assistance and training plan will be developed based upon the outcomes of the planning and priority setting activities described in section C. Additionally, the FY08 workplan will be developed.
- At the beginning of Quarter Four, DBE 2 and the Unsyiah Lab School Foundation will sign the LRC Letter of Intent. DBE 2 will provide equipment, materials, ICT and other education resources and support management needed in the LRC. DBE 2 will also facilitate the development of a Creative Center within the LRC.

Central Java Update

XVII. Central Java Update.

A. Overview

One could describe this quarter as an explosion of activities for Central Java. The addition of the second cohort of districts has kept the staff buzzing with field staff training and program training activities spread to the nine districts in Cohort 1 and Cohort 2. Cohort 1 MTTs are in the process of implementing the *Classroom and Personnel Management* training package. Cohort 2 MTTs have received training and are preparing for the implementation of the *Foundation Package* that began with TOT in mid-June followed by the first STW in Klaten during the last week of June.

B. Highlights

a. Youth Forum

Students from Central Java participated in the Young People's Forum, *Disasters and the Aftermath: Building Young People's Skills for Health and Education*, conducted in Bangkok, Thailand this past April. DBE 2 and DBE 3 collaborated on the selection of nine Junior Secondary students from the earthquake damaged area of Jogonalan, Klaten District.

One of the outcomes of the Forum was an action plan detailing the steps required to inform other students and the community of the need to be prepared when disaster strikes and to provide coping skills for those who have experienced a traumatic event. The forum encouraged the Central Java participants to reach out to other students, and their action plan details a training program that helps youth with coping skills and a program that will prepare communities for when disasters strike. PCs for DBE 2 and 3 met with the Deputy Mayor and the youth who participated in the Forum on June 25 to review the Action Plan and to seek local support for it. They are planning on conducting a workshop modeled on the Youth Forum for ten students from ten schools in Jogonalan on July 29.



Participants at the Youth Forum in Bangkok had a tremendous opportunity to share their experiences with traumatic events that effected their lives and schools. Nine Junior Secondary students from Jogonalan Sub district of the Klaten District participated in the program.

b. Pilot School Report Card initiative

From June 25 through 28, DBE 1 and DBE 2 conducted a pilot test for a jointly developed School Report Card (SRC). The SRC is a report developed by the principal and school committee members that highlight key areas for assessing the development of a school. A joint specialist team from DBE 1 and 2 conducted the pilot test in Cepog sub-district, Boyolali district. Fifteen schools participated with the principal, one teacher and two school committee members from each in attendance. The primary objective was to assess problems with the format and the difficulties that school staff and school committee members may have with the process and the use of a computer. Two interesting concerns were the small font size and the users' lack of unfamiliarity with computers, though entering the data was not a problem for most of the participants. DBE 1's District Coordinator and District Facilitators and DBE 2's DLC and four MTTs were participating in the program for input on the format and process. DBE 1 will include the SRC in its school-based School Develop Plan activities beginning in 2008.

c. Team Building

Amid the hectic pace of training programs and meetings the DBE 2 staff took a one and a half day break to refresh and relax. Guided by a professional outbound team, the staff conducted a series of team building activities that helped explore ways that DBE 2 Central Java could more effectively work together as a team.



After completing the Field Staff (Cohort 2) and Mid Term Field Staff (Cohort 1) Workshops the Central Java the team spent a day and a half on team building activities in the mountains of Bandung just south of Semarang. Through numerous activities the staff learned how to better support one another in the office.

C. Progress/Accomplishments this Quarter

a. Training Package Development and Delivery

i. Development of Training Packages

MDT A (National University of Semarang and the National Institute for Islamic Religion-Walisongo) completed the final non-print materials for the first training package *Introduction to Mathematics*. Video-taping was conducted from June 20 – 21 and the final editing will be completed by the end of June. This will complete the requirements for the first training package.

During this quarter Module Development Team B (National University of Surakarta-UNS and our DLCs and MTTs) conducted field testing of KKKS 2 and KKG 2 for the Training Package on *Classroom and Personnel Management*. The field test for the School Team

Workshops and the first KKG and KKKS workshops were completed in the previous quarter for Klaten and Kudus Districts. The following table indicates the districts and school clusters included in the field test for the second KKG and KKKS workshops. Summaries of the attendance were not complete at the time of the writing of the report.

Field Test of the KKKS 2 and the KKG 2 Workshops

District	Cluster	Workshop	Dates
Klaten	District level	KKKS 2	June 4
Klaten	Jogonalan	KKG 2	June 5
Klaten	Klaten Utara	KKG 2	June 5
Kudus	District level	KKKS 2	June 6
Kudus	Gebog	KKG 2	June 7
Kudus	Kaliwungo	KKG 2	June 7

The National Module Development Team (Nat MDT) was composed of Jakarta Specialists and representatives from all the provinces. Mrs. Wahyuningsih from the National University of Semarang and Mr. Sarjita the DLC/Training Coordinator for DBE 2 represented Central Java on the Team. The team was formed to prepare the Foundation Training Package that will be implemented for the Cohort 2 districts. A workshop was conducted during the second week of April in Puncak for the National MDT to create the training package. This was followed up with modifications before the provincial TOT for the Module Implementation Team (MIT) in mid-June. The MIT was composed of UNNES lectures, LPMP trainer, P4TK trainer, DLCs and MTTs.

ii. Implementation (Roll-Out) of the Training Packages

MDT B training package implementation continued with the roll-out of the *Classroom and Personnel Management* training package during this quarter. The participants were very excited about the program as many teachers have not had an upgrade training program since beginning their professional careers. The following table provides information on location, dates, venue and participants in attendance at the STW. The STW involved principals, three teachers and a school committee representative from each school in both district clusters. Additionally, the cluster supervisor(s) were included in the workshop.

MDT B STW Locations, Dates, Venues and Gender Data

Name of district	When	Venue	Participants		
			Male	Female	Total
Klaten (try out)	March 13 - 15, 2007	Auditorium Unwida Klaten	44	65	109
Kudus (try out)	March 20 - 22, 2007	Gedung GPRI Kudus	78	46	124
Boyolali	April 2 - 4, 2007	PPRBM Colomadu	68	75	143
Karanganyar	April 12 - 14, 2007	Gedung DPRD Karanganyar	59	38	97
Jejara	April 26 - 28, 2007	Gedung GPRI Jejara	58	44	102
TOTAL			307	268	575

The Principal Workshops (KKKS) provided principals and school supervisors with a foundation to understand how classroom needs shift when active learning techniques are applied. This was very helpful in assuring that support will be provided to teachers. The accompanying table indicates the location, dates, venues and gender numbers of the participants.

List of Participants in KKKS I for Each District by Gender

Name of district	When	Venue	Principals		
			Male	Female	Total
Klaten (try out)	March 26	Bapelkes Kalasan	20	21	41
Kudus (try out)	March 28	Balai Desa Gondosari	6	18	24
Boyolali	April 23	PPRBM Colomadu	26	13	39
Karanganyar	April 25	PKG Jatipuro	23	7	30
Jepra	April 30	KCD Nalumsari	14	4	18
TOTAL			89	63	152

The roll-out of this second package for the Cohort 1 districts was very much anticipated. In this second training package all teachers were able to attend and receive the benefits of the training program. A total of 1,008 teachers participated in the workshop.

List of Participants Attending KKG I Workshops per District by Gender

Name of district	When	Venue	Teachers		
			Male	Female	Total
Klaten (try out)	March 27	Bapelkes Kalasan	77	163	240
Kudus (try out)	March 29	Balai Desa Gondosari	85	109	194
Boyolali	April 24	PPRBM & IPHI Boyolali	80	126	206
Karanganyar	April 28	SKB Karanganyar & PKG Jatipuro	99	102	201
Jepra	May 1	PKG Tahunan & Kop Setia Kawan	69	98	167
TOTAL			410	598	1008

Roll-out of the Foundation Package for Cohort 2 began in late June and will continue through to December. This is the first training package for the Cohort 2 districts. To prepare the university lecturers and DBE 2 field staff a TOT for the facilitators was conducted for June 11 to 15 in Salatiga, Central Java. As a way to build capacity all teachers from the teacher subject matter groups (KKG - with five teachers from each of the ten clusters) were invited to the TOT. Our MTTs come from this group and it is anticipated that these key teachers will assist in the implementation of the program with the MTTs. This TOT would be followed by the roll-out of the training package beginning on June 25. The following table provides a schedule of the activities from the School Team Workshop (STW) to the first professional development activities (BPS 1). The sequence of KKKS 2, KKG 2 and BPS 2 will be completed during the months of October through December. Dates for these will be determined later.

List of National MDT Activities by Type, Location and Dates

Location	Activity			
	STW	KKKS 1	KKG 1	BPS 1
	Dates			
Karanganon, Klaten	June 25 27	July 23 25	July 23 25	Aug 16 Sept 15
Ceper, Klaten	June 28 30	July 23 25	July 23 25	Aug 16 Sept 15
Blora, Blora	July 2 4	July 26 28	July 26 28	Aug 16 Sept 15
Banjarejo, Blora	July 2 4	July 26 28	July 26 28	Aug 16 Sept 15
Grobogan, Grobogan	July 5 7	July 30 Aug 1	July 30 Aug 1	Aug 16 Sept 15
Tawangrejo, Grobogan	July 5 7	July 30 Aug 1	July 30 Aug 1	Aug 16 Sept 15
Demak, Demak	July 9 11	Aug 2 4	Aug 2 4	Aug 16 Sept 15
Wonosalam, Demak	July 9 11	Aug 2 4	Aug 2 4	Aug 16 Sept 15
Bener, Purworejo	July 12 14	Aug 6 8	Aug 6 8	Aug 16 Sept 15
Gebang, Purworejo	July 12 14	Aug 6 8	Aug 6 8	Aug 16 Sept 15

There was a lot of excitement for the Teachers Workshop (KKG). The active learning methods applied to the training was also a welcome relief from the usual lecture approach to teacher training programs.

b. Cluster Resource Center Activities

With CRCs furnished and operations set-up during the Quarter Two, the centers were used for training and teacher support during this quarter. The teacher weekly meetings (KKG) were held at the CRCs to take advantage of the available resources. Other non-DBE school clusters have also visited the centers for ideas on how they can develop a similar resource center. This is a very interesting development as the provincial Institute to Assure Education Quality (LPMP) has initiated a program to provide grants to clusters to strengthen resources and cover costs of the KKG activities. The program provides grants for clusters of Rp. 7,500,000 (US\$750) for resources and Rp. 10,000,000 (US \$1000) for KKG activities in the first year. The second

year the clusters receive another Rp. 10,000,000 (US\$1,000) for KKG activities. To date the LPMP has supported 60% of the clusters in Central Java and anticipates providing grants for the remaining clusters in 2008. In a series of meetings, DBE 2 and LPMP have begun discussing ways to synergize mutual interest in the school clusters.



Mr. Makhali (right) Director of the LPMP observed a training session at the CRC in Gondosari No. 1 Primary School, Nalumsari Sub district, in Jepara District on April 26, 2007

c. Selection of DLCs and MTTs for Cohort 2

In selecting the field staff for Cohort 2, Central Java explored limiting selection to individuals who have experience in active learning and peer teaching. For the District Learning Coordinators there were many professionals from the CLCC and MBE programs with the background required for this position. Of a possible 13 candidates DBE 2 was able to identify six persons who had strong qualifications. One was from the CLCC project and the remaining five from the MBE program. They assisted in the *What is Active Learning?* Workshops for district/cluster stakeholders, thus allowing DBE 2 staff to observe their approach to training. The CLCC candidate and one MBE candidate met the qualifications for the DLC position. Unfortunately the MBE candidate was not able to be released from

his responsibilities by the district government. A second MBE candidate from Banyumas District is under consideration, but her district is also concerned about releasing her from her teaching responsibilities. DBE 2 is currently exploring the option of promoting one MTT from Cohort 1 to be a DLC and contacting a previous candidate from last year who was not able to be released at that time.

For the position of Master Teacher Trainer DBE 2 Central Java chose to work with only the key teachers (*Pemandu Bidang Studi* - PBS) who provide peer training support through weekly/biweekly meetings in the school clusters (KKG). All 50 teachers (five per cluster) attended the introductory *What is Active Learning?* workshop for district and school stakeholders. The workshop also included principals and school supervisors as other potential MTT candidates and so that they would understand the DBE 2 approach. Based on the performance in the workshop and the sample active learning lesson plans (day one outcome), individuals were asked to conduct the lesson plan in a *Sekolah Acuan* classroom. Principals, teachers and supervisors from the *Sekolah Acuan* participated in the evaluation and the results were used to rank the teachers from each cluster. Finally, MTTs were selected so that overall there are two MTTs who have math specialties, two MTTs with language, two MTTs with science, two MTTs with social studies and two MTTs with lower grades. The new MTT team looks very promising and DBE 2 Central Java is very happy with the candidates.

d. Field Staff Training

A joint Cohort 1 mid-term and Cohort 2 field staff workshop was conducted from May 28 to 30. There were two separate programs conducted for each Cohort. Cohort 1 MTTs and DLCs reviewed the training program for the upcoming Skills Enhancement Workshops that will take place from July through December. They considered the Thematic Teaching Enhancement Workshop very helpful for their own understanding. Cohort 2 MTTs and DLCs prepared for the implementation of the Foundation Package to begin with the TOT from June 11-15 and implementation of the first STW beginning on June 25. One important skill that was addressed was the topic on negotiating with government officials. This was considered very critical to the role of the MTTs. Joint sessions were also conducted to provide the Cohort 2 MTTs with the opportunity to listen to the Cohort 1 MTTs' experiences and advice. They really appreciated the comments of the Cohort 1 MTTs and as a result of the discussions, felt better prepared for the upcoming cluster trainings.

e. Monitoring and Evaluation

During May, DBE 2 conducted school assessments (classroom observation, school principal assessment, school assessment, trainee satisfaction surveys and student assessment) in a sample of Cohort 1 schools. There were 28 schools in the sample (21 DBE schools and 7 control schools). Five short-term M&E



This picture is a sample of the classroom situation at Kauman #1 Public Primary School (Abu Umar Cluster, Blora District), before DBE 2 interventions begin. Kauman #1 Public Primary School is one of the Cohort 2 schools.

Assistants helped in the collection of the data. The M&E Assistants finished the data entry in early June.

Cohort 2 MTTs conducted baseline assessments for all schools that included classroom observation, school principal assessment, school assessment, school profile, teacher profile and pictures of the classrooms before DBE intervention. The baseline assessments were completed by the end of May. DBE Central Java has 97 schools and 10 control schools in Cohort 2. Data entry will be finished by the end of July.

f. Reference Schools (*Sekolah Acuan*)

The *Sekolah Acuan* played an important role with new Cohort 2 MTTs. Besides receiving the first training on *What is Active Learning?* at these schools, MTTs visited the schools during the TOT for the Foundation Training Package. They were able to see real applications of the way classrooms were converted into learning environments.

g. Replication Activities

With the addition of the second cohort, field staff have been very busy with planning and implementing training programs. Specific replication activities have been limited. However, at the provincial level, DBE 2 has been exploring efforts to adopt or coordinate with key education institutions.

LPMP and DBE 2 have had several meetings to discuss ways that common interests in school cluster enhancement can be synergized. DBE 2 Central Java and LPMP now at the point of forming a technical team to elaborate on this theme and to develop an action plan. A joint meeting was also held for DBE 1, 2 and 3 on June 22 and there was agreement for LMLP to continue exploring collaborative efforts.

The concept of a provincial forum on *Improving Basic Education* has been discussed with the Deputy Head and the Head of Kindergarten/Primary Education Section for the Provincial Education Office. It has been agreed that a technical team to be chaired by the Head of Kindergarten/Primary Section will be established. The University Advisor will lead this activity.

The Muhammadiyah Muslim Society and DBE 1, 2 and 3 have maintained a dialogue to explore possible collaboration. They are keen on supporting their schools and are interested in implementing innovative practices that would enhance the learning experiences of their children. There was another joint meeting at the Pimpinan Wilayah Muhammadiyah in Yogyakarta on June 25 to explore possible areas of interest. During the discussion the PW Muhammadiyah expressed interest in the DBE 2 Kindergarten Interactive Audio Instruction program. Another meeting is planned for July 2 to discuss the details of the collaboration.

