



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

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Quarter 3 FY06 Report, April - June, 2006
Indonesia DBE 2 Project

QUARTERLY REPORT

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Acronyms and Abbreviations

BP	British Petroleum
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	Religious Affairs Department
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
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
Kokesra	Coordinating Ministry for People's Welfare
LGSP	Local Governance Support Program (USAID)
LPMP	Education Quality Assurance Council
M&E	Monitoring and Evaluation
MBE	Managing Basic Education (USAID)
MDC	Madrasah Development Center
MDT	Module Development Team
MI	Islamic Elementary School
MONE	Ministry of National Education
MOU	Memorandum of Understanding
MTT	Master Teacher Trainer
NGO	Non-Governmental Organization
OIC/SOS	Orangutan Information Center/Sumatran Orangutan Society
PAKEM	Active, Creative, Joyful and Effective Learning
PBS	Subject Matter Specialists
PKBM	Community Learning Center
PKS	General University Task Order
PPA	Public-Private Alliance
PPPG	Technical Education Development Center

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Acronyms and Abbreviations

PSMA	Primary School Management Advisor
PSEA	Primary School Education Advisor
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
SMP	Junior High School
UISU	Universitas Islam Sumatera Utara
UM	Universitas Nasional Malang
UNCEN	Universitas Cenderawasih
UNESA	Universitas Nasional Surabaya
UNIMED	Universitas Negeri Medan
UNNES	Universitas Nasional Semarang
UNTIRTA	Universitas Tirtayasa
UNM	Universitas Negeri Makassar
Unismuh	Universitas Muhammadiyah Makassar
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

DBE 2 Fiscal Year 2006 Quarter Three Report: Overview

I. DBE 2 Fiscal Year 2006 Quarter Three Report: Overview

This report covers Decentralized Basic Education Program Component 2: Teaching and Learning (DBE 2) activities for the months of April-June, 2006. Quarter Three, Fiscal Year 2006 (FY06) proved to be extremely productive and notable progress was made in a number of areas including: start-up of DBE 2 project activities in Aceh; the signing of Memorandums of Understanding (MOU) establishing partnerships with thirteen Indonesian partner universities; and the establishment of university-led Module Development Teams (MDT) and the launch of MDT Training. In addition to MDT Training, cluster-based training took place in each DBE province this quarter.

Additional milestones achieved this quarter include the signing of DBE 2's first Public Private Alliance (PPA) with British Petroleum (BP) and the launch of activities in the Tangerang pilot Cluster Resource Center (CRC). DBE 2's Monitoring and Evaluation (M&E) component also made important progress with the finalization of project indicators, training of provincial M&E staff and development of plans for the DBE 2 gains test. Additionally, provincial offices collected and compiled survey data which will now be used to inform DBE 2 strategic plans for a number of components, including information communication technology (ICT) and libraries.

The pattern of DBE-wide collaboration established at the beginning of the program continued this quarter in earnest, and collaboration with the USAID-funded Managing Basic Education (MBE) project continues to be fruitful. The addition of Aceh as a DBE program province has provided DBE 2 with new opportunities to work closely with MBE as the two projects are working in the same clusters and schools. DBE 2 and MBE held meetings this quarter outline their joint activities in Aceh and all parties are anxious to move forward together in Quarter Four.

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

Section II provides a summary of Quarter Three activities. Sections III-XI discuss the key technical and operational components of the DBE 2 project. Provincial quarterly summaries

are found in Sections XII-XVII. The report concludes with Section XVIII, which explores 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. Each topic mentioned is discussed in greater depth throughout the remainder of the report.

A. Signing of Indonesian University Partner MOUs

DBE 2 signed MOUs with thirteen partner universities this quarter, including Syiah Kuala University in Aceh. The MOU signing was a critical step in establishing partnerships that will be the cornerstone of the DBE 2 module development process. In June, USAID hosted a reception at the Dharmawangsa Hotel to celebrate the DBE 2 – university partnerships.

B. Module Development Teams

After the signing of the partnership MOUs, DBE 2 and the universities worked together to establish MDTs led by each partner university. MDTs also consist of DBE 2 field staff, local government and school community representatives. DBE 2 held three regional MDT trainings this quarter, in Makassar, Medan and Bandung, in order to build integrated and effective MDTs and commence the module development process.

C. Cluster-Based Training

DBE 2 field staff developed important links with program schools and clusters this quarter through a program of cluster-based training. Each province tailored the design and roll-out of its training program to suit local needs; however, active learning was a common theme throughout all DBE 2 training activities.

D. British Petroleum Public-Private Alliance

This quarter DBE formalized an alliance with BP which will see the DBE program expand into Papua during Quarter Four. The partnership between DBE 2/USAID and BP leverages a 2:1 match ratio.

E. Aceh Start-Up

DBE 2 Aceh start-up activities commenced at a rapid pace this quarter. Two project offices have been established and the majority of key personnel, including the Provincial Coordinator, hired and mobilized. Additionally, DBE 2 and Syiah Kuala University signed an MOU establishing their partnership, laying the groundwork for technical activities in Aceh.

F. Cluster Resource Center Pilot Activities

CRC pilot activities, including upgrades and repairs made to the facility and stakeholder training, commenced in Tangerang this quarter. An additional pilot site has been identified in Pahae Julu, North Sumatra and activities will begin there in Quarter Four.

G. Local Government Allocation of Funds to Support DBE Activities

In South Sulawesi this quarter, several district governments allocated funds through their local budgets to support DBE activities. Additionally, local government representatives requested an opportunity to discuss replication of DBE program activities in non-DBE districts. All other DBE provinces are working toward this same objective which is key toward achieving program sustainability.

H. Finalization of DBE 2 Indicators

DBE 2 refined and finalized project indicators this quarter. Following USAID approval, DBE 2 Jakarta reviewed indicators with provincial M&E staff.

I. Response to Yogyakarta Earthquake

The May earthquake in Central Java severely impacted the DBE district, Klaten. DBE worked this quarter to respond to the new needs created by the earthquake and DBE 2 hopes in the new school year to continue project activities in Klaten as programmed.

III. Primary School Education and Management Update

A. Overview

The Primary School Program (PSP) team designed, facilitated and participated in a number of effective activities during Quarter Three. Training and meetings in the field focused on supporting field staff and contributing to their professional development as well as the creation of Module Development Teams (MDT), the cornerstone of the DBE 2 module development process.

The newly recruited Primary School Education Manager joined the team on May 1 and has integrated quickly and well. He has contributed significantly to activities and progress this quarter.

B. Highlights

Stakeholder evaluations this quarter consistently demonstrated widespread appreciation of DBE 2 PSP activities. This quarter, the pace of core programmatic activities in the field intensified. As a result, the PSP team has increased travel to provinces to support the provincial teams. Meeting more frequently with provincial staff and assisting them onsite has been mutually beneficial as local staff becomes more familiar with core issues and central staff members are better able to contextualize concepts, implementation and designs to the reality of the field.

This quarter witnessed the continuing development of the University Working Group (UWG), the creation and orientation of the MDTs, the inception of the module development process with the inaugural round of MDT Training, and the delivery of cluster-based training by local staff. In all instances, provincial staff members have demonstrated the growing awareness, confidence and skills necessary to achieve DBE 2 goals.

C. Progress/Accomplishments this Quarter

a. Field Staff Training

The quarter commenced with the PSP team providing support to DBE 2 field staff training workshops. The team provided information and feedback for all provinces and attended workshops in several provinces during the first week of April. These workshops had some important outcomes, including:

- discussion surrounding baseline data instruments (their implementation and aggregated results);
- refinement of criteria for lesson evaluation; and
- development of content and methods for the initial training of teachers and principals in cluster working groups.

The feedback on the baseline data instruments facilitated standardization of coding and uncovered translation and implementation difficulties that were subsequently adjusted.

Refining criteria for lesson evaluation facilitated group understanding on active teaching and learning. The cluster training strategy and content development indicates that field staff members are developing the critical ability to successfully implement strategies and materials appropriate to DBE 2's goals.

Field staff prepared then demonstrated content and methods for the cluster working group-based trainings. The PSP team will continue to support the building of field staff capacity in this area.

b. Cluster-Level Training

The PSP team followed cluster training throughout the DBE 2 provinces with each member visiting their currently assigned MDT provinces.¹ With assignment of the Primary School Management Advisor to Aceh, plans are being created for the fast tracking of training for both field staff and MDTs when positions are finalized and staff recruited.

c. Task Order Drafting and Finalization

This quarter, DBE 2 drafted the university partner MDT task order which details university partner's roles within the module development and delivery process. The task order outlines procedures and expected deliverables, timelines and payment schedules.

The technical aspects of the task order have been widely socialized with stakeholders. Tasks, roles, scheduling, funding and associated university and DBE 2 responsibilities have been discussed. The purpose of the task order is to ensure compliance by the local partner universities with:

- inclusiveness (on non-university MDT members in the module writing process);
- each package's material content;
- associated delivery strategies;
- package trialing, evaluation and reporting expectations;
- monitoring package effectiveness within school and class visits;
- enrichment of package content with additional non-print materials; and
- a schedule of payments based on set tasks.