The Director of the *Pusat Pengembangan dan Pemberdayaan Pendidik Tenaga Kependidikan* (P4TK) met with a team from DBE 2 and 3 on June 25. After the parties shared their areas of interest they agreed to meet again on July 2 to further the discussion and explore areas of mutual interest and collaboration.

D. Areas of DBE, MBE, Other Project and/or Local Government Collaboration

DBE 1, 2 and 3 PCs have collaborated on a number of key development activities. The following areas highlight some of these:

- Coordination meetings of all field staff were held on April 30 and on May 28 to encourage district and cluster level collaboration were possible.
- Meetings were conducted with the Department of Religious Affairs, Muhammadiyah, P4TK and both Provincial and District Education Offices.
- On May 11 DBE 1, 2 and 3 joined an LGSP coordination meeting in Boyolali as a way to understand how effective governance can be achieved and how projects can be better managed by the local government offices.
- DBE 2 and 3 assisted with coordination on the Bangkok Youth Forum for students in Jogonalan (see Section B., Highlights).
- DBE 1, 2 and 3 are collaborating with the Provincial Education Office in the creation of a provincial forum on *Improving Basic Education* (see Section B., Highlights).

E. Challenges

With the expansion to ten new Cohort 2 clusters, the number and diversity of activities has increased significantly. This has forced the staff to be as efficient with time and resources to the extent possible. This level of activity will continue until the end of July. DBE 2 staff members have been very eager to support the programs underway and the School Report Card pilot program. Both the office and field staff members have adjusted to the influx of schools, and have been flexible so that the team is able to cover many of the training programs with staff supporting Cohort 1 and 2 simultaneously.

During June two key staff resigned from their positions with the project. The Sr. Finance Officer obtained a position as a Finance Controller in a major construction company located in Jakarta. One of the DLCs for personal reasons stepped down from his position. This has placed additional pressure on the team at a very crucial time. To help ease the situation the Accountant has been appointed to the position of Finance Manager. DBE 2 has advertised for a Jr. Accountant and it is anticipated that the position will be filled in early July. DBE 2 has also been interviewing DLC candidates and it is hoped that this position can be filled soon.

All three DBE teams must increase staffing in relation to the addition of the second cohort of districts. The Operations Manager for DBE 2 and the Office Managers for DBE 1 and 3 have been exploring office arrangements to accommodate all the additions. DBE 2 is responsible for the office set-up and has already purchased office desks for all teams as is needed. There will be some office swapping as different staff needs among the three teams have changed.

F. Ongoing Activities and Upcoming Events, Activities and Plans for Quarter Four, FY07

Ongoing activities are detailed in the chart below. There are three areas for project implementation. The first area addresses the continued support for Cohort 1 districts. This

includes the implementation of the second training package, preparation and implementation of skills enhancement workshops, introduction of the kindergarten program, further development of the CRCs, and the piloting of the ICT training component. The second area is Cohort 2. Here activities involve the implementation of the Foundation Training Package and the preparation/creation of CRCs. Other on-going activities, the third area, focuses on collaboration and replication efforts by DBE 1, 2 and 3 with key government and non-government agencies. Also DBE 2's hotspot pilot is still under consideration. The specific activities for these three areas are described in the following table. The implementation approach, how the activities build on past efforts and the contribution to DBE 2 goals explained for each activity.

Summary of On-going Activities, Implementation Approach, Building on Past Activities and Contribution to DBE 2 Goals

Activity	Implementation Approach	Building on Past Activities	Contribution to DBE 2 Goals
COHORT 1			
Second Training Package	Roll out of the <i>Classroom and Personnel Management</i> for the second KKKS and KKG workshops & the follow up BPS	Try outs and roll out of the STW, KKKS1 work shops, KKG 1 workshops and BPS 1 completed	In service training improves teacher performance
Skills Enhancement Workshops	Three workshops will be conducted between July and December by the MTTs through the teacher weekly study groups. Topics are: Learning Environments, Authentic Assessment and Thematic Teaching.	The workshops are to supplement the previous training that principals, teachers and supervisors have received.	In service training improves teacher performance
Kindergarten program	> Establish one kindergarten program in each cluster > Implement the first Interactive Audio Instruction during the next quarter.	MTTs have conducted surveys on possible kindergarten sites in each of the clusters and finalized the site selection.	Increasing school readiness in anticipation of enrolment in primary school, on the job teacher training
Cluster Resource Centers	> Conduct a CRC Management Workshop in August for preparation of grant applications. > MTTs to follow up on Tier 2 grant preparation.	Start up kits in place, CRCs are operational and being used for KKG activities.	Support system for improving teacher performance
ICT Pilot	In early July an ICT team will conduct a pilot training program in Ngemplak, Boyolali.	This is a formative evaluation so does not build on any previous activities in the province.	Providing better resources for the learning environment
COHORT 2			
Roll out Foundation Package	> The STWs will be completed by mid July and the following KKKS 1 and KKG 1 will be conducted July 23 to August 8. > The BPS will be conducted from mid August to mid September.	The MIT, DLCs and MTTs have received TOT training and implemented the first two STW in Klaten.	In service training improves teacher performance
CRCs	> Site selection to be conducted by the MTTs during August. > MTTs to receive training on CRC development. > MTTs to assist with development of CRCs	The CRC development and operations will help to support the training activities to be conducted in the clusters and to enhance teacher professional development	Support system for improving teacher performance

Activity	Implementation Approach	Building on Past Activities	Contribution to DBE 2 Goals
General			
Replication activities	<ul style="list-style-type: none"> > Continue dialogue with LPMP > Continue dialog with P4TK > Continue dialogue with Muhammadiyah Central Java and PW Muhammadiyah in Yogyakarta > Continue dialogue with the Madrasah Development Center 	Discussions have been conducted in this quarter and previous ones.	Supports a decentralized teacher training program
Hotspot pilot	Development of proposal for Telkom Central Java	Follows from previous discussion by EDC ICT specialist with Telkom Central Java	Providing better resources for the learning environment

East Java Update

XVIII. East Java Update

A. Overview

DBE 2 activities in East Java this quarter have focused on becoming acquainted with Cohort 2 schools and on preparation for the roll-out of the foundation training package to all teachers in Cohort 2 schools. DBE 2 has accomplished this through staff visits to the Cohort 2 clusters, the collection of baseline data for school profiles, the training of new MTTs and other training package facilitators, the hiring of new staff, and study tours to Cohort 1 reference schools by Cohort 2 teachers and principals.

Meanwhile, activities in Cohort 1 continued to be held during the quarter. The field staff training was a very exciting event during which the participants exuded a new confidence in their ability to make a difference in their schools and communities. MDT B finished the pilot testing of the Building Learning Communities training package and finished preparations for its roll-out. The CRCs in all clusters opened their doors for all field based activities. In addition, all kindergartens sites were selected and prepared for the staff training to be held later in July.

Finally, DBE 2 East Java dealt with the departure of a key staff member and the addition of three new ones, prepared candidates for the study tour to the University of Pittsburgh, wrote performance evaluations for all provincial staff, and hosted two short term consultants from RTI, both of whom provided valuable assistance to the program.

B. Highlights

a. Cohort 1 Field Staff Training (FST), June 4-8

The most exciting activity of this quarter was the FST for Cohort 1 held in Tretes from June 4-8. Attended by all provincial staff, MTTs, DLCs, PBSs, and other important stakeholders from Cohort 1 school clusters, the FST was both a packed full training event led by the DBE 2 East Java Training Program Manager, Ibu Silvana, and other facilitators and a raucous celebration of all DBE 2 has accomplished during the previous two years.

Located an hour outside of Surabaya in the cool mountain village of Tretes, the Hotel Tretes Raya is an ideal site for any training activity. There is a spacious hall with good ICT facilities, including WIFI and microphones that work well. Feedback from participants was extremely positive about all aspects of the training site. After the closing ceremony, the Provincial Coordinator was inundated with compliments from the participants about the chosen venue. One teacher (PBS) commented that she had already felt honored about having been chosen to attend the training but when she saw the site and felt the warmth and camaraderie of her fellow participants she was moved to tears. Another mentioned that

never before had he felt so motivated to be a good teacher and vowed to return and make a real difference in his school and community.

The overall goal of the FST was to prepare the field staff and educational stakeholders in the clusters to begin to work independently and take ownership and leadership of the educational innovation in their communities. The Training Program Manager, in her opening address, told the participants that they had come a long way and had learned a lot over the previous two years, and that in this coming year it was time for them to step forward and really assume responsibility for their own future and for that of their schools. In the closing address, the Provincial Coordinator told the participants how proud and privileged he felt to have worked with them and challenged them to interact with their students and give them the skills, knowledge and self confidence to be the next leaders in their communities. The participants readily accepted this challenge with great fanfare and the conference closed with dancing and singing, followed by hugs, photos and tears. It truly was an inspirational and memorable experience that left all participants feeling very positive about and committed to the creation of a brighter future in their communities.

b. Baseline data Collection in Cohort 2 Schools

Another highlight of this quarter was the baseline data collection in Cohort 2, done primarily by the M&E Specialist, four short-term M&E Assistants, and the MTTs. While perhaps less stimulating than the Cohort 1 FST, data collection has given DBE 2 the opportunity to gain a much clearer picture of the Cohort 2 schools and the challenges that await the project. One interesting finding is that many of the schools had already heard of DBE, PAKEM and school based management, so in some ways replication has already been occurring simply through word of mouth. On the other hand, Cohort 2 schools present unique challenges, particularly in Sampang where there are large numbers of teachers and students in an isolated area with very little infrastructure for support.

In addition, data collection has provided the newly hired MTTs with the opportunity to develop close relationships with principals and teachers in their clusters. They have also seen how DBE 2 personnel interact with the stakeholders in non-threatening and supportive ways. It is hoped that they will continue to model these types of behavior in the future.

c. Provincial Staff Performance Appraisal

Provincial staff performance appraisals were carried out this quarter. The performance appraisal period evaluated was from April 2006 through March 2007.

The annual performance appraisal is intended to help staff members gain a clear understanding of their performance in relation to DBE performance objectives, values and behaviors. The annual performance appraisal is a key criterion in determining staff merit increases.

The process helped staff members clearly define and understand their responsibilities, provided criteria by which their performance would be evaluated in the future, and suggested ways they could improve their performance. Finally, it provided the Provincial Coordinator the opportunity to discuss, plan and review each employee's performance, as well as to set

objectives and develop work plans for the coming year. In addition, each staff member was given the opportunity to do a self evaluation and develop a work plan for the coming year. The work plan states the major objectives that the employee expects to accomplish and will be measured throughout the year and during next year's performance appraisal process. This will allow for a clear understanding of the expectations of all involved parties.

d. Short Term Technical Assistance

DBE 2 in East Java hosted two short-term technical consultants this quarter: Boon Ling Yeo and Alastair Rodd.

Ms. Yeo provided administrative support and training to some of the newly hired staff, visited schools, assisted in the collection of baseline data and attended the FST for Cohort 1 where she met many PBS, MTTs and DLCs, gaining firsthand impressions of the issues faced by DBE 2 in East Java.

Mr. Rodd provided invaluable administrative and technical support, assisting in budget updating activities, and developing school report cards. He had pilot tested the school report card last quarter in Bangkalan and this quarter started to roll-out the activity in Mojokerto. Participants included parents, principals and teachers and feedback has been very positive. One parent called the report cards "a valuable tool that is easy to understand and gives us a clear picture of how well our child's school is performing." DBE 2 collaborated with DBE1 on this activity and MTTs and DBE 1 district coordinators both attended and helped to facilitate.

e. Candidates for US University Study Tour

Three of four candidates from East Java were successfully selected to join the study tour to the University of Pittsburgh next fall. These include the rectors at each East Java partner universities and the DBE 2 contact person at the State University of Malang. Unfortunately, the contact person at the State University of Surabaya was unable to achieve the required score on the USAID-administered CEPA English exam and as a result, will not be able to attend the study tour.

f. TOT Foundation Training Package

This training activity was held in Batu June 17-22. Participants included subject matter specialists (PBS), all members of the Module Implementation Team (MIT), and Cohort 2 MTTs. The purpose of the activity was to prepare the facilitators to present the Foundation Training Package to all teachers in Cohort 2 schools through out the month of July. Evaluations indicated that the overwhelming sentiment of all participants is that they feel well prepared to present the training package to all of the teachers in Cohort 2 schools.

In his analysis of the activity, Pak Yus, the M&E Specialist, commented that the participants were very appreciative of all material presented during the workshop. Not only did they express satisfaction with their knowledge of the material but also felt they were prepared to carry out their responsibilities during the roll-out of the package in July.

g. Hiring New Staff/Losing Old Friends

DBE 2 East Java is very pleased to have added several new staff members this quarter. These include two new Administrative Specialists, Karim and Anwar, a new Senior Accountant, Riana Noor Cahyanti, and Mukhsan, a new DLC. Mukhsan will be the contact person for ICT activities as well as supervise activities in the Cohort 2 districts of Pasuruan and Sampang.

At the same time, DBE 2 is sad to have lost one of its most valuable staff members, Hery Soesilowati (Susi), resigned from her position as Senior Accountant this quarter. Susi had been with DBE 2 East Java from the very beginning, having been the first person hired shortly after the Provincial Coordinator's arrival in Surabaya two years ago. Susi's contribution to the success of DBE 2 activities in East Java has been immeasurable. Her ability to coordinate all logistics and balance financial and administrative duties for multiple concurrent training events in the field was nothing short of amazing. She will be hard, if not impossible, to replace.

h. Cohort 2 MTTs and Schools

Another highlight of this quarter has been getting acquainted with the new Cohort 2 schools and MTTs. All clusters were visited at least twice by the M&E team, DLCs and other staff members. It has been a pleasure getting to know new MTTs, teachers and principals and experience their excitement over their involvement with DBE 2. In some cases, they had been waiting over a year, as they had been on a waiting list since the selection of Cohort 1 schools and had been following the development of those schools. They are ready to get started!

i. Continued Development of Model Schools

DBE 2 continues to collaborate and share costs with DBE 1 and DBE 3 on the development of a model school in each cluster. All model schools were visited and additional guidance and training was provided by the two DLCs, PTO, MTTs and PC during the quarter. The conclusion of everyone is that there is much pride and excitement among model school staff at having been selected. Model schools are being used for study visits not only by other educators in the district but also by new participants in the program from Cohort 2 schools. Cohort 2 teachers and principals have had the opportunity to visit the model schools in Cohort 1 and their reaction has been very positive. They have returned highly motivated and confident in their ability to "make our schools like those we visited in the original DBE 2 schools in East Java."

C. Progress/Accomplishments this Quarter

Along with the highlights mentioned above, other DBE 2 East Java accomplishments this quarter center on the work of Module Development Team B, which is developing the training package, entitled Building Learning Communities, the development of Cluster Resource Centers (CRCs), and the selection of kindergarten sites in preparation for next quarter's training. Each of these accomplishments is discussed in greater detail below.

a. Training Package Development and Delivery: Building Learning Communities

i. Development

The training package, Building Learning Communities, developed by MDT B from the State University of Surabaya, was pilot tested in two districts, Tuban and Mojokerto, during this quarter. Initial feedback from participants has indicated a high level of satisfaction with the training package. This training package does not focus on a core subject as the earlier Literacy training package had done, but rather it focuses on instructional and school leadership issues. Issues such as parental involvement, gender, technology, and reading are all prominent parts of the package. Teachers and principals have commented that these issues will be crucial to initiating lasting changes that institutionalize improvements in the school communities.

ii. Roll-Out

Roll of the training package is scheduled to begin in early July and continue till the fasting month. The schedule of the pilot test and roll-out can be seen in the table below.