DBE 2 provided a sample budget with explanatory notes and guidelines to each MDT in order to help facilitate the planning process. Provincial Coordinators received a manual to assist their understanding of the training package development process and training implementation as they will be overseeing MDT training package activities in their respective provinces. All documents are available on request.

d. MDT Training

The prime focus for the PSP team this quarter was the design, implementation and review of the MDT Training. MDT Training was a critical first step in the DBE 2 module writing

¹ Primary School Education Advisor: South Sulawesi/East Java; Primary School Education Manager: West Java/Banten/ Central Java; Primary School Management Advisor: North Sumatra/Aceh

process, which harnesses the expertise of DBE 2 field staff, primary schools teachers and principals, Indonesian university lecturers, and education officials in order to create a sustainable decentralized system of developing and delivering locally relevant in-service teacher training packages.

In order to prepare for the design of MDT Training, the UWG identified topics they believed were important for their teams' development. The Jakarta technical team then designed the training program in response to the topics identified by the UWG.

A total of three trainings took place: in Makassar, South Sulawesi; Medan, North Sumatra; and Bandung, West Java, respectively. Participants included provincial teams as well as the MDT members from the university partners in participating provinces, with both Team A and Team B university² partners present. Representatives from the selected partner universities in Aceh attended the training in North Sumatra. Training was conducted as detailed in the following schedule.

MDT Training Schedule

Region	South Sulawesi / East Java	North Sumatra / Aceh	West Java, Banten / Central Java
Training Dates	May 29 – June 2	June 5-9	June 12-16
Training Location	Makassar	Medan	Bandung
Training Package Topics	Team A: Introduction to Language Team B: Creating Learning Communities	Team A: Introduction to Science Team B: Planning and Assessment	Team A: Introduction to Mathematics Team B: Classroom and Personnel Management

Objectives of the five-day MDT training included:

- building effective, united MDTs;
- preparing MDT members to develop training packages;
- demonstrating best practices in active learning, school management as well as in each training's target topic;
- preparing MDT members to manage and organize behavior change in schools associated with DBE 2 interventions; and
- readying MDT members to support and mentor teachers and principals in order to support DBE 2 interventions at the school-level.

Training sessions sought to be inclusive of and demonstrate active learning, cross-cutting issues (e.g. gender) and DBE 2 training goals. While a discovery learning approach³ was used throughout the majority of the program, participants were familiarized with the

² A or B naming of universities refers to their implementation schedules.

³ Discovery learning is an inquiry-based learning method that encourages participants to formulate and make sense of new knowledge.

training's purpose and expected outcomes with an introductory session examining training and session aims. Additionally, trainers displayed and reviewed each session's aims at the end of the majority of sessions. Participants recorded the development of their attitudes, skills and understanding throughout the training by using journals, fears and hopes displays and revisiting activities during daily recaps and describing links. Many activities were developmental with following sessions building on previous activities.

Training was delivered by the Jakarta technical team, including the Primary School Education and Management Advisors, Open University/ICT Advisor and Primary School Education Manager. Facilitators from participating provincial offices assisted the Jakarta team in training delivery.

Overall, evaluations indicated that participants found the training to meet stated goals and results indicated a high-level of satisfaction from participants. Trainers also evaluated their performance together with the effectiveness of the training as a whole. Some general lessons learned based on trainer evaluations and observations are outlined below:

- Training of local staff for field activities was included within the training design; this reinforced field staff's ability to design, train and support teachers and principals.
- Active learning can be more time consuming than lecture formats, especially when using strategies to reinforce full participation; however, the extra effort is widely appreciated and participants across provinces identified the many active approaches used and commented on how they enjoyed them. There was abundant evidence of wide participation.
- Some activities can only ever be starting points for these groups. Sessions on M&E (4.7), subtopics (5.1), and the development of action plans (5.2) require more time and individual reflection by each university team and central staff.
- Despite initial apprehension that university and non-university members of the respective MDTs may have difficulty finding common ground and appreciating each others contributions to the team, a series of teambuilding exercises largely succeeded in building united MDTs. The importance of maintaining the sense of team that was created during MDT Training is essential to the overall success of the module development process.
- MDT Training demonstrated that gender often remains a sensitive issue. At times, participants became defensive when gender-related topics were perceived as outside of existing cultural norms. Where it is clearly critical that gender awareness needs to continue to be integrated into the DBE 2 process, steps need to be made to determine effective approaches to presenting and discussing gender-related content in the various Indonesian contexts in which DBE 2 works.

D. Ongoing Activities

Quarter Three activities that will carry over into Quarter Four include:

- PSP team provincial support visits;
- DBE 2 field staff training (as need identified);
- data analysis after provincial input;
- ongoing support for MDT A and B throughout the implementation process;
- review of training and consideration of results; and

- UWG monitoring of common concerns and progress.

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

Informal meetings continue between many individuals and groups within DBE. DBE 1 and MBE representatives attended many sessions of the MDT Training. A formal meeting has been undertaken with the Teaching and Learning Group where the current status of component activities was examined; discussions targeted data collection and sharing. Additionally, the Primary School Education Manager presented a session within the National Education Day seminar conducted by the Ministry of National Education (MONE) together with a staff member from the Open University. The session discussed collaborative results from the UWG. During the Central Java, West Java/Banten MDT Training, the MBE Teaching and Learning Consultant assisted in facilitating the gender session.

F. Challenges

There are inherent challenges within all planned activities. While strategic planning and careful response may allay some of these, there will be others that cannot be anticipated.

There are many stakeholders involved in training package development and implementation that need to be thoroughly familiar with the process and their associated responsibilities. While it is expected that all requirements detailed in the task order will be fulfilled, any time delays in task order finalization and signing will impact greatly on implementation in the field. This is especially so with A universities. Universities are hesitant to begin work without a signed task order in place. This issue has been raised by UWG members who were under pressure from university administration to complete legalities prior to their staff members committing to work in this capacity.

The scheduling of the MDT meetings, when PSP team members are expected to attend and support development will also create challenges. Six universities, three PSP team members, six topics, differing MDT capacity and distance to meeting sites will require much fine tuning and flexibility with all concerned.

G. Upcoming Events, Activities and Plans for Quarter Four

The activities detailed in the following table are those expected to be undertaken during Quarter Four. These are not provided in any chronological or priority order.

Focus	Expected Activities and Outcomes
Agreement and signing of the Task Order	The signing of the task order will become the official start time of the MDT and training package development.
Monitoring and supporting MDT activities and training packet development	Central staff is assigned individually to differing provinces to support each MDT for both A and B teams. They will visit the field regularly and follow the meetings, collaborating with UA and UC, contributing widely and responding to the established needs.

Developing a joint plan for implementation in Aceh	Representatives from concerned groups operating or with plans to begin activities in Aceh, met and discuss options and scheduling of activities.
Orientation of and training of Aceh Field staff	When all Aceh field staff has been appointed, central staff will commence TOT including the orientation of Field staff and MDT. Baseline data collection will become their first task. This will allow time for other USAID components to complete more of their training without overburdening the targets.
Support for student testing	Central staff will support the development of student tests to monitor any change in student results over the term of the project.
Developing relationships with MORA	MORA has representation on the UWG and DBE 2 works with many religious schools. MORA orientation to DBE 2 and agreement concerning personnel and schools' participation in DBE 2 will be undertaken. Sustainability through MORA possible contribution and inclusion of DBE 2 materials will be sought.
Meeting with DBE 2 Program Managers	Many of the aspects of the training packet development and implementation under the MDT will need to be undertaken in collaboration with provincial program managers. They need to be orientated to the process and provide advice on the on the ground implementation.
Determine necessary agreements with MONE / MORA	Because of the close liaison with national educational agencies, it needs to be determined which agency needs to be linked to DBE 2 through MOU or letters of Agreement. DBE 2 will also explore possible MOU between DBE 2 and Directorate General of Teachers and Education Personnel quality Improvement (PMPTK)
Supporting establishment of CRCs	CRCs will provide long term support for principals and teachers changing behavior. They will provide places for group meetings, access to resources (consumables, electronic and reference materials) and outreach officers (MTT). Orientation courses will be prepared for implementation in each province that will be contextualized to local conditions.

University Partner Update

IV. University Partner Update

A. Overview

This quarter, DBE 2 accomplished essential steps in university partnership building. DBE 2 and university partners signed MOUs, which established a firm foundation for ongoing and future collaboration.

B. Highlights

Quarter Three highlights include:

- the signing of 13 Indonesian university partnership MOUs, cementing the role of Indonesian universities in the DBE 2 project;
- the launch of university participation in the module development process with participation in MDT Training;
- a reception to celebrate the signed MOUs and welcome all the partner universities to DBE 2 hosted by USAID at the Hotel Dharmawangsa on June 20. All Rectors, University Advisors, university contact persons, as well as DBE 2 and USAID personnel attended the reception; and
- DBE 2 was invited to attend the Open University graduation ceremony on May 30. DBE 2 Chief of Party and the DBE 2 Open University/ICT Advisor attended the ceremony on behalf of DBE 2. During the Open University Rector's keynote address to the 4,000 primary education graduates, he referred several times to the importance of the DBE 2 project for primary education in Indonesia, and the benefits of working with DBE 2 on in-service teacher education program development. After the ceremony, the Rector reconfirmed the Open University's commitment to working with DBE 2.