Schedule of Learning Community Training MDT (UNESA) DBE 2 East Java

Dates	Venue
Pilot Test	
19 - 21 April 2007	STW: Tuban
	STW: Mojokerto
4 May 2007	KKKS 1: September. Tuban
	KKKS 1: Mojokerto
4 May 2007	KKG 1: Tuban
	KKG 1: Mojokerto
5 May 2007	KKG 1: Tuban
	KKG 1: Mojokerto
14 May - 2 June 2007	BPS 1: Tuban and . Mojokerto
15 June 2007	KKG 2: Tuban
	KKG 2: Mojokerto
16 June 2007	KKG 2: Tuban
	KKG 2: Mojokerto
23 July - 11 August 2007	BPS 2 . Tuban and Mojokerto
Roll-Out	
11 - 13 July 2007	STW: Surabaya
	STW: Sidoarjo
	STW: Bangkalan
19 July 2007	KKKS 1: Surabaya
	KKKS 1: Sidoarjo
	KKKS 1: Bangkalan
19 July 2007	KKG 1: Surabaya
	KKG 1: Sidoarjo
	KKG 1: Bangkalan
20 July 2007	KKG 1: Surabaya
	KKG 1: Sidoarjo
	KKG 1: Bangkalan
30 July - 18 August 2007	BPS 1: Surabaya, Sidoarjo, Bangkalan
24 August 2007	KKKS 2: Surabaya
	KKKS 2: Sidoarjo
	KKKS 2: Bangkalan

Dates	Venue
24 August 2007	KKG 2: Surabaya
	KKG 2: Sidoarjo
	KKG 2: Bangkalan
25 August 2007	KKG 2: Surabaya
	KKG 2: Sidoarjo
	KKG 2: Bangkalan
3 22 September 2007	BPS 2: Surabaya, Sidoarjo, Bangkalan

b. Cluster Resource Center Activities

A total of ten CRCs have been established in East Java. All CRC sites have been visited by provincial field staff, including Pak Soenarto, the DLC responsible for CRC activities throughout the province. He reports that all CRCs have received the starter kits as well as training on how to use the materials in the kits. In addition, each CRC has a manager and a committed staff. Regularly scheduled activities are being held in all CRCs. These include teacher meetings (KKG) and principal meetings (KKKS) as well as informal meetings of teachers who wish to discuss activities and lesson plan.

In general, teachers and principals are very positive about the CRC. Principals and CRC managers have reported that some teachers are actively using the materials and they are looking for ways to increase this activity. They are trying to make a more efficient schedule and make better use of this opportunity. They are involving the subject matter specialists (PBS) to assist other teachers in using the materials creatively and in developing their own materials from the examples in the CRC. Almost all educators have expressed their excitement about the future of the CRC and look forward to receiving additional materials, particularly ICTs.

Security is still an issue in some of the CRCs, as some sites have not yet been able to install bars on the windows while others are still lacking in chairs, tables and cupboards. In addition, teachers have expressed interest in more formal training on how to use the materials. Finally, hiring a second MTT to oversee the development of the CRCs is highly supported by all field staff, teachers and principals. The table below summarizes the important information regarding CRC sites in East Java.

East Java Cluster Resource Centers

District	Sub-District	CRC Name	Site	Director
Bangkalan	Bangkalan	Cakraningrat	Kemayoran 1	Salim
	Blega	Ganis Poja	Blega 2	Syaiful Anwar
Mojokerto	Magersari	Sukses	Gun. Gedangan 1	Girin DW
	Praj. Kulon	Mekar Mulia	Mentikan 4	Istijani
Sidoarjo	Sedati	Juanda Media	Sedati Gede 2	Jeni Tri S
	Tulangan	Godongkemanting	Kemantren 1	Samsu Hadi
Surabaya	Gubeng	Mojogiri	Mojo 10	Sutowo
	Kenjeran	Ngudi Ilmu	Sidotopo Wetan 4	Suwarsono
Tuban	Jenu	Gemes Banget	Beji 1	Mundhi Hartono
	Palang	Tingkir	Gesikhajo 1	Suprpto

c. Selection of Cohort 1 Kindergarten Sites

DLC Pak Kasman Baron has been made the contact person for kindergarten development in East Java. He supervised the selection process in each of the DBE districts in East Java. Ten kindergarten sites were chosen throughout the province (one per cluster) based on the criteria provided by DBE 2 Jakarta. Preparations are underway for the initial staff training to be held in mid July. The names of the kindergarten sites and other relevant information about them are summarized in the table below.

Cohort 1 Kindergarten Site Selection

District	Cluster	Name	Affiliation	No. of Students	No. of Teachers
Bangkalan	Bangkalan	PGRI Kemayoran	PGRI	40	1
	Blega	Dharma Wanita 1	Dharma Wanita	23	1
Mojokerto	Magersari	Muslimat NU 5	Muslimat NU	61	3
	Prajuritkulon	Dharma Wanita	Dharma Wanita	53	3
Sidoarjo	Sedati	Dharma Wanita	Dharma Wanita	121	4
	Tulangan	Dharma Wanita	Dharma Wanita	35	1
Surabaya	Gubeng	Hapsari	Hapsari	50	2
	Kenjeran	Aisyiyah 05	Aisyiyah	83	4
Tuban	Jenu	Manbail Futuh	Manbail Futuh	67	4
	Palang	Pertiwi Gesikharjo	Pertiwi	35	2

D. Areas of DBE, MBE, Other Project and/or Local Government Collaboration

We have continued to look for ways to collaborate with local government and non government organizations as well as DBE and other USAID projects active in East Java. Examples of this collaboration are presented below:

- a. DBE 2 joined forces with the other DBEs and many local and international NGOs to support the ESP-sponsored program called “Wash Your Hands with Soap.” The program was aimed at educating parents and children on the importance of washing hands to prevent illness and resultant school absences. During the one-day event DBE 2 prepared an exhibit that described the DBE 2 project and highlighted activities over the past two years. The event was well attended by government officials including the Governor of East Java, the Kepala Dinas, Mayor of Surabaya and US Consul General, all of whom spent time at the DBE exhibits.
- b. DBE 2 worked closely with DBE 1 to support the implementation of the school report card activities in Mojokerto. MTTs along with the DBE 1 technical teams and district coordinator (DC) coordinated the logistics as well as the facilitation of the workshop, held during the last week of June.
- c. All three of the DBEs have worked together to develop a working relationship with LPMP and P4TK. While it has been a challenge (see Section E. Challenges) due to illness and other demands on the head of LPMP, the DBEs have met several times to discuss ways of collaboration. These have included the possibility of using the LPMP campus for DBE activities and working closely with LPMP faculty for replication of DBE activities in other subdistricts.

- d. The development of model schools continues to provide an excellent opportunity for DBE 2 to work closely with DBE 1. The two DBEs have shared costs, staff members and facilitation duties in each of the ten model schools at training activities. This has been very effective in helping to clarify the role of each DBE program while demonstrating that DBE is unified in its approach to helping improve the quality of teaching and learning in East Java.

E. Challenges

This quarter, DBE 2 has met a number of challenges, including the implementation of replication activities, the hiring and training of new staff, and the building of a relationship with LPMP and P4TK. These are summarized below.

a. Replication

Two additional meetings were held with the provincial government to discuss plans for the replication of DBE 2 activities in two districts, Sidoarjo and Tuban. There is still agreement from all parties that replication will be an important aspect of the future of the project but the details of its implementation are still being discussed. Discussion centers around which aspects of the project can be replicated, who will facilitate replication activities and when the funds will be made available. DBE 2 East Java will assign one DLC the responsibility of following up on each of these issues and continue planning for these activities in coordination with DBE 1 and DBE 3.

b. New Staff

The hiring of new staff has created both challenges as well as new opportunities. The new admin assistants have had to learn quickly and also fill the void left by the departure of the senior accountant. They have done this quite well and the provincial team is better because of it.

c. LPMP and P4TK

Scheduled meetings with these organizations have been postponed on two occasions due to illness. However, DBE 2 has had discussions with DBE 1 and DBE 3 that have enabled the program to come to agreement on specific ways it might work with these institutions, including using their campus for joint activities, involving their faculty members in replication activities, and conducting joint training activities in the field. Another meeting with the heads of these two organizations has been scheduled for early next quarter.

F. Ongoing Activities and Upcoming Events, Activities and Plans for Quarter Four, FY07

Ongoing activities and upcoming events for Quarter Four include the following:

- a. Development of the Annual Work Plan – Provincial staff will meet early next quarter to plan Fiscal Year 2008 activities in coordination with the work plan developed by the provincial coordinators during the first few days of August.
- b. Roll out of the training package, Building Learning Communities – The schedule (see Section C.) for the roll-out of this training package has been completed and the first activities are planned for the second week of July.
- c. Roll-out of the Foundation Package - The schedule for the roll-out of this training package has been completed and the first activities are planned for the first week of

July. All teachers in each of the clusters will be trained. Participants and scheduled dates for all DBE 2 activities next quarter are summarized in the two tables included at the end of this report.

- d. Choosing a new Provincial Coordinator –The Provincial Coordinator’s planned departure at the beginning of August 2007 will require his participation in the selection and interview process of the new provincial coordinator as well as assistance in easing the transition and settling in process of the new PC.
- e. Kindergarten Training – Kindergarten sites have all been chosen and preparations are underway for the training scheduled for mid July.
- f. CRC Management Training – CRC activities have begun in each of the clusters and participants have requested additional training in effective and efficient use of the centers. Preparations for a Jakarta-led management training have begun.

Participants in the Foundation Training Package

District	Sub-district	Participants				Total
		Teachers	Principal	School Committee	School Supervisor	
Nganjuk	Tanjunganom	103	10	10	2	125
	Kertosono	103	10	10	2	125
Bojonegoro	Baureno	105	10	10	2	127
	Dander	132	10	10	2	154
Tuban	Merakurak	90	7	7	2	106
	Semanding	78	7	7	2	94
Pasuruan	Beji	132	10	10	2	154
	Grati	143	12	12	2	169
Sampang	Camplong	194	14	14	2	224
	Kedundung	113	10	10	2	135
Total		1193	100	100	20	1413

DBE 2 East Java Schedule of Activities in Cohort 2 Schools

Dates	Event	#Days	Venue	Participants
2 4 July 2007	Foundations Package	3	Cluster	All teachers, principals
	Nganjuk			Supervisors, gov/ depag.
9 11 July 2007	Foundations Package	3	Cluster	All teachers, principals
	Bojonegoro			Supervisors, gov/ depag
9 11 July 2007	Foundations Package	3	Cluster	All teachers, principals
	Pasuruan			Supervisors, gov/ depag
12 14 July 2007	Foundations Package	3	Cluster	All teachers, principals
	Tuban			Supervisors, gov/ depag

Dates	Event	#Days	Venue	Participants
12 14 July 2007	Foundations Package	3	Cluster	All teachers, principals
	Sampang			Supervisors, gov/ depag
16 18 July 2007	Kindergarten Training	3	Province	2X10 TK + 10 MTT
23 July 2007	MTT meeting	1	Province	20 MTT
24 July 2007	KKKS 1 Nganjuk	1	CRC	20 Principals
25 July 2007	KKG 1 Tanjung Anon Kertosono,	1	CRC	80 Teachers
26 July 2007	KKG1 Tanjunganom Higher Grades, Kertosono	1	CRC	80 Teachers
31 July 2007	KKKS 1 Bojonegoo	1	CRC	20 Principals
31 July 2007	KKKS 1 Pasuruan	1	CRC	20 Principals
1 August 2007	KKG 1 Dander	1	CRC	80 Teachers
2 August 2007	KKG1 Dander, Baureno	1	CRC	80 Teachers
1 August 2007	KKG 1 Beji, Grati Higher Grades	1	CRC	88 Teachers
2 August 2007	KKG1 Beji	1	CRC	88 Teachers
7 August 2007	KKKS 1 Tuban	1	CRC	20 Principals
7 August 2007	KKKS 1 Sampang	1	CRC	24 Principals
8 August 2007	KKG 1 Semanding Merakurak Higher Grades	1	CRC	80 Teachers
9 August 2007	KKG1 Semanding Merakurak	1	CRC	80 Teachers
8 August 2007	KKG 1 Camplong, Kedundung Higher Grades	1	CRC	112 Teachers
9 August 2007	KKG1 Camplong Higher Grades, Kedundung	1	CRC	112
20 24 August 2007	First Teacher Observations	1 Hr/ Teacher	All Schools	All teachers
	Nganjuk District			

Dates	Event	#Days	Venue	Participants
	Kertosono	5	Schools	10 x 2 observers
	Tanjunganom	5	Schools	10 x 2 observers
	Pasuruan District			
	Grati	5	Schools	11x 2 observers
	Beji	5	Schools	10x 2 observers
27 31 August 2007	Bojonegoro District			
	Dander	5	Schools	10 x 2 observers
	Baureno	5	Schools	10 x 2 observers
	Sampang District			
	Camplong	5	Schools	14 x 2 observers
	Kedundung	5	Schools	10 x 2 observers
3 7 September 2007	Tuban District			
	Merakurak	5	Schools	7 x 2 observers
	Semanding	5	Schools	7 x 2 observers

North Sumatra Update

XIX. North Sumatra Update

A. Overview

Quarter Three FY07 has been extremely busy and much has been accomplished. Cohort 2 field staff have been contracted and trained and they are already facilitating the implementation of the Foundation Package training in Cohort 2 school clusters. Cluster Resource Centers (CRCs) are operating in each Cohort 1 school cluster and the stakeholders are utilizing the starter kits in the implementation of a variety of activities based on lessons learned during DBE 2 training activities. Kindergartens (TK) have been selected, one in each Cohort 1 cluster, and training of TK teachers will begin early in Quarter Four. The trialing and implementation of the *Planning and Assessment* training package was completed during Quarter Three (Cohort 1 school clusters).

Of note during Quarter Three has been the steadily increasing level of responsibility for planning and implementation of school and cluster level activities being shouldered by North Sumatra field staff, and their development of creative solutions to optimize the impact of DBE 2 activities at these levels.

B. Highlights

a. DBE 2 Hosts visit to Sibolga by Delegation from Nias and Nias Selatan

DBE 2 Sibolga field staff, District learning Coordinator (DLC) Bapak Salmon Tambunan and Master Teacher Trainers (MTTs) Bapak Darwin Siregar and Bapak Marudut Sihombing, hosted a very successful visit by delegates (SD teachers, principals and government officials) from Nias and Nias Selatan (April 23-27). The visit was sponsored and organized by Save the Children Nias. Together with Save the Children, DBE 2 field staff implemented a full agenda for the week long visit which included visits to reference schools (*Sekolah Acuan*) and CRC schools and then sharing reflections about these visits. This visit took place with the full cooperation of the Kepala Dinas Kota Sibolga and the principals and teachers of the host schools. This visit is an excellent example of a successful study visit utilizing DBE *Sekolah Acuan*, and is particularly interesting since it provided an opportunity for teachers from Nias and Nias Selatan (not as yet included in DBE North Sumatra's area of coverage) to be exposed to DBE 2's active learning strategies.



Scenes from the visit to Sibolga by the Nias delegation

b. DBE 2 Contributes to National Education Day Display in Lubuk Pakam

At the invitation of the Dinas Pendidikan Deli Serdang, DBE set up a booth in Lubuk Pakam to mark National Education Day. DBE 2 field staff from Kabupaten Deli Serdang, Kota Binjai and Kota Tebing Tinggi designed colorful interactive displays (reusable) and the booth was well-attended for the duration of the exhibition (April 26 to May 2). This type of activity provides an ideal opportunity for communication of DBE goals and activities to members of the local community.

c. Cohort 1 Skills Enhancement Workshops Begin with Government Support

Cohort 1 Skills Enhancement Workshops have begun well on schedule with a three day event in Lubuk Pakam hosted by the Education Office (Dinas Pendidikan) Deli Serdang (June 25-27). The workshop, focusing on thematic learning, preparation of syllabus and lesson plans, and minimum achievement standards, was funded by the Dinas Pendidikan and schools (Bantuan Operasional Sekolah (BOS)), and facilitated (at the invitation of Dinas) by DBE 2 field staff Ibu Roslin Siallagan, MTT for Lubuk Pakam, and Bapak Sarwono, DLC. Bapak Drs. Mardianto M.Pd. of Institut Agama Islam Negeri - Sumatera Utara (IAIN-SU) was invited by DBE 2 to present an introduction to thematic learning on the first day of the workshop. The workshop was held in CRC school SDN 104242 Lubuk Pakam, and was attended by one supervisor and 48 teachers (Classes 1 to 3), approximately half of these from DBE schools and half from non-DBE schools. The facilitation of the workshop by DBE 2 field staff is an example of their ever-increasing competence, and the fact that they were invited to do this by Dinas is evidence of the confidence placed in them by stakeholders. The development of a strong group of practitioners in the form of DBE 2 field staff will be one of DBE 2's main contributions to sustainability of program outcomes.

d. Cohort 1 Field Staff Launch a Classroom 'Make-Over' Program

During the North Sumatra Cohort 1 field staff training (June 4-8), DBE 2 program specialists and Cohort 1 field staff demonstrated their creativity by developing a classroom 'make-over' program to accelerate the process of improvement of the learning environment in DBE schools. This initiative has already been implemented in nine of the ten DBE schools in Deli Tua, Kabupaten Deli Serdang; these schools had been particularly slow to put into practice the learning environment enrichment strategies discussed during DBE 2 training activities. The 'make-over' program began with field staff demonstrating to teachers how to transform and enrich the learning environment in their rather stark classrooms. A team of teachers (one from each school in the Deli Tua school cluster) then took responsibility for providing a 'make-over' for one classroom in each school, using funding from BOS and with guidance from Drs Ponimin (School Supervisor) and Dra Suharni (MTT Deli Tua). The results of this activity are clear in the 'before' and 'after' photos below. Non-DBE schools in Deli Serdang have become enthusiastic about this initiative and are now following the Deli Tua example.

C. Progress/Accomplishments this Quarter

a. Training Package Development and Delivery, *Planning and Assessment*



Before (left) and after (center and right) classroom 'make over' program



Classroom 'make over' process and results

i. Development

Development of the *Planning and Assessment* training package continued during Quarter Three with the trialing of the KKKS II and KKG II and follow-up review of the delivery process and the training materials. Concerning the trialing, this took place as indicated in the table below.

Trialing of *Planning and Assessment* Training Package (KKKS II, KKG II)

District	Training activity	Sub-district or Cluster	Training date	Training location	Number of participants
Tapanuli Utara	KKKS II	Tarutung and Pahae Julu together	April 23	SDN 173265	19
	KKG II	Tarutung	April 24	SDN 173131	124
		Pahae Julu	April 23	SDN 173265	65
Deli Serdang	KKKS II	Lubuk Pakam and Deli Tua together	April 23	SDN 107955	16
	KKG II	Lubuk Pakam	April 23	SDN 107955	105
		Deli Tua	April 24	SDN 104213	175

Review and revision of the KKKS II and KKG II components of the package were accomplished by the IAIN-SU Module Development Team (MDT) on April 26 and 27, in preparation for roll-out in Kota Sibolga, Kota Tebing Tinggi and Kota Binjai in May.

ii. Roll-Out

Bantuan Profesional di Sekolah (BPS) for the Quarter Two roll-out of the KKKS I and KKG I portions of the *Planning and Assessment* training package took place in Sibolga, Tebing Tinggi and Binjai from April 4-19. This was followed by the roll-out of the KKKS II and KKG II which took place as indicated below.

Roll-out of *Planning and Assessment* Training Package (KKKS II and KKG II)

District	Training activity	Sub-district or Cluster	Training date	Training locations	Number of participants
Sibolga	KKKS II	Sibolga Kota and Sibolga Selatan together	May 16	SDN 081232	17
	KKG II	Sibolga Kota	May 16	SDN 081232	125
		Sibolga Selatan	May 15	SDN 081240	139
Tebing Tinggi	KKKS II	Padang Hilir and Padang Hulu together	May 15	SDN 163099	20
	KKG II	Padang Hilir	May 16	SDN 167645	108
		Padang Hulu	May 15	SDN 163099	88
Binjai	KKKS II	Binjai Utara and Binjai Selatan together	May 15	SDN 024755	16
	KKG II	Binjai Utara	May 15	SDN 024755	102
		Binjai Selatan	May 16	SDN 023895	106



KKKS II and KKG II activities, Planning and Assessment, Padang Hilir, Kota Tebing Tinggi

b. Foundation Package*i. Development*

The Foundation Package for implementation in Cohort 2 school clusters was developed by a DBE 2 MDT composed of representatives from each province. This team met twice (April 9-13 in Anyer and April 30 to May 4 in Puncak) to produce the final version of the training package by the middle of June. North Sumatra representatives on the MDT were Bapak Irwansyah (DLC), Ibu Ely Djulia (UNIMED) and Bapak Mardianto (IAIN-SU), with University Advisor (UA) Bapak Parapat Gultom and Training Program Coordinator (TPC) Bapak Dahlan Sitompul both attending the second team meeting. Following the completion of the Foundation Package, a TOT was held in Medan (June 18-21) for the purpose of training the North Sumatra Module Implementation Team (MIT). Members of the MIT included persons from UNIMED, IAIN-SU, LPMP, Dinas Pendidikan, Departemen Agama, and DBE 2 staff (program specialists, DLCs and Cohort 2 MTTs).

ii. Roll-Out

The roll-out of the Foundation Package, beginning with the School Team Workshop (STW) started at the very end of Quarter Three in one school cluster (Sumbul, Kabupaten Dairi, June 28-30). A complete report of this event will be presented in the Quarter Four FY07 report along with information pertaining to roll-out in the other clusters. It should be

mentioned that all teachers in Sumbul were invited to attend the STW, and this practice will be repeated for all other school clusters. Implementation of the STW was conducted by members of the MIT as detailed above. It is noteworthy that DBE 2 Cohort 2 MTTs are already becoming competent trainers/facilitators and there is every indication that they will form a strong and competent team. The photos below show some of the scenes from the first day of this three day training, with participants responding enthusiastically to the training package sessions.



KKKS II and KKG II activities, Planning and Assessment, Padang Hilir, Kota Tebing Tinggi

b. Cluster Resource Center Activities

Cluster Resource Centers have been active during Quarter Three, and will soon be ready to submit proposals for Tier 2 grants. Some examples of activities which have been conducted in CRCs are:

- learning how to use materials in science kits;
- preparing syllabus and lesson plans;
- making low-cost teaching materials;
- making mathematics kits;
- exploring how to lead small discussion groups; and
- discussing students' learning styles.

MTTs are attending CRC activities on a regular basis and are submitting CRC site visit reports to DBE 2 Medan.

c. Selection of kindergartens (TK) for Cohort 1

The kindergarten (TK) program began during Quarter Three with the selection of one kindergarten in each Cohort 1 school cluster. The selection process took place as indicated below:

- A meeting of TK principals in each district was held for the purpose of explaining the TK program and the criteria to be used for TK selection.
- These meetings were facilitated by MTTs and DLCs.
- During the socialization meetings, participants developed a short-list of three TK in their cluster which would be appropriate for the program according to the established criteria (developed by DBE 2 Jakarta).
- DBE 2 field staff then visited the three short-listed TK in each cluster and made a final selection.

The TK socialization schedule and TK selected are shown below.

TK Program Socialization and TK Selection in Cohort 1 Districts

District	Sub-district or Cluster	Date of Socialization Meeting	Location of Meeting	Number of Participants	TK selected
Binjai	Binjai Utara	May 28	SDN 020263	12	TK Maju
	Binjai Selatan			10	TK Negeri Pembina
Deli Serdang	Lubuk Pakam	May 24	SDN 104242	13	TK Negeri Pembina
	Deli Tua			5	TK Nurul Burhanuddin
Tebing Tinggi	Padang Hilir	May 26	SDN 163099	10	TK Muslimat Al Washliyah
	Padang Hulu			12	TK Islam Terpadu Permata Hati II
Tapanuli Utara	Tarutung	May 24	SDN 173131	10	TK Negeri Pembina Tarutung
	Pahae Julu	At the time of the TK selection, there were no TK in Pahae Julu; TK SOS opened in June and will start to receive students in July			TK SOS
Sibolga	Sibolga Kota	May 28	SDN 081232	10	TK Aisyayah Bustanul Atfhal
	Sibolga Selatan			9	TK Aisyayah Bustanul Atfhal Cabang Aek Habil



TK Program Socialization, Binjai Utara, Kota Binjai

The initial TK training will be held at the very beginning of Quarter Four.

d. 'What is Active Learning?' Training (WIAL) and Final Selection of Cohort 2 Field Staff

WIAL activities, begun at the end of Quarter Two, were completed during Quarter Three with implementation in Kabupaten Dairi and Kabupaten Tapanuli Selatan as shown in the table below.

Implementation of WIAL in Cohort 2 districts

District	Sub-district or Cluster	Training date	Training location	Number of participants
Dairi	Sidikalang	April 10 11	SDN 034779	27
	Sumbul	April 12 13	SDN 030332	25

District	Sub-district or Cluster	Training date	Training location	Number of participants
Tapanuli Selatan	Padang Sidempuan Barat	April 19 20	SDN 103250	27
	Batang Angkola	April 17 18	SDN 100010	31



WIAL activities, Sumbul and Sidikalang, Kabupaten Dairi

Since one of the goals of WIAL was to prepare a short-list of suitable candidates for the position of MTT in each school cluster, the conclusion of these training activities paved the way for the final selection of Cohort 2 MTTs. This final selection was enabled by the observation of each short-listed candidate teaching in his/her own classroom, followed by a short interview. Following preparation of a final list of potential MTTs, discussions were held with each person's principal and with the Kepala Dinas/Kepala Depag/Ketua Yayasan as appropriate, to obtain their agreement for DBE 2's hiring of their teacher/supervisor. The final list of Cohort 2 MTTs is shown below; all are teachers with the exception of Bapak Hotmanahan Simorangkir who is a school supervisor. Unfortunately, although there were many excellent female candidates, very few were able to accept the offer to become MTTs due to their inability to engage in travel outside of their own school cluster.

Cohort 2 MTTs

District	Sub-district or Cluster	Name of MTT	Full time/part time (FT/PT)	Gender (M/F)
Dairi	Sidikalang	Rosmawati	FT	F
	Sumbul	Dosman Mahulac	FT	M
Tapanuli Selatan	Padang Sidempuan Barat	Maddian, A. Ma	FT	M
	Batang Angkola	Edi Gustian, S.Ag	FT	M
Tapanuli Utara	Pangaribuan	Banguntua Gultom	PT	M
		Makmur Hasibuan	PT	M
	Sipaholon	Asnat Lumban Tobing	PT	F
		Hotmanahan Simorangkir	PT	M
Tanjungbalai	Tanjungbalai Selatan	Ahmad Jais	FT	M
	Datuk Bandar	Saidah, S.Ag	FT	F

e. Cohort 1 Field Staff Training

A TOT for Cohort 1 field staff training took place at Ancol from May 7-11. This was attended by University Advisor (UA) Bapak Parapat Gultom, Training Program Coordinator (TPC) Bapak Dahlan Sitompul, and all North Sumatra DLCs. Following this TOT, the North Sumatra team then delivered the training to all Cohort 1 MTTs (Medan, June 4-8). The Primary School Management Advisor also attended this training and presented sessions on change management, peer mentoring and active training.



Team spirit alive and well, North Sumatra program specialists and DLCs during Cohort 1 field staff training TOT

f. Cohort 2 Field Staff Training

Cohort 2 field staff training took place in Medan from June 11-15. Participants in this training were all Cohort 2 MTTs plus two new Cohort 1 MTTs, Bapak Paiman for Binjai Utara (Kota Binjai) and Bapak Nandang Asyik for Padang Hilir (Kota Tebing Tinggi). These two MTTs are replacements for Bapak Ayun Abdurrachman and Bapak Sarwono who have recently been promoted from MTT to DLC. Training sessions were presented by members of DBE 2 Medan office and by DLCs, and covered all aspects of the duties and responsibilities of MTTs. Evening sessions were also held to prepare the new MTTs for the upcoming roll-out of the STW for the Foundation Package. At the conclusion of the training, MTTs signed contracts for one year as consultants with DBE 2.

g. Monitoring and Evaluation Activities

The M&E team, M&E Officer and M&E Assessment Administrators (AAs), worked on the following data collection initiatives during Quarter Three:

- post test in 25 Cohort 1 sample schools (16 DBE schools and 9 control schools, April 5-14);
- data collection (classroom observation, school assessment, school management, trainee satisfaction survey, student assessment, teacher and student attendance) in 41 Cohort 1 sample schools (32 DBE schools and 9 control schools, April to May);
- baseline data collection (classroom observation, school assessment, school management, school and classroom photos, school profile) in all 75 Cohort 2 schools (April to June 2007);
- selection of Cohort 2 control schools (May); and
- formative training evaluation for Cohort 1 (April to May).

The M&E Officer attended a DBE 2 M&E Team Coordination meeting in Semarang from June 18-20. During this meeting, and in discussion with DBE 2 Jakarta and DBE 2 Provincial Coordinator (PC) North Sumatra, it was decided that one of the M&E AAs will be contracted for one full year, starting on July 1, 2007. The others will be hired again on a short-term basis at the beginning of Cohort 3.

h. Replication Activities

While no formal replication activities have taken place, a number of activities have occurred which are eligible for inclusion in this section. These activities are indicated below:

- The visit to Sibolga by education personnel from Nias and Nias Selatan (April 23-27; Section B) has introduced the potential for replication of DBE 2 activities in those districts.
- The Lubuk Pakam Skills Enhancement Workshop (June 25-27; Section B) was funded by Dinas Pendidikan Deli Serdang and schools (BOS) and included participants from non-DBE schools.
- The DBE 2 classroom ‘make-over’ program (Section B) is being funded using BOS and is now being carried out in a number of non-DBE schools.

In addition, Kota Tebing Tinggi has allocated Rp. 40 million of government funds to strengthen the DBE 2 program in that district. The Dinas Pendidikan intends that these funds be utilized for programming in DBE schools rather than non-DBE schools, and as such will not constitute replication. However, this contribution is indeed worthy of mention since it indicates commitment of Tebing Tinggi to DBE 2 programs. It is anticipated that the funds might be allocated to cover costs of teachers and supervisors to support DBE 2 BPS, but this is still being negotiated with the district stakeholders.

i. Menko Kesra Monitoring Visit to North Sumatra

A team consisting of representatives of Menko Kesra, Setneg, Diknas and Depag visited North Sumatra from May 1-4 for monitoring and evaluation of the DBE program. The team had the opportunity to visit schools and attend DBE activities in Kabupaten Deli Serdang, Kabupaten Dairi and Kabupaten Tapanuli Utara; schools visited included *Sekolah Acuan* and CRC schools. The team also looked in on classroom activities and had a chance to discuss with teachers the impact of DBE 2 activities on teaching and learning in their schools. During a Steering Committee meeting in Tapanuli Utara attended by the Menko Kesra team, the Bupati commented on the very positive impact made by DBE in his district. While no written report has been received detailing the results of this monitoring visit, the impression given at the time was one of general satisfaction with the progress and impact of DBE in North Sumatra.

j. AED Financial Training

Finance and procurement staff from the DBE 2 North Sumatra office traveled to Jakarta to attend an AED Regional Financial Training (May 8-10). Other participants in this training included relevant staff from the DBE 2 West Java and Banten office, and counterparts from AED project offices in Nepal, the Philippines, Sri Lanka and Vietnam. The training was presented by Valeria Roach, Associate Director, Office of the Chief Financial Officer, AED Washington, with assistance from Craig Smith, AED’s Program Officer for the DBE project. In addition to assisting with this training, Mr. Smith also spent a number of weeks working with the DBE 2 Medan office on issues related to staffing and programming.

D. Areas of DBE, MBE, Other Project and/or Local Government Collaboration

As always, a considerable amount of collaboration took place between DBE 1, 2 and 3 North Sumatra during Quarter Three FY07. Notable collaborative activities were:

- preparation and hosting of the DBE 1, 2 and 3 display for National Education Day held in Lubuk Pakam, Kabupaten Deli Serdang;

- planning and implementation of the Menko Kesra monitoring visit; and
- coordination meeting to mark the hand-over of duties from outgoing DBE 1 PC Richard Paulsen to new PC Bapak Rudy Zamrudin Rambe.

DBE 2 collaborated with Save the Children Nias to arrange and implement the visit to Sibolga schools by a delegation from Nias and Nias Selatan, as described in Section B of this report.

E. Challenges: Management of Increasing Number of Field Staff

With the increasing number of field staff as Cohort 2 begins, many of these persons working in quite remote parts of North Sumatra, their management becomes more challenging. This is being overcome by moving management responsibilities (where appropriate) from the Medan office to the field by means of the DLCs.