C. Progress/Accomplishments this Quarter

DBE 2 staff ensured the completion of several integral steps toward building the foundation of DBE 2 – Indonesian university partner collaboration this quarter, including the signing of MOUs, training of the MDTs, and drafting of the task order.

a. DBE 2- Indonesian Partner University MOU

DBE 2 signed a total of 13 MOUs with university partners this quarter. The following table indicates partner universities in each province.

Location	Institution
West Java/Banten	Universitas Pendidikan Indonesia, Bandung, West Java
	Universitas Sultan Ageng Tirtayasa, Serang, Banten

Location	Institution
Central Java	Universitas Negeri Semarang
	Universitas Negeri Surakarta
	Institut Agama Islam Negeri Walisongo
South Sulawesi	Universitas Negeri Makassar
	Universitas Muhammadiyah
East Java	Universitas Negeri Surabaya
	Universitas Negeri Malang
North Sumatra	Institut Agama Islam Negeri Sumatera Utara
	Universitas Negeri Medan
Nangroe Aceh Darussalam	Universitas Syiah Kuala
	Institut Agama Islam Negeri Ar-Raniry*
	Universitas Muhammadiyah**
National	Universitas Terbuka

*MOU with IAIN to be signed in Quarter Four 2006.

**To date, an MOU with Universitas Muhammadiyah will not be drafted until the university develops a teacher training faculty (likely in Quarter Four 2006).

On May 22, an MOU signing ceremony took place at Syiah Kuala University. USAID Mission Director William Frej witnessed the event. The Rector of the University and DBE 2 Chief of Party signed the MOU. The agreement was also counter-signed by three witnesses: the Dean of FKIP; the DBE 2 Open University/ICT Advisor; and the USAID Mission Director.

b. MDT Training and Module Development

This quarter MDT Training, involving all university partners, took place in Makassar, Medan and Bandung. University Advisors and DBE 2 university contacts played a critical role in the organization and implementation of the training program.

Based on the request from University Advisors and university contacts, a meeting was held in Jakarta on June 21 to consolidate what had been achieved in the MDT Training and to further coordinate future MDT activities.

c. Task Order

A series of discussions have taken place with DBE 2 University Advisors and partner university contacts regarding the task order. At the aforementioned June 21 meeting, DBE 2 presented the task order and associated budget to university representatives and discussed outlined obligations. The task order is now being finalized and is nearly ready to be signed by Provincial Coordinators and University Rectors.

D. Ongoing Activities

Ongoing activities include:

- finalizing the university task order;
- collecting data/ information from partner universities on their ICT readiness and availability;
- signing of the DBE 2 – Pustekkom MOU once Legal Bureau (MONE) review is complete;
- preparation of task orders with Open University and Pustekkom in relation to their roles in the module development process; and
- organization of US university partner travel to Indonesia and development of agendas for Indonesian partner university visits.

E. Challenges

Effective DBE 2-Indonesian university partner collaboration will not be achieved without careful attention to the following concerns:

- It is extremely important for University Advisors to take the lead in strengthening collaboration among stakeholders in the provinces, in particular members of the MDT, to design and develop the training package, and to deliver the training in sustainable ways. A potential conflict may take place between university people and practitioners on one hand, and with local government officials on the other. Thus far MDT Training has taken a large step toward building unified teams; however, continual effort will have to be made on the part of DBE 2 to ensure teams are engaging effectively.
- While freedom will be given to the contracted university in managing the task order budget, both product and process of the training package development should meet the required standards and all members should work as a solid team following the prescribed steps. Monitoring the module development process and ensuring compliance with established guidelines will be require significant effort on behalf of DBE 2.
- In some instances, DBE 2 University Advisors are associated with one of the partner universities in a province. In these cases, DBE 2 University Advisors must be careful to divide their attention evenly between the two MDTs in order to avoid the perception of favoritism. Though competition between MDTs may be to a certain degree unavoidable, University Advisors must work to ensure healthy cooperation between all involved parties.

F. Upcoming Events, Activities and Plans for Quarter Four

University partner-related activities for Quarter Four are rapidly taking shape:

- It is anticipated that the task order with Indonesian partner universities will be signed early in Quarter Four.
- University-led MDTs will draft and begin to deliver the first set of DBE 2 training packages in six provinces.
- Representatives from DBE 2 US university partners (Florida State University, the University of Massachusetts and the University of Pittsburgh) will travel to Indonesia to explore possible areas of cooperation and develop action plans with DBE 2 Indonesian partner universities.
- DBE 2 will continue to explore cooperation with Pustekkom in developing interactive audio programming for its kindergarten component.

ICT Update

V. ICT Update

A. Overview

This quarter, DBE 2 achieved progress in relation to a number of ICT-related tasks. A number of ICT-based activities are still in their planning phase, and DBE 2 took steps to further planning and strategy development. An important step in this direction was the collection of ICT data in the provinces. Additionally, DBE 2 entered into discussion with a new potential private sector ICT partner, Microsoft, and continued discussion with Intel surrounding support for ICT-related training.

B. Progress/Accomplishments this Quarter

Progress made this quarter in relation to DBE 2's cross-cutting ICT component includes implementation of ICT surveys, discussions with both Intel and Microsoft regarding ICT training, strategic planning with the EDC Home Office ICT Specialist and drafting with the EDC Home Office Early Childhood Education Specialist DBE 2's audio-based kindergarten strategy.

Provincial offices carried out the survey on ICT availability and readiness in schools and data is currently being reviewed and compiled. Provincial offices will send survey results to the Jakarta office no later than mid-July for review and analysis by the technical team and Home Office ICT Specialist. DBE 2 field staff began carrying out the university partner ICT survey at the end of the quarter.

In coordination with PPA activities, Jakarta technical staff met with representatives from Intel and Microsoft to explore possible cooperation on DBE 2 ICT training. As one possible area of collaboration, Microsoft and DBE 2 discussed ICT training for teachers. During the discussions, Microsoft representatives expressed willingness to provide trainers to deliver the ICT training in Jakarta, and to provide the training materials. Should such an arrangement be determined to be feasible, DBE 2 would consider covering costs such as training venue, facilities, transportation, meals and accommodation. The maximum number of participants for each of training would be approximately 30 people.

DBE 2 participated in a series of conference calls with the Home Office ICT Specialist in order to develop a draft CRC ICT strategy. The strategy details both low-technology and high-technology options. Furthermore, plans were made to bring the Home Office ICT Specialist to Jakarta next quarter.

In consultation with the Home Office Early Childhood Education Specialist, DBE 2 also drafted a strategy this quarter detailing its audio-based kindergarten approach. The strategy will be discussed with USAID next quarter and presented to GOI stakeholders.

C. Ongoing Activities

Ongoing activities include the following:

- DBE 2 staff members are currently carrying out a survey of local partner universities' ICT capabilities and needs. After the MOU signing with partner universities, University Advisors began implementing the survey, gathering information on local availability of ICTs, current applications, and receptivity to pedagogical ICT applications.
- DBE 2 is in the process of identifying and reviewing existing and relevant curriculum and training materials on ICT for both DBE 2 staff and target audiences.
- DBE 2 is in the process of refining its kindergarten strategy and organizing the first in a series of meetings with USAID and GOI stakeholders.
- Discussions with Microsoft and Intel continue and DBE 2 is currently reviewing a self-instructional CD-ROM and a set of ICT training manuals from Microsoft for possible adaptation for use on DBE 2 ICT activities.

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

The DBE ICT Working Group continues to plan program ICT activities and this quarter the group planned a number of ICT activities to be developed through joint efforts among members of each DBE component. These activities include the development of a joint DBE website, and an ICT for Better Education Toolkit.

E. Challenges

Challenges facing the implementation of DBE 2's ICT component include:

- fully integrating the use of ICTs as pedagogical tools, in teaching and learning activities in DBE 2 clusters and schools, especially in environments where ICT has not been previously used to strengthen teaching and learning; and
- narrowing the gap between urban and rural school communities in ICT use.

F. Upcoming Events, Activities and Plans for Quarter Four

DBE 2 expects that ICT will become an important component of project activities during Quarter Four. To date, planned activities, in addition to those discussed in Section C, for next quarter include the following:

- **ICT Profiling.** DBE 2 is developing school cluster profiles, based on existing ICT capabilities and readiness, using data collected in the ICT survey and other relevant sources. With these profiles, DBE 2 will be able to identify and design appropriate ICT-based interventions for each cluster, tailored to the specific needs and capabilities of each.
- **ICT Training Curriculum.** The technical team, with the assistance of the Home Office ICT Specialist, will develop an ICT training curriculum for DBE 2 staff and target audiences.
- **Finalization of Pustekkom MOU.** It is anticipated that the Pustekkom MOU will be signed next quarter and that Pustekkom will be a critical partner in developing DBE 2's audio-based kindergarten program.

- **Hotspots Pilot.** An education internet hotspots pilot will be designed and implemented in the coming quarter. Site selection will focus on areas which show the capacity for sustainable management of such an activity. Possible sites include Tangerang and other densely populated areas with a strong local technology sector.
- **University Partner ICT Survey Results.** DBE 2 staff will analyze data from the university partner survey on ICT capacity and need. The data will allow DBE 2 to design effective ICT activities targeting local universities and to improve the capacity of local university partners to use and manage ICT resources.
- **ICT for Better Education Toolkit.** As a “how to series” this Toolkit will cover various content areas, based on stakeholder needs. DBE 2 staff will develop a basic course outline for the Toolkit, and will review existing ICT Toolkits for possible adaptation. The team will develop and test a new Toolkit, for later use in CRCs and other DBE 2 ICT activity sites. Online applications for the Toolkit, such as internet-based tutorials, will also be explored.