F. Ongoing Activities, Upcoming Events, Activities and Plans for Quarter Four FY07

Ongoing activities and new events planned for Quarter Four FY07 include the following:

- production of the final version of the *Planning and Assessment* training package;
- continuation of implementation of the Foundation Package (PTS, KKG and KKKS I and II, BPS I and II) in all Cohort 2 school clusters by MIT;
- TOT for CRC management training for Cohort 1 field staff;
- roll-out of management training in each CRC (Cohort 1)
- TK training and initiation of activities in each Cohort 1 cluster;
- piloting of School Report Card training in Binjai Selatan;
- delivery of Action Research in Education (ARE) Workshop (participants from UNIMED and IAIN-SU) by Florida State University (FSU);
- Skills Enhancement Workshops in Cohort 1 districts; and
- hiring of additional field staff for Cohorts 1 and 2 (pending final approval from USAID).

More detailed information concerning key activities to be implemented in Quarter Four FY07 is presented below.

Key activities for Quarter Four FY07

Activity	Implementation	How activity builds on past activities	Contribution to achievement of larger goals of DBE 2
Production of final version of <i>Planning and Assessment</i> training package	By IAIN SU MDT facilitated by DBE 2 North Sumatra	Production of the final version of the <i>Planning and Assessment</i> training package represents the culmination of development, trialing and implementation activities which have been conducted over the last few months.	Training package development by MDTs forms the basis for all future DBE 2 teacher training activities and will prepare the way for development of partnerships between the universities and the district education offices, an integral part of the DBE 2 sustainability plan. Development and implementation of training packages is one of DBE 2's main goals; active learning strategies integral to the KKKS and KKG training activities are a cross cutting feature of all training packages to be developed by DBE 2

Activity	Implementation	How activity builds on past activities	Contribution to achievement of larger goals of DBE 2
Implementation of all sections of Foundation Package in Cohort 2 districts	By DBE 2 with UNIMED, IAIN and GOI partners	The Foundation Package builds on all active learning training activities which have been held to date in Cohorts 1 and 2, providing a solid foundation in this subject for Cohort 2 stakeholders.	Implementation of training packages is one of DBE 2's main goals; active learning strategies integral to the KKKS and KKG training activities are a cross cutting feature of all training packages to be developed by DBE 2
Delivery of management training in all CRCs (Cohort 1)	By DBE 2 Jakarta (TOT) and by DBE 2 North Sumatra field staff (roll out)	CRC management training will enhance the sustainability of CRCs already established in each Cohort 1 school cluster.	Establishment and sustainable operation of CRCs in all clusters is one of DBE 2's main goals
TK training and initiation of activities in each Cohort 1 cluster	By DBE 2 Jakarta (training); roll out by DBE 2 field staff	The TK program, relying as it does on the full participation of local partners, will build on and strengthen the partnerships already developed by DBE 2.	The active learning strategies utilized by the TK program are a cross cutting feature of all aspects of DBE 2
Skills Enhancement Workshops for Cohort 1 stakeholders	By DBE 2 North Sumatra field staff	Implementation of Skills Enhancement Workshops will build on and strengthens skills developed by participants during training package implementation.	Development and implementation of training packages and associated workshops is one of DBE 2's main goals; active learning strategies integral to the KKKS and KKG training activities are a cross cutting feature of all training activities to be developed by DBE 2
Hiring of additional field staff for Cohorts 1 and 2 (pending final approval by USAID)	By DBE 2 North Sumatra in consultation with district partners	Hiring of additional teachers and school supervisors to become DBE 2 field staff will build on success already recognized with the hiring of persons from within the school clusters.	Development of a strong group of practitioners in each school cluster is one of DBE 2's main goals

XX. South Sulawesi Update

A. Overview

This reporting period has witnessed a significant growth in the program, both from the aspect of new activities being rolled out and in the addition of new staff.

Training package development and roll-out continued with two training packages: the Learning Communities package and the Foundation package. South Sulawesi specialists participated in the National Module Development Team that produced the Foundation package which is set to be rolled out in Cohort 2 districts in July. Preparations for the Foundation package are in place to ensure target implementation deadlines are met.

Cluster Resource Centers (CRCs) have also been strengthened during this period as confirmed through a round of monitoring visits to each site. Management structures that assign roles and responsibilities to specific individuals now exist in each center and the subject area specialist teachers are playing a significant role in encouraging teachers to use the facilities (in most cases).

The initial kindergarten training took place in June following site selection and socialization. Eight new Master Teacher Trainers (MTTs) were contracted during this period (two for each district, or one per school cluster); all are employed full time to coordinate program activities in the four new districts and all have participated in field staff training led by the provincial team.

There have been a number of collaborative activities with both other DBE components, other projects and with local government. Perhaps most significant of these have been preparation of a proposed package of DBE 1, 2 and 3 materials and activities that will be distributed to local governments to assist in replication of DBE activities which would be resourced and guided by local government personnel.

B. Highlights—National Education Day

The celebration of national education day put a special highlight on the program over this reporting period. The provincial celebration took place in Pangkep District and was attended by the governor and senior members from provincial and district governments, as well as representatives of USAID and all three DBE components. The South Sulawesi DBE team took this opportunity to award all DBE reference schools (*Sekolah Acuan*) with certificates of appreciation signed by all Provincial Coordinators (PCs) and awarded personally by the heads of local governments in recognition of their achievement and support. These events put a high profile spotlight on the program at both the provincial event and in each DBE partner district. The celebrations also called attention to the success that has been achieved

by the DBE reference schools. Following the education day ceremonies, many of these schools have been visited by non-program schools that are interested in achieving similar results and curious to learn how DBE schools have managed to achieve improved teaching and learning without the addition of resources.



The event was attended by (from L to R) H. Syafrudin Nur, Bupati Pangkep, H. M. Amin Syam, Governor South Sulawesi and Ibu Amin Syam.



The DBE banner displayed at the provincial National Education Day event in Pangkep.



The Bupati awards a certificate of appreciation to Ibu Aisyah, Principal of the DBE Reference School SD 14 Bonto Bonto



The Governor of South Sulawesi, H.M. Amin Syam, formally awards ICT Grants on behalf of DBE, USAID, to H. Syafrudin Nur, Bupati Pangkep, who accepts these on behalf of the grantees in four districts.

C. Progress/Accomplishments this Quarter

a. Training Package Development and Delivery

Training package development and delivery took place this quarter for both the Learning Communities training package, which is being rolled out in Cohort 1 districts, and the Foundation package which is being rolled out in Cohort 2 districts.

1. Learning Communities Training Package

i. Development

Following the completion of the materials, the roll-out of the Learning Communities training package continued in April and June and will proceed into the coming quarter.

ii. Roll-Out

School team workshops (STW) have been rolled-out in all five Cohort 1 districts, and the trial of the principals' working group (KKKS) and teachers' working group (KKG) training events have been carried out in Palopo and Soppeng districts. The in-school support visits which are also a part of the training package have also been conducted in Palopo and Soppeng. These activities are a continuation of field activity for the Learning Communities training package and they follow on a workplan that has been developed in coordination and communication with the Primary School Management Advisor who has attended a number of activities.

Several formative evaluation meetings have been held immediately following the STW, KKKS and the KKG in the field with combined members of both teams. Module Development Team (MDT) members reported successful implementation of the trials but also identified numerous improvements to the training package materials during these evaluations. Pak Subaer has taken a lead role in the development and delivery process and university MDT members have been assigned specific tasks for follow-up. Improvements to the facilitation strategies were also a significant part of the discussion. Master Teacher Trainers (MTTs) provided significant input in the content and delivery strategies that make up the training package.

Roll-out will continue with KKG and KKKS training in Jeneponto, Enrekang and Pangkep districts in July and August. In-school support visits will also be conducted as a part of this training package in late August. Final materials revision and the final report are expected to be complete before the end of 2007.



MTT Ibu Neti facilitates a session during the School Team Workshop in Enrekang.



Teachers report back on group work during the School Team Workshop in Pangkep.

2. The Foundation Package

i. Development

The first preparation and planning meeting for the Foundation Package Module Implementation Team was held in Makassar on June 4-6. This included several provincial specialist staff, key university faculty who will be involved in the trial and roll-out in the field, as well as the newly contracted Cohort 2 MTTs. The event successfully developed the plans and preparation for the Training of Trainers (TOT) which was also

held in Makassar June 25-29. The TOT event included selected faculty from both partner universities, representatives of Diknas, the Educational Quality Assurance Agency (LPMP) and the Ministry of Religious Affairs (Depag) as well as provincial specialists, all Cohort 2 MTTs and subject area specialist teachers. In addition to these participants, the TOT also included the five subject area specialist teachers (guru pemandu bidang studi) from each school cluster who will assist in facilitating the training package roll-out in the field. This event was well received by participants; many of the subject area specialist teachers commented that they were very pleased that they would be involved in the training roll-out as facilitators and felt that this would greatly increase the impact that the training would have in the schools by generating greater follow-up by teachers.

ii. Roll-Out

Roll-out will begin in July with the implementation of School Team Workshops in all Cohort 2 school clusters and continue through the coming reporting period.

b. Cluster Resource Center Activities

Cluster Resource Center (CRC) activities are ahead of schedule in South Sulawesi due to the diligent efforts of DLC Pak Djabier who has the lead role in this intervention. Tier One grant applications have been completed and delivered in all ten CRCs. Initial training has taken place in each CRC and subject area specialist teachers played a key role in facilitating sessions during these events. Their involvement helps to promote a sense of ownership within the cluster and improves the likelihood that teachers will use the facilities.

A series of monitoring visits confirmed that each CRC has developed a management team with its own organizational structure. These teams have also worked with Pak Djabier to produce a brochure that provides basic information about the CRC (including its unique name that each management team decided on) for visiting teachers and other guests. Regular monthly reporting is also providing a steady stream of information about implementation and use of each CRC. Grants implementation will continue with Tier Two applications being completed during July and August. Management training is also expected to take place during the coming quarter although scheduling clashes with training package roll-out have made it difficult to fix the dates for this.

c. Cohort 2 MTT Selection

The Cohort 2 MTT interview and selection process was conducted in late May 2007 and initial training took place in Makassar June 21-23.

The selection followed a similar process to that used in the selection of Cohort 1 MTTs. This involved a series of consultative meetings with local stakeholders, public announcement of the position, a review of candidate CVs and interviews of shortlisted candidates in each Cohort 2 DBE district. The interviews were held within each district. The positions were initially announced during the initial DBE 2 “What is Active Learning?” workshops held in each Cohort 2 school cluster in March 2007. Following these events, the positions were announced in each district through letters sent to the offices of Dinas Pendidikan, Departemen Agama and Dewan Pendidikan. DBE 1 District Coordinators also publicized the position from March through April in each cluster. Initial announcements returned

only mixed results either because local posting was not widespread enough or because candidates believed that the position would be pre-selected by local stakeholders. As a result, the decision was taken to re-publicize the openings in more locations throughout the district and school clusters and to extend the period in which CVs were accepted. The results of this extension were more satisfactory and shortlisted candidates were selected for interviews from this second posting.

The interview and selection process followed the same process in each district. Candidates submitted CVs which were collected by DBE 1 district coordinators and forwarded to the DBE office in Makassar. Candidates were shortlisted following a review of CVs by DBE 2 provincial specialist staff. Interviews were scheduled in each district with shortlisted candidates.

Prior to the interviews a meeting was held with the local stakeholders who participated as members of the selection team. During these meetings, the DBE 2 Provincial Coordinator and technical staff described the responsibilities of the selection team, reviewed the selection criteria, the MTT position and scope of work, and explained the workload of the MTT position and their crucial role in achieving results in schools. The PC also set down the expectation that MTTs would work full time for the project, and that MTTs would work as full time staff contracted and paid directly by the project. At this time the PC also requested assistance in seeking official letter of permission for all civil servant candidates seeking to become an MTT.

This discussion was followed by candidate interviews which lasted from 20 minutes to an hour each. The DBE 2 PC explained that the program, the scope of work and the terms of contract for MTTs, including the expectation that permission would be obtained for civil servants to join the program. The PC also explained that it was hoped all MTTs would continue to work in the education sector following their assignment with DBE 2. However, it was also made clear that the program could only guarantee their PNS status would be maintained and it could not be guaranteed that an MTT could return to their same position once program activities concluded in their district. Every candidate considered for the position stated that they understood the risk and agreed to be considered for the position.

Following the interviews, the selection team immediately reviewed their notes and chose two nominees. Selection teams were given several tools to assist the process, including, copies of candidate CVs, the draft MTT SOW as of January 16, letters sent from DBE South Sulawesi to each Bupati (district head) regarding indicative DBE activities over the 2006 calendar year, an evaluation matrix for each candidate interview and sample interview questions (attached).

The interview selection process was completed within one day in each district. The process ranked interviewed candidates and nominated two as MTTs. Additional names and rankings have been recorded so that additional staff can be added should that prove necessary. The following candidates were nominated from that process:

Luwu

Bpk. Nurdin	Pengawas SMP & SMA Kabupaten Assignment: Gugus II Bajo (this is more remote, Pak Nurdin has transportation and better suited to mobility in this more rural gugus)
Ibu Siti Patima	Guru SMA Assignment: Gugus I, Belopa

Sidrap

Bpk. Muhammad Basri	Guru SDN 11 Pangkajene Assignment: Gugus I, Maritengngae
Ibu Tenri Bibi	Kepala Sekolah SD 8 Otting, Assignment: Gugus II, Pitu Riawa

Pinrang

Bpk. Muh. Abrar Usman	Guru SD gugus 2 Assignment: Gugus II, Mattiro Bulu
Ibu Dra. Hj. Sabariah	Pengawas SMP/SMA Assignment: Gugus I Sawitto

Makassar

Ibu Dra. Muthmainnah	Pengawas TK/SD Assignment: Gugus II, Tamalanrea
Bpk. Drs. M. Amir Mallarangan	Guru SMA Assignment: Gugus I, Mamajang

d. TK Site Selection and Training Activities

All ten Cohort 1 TK sites were selected during this period and Makassar hosted the first DBE TK teacher training event in Indonesia. Site selection results are described in the following table.

Cohort 1 TK Site Selection Data for South Sulawesi

District	Cluster	TK Name	Affiliation	TK A&B Students	TK A&B Classes	Teachers /TK A&B Class
Soppeng	Gugus 1 Lalabata	Teratai	Yayasan TK Teratai (Dinas Pendidikan Pemuda dan Olahraga "DIKMUDORA")	51	3	8
	Gugus 2 Lilirilau	As'adiyah Cabbenge	Yayasan As'adiyah (Organsasi Pendidikan Agama)	74	3	7
Palopo	Gugus 1	Handayani	Yayasan TK Handayani (Dinas Pendidikan dan Olahraga "DIKPORA")	85	3	9
	Gugus 2	Dharma Wanita	Yayasan Dharma Wanita (Organisasi Isteri PNS)	28	2	5

Enrekang	Gugus 1	ABA III Pinang Permai	Aisyiyah (Muhammadiyah)	14	2	4
	Gugus 2 Anggeraja	Pertiwi Cakke	Yayasan TK Pertiwi (Dharma Wanita Pemkab Enrekang)	80	3	6
Pangkep	Gugus 1	Pertiwi Anrong Appaka	Yayasan TK Pertiwi (Dharma Wanita Kec. Pangkajene)	40	3	7
	Gugus 2 Ma'rang	RA DDI Bonto Bonto	Darul Da'wah Al Irsya (Nahdatul Ulama)	103	2	6
Jeneponto	Gugus 1	Ais'iyah	Ais'iyah (Muhammadiyah)	34	3	6
	Gugus 2	Dharma Wanita	Yayasan Dharma Wanita	40	2	4
Cohort 2*						
Makassar	Gugus 1	Sulawesi	Yayasan Pendidikan Sulawesi	50	2	5
	Gugus 2	ABA Tamalanrea	Ais'iyah (Muhammadiyah)	47	2	6

*Two Cohort 2 TK have been selected to participate in the first round of TK roll-out. The participation of these TK enabled DBE 2 South Sulawesi to involve participating TK students in the first TK teacher training, which was held in Makassar. This arrangement will continue to benefit DBE 2 throughout the year.

The TK training was held at the Horison Hotel in Makassar June 25-27 and by all accounts the event was a great success. The principal plus two teachers from each school attended as did two personnel from a provincial TK oversight committee (one of whom represented South Sulawesi in the development of the first series of audio instructional materials). The training was well received by participants—many teachers commented that they had never before received such attention or support. The Cohort 1 MTTs who participated also made several recommendations that will be used by the Jakarta team to further enhance the materials to make them more active and more responsive to local needs.



MTTs Pak Ilham Nur and Ibu Rita work together with TK teachers (and one student) from their district to understand how to implement the interactive audio instructional materials during TK training in Makassar.



The training was very 'hands on' particularly in developing low cost learning aids.

e. Monitoring and Evaluation

M&E Assistants have been a welcome addition to the team during this quarter and their efforts at gathering data in the field have been successful. They have maintained targets and in most cases worked ahead of schedule. During this quarter PME and Unpad also executed the post-test in Cohort 1 schools previously identified around the province as coordinated with the national M&E team.

f. Replication

All districts from Cohort 1 have replicated some form of DBE 2 activities and their district governments have earmarked financial resources to do so. One example is Pangkep, where the district government has allocated Rp.53 million for the Technical Team to support the DBE project. The shape of this replication varies greatly from one district to the next but some examples include:

- MTTs implementing workshops to introduce teachers to active learning, most typically during KKG meetings of non-DBE clusters;
- teachers from non-DBE schools and clusters voluntarily (uninvited and self-funded) attending DBE training activities; and
- study visits by non-DBE school faculty to visit DBE reference schools or CRCs.

The three DBE components have coordinated to produce a proposed replication package which is described below under section 'D.'

D. Areas of DBE, MBE, Other Project and/or Local Government Collaboration

a. Replication Package

The three DBE components have developed a joint replication proposal that bundles materials and activities guidelines from each component into one set which can be offered to district governments together with limited field staff support. This proposal has included input from MTTs and has been drafted together with the PCs from DBE 1 and 3.

b. Shared Staff

Proposals for the sharing of District Coordinators and the management and TOR of joint provincial communications staff have also been drafted together with the DBE 1 and DBE 3 PCs.

c. LPMP South Sulawesi

Several meetings and workshops have been held with LPMP during this quarter. These were planned and held following the signing of an MOU between DBE 2 and the Ministry of Education's Directorate for Teacher and Education Personnel Quality Improvement (PMPTK) in Jakarta on May 23, 2007.

The DBE 2 South Sulawesi team met the newly installed director of LPMP South Sulawesi, Prof. Dr. Andi Qashas Rahman (who is widely respected, regarded as progressive and has previous experience working with several DBE team members), and his team on June 11, 2007 at the LPMP offices in Makassar. The DBE 2 team was represented by the Provincial Coordinator, the University Advisor and several provincial specialist staff. The team was joined by the PC and staff of DBE 1.

The LPMP response during this meeting was very encouraging and the parties agreed to collectively plan working arrangements. As a result, a joint DBE/LPMP workshop was held at the LPMP office in Makassar on June 19 to share information between DBE 1, 2 and 3 and LPMP on programs and approaches and to explore opportunities for cooperation. Participants included representatives of all three DBE components, the director of LPMP, the DBE 1 PC Mark Heyward, 14 members of staff of LPMP South Sulawesi, the head and six representatives of the *Dewan Pendidikan Propinsi*, representatives of the DBE 2 partner universities and a representative of the provincial Department of Religious Affairs. The working groups formed during that meeting will meet further to plan follow up activities aimed at making project outcomes sustainable and developing the capacity of LPMP as a service provider.

d. New Office Selection

The three DBE components have been actively engaged in close coordination regarding the selection of a new office site in Makassar during this quarter (the lease on the current office will expire in October and the current office is not sufficient to support the addition of staff). Meetings between all three PCs and Office Managers resulted in a set of selection criteria that were used to short-list three viable office sites during June. Final office selection is expected to be completed in early July.

e. School Report Cards

DBE 2 has also coordinated with DBE 1 team in Makassar and the DBE 1 District Coordinator to prepare for the upcoming School Report Card Pilot which is scheduled to take place in Ma'rang sub-district, Pangkep district on July 4-5. Consultation with local stakeholders has taken place in Pangkep district in preparation for this event. The MTT in Ma'rang, Pak H. Nasaruddin has coordinated closely with the DBE 1 District Coordinator in Pangkep to inform local stakeholders and make necessary field preparations to host the event in the CRC.

f. Education for All Forum

The PC together with provincial specialists from DBE 1 and 3 attended the provincial *Education for All* forum held in Makassar on April 28. The event was opened by head of provincial Bappeda (on behalf of the governor) and included panel discussions on several topics relevant to DBE 2 including improving the quality of education, early childhood education and gender in education. The closing speech was given by Prof. DR. H. Mansyur Ramly, MS (the Kepala Balitbang Depdiknas) who is also a candidate for assistant governor together with the incumbent Amin Syam.

g. Provincial Government Education Exhibition

The provincial government hosted an education exhibition held on Saturday, April 7 in Makassar. The three DBE components prepared and staffed a stand which displayed information and images which described project to visitors. The event was attended by a great many senior provincial and district stakeholders but most notably it was attended by the Minister of Education for Indonesia and three Director Generals of the National Department of Education. The Minister visited the DBE stand twice.

h. Consultation with Local Governments

Consultations with district stakeholders continued in all Cohort 1 and Cohort 2 districts. Routine meetings were conducted with officials at district and sub-district level to coordinate ongoing DBE 2 activity, particularly related to the delivery of training for the Learning Communities package (in Cohort 1 districts) and preparation for the implementation of the Foundation package training (in Cohort 2 districts).

E. Challenges

a. Increased Intensity of Field Training Activity

The workload has increased as anticipated over this reporting period. This has required great commitment of provincial staff who regularly work into the evenings and on weekends to meet the needs of the field training schedule. In response to this, the provincial team has focused attention on identifying ways to increase efficiencies. For example, the administrative team has increased the MTTs' roles and responsibilities in the preparation and administration of training in an effort to lighten the load on the provincial team while simultaneously building MTT capacity.

The increased volume of field training activity has meant that most provincial specialist staff have spent the majority of their working days away from Makassar over the past three months. This has made planning and coordination more difficult. The training schedule will intensify over the next quarter as field training activities will take place every week without pause from July through mid-September. Provincial specialist staff have responded by anticipating the lengthy travel time required to implement training in the field (adding travel days to avoid night travel) and by involving subject area specialist teachers (*guru pemandu bidang studi*) in the training roll-out.

b. Staff Changes

Veteran DBE 2 University Advisor, Prof. Dr. Asfah Rahman tendered his resignation this quarter. Pak Asfah will assume the helm of DBE 1 as the Provincial Coordinator for South Sulawesi as of July 1. Although his absence in the role of University Advisor will be a considerable loss, DBE 2 is very happy to continue working closely with him as he leads DBE 1; the close coordination between the two components will only grow stronger under his leadership. Taking his place in the University Advisor role is Dr. Subaer Junaedi, a long-serving member of DBE 2 Module Development Teams, faculty member of partner *Universitas Negeri Makassar*, and until recently DBE 2 District Learning Coordinator. Pak Subaer's familiarity with the program has significantly aided the handover of responsibilities. His strong professional network throughout the province will enable him to carry on the tradition of excellence begun by Pak Asfah. The team will recruit and contract a new DLC to replace the position previously held by Pak Subaer during the coming quarter.

Bpk. Yudha Yunus also joined the provincial team this quarter as District Learning Coordinator and lead consultant on the TK intervention. His experience working in the province and strong skills as a training facilitator have already added to the provincial team's capacity and endeared him to the MTTs.

F. Ongoing Activities and Upcoming Events, Activities and Plans for Quarter Four, FY07

While numerous activities will be executed over the coming months, the following list highlights a few of the most significant activities have been planned to take place over the next quarter:

- CRC management training rollout
- TK grants
- PKP training package training roll-out
- Foundation package training roll-out
- M&E – baseline data collection in Cohort 2 districts

The CRC management training continues on the first grant awards to each site and initial training that was conducted in every school cluster. Monitoring which followed these activities identified management and administration as a key area which needs further focused attention for CRC facilities to provide effective support within their school cluster, which is why the next series of training events will focus on that aspect. The next round of activity in the CRCs will include several elements, first of which is the application for second tier grants. That will be followed by the implementation of a second series of training events which focus on improving management and administration of each CRC site.

The award of TK grants also follows on past activities which include initial site selection and the initial teacher training held in Makassar in June. It is anticipated that grants applications will be completed by late July and that awards will follow in August once the first unit of the audio series is completed. TK will be monitored by provincial staff to support teachers in the implementation of interactive audio instructional materials.

Training package roll-out will continue to take place as described above. The collection of baseline data will be conducted in Cohort 2 districts by both provincial monitoring and evaluation assistants and MTTs in these districts. Considerable work has been done to streamline monitoring and evaluation activities and the provincial team has delivered ahead of deadlines on most aspects of data collection which will be useful in the coming evaluation and vital in managing program activities.

West Java/Banten Update

XXI. West Java and Banten Update

A. Overview

This quarter has again been one of the busiest for DBE 2 in West Java and Banten since the project commenced in 2005. Approximately forty major education activities were staged by DBE 2 or involved direct DBE 2 participation. These included a number of different types of internal project trainings for technical staff including MTTs, and a number of external trainings and other activities for Cohorts 1 and 2 clientele in DBE 2's eleven districts and twenty-two sub-districts in West Java and Banten. DBE 2 also completed the series of Cohort 2 teacher training activities *Initial Teacher Training-What is Active Learning?*, while continuing with preparation for continuing the roll-out of the MDT-B (UNTIRTA) package *Classroom and Personnel Management* in Cohort 1 clusters and preparing for roll-out of the Cohort 2 *Foundation Package*. During the same period an expanded project monitoring and evaluation program continued with a very extensive data collection program. The renovation, supply, and training program for the 12 Cohort 1 CRCs was completed; and the Cohort 1 kindergarten (TK) component commenced with the selection of twelve representative TK, one in each project sub-district. A matrix illustrating all these April to June activities appears later in this Report.



Grade 5 students at a DBE school in Kabupaten Garut engaged in contextual learning activities for Science Studies, outside the classroom.

Importantly, during the Quarter DBE 2 commenced a series of liaison activities with agencies in West Java and Banten associated with the *Direktorat Jendral Peningkatan Mutu Pendidikan dan Tenaga Kependidikan* of the Department of National Education, including two P4TK in Bandung, an LPMP near Bandung, and an LPMP in Rangkasbitung, Banten.

In addition, DBE 2 has also continued its program of liaison and cooperation with counterpart officials at the province, district, and sub-district levels, and with USAID and other donor projects in West Java and Banten. The project has continued its regular communications activities including arranging and attending forums, meetings, and trainings.



Children from Madrasah Cibangan in Cisolok Sub district, Kabupaten Sukabumi, West Java, on the beach at Pantai Pasir Baru learning about alluvial gold extraction by sluicing beach sands, April 26, 2007.

A great deal of attention has been given to planning and scheduling the many Cohort 1 and Cohort 2 activities which are occurring simultaneously. DBE 2 was able to take advantage of commencement during May of end of academic year activities in schools to hold a number of important planning and liaison meetings for preparing continuing trainings during school holidays and commencement of the new school year in July.

B. Highlights

The highlight of the quarter has again been the sheer volume of training, M&E, and other activities carried out by the DBE 2 team in school clusters throughout West Java and Banten. The level of activity continues to be unprecedented.

Another highlight of the quarter has been the success of the Bandung finance and logistics team to support all these simultaneous activities with timely provision of funds, activity venues, transportation, accommodation and catering arrangements, and related documentation.

To ensure that the Bandung office finance and procurement procedures are in complete compliance with USAID and AED requirements, all of DBE 2 Bandung office staff attended a one-week AED Regional Finance Training conducted in Jakarta by an AED trainer from Washington DC. Also attending this were AED finance and procurement staff from Nepal, Sri Lanka, Vietnam, and the Philippines.



The road to one of DBE 2's most remote West Java schools, Madrasah Nurul Hidayah, Cikajang, in Kabupaten Garut.

C. Progress/Accomplishments this Quarter

a. Training Package Development and Delivery

i. Development

Two teacher training packages continued to be developed, tested, and evaluated by DBE 2 in West Java and Banten – *Classroom and Personnel Management* (also called MDT-B UNTIRTA) for Cohort 1 clusters; and the *Foundation Training Package* for Cohort 2 clusters. With regard to *Classroom and Personnel Management*, the MDT associated with Universitas Sultan Ageng Tertayasa (UNTIRTA) completed design, development, internal training, and field testing during quarter two. Regarding the *Foundation Training Package*, technical staff from Bandung attended two preparatory TOT, one in the Puncak over April 30 to May 4, and another in Jakarta over May 7-11.

ii. Field Testing

No new field testing activities took place this quarter. *Classroom and Personnel Management* was field tested during the second quarter of this year. No field test was planned for the *Foundation Training Package*.

iii. Roll-Out

Roll-out of *Classroom and Personnel Management* commenced late in quarter three with a School Team Workshop (STW) for 76 teachers and principals in Tangerang, Banten, over June 19-21. This roll-out will continue until September 2007 in Tangerang, Cilegon, Karawang, and Indramayu. *Foundation Package* roll-out commences early during Quarter Four, when the first STWs will be conducted in Subang and Garut. This roll-out will continue until November 2007 in Bogor, Karawang, and Indramayu.

iv. Accreditation

The *Classroom and Personnel Management* training package was accredited by UNTIRTA in December 2006. Accreditation of the *Foundation Training Package* is still being negotiated by DBE 2 Jakarta.



Active learning and group discussion are now a normal part of the curriculum at this DBE school in Rangkasbitung, Banten Province.

b. Cohort 2 Initial Teacher Training-What is Active Learning?

The Cohort 2 introductory training activity entitled *What is Active Learning?* which commenced in late March during Quarter Two in Subang and Garut, continued into Quarter Three in Bogor on April 3-4; Karawang on April 11-12; and finally Indramayu on April 17-18. The program was arranged to permit DBE 1 to immediately follow the DBE 2 workshop with a three-day DBE 1 training in the same districts, each with the same audience. By the end of April, the Initial Teacher Training activity was successfully completed in all Cohort 2 districts, and approximately 350 local educators were trained and introduced to DBE 2.

c. Cluster Resource Center Development

During Quarter Three, preparation of sites, procurement and distribution of materials and equipment, and training of the managers and school communities associated with the twelve Cohort 1 CRCs was largely completed. There is still a delay with the most remote Cohort 1 CRC at Bayah in Banten, due to continuing problems with site renovations. To continue preparing DLCs and MTTs for the CRC program, a considerable amount of time and effort has been devoted during MTT Monthly Meetings to explanation and clarification of the program, and the monthly reporting requirements. At the end of Quarter Three, DBE 2 delivered starter kits to 11 West Java and Banten Cohort 1 CRCs and some sites have started to conduct CRC activities. It is anticipated that all sites will be fully operational and busy early in Quarter Four.

d. Sekolah Acuan and Project Replication

The six reference schools which met the DBE 1 and 2 selection criteria for *sekolah acuan* have been used extensively by DBE 1 and 2 for various modeling activities. The DBE study visit program involving these six schools was rolled out during the quarter. Considerable thought was given to developing strategies for replication of DBE activities into non-DBE districts and sub-districts. It is known that replication is occurring spontaneously in certain areas without involvement from DBE. During a combined DBE 1, 2 and 3 West Java/Banten Coordination Meeting held in Bandung in early June a plan was developed to conduct "Replication Workshops," initially with key counterparts in each of the Cohort 1

districts. The combined DBE 1, 2 and 3 “Replication Workshops” program will commence in Cohort 1 districts in Quarter Four.

e. Communications

DBE 2 Bandung has continued production of a monthly newsletter during Quarter Three, with issues published for April and May 2007, and a June issue pending. The *DBE 2 West Java & Banten Monthly Newsletter* is published in Bahasa Indonesia and distributed by MTTs to all DBE 2 stakeholders. Next quarter, the publication of this newsletter will be synchronized with central DBE communications materials.

f. Kindergarten (TK) selection for DBE Cohort 1

Commencing early in April 2007 detailed instructions and selection criteria were provided to Cohort 1 MTTs to commence the process of selecting one representative TK in each of our 12 Cohort 1 sub-districts for inclusion in the forthcoming TK component of DBE 2. By late May many TK profiles had been submitted to Bandung for consideration, and in early June, final selection was made (see summary table below). Planning then commenced with MTTs at the June MTT Monthly Meeting to arrange for DBE 2 Grant Proposal Forms to be processed for each selected TK; and also for the first TK Training over 3 days, July 23-25, at Palabuhanratu, very close to two of the selected TK.