VI. Cluster Resource Center Update

A. Overview

The last three months have seen significant progress in the development of CRCs and DBE 2 anticipates even greater steps forward in the coming quarter. Key accomplishments from this quarter include: near completion of CRC site selection in the provinces; launching of pilot CRC activities in West Java; and identification of CRC pilot site in North Sumatra.

B. Progress/Accomplishments this Quarter

This quarter's accomplishments, including commencement of CRC pilot activities, identification and selection of CRC materials, preparation of CRC guidelines and procurement plan, and site selection are discussed in the following sections.

a. Preparation of Pilot CRC Site in Tangerang, West Java

Upgrades and minor repairs needed to ready the pilot CRC site in Tangerang were completed. The site is now ready for the next phase of CRC start-up involving in-kind grant assistance and stakeholder activities. Upgrades to the facility in Tangerang included: installation of two air conditioning units; repair and painting of floors and walls; installation of electrical wiring necessary for use of ICT; improvements to lighting; and purchase and installation of basic furniture and equipment (ten chairs and four computer tables, two filing cabinets). Next steps include procurement and delivery of computers.

b. Assessment and Initial Training at Pilot CRC Site

DBE 2 staff met with principals and faculty, including 34 teachers, at the Tangerang site to assess their level of understanding of the CRC program, and also to assess their expectations and needs. The session led to clarification of a number of issues, and after receiving more information about the CRC program, school staff indicated that they will be happy to:

- support the establishment and development of a CRC in their school;
- contribute to the operation of the CRC, providing a budget for printer toner and ICT maintenance; and
- maximize use of the facilities through outreach activities, to encourage sharing of the facilities with other schools in the cluster.

c. Identification and Selection CRC Materials

DBE 2 identified a list of relevant, locally-available teaching and learning materials. The list includes print and non-print materials; items from the list will be selected by MTTs and CRC stakeholders. It is anticipated that a standard start-up set of teaching-learning resources will be issued to each CRC. Subsequent resources will then be provided based upon identified local priorities, needs and local availability.

d. CRC Guidelines

This quarter DBE 2 prepared a set of guidelines for establishing and managing CRCs. The guidelines are currently undergoing final review and revision. The first draft of the CRC guidelines will be distributed to all Provincial Coordinators for their input early in Quarter Four.

e. CRC Site Selection

The process of selecting CRC sites in each cluster is nearly complete. As part of the assessment and selection process, sites have also been tentatively classified within three levels, based on their technological capacity. CRC sites are grouped in the general categories of basic, medium and high-tech. Assessment information from each site is being sent to DBE 2 Jakarta, after an initial review in the provincial offices, for planning and further action. Several Provincial Coordinators have completed memos documenting the selection process and the remainder of selection documentation will be submitted early in Quarter Four. Additionally, a basic/rural CRC pilot site has been identified in North Sumatra.

f. Procurement Plan

The DBE 2 procurement plan for in-kind assistance, including commodities for CRCs, has been drafted for review by the DBE 2 Grants Management Consultant who will visit Jakarta early in Quarter Four. After review and revision, the plan will be submitted to USAID. The document, as well as procurement compliance guidelines for procurement of commodities on grants under contract, will be the basis of the system through which CRCs are equipped.

D. Ongoing Activities

In addition to those previously discussed, ongoing activities include the following:

- **Planning for CRC Workshop.** This meeting, scheduled in Jakarta for July 18-19, will provide DLCs and MTTs a chance to share ideas and information on CRCs and plan for roll-out in their respective clusters. Jakarta staff will also share information on related operational issues.
- **ICT Assessments.** The DBE 2 team is compiling information on schools' ICT resources and capacity, as well as their receptivity to ICT-based activities. ICT assessment results will assist staff and EDC's Home Office ICT Specialist, scheduled to arrive in August, in finalizing the design of the DBE 2 CRC ICT strategy.

E. Challenges

A number of critical challenges face both the roll-out and sustainability of CRCs:

- **Creating a sense of ownership among stakeholders.** DBE 2 must effectively communicate the need for communities to demonstrate buy-in by contributing to the establishment and management of CRCs. It is critical that DBE 2 avoid the misconception that the CRC program will in a one-way supply of resources to the cluster. Community buy-in is integral for sustainability, and the topic will be addressed at the upcoming CRC Workshop.
- **Integrating CRC uses into teaching-learning activities in schools and clusters.** DBE 2 must effectively link CRCs to other project activities taking place in the

cluster in order to create a holistic approach to strengthening teaching and learning. The CRC should support and facilitate DBE 2 training activities; the challenge lies in developing strategic planning that will allow for appropriate integration at the cluster level.

- **Development of an effective and efficient grants program.** DBE 2 is seeking to develop a comprehensive grants program that will meet USAID-regulations and allow for rapid implementation. DBE 2 sees grants as a mechanism for bringing much needed resources to DBE 2 clusters and schools and would like to create a streamlined grants process that allows for the efficient distribution of resources.

F. Upcoming Events, Activities and Plans for Quarter Four

Planned activities for Quarter Four include:

- finalizing the CRC guidelines and manual;
- organizing the July CRC workshop with MTTs and DLCs;
- launching of pilot rural CRC activities in North Sumatra; and
- developing and equipping CRCs throughout the DBE provinces. Once site location is finalized, training will be conducted for staff who will manage the center and appropriate equipment and teaching materials will be made available.



Classroom in SDN 020263 Onan
Hasang, Pahae Julu proposed for pilot
rural CRC in North Sumatra

VII. Monitoring and Evaluation Update

A. Overview

DBE 2's Monitoring and Evaluation (M&E) component made important progress this quarter. Most notably, Quarter Three included the finalization of both DBE 2 and USAID indicators. DBE 2 also completed plans to develop pre-test items. DBE 2 staff members attended TraiNet training and socialized the DBE 2 team on the role TraiNet will play within the DBE program. Additionally, DBE 2 Jakarta hosted an M&E coordination meeting for provincial M&E staff.

B. Progress/Accomplishments this Quarter

Activities completed during this period are detailed below:

- Refinement of the USAID Performance Monitoring Plan (PMP) and of the DBE 2 internal PMP.
- DBE 2 personnel participated in combined trainings on EMIS and ICT, M&E Measure 1, and TraiNet programs held by DBE 1. These activity will strengthen and improve central and provincial team building and its capacities. This activity was a follow-on activity to 1) EMIS Assessment, 2) Education Hotspots (ICT Access), 3) ICT Education Management and Governance (EMG) Innovation, 4) M&E Measure 1 Data Collection, and 5) TraiNet as discussed and agreed upon during the Cisarua workshop in March.
- An M&E coordination meeting for DBE 2 M&E personnel was conducted on May 2-5 at DBE 2 Jakarta. The main purpose of this meeting was to disseminate the final version of DBE 2 and USAID indicators. Topics discussed included: data collection questionnaires; and, introduction to the TraiNet system as requested by USAID.
- DBE 2's Database Manager and Finance Officer participated in training sessions on ADS 252, ADS 253 Visa compliance, and TraiNet Web conducted by USAID on May 30. DBE 2's Database Manager provided the DBE 2 team with subsequent guidance on the role of TraiNet within the program and according responsibilities.

Assessment Consultant Dr. James Royer worked with DBE 2 on June 2 - June 18. Dr. Royer's activities while in Jakarta included collaboration with DBE 2 on the following tasks:

- Production of final version of: DBE 2 Final Report Baseline 1 Evaluation; DBE2 2006-2007 Student Learning Evaluation; Test Workshop Agenda; Draft of SOW for Dr. Urip Purwono, Psychometrician, Padjadjaran University.
- Discussion with Puspendik regarding possible collaboration to conduct a workshop to develop and administer DBE 2 test items. During the course of these talks, Puspendik expressed that it would need to have control over all test items developed.

Since this would be a DBE 2 gains test, DBE 2 must be able to manage test items to assure validity and reliability. Additionally, since the items are to be developed specifically for a gains test designed to assess DBE 2 interventions, DBE 2 did not feel that the items would be appropriate for general usage. Puspendik did submit a proposal in relation to tasks outlined; however, the cost was well beyond what the DBE 2 budget for this activity could support and as already mentioned, the parameters within which Puspendik wanted to work were not ideal for DBE 2. DBE 2 does plan to continue collaborating with Puspendik in the future and provide support on testing issues such as the National Test.

- As a result of not reaching a mutually agreeable proposal with Puspendik, DBE 2 entered into discussion with Padjadjaran University to develop and administer DBE 2 test items. Padjadjaran University has a strong psychometrics lab within their Psychology Department and they can provide DBE 2 with quality, cost-effective assistance. DBE 2 has accepted Padjadjaran University's proposal, and they will be responsible for completing the following tasks:
 1. Conducting a workshop to develop DBE 2 test items
 2. Preparing test booklets, and scoring sheets
 3. Administering pre-test in August
 4. Scoring the test
 5. Analyzing test scores
 6. Assisting with the preparation of the test report

C. Ongoing Activities

There are two major activities that are currently underway including carrying out DBE 2 test item development and inputting TraiNet data from the provinces:

- The agreement with the Psychology faculty at Padjadjaran University has led to a series of plans to develop DBE 2 test items. The first activity to take place will include conducting a workshop to develop DBE 2 test items as well as a trialing of the items with students in July. The administering of pre-tests will be conducted after the new school year begins in the middle of August.
- Since the completion of USAID TraiNet training in May, the DBE 2 Database Manager has issued the latest TraiNet data collection forms and distributed them to the provincial offices. The provincial offices are in the process of completing and submitting the forms back to Jakarta.

D. Challenges

Timing remains a challenge for M&E activities. Related challenges that can be anticipated include the following:

- There is not much turn around time allowed for TraiNet data entry forms to be completed in the provinces and returned to Jakarta.
- As soon as test items are ready, the M&E team has to socialize involved parties and determine school controls and sampling.

E. Upcoming Events, Activities and Plans for Quarter Three

Field data collection activities are expected to happen in August at the beginning of the new school year. Additionally, the administering of DBE 2 test item pre-test will be conducted after August 17.

VIII. Public-Private Alliance Update

A. Overview

During the past quarter, DBE 2 identified new opportunities and continued to build upon previous PPA accomplishments. The primary highlight of this quarter is the formalization of an alliance with British Petroleum and the DBE program that will expand a portion of the DBE 2 program to Papua. Productive meetings were held with ConocoPhillips and as a result the DBE program presented a proposal at ConocoPhillips' request which outlines replication of selected core DBE components in South Sumatra. The initial indication is that ConocoPhillips is interested in the DBE 2 teacher training program and follow-up discussions will take place.

DBE also met with Microsoft Corporation this quarter and identified several possible areas of Microsoft collaboration on the DBE program. One area of possible collaboration is ICT training for teachers and principals which can be integrated into existing training activities. DBE 2 also made initial contact with General Electric Foundation and Scholastic as possible partners for the kindergarten component and Apple for possible collaboration with CRCs.

The DBE PPA Working Group contacted a number of prospective private-sector partners during the quarter. The process of identifying and contacting prospective alliance partners is an ongoing activity that is necessary to maintain a pipeline of opportunities. In order to track and manage the pipeline of prospective partners, the prototype of an online database and management tool was developed by DBE 1 with input from DBE 2 and 3. The purpose of the online tool is to document and monitor the individual progress for each potential alliance as well as to share information across the DBE program. The DBE PPA Working Group continues to be an effective mechanism for dissemination of information regarding PPAs across the DBE program.

B. Highlights

The first official DBE 2 PPA was formed between British Petroleum (BP) and USAID with a total value of \$350,000 for the first year. The financial breakdown is a contribution of \$250,000 from BP and \$125,000 from the DBE 2 PPA fund. As a result the partnership leverages a 2:1 match ratio. The first phase of the alliance is for one year and establishes a partnership with Universitas Cenderawasih (UNCEN) in Jayapura. The partnership will focus on implementing a capacity development program for approximately six key FKIP staff. The FKIP staff will work in collaboration with a select number of DBE 2 provincial offices and participate in DBE 2 module development and delivery as part of the capacity development process.

Based on the results and outcomes of the first year of the partnership, options are outlined in the alliance for years two and three. Activities in years two and three will focus on creating

a cluster of schools in Bintuni province and replicating the teacher training component of the DBE 2 program. The districts in Bintuni province will be identified after a due diligence process is conducted by the alliance partners. BP will also seek additional funding from the BP Foundation to assist in implementing years two and three.

C. Progress/Accomplishments this Quarter

PPA activities this quarter produced the first alliance, as detailed in Section B., under the program. Other activities this quarter have focused at building a pipeline of prospective alliance partners and developing draft proposals. All the potential alliances will directly support the goal of DBE 2 to improve the quality of teaching and learning and in some instances will combine elements of the other DBE components. In all meetings with prospective partners each DBE component is discussed as a possible area of collaboration. The following accomplishments are highlighted:

- The first PPA agreement was completed with BP. The program will expand a modified version of the DBE 1 and 2 programs to Papua. The alliance is designed as a three year effort.
- The DBE program presented a PPA proposal to ConocoPhillips for expanding the DBE program to South Sumatra. DBE 2 proposed to replicate certain portions of the existing DBE 2 program targeting capacity development of staff at the teacher training faculty and development of training packages for teacher training.
- DBE prepared a draft PPA concept paper for Microsoft Corporation that outlines a collaborative approach to developing ICT training packages for teachers.
- DBE continued dialogue with Intel Corporation through a series of conference calls to advance the potential partnership focused on introducing Intel Teach to the Future, university collaboration and piloting new technologies in CRCs.
- DBE 2 identified two possible alliance partners, General Electric Foundation and Scholastic, to support the DBE 2 kindergarten program.
- DBE 2 initiated dialogue with Apple to determine level of interest in supporting the DBE 2 program with a partnership focused on use of MP3 Players with video capability to support CRC activities.

D. Ongoing Activities

Several key Quarter Three activities will require follow-through in the upcoming quarter. In relation to ConocoPhillips, follow-up activities include: scheduling follow-up meetings; revising and tailoring the alliance with ConocoPhillips; and, scheduling a visit to East Java DBE schools for several ConocoPhillips staff. For prospective alliance partners Apple, General Electric Foundation and Scholastic efforts will focus on preparing draft proposals. Activities with Microsoft will consist of integrating the DBE 2 draft proposal into a DBE proposal and presenting to Microsoft.

The on-line PPA database and management tool will be moved from its current test/prototype status to a fully functioning online resource. The database will be populated in the upcoming quarter with existing and new PPA information. The PPA Working Group will continue to develop and refine procedures as the program develops and new alliances are identified. Collaboration will continue with the USAID Global Development Alliance (GDA) representative, Valerie Smith, to ensure consistence with the overall Indonesia PPA program.

E. 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 are committed to working together on all activities including private sector outreach, materials development, and conversations and meetings with prospective PPA partners. This quarter required close coordination for the development of the PPA proposal for ConocoPhillips which included all three DBE components.

F. Challenges

One unexpected challenge this quarter is the relatively slow progress of the development of the potential partnership with Intel Corporation. The lack of concrete advancement in this direction is attributed to Intel Corporation's poor financial performance this fiscal year as well as staffing issues at the Intel country office in Indonesia. Unfortunately, the local staff, specifically the Education Manager appointed to work with the DBE program, is overburdened and does not have sufficient time to dedicate to developing an alliance. DBE 2 is in contact with Karen Li at Intel's corporate headquarters in California and involved parties are working to move past these set-backs with assistance from the Intel Indonesia Country Manager.

As with any PPA activity, a long lead time is required in order to conduct the required due diligence, develop PPA ideas, draft PPA concept papers and reach agreement with the prospective partners. This reality will remain unchanged throughout the life of the DBE 2 project.

G. Upcoming Events, Activities and Plans for Quarter Three

It is anticipated that work will continue to focus on the development of new alliance proposals and identification of prospective alliance partners. This quarter will also require a series of new activities related to the implementation and management of the BP alliance in Papua. DBE 2 is expecting to use the BP experience to develop what will become the PPA implementation process for future PPAs under the program. The following activities are planned:

- Develop the BP implementation plan for DBE 2 activities in Papua and coordinate efforts with other USAID/BP alliance partners. Additionally, work closely with the BP appointed contractor to ensure that a coordinated approach is in place for the Papua program.
- Finalize Microsoft DBE PPA concept paper. The concept paper will detail DBE 2 activities for collaboration on developing ICT training packages. The other primary activity will be to link Microsoft with some of the DBE 2 university partners to pilot innovative ICT training activities.
- Evaluate the feasibility of reaching a PPA agreement with Intel Corporation. Develop an alliance timeline for when an alliance can be implemented focused on piloting the Intel Teach to the Future Program in DBE 2 CRCs, participation with DBE 2 university partners and identifying target locations to test/pilot new technologies.

- Develop a PPA concept paper for General Electric Foundation and Scholastic to support the development of the DBE 2 kindergarten component.
- Further develop the potential of an alliance with Apple. If discussions produce a collective agreement, develop a PPA concept paper to support activities in the CRC.

In addition to the activities referenced above, the DBE PPA Working Group will continue to jointly present the DBE program to prospective alliance partners. As the DBE 2 program begins to implement CRCs, an increased effort will be made to identify prospective partners that could support a wide variety of activities, possibly at the provincial level. A similar approach will be used for DBE 2 kindergartens and ICT activities. It is anticipated that a concerted outreach program will help ensure that the DBE program will be able to leverage a significant amount of additional resources.

Communications Update

IX. Communications Update

A. Overview

DBE 2 Communications activities continued at full pace this quarter, with the introduction of provincial communications training, and a number of special events. During this quarter, DBE 2 actively participated in the National Education Day Event held by Ministry of National Education on May 22-23. Additionally, DBE 2 Communications benefited from the university partnership program launch by beginning outreach with local media. DBE-wide collaboration continued, through the Communications Working Group, and important program-wide communications strategy progress was made this quarter.

B. Highlights

Communications component highlights this quarter include:

- DBE 2 participation in National Education Day;
- DBE 2 university partnership program launch; and
- DBE 2 communications and media training workshop.