2. *Results:* by June 2007 inclusion into DBE 2 of the following 12 TK had been confirmed:

District	Sub-district	TK Name	Affiliation
Sukabumi, West Java	Palabuhanratu (urban/rural)	Pendidikan Anak Usia Dini (PAUD) “Darul Ullum”	PKBM Samudra (Islam)
	Cisolok (rural)	Pendidikan Anak Usia Dini (PAUD) “At Taqwa”	PKBM At Taqwa (Islam)
Karawang West Java	Karawang Barat (urban)	TK Islam “Al Aqsha”	Yayasan Panti Asuhan Mathla’ul Anwar (Islam)
	Rengasdengklok (urban/rural)	TK Islam Terpadu “Permata”	Yayasan Islam Amani (Islam)
Indramayu West Java	Indramayu (urban)	TK “Nur Hikmah”	Yayasan Nur Hikmah
	Sliyeg (rural)	TK “Pertiwi”	Pemberdayaan Kesejahteraan Keluarga (PKK) Pertiwi
Cilegon Banten	Cilegon (urban)	TK PGRI Cilegon	Persatuan Guru Republic Indonesia (Association of Indonesian Teachers)
	Purwakata (urban)	TK “Al Khairiyah Kebon Dalem”	Yayasan Al Khairiyah (Islam)
Tangerang Banten	Tangerang (urban)	TK “Citra Kasih”	Yayasan Pendidikan Citra Kasih (Islam)
	Karawaci (urban)	TK Islam “Al Hidayah”	Yayasan Al Hidayah (Islam)
Lebak Banten	Rangkasbitung (urban)	TK PGRI Rangkasbitung	Persatuan Guru Republic Indonesia (Association of Indonesian Teachers)
	Bayah (rural)	TK “Pelita II”	Dharma Wanita Persatuan Kecamatan Bayah (Association of Wives of Government Officials)

g. Monthly Master Teacher Trainer Meetings and Trainings

Following the monthly routine established in early 2006, during Quarter Three the 22 Cohort 1 MTTs and 20 Cohort 2 MTTs met at the end of April (in Palabuhanratu), May (in Bandung), and June (in Bandung) with DBE 2 staff from Bandung for one night-one day meetings to receive update briefings, follow-up training, and complete their reporting and financial administration. MTT meetings are usually combined with other simultaneous events, internal DBE 2 trainings, or MDT/MIT meetings, to maximize organizational and budgetary efficiency.

h. Project Monitoring, Evaluation, and Testing

DBE 2 carried out a very large amount of project monitoring, evaluation, testing, and M&E training in West Java and Banten during Quarter Three. Late in Quarter Two, five “Assessment Administrators” (data gatherers) were recruited and contracted until mid-June 2007 to assist the DBE 2 Bandung M&E Specialist, and at the conclusion of that contract period three of these staff had their contracts extended until September. M&E activities included Pilot Testing in Banten of DBE 2 M&E instruments; Post Testing for Cohort 1 schools; Cohort 1 School Observations; and Cohort 2 Baseline Data Gathering in all districts. Finally, DBE 2 Bandung participated in two M&E internal training workshops, the first in Semarang over June 18-20 for all DBE 2 M&E coordinators; the second, a standards-setting workshop, over June 27-30 in Bandung, held in conjunction with Universitas Padjadjaran, Bandung.



On National Education Day, May 2, 2007, Ibu Haryati, a Cohort 1 Master Teacher Trainer in the Rengasdengklok Sub district of Kabupaten Karawang, West Java, was presented with a Teacher Achievement Reward by the district head.



M&E Cohort 1 student post testing at a school in Karawang, West Java.

Summary of Quarter Three Activities

NO	ACTIVITIES & STAFF ALLOCATED		2007			VENUE	# PARTICIPANTS
			April	May	June		
1	M & E : Administering Post Test Cohort 1	M&E WJ&B	1 13			Indramayu, Karawang, Sukabumi, Cilegon, Lebak, Tangerang	Agus, Irwan & 5 M&E assistants
2	ITT Training “ What is Active Learning” for Cohort 2 in BOGOR	EPM, EPC, DLC, 2 MTT C1 as Facilitators	2 5			Hotel New Mirah, Bogor	54 teachers & principals
3	M & E: School Obeservation (COHORT 1)	5 M & E Administrator	9 13			Cisolok & Bayah	5 Schools in Cisolok, 4 in Bayah
4	National Module Development Team (1st Meeting)	Dosen UNTIRTA, Dinas Banten	9 13			Jayakarta Hotel, Anyer	16 people from 7 Province
5	ITT Training “ What is Active Learning” for Cohort 2 in INDRAMAYU	DLCs, EPC, 2 MTT C1 as facilitators	10 11			Wiwi Perkasa Hotel, Indramayu	48 teachers & principals
6	M & E: Supervision (COHORT 1)	M & E Jkt, M&E WJ&B, PEA Jkt	16 18			Cilegon & Rangkasbitung	2 Schools in Cilegon & 2 Schools in Purwakarta
7	M & E: School Obeservation (COHORT 1)	5 M & E Administrators	16 20			Rangkasbitung & Cilegon	4 Schools in Rangkasbitung, 4 in Cilegon
8	ITT Training “ What is Active Learning” for Cohort 2 in KARAWANG	DLCs, EPC 1 DLC, 2 MTT C1 As facilitator	17 18			Alam Sari Restaurant, Karawang	50 teachers & principals
9	PC Meeting	PC	19 20			Jakarta Office	
10	M & E : School Observation Cohort 1	4 M & E Adminstrators	23 27			Tangerang & Karawaci	4 Schools in Tangerang, 2 in Karawaci
11	“Field Staff Training” for Cohort 2 and MTT Monthly Meeting (Cohort 2: 2nd)	PC, EPM, EPC, UA, DLCs, , PEA, M&E WJ&B	23 27			Inna Samudra Hotel, Palabuhanratu	20 MTT Cohort 2
12	MTT Monthly Meeting (Cohort 1: 13th)		26 27			Inna Samudra Hotel, Palabuhanratu	22 MTT Cohort 1

NO	ACTIVITIES & STAFF ALLOCATED	2007			VENUE	# PARTICIPANTS
		April	May	June		
13	National Module Development Team (2nd Meeting Training of Trainers of Trainers)	EPM, EPC, UA, Dosen UNTIRTA, Dinas Banten,	30 April	4 May	Puncak	3 Staff DBE 2 Bdg, John (UNTIRTA), Endang (Dinas Banten)
14	M & E: Baseline data Cohort 2 (Classroom Observation + School Assessment) in BOGOR	M&E WJ&B, MTT C2 Bogor, 5 M & E Administrators	30 April	4 May	Bogor	10 Schools in Bogor Tengah, 10 School in Tanah Sareal
15	M & E: Baseline data Cohort 2 (Classroom Observation + School Assessment) in GARUT	M&E WJ&B, MTT C2 Garut, 5M & E Administrators		7 11	Garut	9 Schools in Cikajang, 9 in Tarogong
16	M & E: Baseline data Cohort 2 (Classroom Observation + School Assessment) in GARUT	MTT C2 Garut, 2 Administrators		7 11	Garut	4 Schools in Cikajang, 4 in Tarogong
17	M & E: Baseline data Cohort 2 (Classroom Observation + School Assessment) in SUBANG	3 M & E Administrators, MTT C2 Subang		7 11	Subang	5 Schools in Jalancagak, 9 Pagaden
18	Mid Term Field Staff Training (Cohort 1) for 7 Provinces orgained by Jakarta Office	All DBE 2 Bandung Technical Team		7 11	Mercure Hotel Ancol	6 Staff DBE 2 Bandung & others staff program from 5 Province
19	AED Regoinal Training for Finance & Procurement for West Java, Banten & North Sumatera (orgained by Bandung Office)	All DBE 2 Bandung Finance & Procurement Staff		8 11	Mercure Hotel, Ancol	5 Staff DBE 2 Bandung & 5 Staff DBE 2 Medan, 2 Staff from AED
20	UA Visits to Untirta to discuss Foundation Package arrangement	UA		10	Serang	1 staff
21	Planning Meeting	All Staff DBE 2 Bandung		14	Bandung Office	12 Staff DBE 2 Bandung
22	MBE Final Evaluation Meeting	2 DLC		14 15	Jakarta	2 Staff DBE 2 Bandung & Other represntatives across province

NO	ACTIVITIES & STAFF ALLOCATED		2007			VENUE	# PARTICIPANTS
			April	May	June		
23	Visit to PMPTK Lembaga	PC, 1 DLC		15 16		Serang	Thamrin & Tatang (Bandung), Ase & Raden (Banten)
24	M & E: Baseline data Cohort 2 (Classroom Observation + School Assessment) in BOGOR	M&E WJ&B, 3 M & E Administrators, MTT Bogor		14 19		Bogor	4 Schools in Bogor Tengah, 4 in Tanah Sareal
25	PC Meeting	PC		21 22		Jakarta	
26	Meeting with PMTPK (Peningkatan Mutu Tenaga Pedidikan & Tenaga Kependidikan)	PC & EPM		23		Grand Mahakan Hotel, Jakarta	2 Staff DBE 2 Bandung & others staff from other province
27	Technical Planning Meeting & Documentation Workshop (Nur & Ida)			25		Bandung Office	All Staff DBE 2 Bandung
28	Mid Term Field Staff Training (2 nd) for Cohort 1 & MTT Monthly Meeting C1 (14th)	Bandung Technical Team		28 May 1 June		Permata Bidakara Hotel , Bandung	22 MTT Cohort 1, 20 MTT Cohort 2, 10 DBE 2 Bdg Staff
29	MTT Monthly Meeting C2 (3rd)	Bandung Technical Team		31 May		Permata Bidakara Hotel , Bandung	20 MTT Cohort 2, 10 DBE 2 Bdg Staff
30	TOT Planning Meetings for Foundation Package (Cohort 2)	Bandung Technical Team			5 6	Bandung Office	15
31	PSBG Gugus Training	MTT Sliyeg			8 9	SDN Tambi Lor (Gugus Anyer) in Sliyeg Indramayu	20 30 Teachers
32	TOT Foundation Package	Bandung Technical Team			11 15	LPMP Padalarang	45 MTTs, teachers & principals
33	PSBG Gugus Training	MTT Indramayu			13 14	SDN Kepandean I, Indramayu	20 30 Teachers
34	PSBG Gugus Training	MTT Cisolok			18 19	SDN Cisolok (Gugus Dhasa Mitra) in Cisolok Sukabumi	20 30 Teachers
35	PSBG Gugus Training	MTT P'Ratu			18 19	SDN Palabuhanratu 01 (Gugus Samudra Mandiri), Palabuhanratu Sukabumi	20 30 Teachers

NO	ACTIVITIES & STAFF ALLOCATED	2007			VENUE	# PARTICIPANTS
		April	May	June		
36	PSBG Gugus Training MTT Rengas.			18 19	SD BPK Penabur (Gugus Rengasdengklok)	20 30 Teachers
37	PC Meeting PC			18 19	Jakarta Office	
38	M & E National Coordination Meeting M&E WJ&B			18 20	Semarang Office	All M & E Staff from 7 Provinces
39	STW MDT B UNTIRTA: Classroom Management Team B1			19 21	SDN Karawaci Baru 01, Tangerang	76 teachers & principals
40	MTT Monthly Meeting C1 (15th) & C2 (4th) Team DBE 2 Bdg			26 28	Hotel Permata Bidakara, Bandung	22 MTT Cohort 1 20 MTT Cohort 2

E. Areas of DBE, MBE, Other Project and/or Local Government Collaboration

a. Cooperation with DBE 1 and DBE 3 West Java and Banten

During Quarter Three, DBE 2 continued to cooperate closely with DBE 1 and DBE 3 in the joint Bandung office and in the field. Regular meetings were conducted between the DBE 123 Provincial Coordinators, between technical staff, and in the field between DBE 123 field staff at the district and sub-district levels. DBE 123 began close cooperation for the proposed district-level Replication Workshop program.

b. Cooperation with other USAID projects operating in West Java and Banten

DBE 2 has continued to cooperate and share information with USAID projects operating in West Java and Banten, especially those with provincial offices in Bandung, namely ESP, LGSP, SENADA, and HSP.

c. Cooperation with PMPTK, P4TK and LPMP in West Java and Banten

During Quarter Three, in line with general DBE 2 policy to cooperate closely with the Department of National Education's Directorate General for Teacher and Education Personnel Quality Improvement (PMPTK) a number of liaison visits were made with four PMPTK agencies in West Java and Banten (see table below). On May 23 Bandung staff participated in a one-day DBE 2 national workshop in Jakarta to sign an MOU with PMPTK and explore possibilities for cooperation, particularly for project replication. DBE 2 Jakarta is following up on the programmatic aspects of partnership activities with PMPTK following the signing of the MOU.

Relevant PMPTK Agencies Operating in West Java & Banten

Agency Name & Function	Key Staff & location
Lembaga Penjaminan Mutu Pendidikan Jabar (LPMP-Jabar) <i>Province level agency for facilitating higher educational standards amongst Pengawas, KS, & Guru from SD/TK, SMP, SMA, SMK (KKKS & KKG) in West Java</i>	Bp Totok Santosa Head Jl. Raya Cimareme, Padalarang, Kabupaten Bandung
Pusat Pengembangan Pendidikan dan Tenaga Kependidikan Ilmu Pengetahuan Alam (P4TK-IPA) <i>National level agency for training guru SD/TK, SLTP, SMA for science education.</i> <i>For many years until February 2007 was known as PPPG IPA.</i>	Bp Herry Suherman Head Jl. Diponegoro 12 Bandung
Pusat Pengembangan Permbudayaan Pendidikan dan Tenaga Kependidikan Taman Kanak-kanak dan Pendidikan Luar Biasa (P4TK-TK/PLB) <i>National level agency for training guru TK and guru special needs, and for in service teacher training by correspondence and E training of guru SD, SLTP, and SMU.</i> <i>For many years until February 2007 was known as PPPG Tertulis (Correspondence Education Centre).</i>	Ibu Theriska Setiawan Head Jl. Dr. Cipto No. 9 Bandung
Lembaga Penjaminan Mutu Pendidikan Banten (LPMP-Banten) <i>Province level agency for facilitating higher educational standards amongst Pengawas, KS, & Guru from SD/TK, SMP, SMA, SMK (KKKS & KKG) in Banten</i>	Moh Nur Jl. Siliwangi No. 208 Rangkasbitung, Kab. Lebak, Banten

d. Cooperation with Provinces, Districts, and Sub-districts

DBE 2 regularly confers with government officials at province, district, and sub-district levels in West Java and Banten to inform about our activities, seek advice, and ensure they are invited to all major events. For example, on May 16 a formal DBE 123 presentation was made to the Bupati of Sukabumi in Palabuhanratu; on June 5 a joint presentation was made to the Provincial Planning Agency for Banten Province; and on June 16 a joint presentation was made during a public education seminar in Serang, Banten sponsored by the newspaper, *Radar Banten*.

F. Challenges

As reported many times before in Quarterly Reports, the single greatest challenge facing DBE 2 in West Java and Banten continues to be managing and scheduling a rapidly-expanding and complicated set of simultaneous project activities across a geographically dispersed area of operations covering two separate provinces and Cohorts, in a way which does not compromise the quality of assistance being provided to the school clusters.

DBE 2 Bandung continues to be very concerned that later in 2007 and early in 2008 there may be a triple cohort overlap caused by commencement of Cohort 3, and continue to advocate that commencement of Cohort 3 should be delayed until Cohort 1 interventions conclude.

G. Ongoing Activities and Upcoming Events, Activities and Plans for Quarter Four, FY07**a. Ongoing Activities**

All of the activities reported above are ongoing, and will continue well into Fiscal Year 2008, including about forty different types of internal and external training activities:

- **Ongoing training package implementation** for Cohort 1 *Classroom and Personnel Management* will continue until September, and for Cohort 2 *Foundation Training Package* will continue until November 2007.
- **Implementation of the Cohort 1 CRC program** will see all CRCs fully operational during Quarter Four.
- **Implementation of the Cohort 1 TK program.**
- **The DBE 2 M&E program** will continue to expand, now using 3 temporary Assessment Administrators contracted until September.

b. Upcoming Events, Activities and Plans for Quarter Four Fiscal Year 07

Between July and September 2007 approximately fifty activities and events will occur:

- **Sekolah Acuan** will be continue to be used in six Cohort 1 sub-districts for replication modeling, and six Cohort 1 District-level Replication Workshops will be held.
- **The Cohort 1 ICT Program** will commence in September.
- **Two additional junior office staff** will be recruited and contracted to assist with the expanding workload in West Java.
- **Three monthly newsletters** will be prepared and distributed for July, August, and September 2007.
- **Cooperation arrangements** will continue with other USAID projects, other international donor projects, with DBE 1 and DBE 3, and with local officials in provinces, districts, and sub-districts.

XXII. Progress toward the Achievement of Project Objectives and Contract Deliverables

During Quarter Three, DBE 2 made substantial progress toward the achievement of several contract deliverables. In this section, progress in relation to overall DBE 2 project objectives and deliverables is discussed first, followed by Aceh-specific objectives and deliverables.

A. DBE 2 Project Deliverables

Deliverable 3: Assessment Tool Developed and Applied

DBE 2 collected primary student post-test data this quarter. A scoring rubric for analyzing collected data was also developed and applied.

Deliverable 5: School Cluster Identification

DBE 2 completed Cohort 2 cluster identification this quarter.

Deliverable 6: DLCs and MTTs Recruited, Hired, Trained and Deployed

DBE 2 completed the selection of Cohort 2 MTTs this quarter. DLC recruitment is largely complete. New field staff received training this quarter, and Cohort 2 field staff received mid-term training.

Deliverable 9: Contractor-Provided Technical support for Pilot Kindergarten Program

This quarter, the UT/Pustekkom scriptwriting team completed writing and field testing the first 25 programs. Final recording of programs 1-25 and teacher training activities commenced.

Deliverable 10: Contractor-Assisted CRCs Developed and Equipped

Starter kits and associated training continued to be distributed and conducted in West Java/Banten and Aceh this quarter. CRCs in all other provinces are operational.

Deliverable 11: Simple Mathematics and Science Instructional Materials Introduced to Target Teachers

All CRC training participants received training in creating low-cost instructional materials using the CRC starter kits (which include core subject kits).

Deliverable 13: Grants for Library Materials

This quarter DBE 2 submitted the draft Kompas Gramedia Alliance to USAID for review. The terms of the final MOU will determine the strategy for the DBE 2 library intervention.

Deliverable 17: ICT Education “Hotspots” Pilot Project Designed and Implemented

Intel Corporation and DBE 2 signed the Intel Teach Alliance this quarter. Discussions toward the implementation of a hotspot pilot continue.

B. DBE 2 Aceh Component Deliverables: DBE 2 Core Program

Deliverable 1: Mobilize Provincial Coordinator and Key Staff to Aceh

The Aceh M&E Coordinator resigned this quarter after accepting a position with the UN. Recruitment for a replacement is underway.

Deliverable 4: ICT Assessment

DBE 2 and Winrock International completed the second phase of the ICT Assessment this quarter and two pilot sites were selected. Winrock is scheduled to submit its final report to DBE 2 early next quarter.

C. DBE 2 Aceh Component Deliverables: DBE 2 Syiah Kuala FKIP Activities

Deliverable 1: Mobilize Project Manager

The DBE 2 FKIP Program Coordinator resigned this quarter. Recruitment for a replacement is underway.

Deliverables 4 and 5

Deliverables 4 and 5 remain to be completed. DBE 2 received verbal notification from USAID this quarter that construction for the new FKIP facility will move forward. Pending written confirmation, DBE 2 will move forward towards the completion of deliverables 4 and 5.

DBE 2 Contract Deliverables Tracker: Progress through FY07 Q3

XXIII. DBE 2 Contract Deliverables Tracker: Progress through FY07 Q3

Deliverable	Description	Contract Due Date	Due: Fiscal Year & Quarter	Status
1	Five Year Indicative Plan and Annual Work Plans. These Plans will be prepared in consultation with the contractor/ grantee implementing Program Objective 1 and Program Objective 3, other education donors, partners and stakeholders.	Final Five Year Indicative Plan and first year Work Plan within first two months of Contractor award. Annual Work Plans in subsequent years on a schedule to be agreed upon with USAID.	FY05 Q4, FY07 Q1, FY08 Q1, FY09 Q1	Complete: FY06 Q2 (final iteration of Year One workplan approved by USAID); FY06 Q4 Complete: FY07 workplan (submitted to USAID FY06 Q4)
2	Establishment, staffing and functioning of Central and Provincial Offices.	Within three months of the award.	FY05 Q3	Complete: FY06 Q2
3	Assessment Tool developed and applied in a minimum of 30% of program schools in selected sub district clusters at the inception of their participation in the program, or as soon as the instrument is developed. Baseline and follow on data is drawn by the Contractor from the performance assessments for its Results Framework, Performance Monitoring Plan, work plans and reports, and for use in external evaluations.	Within four months of contract award. Two follow on performance assessments will be conducted prior to mid term external evaluation scheduled for 2007 and prior to final external evaluation scheduled for 2009.	FY05 Q4	Complete: FY06 Q2; FY06 Q4, baseline 2 applied in sample of Cohort 1 and control schools. FY07 Q3, post test administered in Cohort 1 sample and control schools

Deliverable	Description	Contract Due Date	Due: Fiscal Year & Quarter	Status
4	Performance Monitoring Plan and a Results Framework for Program Objective 2 activities, specifying indicators and baseline data and targets and requisite monitoring arrangements to measure and report progress at both activity and Program Objective level and contribution to the SO, Improved Quality of Basic Education. This plan will build upon the assessment tool described above.	Draft plan within four months of contract award. Baseline data within six months of award. Annual reports thereafter as input to USAID's Annual Report to AID/W.	FY05 Q4 and annually	Complete: FY06 Q3
5	School cluster identification in collaboration with other DBE partners	Within four months of contract award and following the identification of districts by the DBE contractor implementing governance activities (Program Objective 1).	FY05 Q4 and following subsequent district selection	Complete: FY05 Q4 (Cohort 1) Complete: FY07 Q3 (Cohort 2)
6	DLCs and MTTs recruited and hired by Contractor, trained and deployed to the field at a pace commensurate with target district and school cluster selection and activity implementation; one District Coordinator for each participating district, one Master Teacher/Trainer per participating sub district school cluster.	In the first six months of year one for initial districts; at least three months before year 2, 3 and 4 for staff required in those years.		Complete: FY06 Q2 & Q3; Complete: FY07 Q3 (Request for approval to hire additional MTTs submitted to CTO)
7	Formal working protocols and mutually agreed work plans developed for assistance in strengthening pre service and in service training in at least two university primary teacher training institutions in each province	Protocols with eleven universities established in year one (two in each province, plus the Open University).	FY06 Q3	Complete: FY06 Q3

Deliverable	Description	Contract Due Date	Due: Fiscal Year & Quarter	Status
8	Contractor substantiation that DLCs and MTTs together have developed ways to draw teachers into greater advocacy and involvement in their own career futures and effectiveness, including access to classroom teaching aids, materials, books; interaction with peers, students and parents; and implementation of performance based professional advancement.	At mid term and end of program external evaluations.	FY07, FY10	
9	Contractor provided technical support and grants in kind assistance for a pilot kindergarten program, including learning and instructional materials	One pilot community kindergarten per cluster, in response to local initiative and demand.	N/A	FY07 Q1: Interactive Audio Instruction training provided to content experts and Pustekkom and UT scriptwriters. Team of five scriptwriters selected to participate in development of DBE 2 kindergarten program. FY07 Q2: Content Development Workshop for first 50 master plans (programs) completed. Scripts 1 9 written. FY07 Q3: Scripts 1 25 written and produced. Teacher training underway.
10	Contractor assisted cluster resource centers developed and equipped at a low cost, sustainable but effective level in sub district school clusters.	One resource center per cluster during the first year of intervention in any given district.	N/A	FY07 Q1: MTTs, DLCs and CRC Managers participated in CRC training in five provinces and starter kits were delivered to one CRC site in each of these provinces. These five CRCs are now operational (including two pilot CRC) FY07 Q2: CRC starter kits distributed and associated training takes place in all clusters in all provinces with the exception of Aceh and West Java/Banten FY07 Q3: All CRCs operational with the exception of Aceh and West Java/Banten

Deliverable	Description	Contract Due Date	Due: Fiscal Year & Quarter	Status
11	Target cluster school teachers and students are introduced to simple mathematics and science instructional materials; materials are made locally and/or provided through in kind assistance.	At schools as they are engaged in the DBE program.	N/A	FY06 Q3, FY07 Q1: Teachers introduced to low cost instructional materials through <i>Introduction to Mathematics</i> and <i>Introduction to Science</i> STW and KKG workshops. FY07 Q1: MTTs, DLCs and CRC Managers receive training in creating low cost instruction materials using CRC starter kits FY07 Q2: CRC starter kits distributed and associated training takes place in all clusters in all provinces with the exception of Aceh and West Java/Banten FY07 Q3: Starter kits delivered to 45 out of 57 CRCs delivery to CRCs in Aceh and West Java/Banten complete next quarter
12	Library assessment	Within the first year of the award.	FY06 Q3	Complete: FY06 Q4
13	Grants for age appropriate, non textbooks for libraries, and training by Master Teacher Trainers on how to administer and use the library resource.	Following the library assessment, at schools as they are engaged in the DBE program.	N/A	FY07 Q1: Grants program approved. DBE 2 library book list and reading strategy under development FY07 Q2: DBE 2 library book lists finalized FY07 Q3: Kompas Gramedia MOU under review by USAID. Terms of MOU will define DBE 2 library strategy
14	Procurement plan for grants in kind for cluster resource centers for teachers, upgrading of university instructional materials, kindergarten pilots, books and reading materials, ICT applications, and other learning materials.	Prior to delivery of grant assistance	N/A	FY06 Q4: Draft procurement plan for grants in kind submitted to USAID for approval FY07 Q1: Approved

Deliverable	Description	Contract Due Date	Due: Fiscal Year & Quarter	Status
15	The multi grade/multi age teaching approach will have been applied in cluster schools, to be identified with input from the DBE Contractor implementing the governance activities. If multi grade teaching proves effective, the Contractor and collaborating universities will train teachers in expanded numbers to teach in a multi grade classroom setting.	Multi grade teaching will be applied, on sufficient scale during 2005 2007 for evaluation as a best practice at mid term in 2007.	N/A	
16	Agreement with the Program Objective 1 Contractor and the Program Objective 3 Grantee on a joint arrangement for exchange of information on best practices and implementation experience of mutual interest.	This arrangement for exchange of information on best practices, etc will be established and functioning in year two. Steps for its establishment and activation will be outlined in the Work Plan for year two.	FY07	
17	ICT education “hotspots” pilot project designed and implemented and business plan(s) demonstrating scalability and sustainability.	Within the first year of the activity, and subject to mid term evaluation in 2007, including updated business plan with actual semi annual financial data.	FY06	FY06 Q4: Tangerang CRC designated as hotspot pilot site. PPA partner, XL Communications, identified to provide connectivity required for hotspot operations and DBE 2 in process of finalizing the alliance and selecting the schools within Tangerang cluster which will take part in pilot. XL Communications will provide connectivity for DBE 1 and 3 sites as well. FY07 Q2: Discussions took place with Intel Corporation on the development of a hotspot pilot activity in Aceh. A draft pilot project framework was developed. FY07 Q3: Intel Alliance signed

Deliverable	Description	Contract Due Date	Due: Fiscal Year & Quarter	Status
18	A summary written account of alliances identified and under development with the private sector. For each alliance, the report will include a summary of the contributions of the parties, including the amount of leverage brought by the Contractor; a description of new resources, level of innovations, and new partners; and a summary of how the interests and objectives of each partner converge.	On an annual basis.	FY07 Q1, FY08 Q1, FY09 Q1	FY07 Q2: Brief FY06 PPA summary submitted with DBE 2 Annual Report. A more detailed summary is to be submitted in Q4
19	Special reports/ analyses as may occasionally be requested, including input to planned mid term and final evaluations in 2007 and 2009.	Upon request with delivery as agreed to by the CTO.		
Aceh Program Component 1: DBE 2 Core				
1	Mobilize Provincial Coordinator and key staff to Aceh. Within 30 days of this modification, mobilize remaining staff to Aceh.	Within 15 days of modification.	FY06 Q3	Complete: FY07 Q1
2	Submit workplan through September 30, 2006. This workplan must show how and when deliverables stipulated in this amendment and the DBE2 contract	Within one month of this modification.	FY06 Q3	Complete: FY06 Q3
3	Assessment for continued DBE 2 assistance in Aceh province.	Within twelve months of this modification.	FY07 Q3	Complete: FY07 Q1

Deliverable	Description	Contract Due Date	Due: Fiscal Year & Quarter	Status
4	Assessment of the feasibility of the ICT component of DBE 2 in Aceh province.	Within six months of this modification.	FY07 Q1	FY07 Q1: Winrock International scope of work complete and assessment scheduled for FY07 Q2 FY07 Q2: Winrock conducted the first phase of ICT assessment. Second phase scheduled for Q3. A final report will be submitted during Q3. FY07 Q3: The second phase of the assessment was conducted and two pilot sites selected. Final report to be submitted Q4.
5	Establish and operate a small grants mechanism as described above.	Within three months of this modification.	FY06 Q4	FY07 Q1: DBE 2 grants program approved by USAID. Additional documentation on small grants mechanism drafted. FY07 Q2: Aceh MTTs trained in small grants activities, potential grantees selected, procurement specialist hired
Aceh Program Component 2: Unsyiah FKIP				
1	Mobilize Project Manager (key personnel under this contract) and support staff to Aceh.	Within 15 days of this modification.	FY06 Q3	Complete: FY06 Q4 FY07 Q3: FKIP Program Coordinator tendered his resignation. Recruit for replacement underway.
2	Submit a report providing the design concept of the new teacher training facility. This deliverable will be used by an Architectural and Engineering firm, under a separate procurement mechanism, to create detailed terms of reference and cost estimate for the new teacher training facility.	Within 45 days of this modification.	FY06 Q3	Complete: FY06 Q2

Deliverable	Description	Contract Due Date	Due: Fiscal Year & Quarter	Status
3	Submit a report identifying priority refurbishment interventions for existing UNSYIAH FKIP buildings, student dormitories, or faculty housing units.	Within 45 days of this modification.	FY06 Q3	Complete: FY06 Q2
4	Finalize procurement plan and timeline for equipment, furnishings, and supplies the contractor will provide for both refurbished and newly constructed facilities.	Within two months of this modification.	FY06 Q4	FY06 Q4: Memo submitted notifying USAID of revised timetable for deliverable, pending finalization of facility design FY07 Q3: Verbal notification received from CTO indicating facility construction will move forward
5	Finalize with UNSYIAH FKIP a comprehensive management and operational plan for a new teacher training facility.	Within four months of this modification.	FY06 Q4	FY06 Q4: Memo submitted notifying USAID of revised timetable for deliverable, pending finalization of facility design FY07 Q3: Verbal notification received from CTO indicating facility construction will move forward
6	Sign a MOU to establish a University Partnership with UNSYIAH and establish a joint working group, comprised of representatives from UNSYIAH, DBE, and USAID, to oversee and set priorities for DBE2 work to support pre-service and in-service teacher training at UNSYIAH.	Within 30 days of this modification.	FY06 Q3	Complete: FY06 Q3
7	Submit workplan through September 30, 2006. This workplan must show how and when deliverables described above will be accomplished. Subsequent workplan will be part of the DBE2 annual workplan.	Within 30 days of this modification.	FY06 Q3	Complete: FY06 Q3