C. Progress/Accomplishments this Quarter

a. DBE 2 Participation in National Education Day

Bridging the gap between universities and schools was the topic of the DBE 2 presentation at the National Education Day Seminar at MONE on May 22, 2006. The event included more than 200 participants from Provincial Education Offices, MONE staff, and personnel from a variety of education training institutions. DBE 2 took advantage of this occasion to collaborate with Open University, one of its key university partners and Open University spoke about its perspective on DBE 2 project collaboration.

DBE 2 involvement also included participation in the exhibition component of the event. DBE

2 provincial teams contributed PowerPoint slides and posters documenting progress on project activities. Around 150 guests visited and signed the DBE guest book during the two days of exhibition.



Neighborhood school children visiting DBE National Education Day exhibition.

b. DBE 2 University Partnership Program Launch

The DBE 2 project and USAID hosted a ceremony and reception at the Dharmawangsa Hotel in Jakarta on June 20 to mark the launch of its university partnership program. A total of 15 Indonesian universities and MONE's Center for Communication and Information

Technology are part of the program to improve the quality of in-service teacher training. Approximately 70 guests attended the event including the rector and DBE 2 representative from each Indonesian university partner, GOI officials, USAID and DBE 2 Jakarta staff, DBE 2 University Advisors and Provincial Coordinators. Dr. Luther Luedtke, EDC President, also participated in the ceremony and pledged EDC's full support to ensure the success of the strategic university partnerships. The USAID Mission Director opened the ceremony.

DBE 2 Communications provided all communications materials for the event, including press kits, and also took the opportunity to send out press releases and organize a press conference. The event received coverage in a total of eight print and electronic media, including the Jakarta Post and Seputar Indonesia newspaper.



USAID Mission Director Frej, EDC President Luedtke, and Indonesian partner university Rectors pose for photograph at Dharmawangsa reception.

c. DBE 2 Communications and Media Training Workshop

On June 28, DBE 2 conducted the first in a series communications and media training workshops beginning with the West Java/Banten province. A total of 26 participants attended the training including MTTs, DLCs and communications staff from the DBE Bandung office. The purpose of the training was to familiarize and train participants with DBE communications and USAID branding requirements and to establish a process for gathering newsworthy information at the district-level. The training also examined how to develop a proactive media strategy for disseminating information and addressing possible problems and controversial topics related to the program.

During the one-day training, participants explored communications theory, learned to develop simple, clear messages, learned to write press releases, develop effective success stories and basic photography skills. Additionally, a USAID and DBE graphics manual was discussed and shared with all participants.

After the workshop, many participants acknowledged that the training changed their perception of the media as a communications tool for telling the DBE 2 story. The participants recognized the importance of establishing and cultivating a relationship with local journalists and news personnel in order to ensure accuracy and quality in the coverage of the DBE 2 program. Similar workshops will be conducted for the other DBE 2 provincial offices over the next two months. Follow-up training workshops will take place based upon assessment and feedback from each provincial office.

D. Ongoing Activities

A number of Quarter Three activities will continue into Quarter Four:

- Communications training will be conducted for the other DBE 2 provincial offices over the next two months. Follow-up training workshops will take place based upon assessment and feedback from each provincial office.

- DBE 2 is working on finalizing the USAID and DBE graphic manual. It will be distributed to all DBE teams in the next quarter.
- DBE 2 will continue to produce its weekly report which details weekly programmatic highlights.
- DBE 2 is also working on finalizing communications and media strategy for the DBE program.



MTTs engaging in media roll-play exercise (left) and DBE 2 Communications Specialist discussing draft press release with participants (right).

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

The majority of DBE communications activities are coordinated through the Communications Working Group. An integral part of the DBE-wide communications strategy is that of each component working to support the other. DBE 2 worked closely with DBE 1 and DBE 3 in preparing DBE involvement for National Education Day. In order to better promote the progress of the DBE program, DBE 2 is also working together with DBE 1 and DBE 3 on producing a DBE Newsletter.

F. Challenges

The DBE program should continue to seek coverage in both local and national media and as a result, effort must be made to strengthen the relationship between DBE and the media. A strong relationship with the media will help to ensure the accuracy and quality of reporting on the DBE program. The DBE Communications Working Group needs to develop a media outreach strategy that will effectively link the program to appropriate media outlets, both locally and nationally.

G. Upcoming Events, Activities and Plans for Quarter Four

The following activities are among those currently scheduled for Quarter Four:

- DBE 2 will continue the communications training started this quarter in Bandung in the remainder of provincial offices over the next two months. Follow-up training workshops will take place based upon assessment and feedback from each provincial office.
- To strengthen DBE's relationship with the media, DBE 2 is planning to visit national media offices in Jakarta and present the DBE program overview. It is expected that the DBE Communications Working Group will be part of the visit.

- To strengthen internal project communications, DBE 2 is in the process of implementing the use of SharePoint as a communication tool. With SharePoint, the Jakarta and provincial teams will be able to share updated information, progress reports, program activities etc.
- As part of DBE 2's internal communication strategy, all MTTs are being encouraged to share their success stories through provincial newsletters.
- Production and dissemination of the DBE Newsletter is scheduled to commence early in Quarter Four.

X. Operations Update

A. Overview

This quarter, the DBE 2 administration/operations team has focused on start-up activities in Aceh, as well as assisting in developing clear, comprehensive management systems for upcoming project activities including CRCs and subcontracts with local universities for module development and delivery. Other activities have included a revision of the DBE 2 travel policy, realignment of the DBE 2 budget, and further development of draft grants management outline.

B. Highlights

Highlights this quarter included the following:

- Establishment of project offices in Aceh (detailed in Section XII)
- Recruitment of Aceh staff (detailed in Section XII)
- Plan for post-earthquake assistance to Central Java developed
- Grants and procurement plans drafted and ready for review by Grants Management Specialist in the coming quarter
- Significant progress in the procurement of the first six project vehicles

C. Progress/Accomplishments this Quarter

a. Procurement Plan Drafted, with Procurement Guidelines

A draft procurement plan for in-kind assistance has been developed. It includes rules and procedures for the procurement and delivery of various materials through the DBE 2 grants program, including equipment and supplies to be delivered to Syiah Kuala University. The plan will be reviewed and revised by the Grants Management Specialist and submitted to USAID/Jakarta for review and approval.

b. Basic Standards for Module Development Subcontract Deliverables Established

To assist in the management and implementation of module development and delivery with local university partners, additional performance standards and guidelines have been developed to supplement the information in the university MOU. This information includes a basic checklist for each deliverable the universities will produce, as well as a summary of performance requirements expected for each deliverable. Guidelines and templates for submitting deliverables, and for documenting the completion of processes required for the preparatory work expected for each deliverable (including school observation visits) are also included. Management tools developed to assist provincial staff in monitoring universities' progress include a manual, a payment and deliverables tracker, and negotiation guidelines to enable Provincial Coordinators to coordinate the negotiation process for the next round of module development activities. A negotiation memo template has also been developed, to ensure compliance with Federal Acquisition Regulations (FAR).

c. Emergency Action Plan

The DBE 2 emergency action plan is in the final stages of development. The template used was shared among USAID implementing partners in the Project Coordination Meeting on April 28. Additional inputs are being sought by an outside security firm, and will be added to the document early in Quarter Four.

d. Contracts and Approvals Matrix

At the USAID/Jakarta Town Hall Meeting on June 9, 2006, USAID's Chief Contracting Officer requested that implementing partners prepare an approvals matrix. The document provides a summary of all actions which require USAID approval per the contract or agreement, citing the relevant clause or regulation, and the USAID staff member(s) granted authority to approve each action. DBE 2 has prepared an approvals matrix and will submit the matrix to USAID for review and approval when a formal request is issued.

e. Central Java Earthquake Relief

In response to the earthquake in Central Java on May 27, DBE 2 has requested approval to allocate funding to provide specialized assistance to earthquake-affected areas. Based on discussions with USAID/Jakarta, and input from other donor organizations, DBE 2 will tailor its approach in districts and clusters affected by the earthquake by offering packages of basic educational supplies and equipment to local schools. This assistance will supplement other reconstruction efforts, and allow schools to continue classes and school activities.

D. Ongoing Activities

In addition to the completion of start-up tasks in Aceh, other ongoing activities are as detailed:

- **Vehicle purchases.** A waiver was issued by the USAID/Jakarta to allow for the long-term lease of vehicles, which was made necessary by ongoing delays in the tax exemption process required prior to vehicle procurement. Approval for the tax-free purchase of six vehicles was issued by the government of Indonesia, and payment for the vehicles was issued on June 30. The vehicles are expected to be delivered in late August. A request for approval to purchase six additional vehicles is still pending.
- **Short-term Grants Management Specialist** to assist in development of grants management plan. DBE 2 is in the process of contracting a short-term specialist to provide assistance in finalizing DBE 2's grants management systems. Grant funding will support a wide variety of activities ranging including kindergartens, and CRCs. The short-term specialist will also work with staff to develop necessary management structures.
- **Revision of travel policy.** Several minor changes to DBE 2's travel policy have been made to facilitate more effective management and enforce compliance with USAID regulations. The revised policy is being socialized through the dissemination of a detailed set of guidelines covering all aspects of travel-related logistics, accounting and internal approval procedures.

E. Upcoming Events, Activities and Plans for Quarter Three

Upcoming activities include the following:

- **Submission of grants management plan, launch of grants activities.** The final version of the grants management plan, including the grants program concept paper and grants manual, will be submitted for review and approval by USAID/Jakarta. This will enable the mission to authorize DBE 2 to expend grants funds for the implementation of a variety of activities. These activities will be underway by the end of the coming quarter.
- **Finalization of DBE 2 Procurement Plan.** With the grants management documents listed above, DBE 2 will also submit its final procurement plan for in-kind assistance, which has been expanded to include Aceh activities.
- **Revision of DBE 2 budget.** The DBE 2 budget revision will be finalized and submitted to USAID next quarter.

XI. Additional Programmatic Updates

This quarter DBE 2 had the opportunity to both follow-up on activities launched during Quarter Two as well as engage in a set of new activities. Following the success of Quarter Two involvement in targeted Jakarta schools, this quarter USAID issued a technical direction letter to DBE 2 in response to program expansion into Jakarta. New activities in Jakarta this quarter involved Mobil Pintar, a potential new partner for DBE 2 activities in Jakarta and possibly in other provinces. Additionally, the Yogyakarta earthquake necessitated that DBE 2 carry out an unanticipated set of activities in response to new needs created in DBE 2 clusters impacted by the event.

A. Jakarta Schools Activities

a. Overview

This quarter, USAID and DBE 2 took steps to make activities in Jakarta schools part of the official DBE 2 program. In May, USAID/Jakarta issued a technical direction letter to DBE 2 requesting that DBE 2 make recommendations describing how Jakarta schools could be integrated into the DBE 2 project. Based on the results of a DBE assessment conducted during Quarter Two, as well as number of discussions with USAID, DBE 1, DBE 3 and MBE, DBE 2 submitted a plan to USAID describing what DBE 2 activities and components would be most feasible to roll-out in Jakarta. The plan also detailed how DBE 2 will collaborate with DBE 1, DBE 3 and MBE to implement activities in Jakarta, and what implications the Jakarta activities will have on the DBE 2 budget. Final discussions are nearing completion on a DBE 2 contract modification that will officially bring Jakarta schools into the project.

b. Highlights

In June, EDC's new president, Dr. Luther Luedtke, visited Indonesia for one week to learn more about the DBE 2 project. While in Jakarta, Dr. Luedtke paid a visit to the MIS Al Ma'Muriyah, one of the schools identified to participate in DBE Jakarta activities. The school visit gave Dr. Luedtke a point of comparison for the schools he visited in Pangkep, South Sulawesi and further cemented the value of working in Jakarta, for programmatic as well as strategic reasons.

B. Mobil Pintar

a. Overview

The spouses of President Yudhoyono's Cabinet are members of the philanthropic group Solidaritas Istri Kabinet Indonesia Bersatu (SIKIB). SIKIB is responsible for establishing and operating the Mobil Pintar Program. Mobil Pintar is a learning resource and multi-function teaching and learning program which makes use of vehicles outfitted with books, interactive CD learning materials, educational VCDs, educational games and the necessary

technology (computers, video monitors, etc.) to display these materials. The vehicles are furnished with tents and a portable stage that can be used for educational skits, presentations, readings, and group activities. The program has seven vehicles; two minivans and five small buses. Currently, six of the vehicles are deployed in the greater Jakarta metropolitan area. Each vehicle tours slum and underserved locals in the metropolitan area; the target audience is out-of-school youth. Learning resources target children from the ages of four to fifteen years. Parents and other adult community members are encouraged to, and often do participate in the activities.

Upon the suggestion of USAID Jakarta, DBE 2 met with SIKIB representatives in May to discuss possible collaboration with the DBE program. SIKIB then invited USAID and DBE 2 to visit the program in action. In early June, representatives from USAID and DBE 2 visited a Mobil Pintar site in East Jakarta and witnessed the value of the program and its success in engaging children and parents in a variety of learning activities.

b. Ongoing Activities and Next Steps

DBE 2 and USAID continue discuss collaboration possibilities with Mobil Pintar. One avenue that will be further explored during Quarter Three is that of providing support to Mobil Pintar through the DBE 2 PPA component. If the DBE 2 contract is modified to include activity in Jakarta schools, more venues of collaboration will be available.

C. Yogyakarta

On May 27 Yogyakarta and its surroundings were hit by a magnitude 6.3 earthquake. DBE is working in a number of the districts impacted by the earthquake, and DBE schools in Klaten district took a heavy toll – all schools were either destroyed or received heavy structural damage. Additionally, the DBE 2 MTT in the Jogonalan cluster (Klaten district) lost his home. DBE 2 undertook a number of activities directly in response to the earthquake, including: supporting the DBE 2 MTT; participating in the UNICEF-organized INGO forum; conducting a rapid assessment of impacted DBE clusters; and committing to providing rehabilitation assistance through procurement of needed educational supplies and materials.

Immediately after the earthquake, DBE 2 gathered funds to assist the impacted MTT and his family. The funds were used to buy a tent, food and clothes, as well as to make a direct contribution to the family. Central Java staff also contributed clothing and food in addition to funds.

Post earthquake, UNICEF provided a forum for INGOs and government officials to discuss and coordinate emergency relief activities. DBE 1, 2, 3 and USAID representatives attend these weekly forums which started immediately after the earthquake. INGOs and government officials mapped out who was able to contribute emergency supplies and services and who was working in which district. The DBE program committed to supporting the ten schools in Jogonalan.

The DBE program then conducted a rapid assessment of school, teacher and student conditions in Jogonalan and presented the findings to the Head of the local Education Office.

The DBE 2 Central Java team, including seven MTTs, participated in the rapid assessment of ten schools, 94 teachers and 1,294 students. The DBE team was then asked to extend the rapid assessment to all seven clusters that were impacted by the earthquake. In response to the request, DBE trained a team of volunteers who then gathered the information. The Rapid Assessment Report was presented to the Deputy District Head and Head of the local Education Office on June 30.

In order to assure normal resumption of school activities for the new school year, DBE agreed to provide rehabilitation assistance to the Jogonalan schools. Early in Quarter Four, DBE 2 will provide blackboards, classroom supplies, school books for all students, science, math and language kits, writing materials and text books for students, and curriculum guides for teachers. The total amount of this assistance will be approximately \$14,000.

Aceh Update

XII. Aceh Update

A. Overview

Quarter Three marked the launch of DBE 2 activities in Aceh. In the past three months DBE 2 successfully started-up two project offices in Banda Aceh, one at Syiah Kuala University, the other with DBE 1 which will house core component activity staff. In addition to office start-up, staff recruitment progressed rapidly and a new Provincial Coordinator for Aceh is in place. An MOU has already been signed with Syiah Kuala University, and two additional partner universities have been identified (IAIN, which will be a full partner and Muhammadiyah which will be an auxiliary partner until their FKIP is established). In June, select Acehnese partner university staff attended MDT Training in North Sumatra.

B. Highlights

The signing of the MOU between Syiah Kuala University and Education Development Center, Inc. (EDC) on May 22 was a key Quarter Three highlight. The event marked the official start of four years of cooperation between Syiah Kuala University's teacher training faculty (FKIP) and the DBE 2 project in an initiative to strengthen teacher training in Aceh province. The Rector of the University and DBE 2 Chief of Party signed the MOU which was then countersigned by three witnesses including USAID Indonesia's Mission Director, the Dean of FKIP and the DBE 2 Open University/ICT Advisor.

This historical ceremony was not only attended by university senate members and students, but also officials from the provincial government, the Banda Aceh and Aceh Besar Education Offices, the Banda Aceh office of the Department of Religious Affairs, Aceh and Nias Rehabilitation and Reconstruction Agency (BRR), the Rector of University of Muhammadiyah, the Dean of Faculty of Tarbiyah IAIN Ar-Raniri, AUSAID, Aceh Regional Education Board, and others.

Guided by two Architecture students who were involved in creating the conceptual design for the USAID-funded FKIP facility to be constructed, after the signing the Mission Director and guests visited a display of pictures and charts describing the design process which involved stakeholders not only from the university but also Acehnese teachers and officials from the local Education Office. They also visited the site where the new facility will be constructed.



Syiah Kuala University Rector and DBE 2 Chief of Party sign partnership MOU with witnesses including: USAID Mission Director; FKIP Dean and DBE 2 Open University/ICT Advisor.

C. Progress/Accomplishments this Quarter

a. Aceh Start-Up

Project activities in the newly-added Aceh province were launched as of May 4, 2006. Two project offices have been established in Aceh, and a fully-functioning office facility was in place at Syiah Kuala University by June 2. Shared DBE office space in the Dolog area of Banda, Aceh has been occupied after repairs and upgrades by building and electrical contractors prepared the space for office use.

b. Syiah Kuala University MOU signed

The MOU signed with Syiah Kuala University this quarter outlines the plan, and associated responsibilities, for the implementation of various activities, including DBE 2 core project activities as well as activities focusing on building the capacity of Syiah Kuala University's FKIP faculty specifically in relation to supporting the construction and subsequent use of the new teacher training facility to be constructed under a USAID-funded mechanism. DBE 2 will also outfit the new facility with necessary equipment and furnishings.



DBE program school: Madrasah Ibtidaiyah Negeri Rukoh-Darussalam, Banda Aceh.

c. Recruitment

In May, DBE 2 identified its sixth Provincial Coordinator, who began work with the project early in June. Additionally, DBE 2 recruited its Aceh Program Manager who will divide time between Jakarta and Aceh; the Aceh Program Manager will commence work at the beginning of Quarter Four. The majority of technical positions have been filled, with the exception of the University Advisor and FKIP Program/Staff Development Specialist. A candidate for the FKIP Program Coordinator has been identified and DBE 2 expects this position to be filled early in Quarter Four.

In addition to staff recruitment, this quarter DBE 2 Jakarta trained both administrative and accounting staff in Aceh.

d. Completion of Aceh Workplan

This quarter DBE 2 submitted a preliminary workplan to USAID detailing both Component One and Two activities through the end of the fiscal year. Aceh activities will be integrated into the overall DBE 2 project workplan for Fiscal Year 07. This workplan will be completed next quarter.

D. Areas of DBE, MBE and Other Project Collaboration

As mentioned previously, DBE 2 and DBE 1 share office space in Aceh. The MOU governing the use and management of shared facilities has been drafted and reviewed by DBE staff and EDC home office. The MOU is currently under review by DBE 1 contractor RTI and it is anticipated the document will be finalized early in Quarter Four. As in on other

provinces, DBE 2 and DBE 1 will work closely together in Aceh in order to coordinate program activities.

In addition to collaboration with DBE 1, Aceh presents a unique opportunity for DBE 2 to collaborate more closely with MBE. MBE and DBE 2 are working simultaneously in the same clusters; thus, careful coordination is critical. An initial coordination planning meeting was held in Jakarta on June 28. MBE staffing and the MBE training plan in Aceh were discussed. All agreed that MBE facilitators and DBE 2 MTTs would work closely together in order to ensure synergy between the programs. DBE 2 and MBE then scheduled a follow-up planning meeting to take place in Aceh.

During Quarter Three, the United States-Indonesia Society (USINDO) and DBE 2 held further discussions regarding collaboratively using the Syiah Kuala University USINDO-funded laboratory school. Representatives from both groups met in Jakarta and discussed the sharing of lab school space for a DBE 2 CRC and training support for the principal and assistant principal in active learning methodologies. DBE 2 also offered advisory support for lab school administrators in school management and administration. Additionally, there was some discussion about linking the lab school with the DBE 2-supported internet connection for Syiah Kuala University. Both USINDO and DBE 2 are very pleased with the level of cooperation that is developing between their respective activities.

E. Challenges

Though start-up activities are progressing rapidly, conditions in Aceh pose a number of operational challenges.

a. Shortage of Local Contractors

Due to the large volume of reconstruction work in the province, DBE 2 has encountered a relative scarcity of good contractors for renovation of the shared DBE office. Methods of ensuring prompt delivery of services include performing a detailed review of all contract terms with each provider, and monitoring progress on work to date. Also, hiring contractors for small tasks on a trial basis has allowed DBE 2 to screen contractors to a certain extent, in order to get a sense of their level of professionalism and commitment to delivering quality work. Some contractors have not been re-engaged after poor performance on completing initial tasks.



DBE program office, Dolog, Banda Aceh.

b. Water Supply

The municipal water supply in Aceh is unreliable, making it necessary to use wells. Unfortunately, the water supply in the Dolog area, where the shared office is located, has been tainted as a result of the Tsunami, to the point where it can not even be used for cleaning. Inquiries in the neighborhood have revealed that digging a shallower, traditional-style well allows for less polluted water to be extracted. Installation of a water tank, pump

and filter are in process, as is the digging of a shallower, wider, traditional-style well which will produce usable water for the office.

c. Need for Supplementary Power Supply and Procurement Regulations

Due to the inconsistent power supply in Aceh and the need for a fully operational office throughout each workday, it is clear that a backup generator will be necessary for both DBE 2 offices. A generator of the size required for the shared DBE office at Dolog will be above the \$5,000 local procurement threshold. A product made by a US-based company is being sought for this purpose.

d. Telephone Communications

Phone lines are not readily available. Only one land-line could be secured for the shared DBE office, and one phone line for the Syiah Kuala University office. Until additional phone lines can be added, DBE staff members will use their mobile phones for regular calls, and the land-line for sending faxes. Satellite phones will be procured shortly for emergency communication needs. The phones will be used by provincial staff and visitors when visiting rural areas.

e. Security

The layout of the shared DBE office compound presents several security risks in terms of its location and accessibility. DBE 2 is contracting a security firm to perform an assessment and make recommendations for physical improvements and on security policies and procedures, to the extent possible. Proposals are currently under review, and recommendations of the firm selected will be implemented in the coming quarter.

F. Upcoming Events, Activities and Plans for Quarter Three

Quarter Three will see the finalization of operational start-up tasks in the DBE 2 Aceh offices. Recruitment and training of office-based staff will be completed and recruitment of field staff, including MTTs and DLCs will begin. It is anticipated that field staff training will take place during Quarter Four. Additionally, the MOU with IAIN will be signed early in Quarter Four and MDT activities with Acehnese university partners will begin. Finally, a number of assessments will be carried out in DBE 2 schools and partner universities. In addition to those conducted in the other program provinces, DBE 2 will partner with Winrock International to conduct a low-cost energy assessment in Aceh next quarter. This assessment will provide DBE with solid analysis and recommendations for low cost energy and ICT systems, detailed designs and technical specifications, and a proposed procurement plan that takes into account the capabilities of Indonesia-based suppliers of remote power systems.

Central Java Update

XIII. Central Java Update

A. Overview

During this quarter DBE 2 Central Java achieved two critical benchmarks. First, MTTs began training in school clusters while they continued their own professional development. MTTs have conducted three one-day workshops in DBE school clusters providing the foundation for the implementation of active learning in the classrooms. The teachers have responded very well to this training approach and some program teachers are already adopting the methodology in their own classrooms. To support this training, Central Java staff provided a series of training sessions to better prepare the MTTs for the cluster training.

The second critical benchmark this quarter was the signing of MOUs with Central Java university partners. On May 29 the Deputy Governor for Central Java oversaw the Rectors' signing of the MOUs in a ceremony that was a part of the MDT Orientation Workshop. All provincial stakeholders were present to witness the signing of the MOU and this proved to be an excellent way to establish formal relationships with DBE 2's university partners.

B. Highlights

The preparation of MTTs for cluster-level training was a primary focus of DBE 2 staff this quarter. Besides reviewing materials from the December training program, MTTs were given opportunities to peer-teach their colleagues before facilitating the training programs in their respective clusters. For each one-day workshop at the cluster-level the MTTs participated in a two-day preparation workshop that covered the associated content and learning theory. Active learning methods were used to reinforce the methodology and to give MTTs practical experience in its implementation. MTTs were very eager to learn and to be able to go to their clusters and try out what they learned.

During the MDT Orientation in Semarang the Deputy Governor of Central Java provided the opening speech for the workshop and oversaw the signing of the MOUs by the University Rectors. This was a momentous occasion for the Central Java team as it had been working with the universities for more than four months to achieve this goal. The Deputy Governor's participation in the event added to the occasion. This workshop officially marked the beginning of the module development process in Central Java.



MTTs practice active learning methods during their cluster training preparation



Mr. Ali Mufiz, Deputy Governor of Central Java (third from left) observes the signing of the University MOUs with UNNES, UNS and IAIN

C. Progress/Accomplishments this Quarter

a. Training Activities

i. Summary

A number of different types of training activities took place this quarter, including MTT preparation, cluster-level training, and MDT Training.

1. Master Teacher Trainer Preparation

A series of sessions were conducted with the MTTs to prepare them for school cluster training. The Provincial Coordinator, University Advisor and DLCs developed the sessions based on ITT materials and with valuable input from the Central Java DLC who had previously served as a trainer with the MBE project. These sessions were designed to help the MTTs prepare for training in school clusters. The following table provides a summary and schedule of the preparation sessions.

MTT Training Summary Chart

	1 st MTT Training	2 nd MTT Training	3 rd MTT Training
Dates	27-28 April 2006	18-19 May 2006	8-9 June 2006
Venue	DBE Office, Semarang	Hotel Grasia, Semarang	Quality Hotel, Salatiga
Purpose	Prepare MTTs for 1 st cluster workshop	Prepare MTTs for 2 nd cluster workshop	Prepare MTTs for 3 rd cluster workshop
Topics	<ul style="list-style-type: none"> ◆ Contextual Learning ◆ Higher-level thinking ◆ Active Learning ◆ Four classroom responsibilities of teachers ◆ Facilitating a training session ◆ Development of CRCs ◆ Visit to Semarang International Schools 	<ul style="list-style-type: none"> ◆ Contextual learning for a specific topic ◆ Application of active learning of one topic to four subjects ◆ Application of four classroom responsibilities to specific topic ◆ Learning Theory: Information Processing ◆ Visit to Kiddieland 	<ul style="list-style-type: none"> ◆ School Management to support teaching and learning ◆ Classroom management strategies ◆ Creating learning environments ◆ Learning Theory: Constructivism
Methods	Active Learning and peer teaching	Active Learning and peer teaching	Active Learning and peer teaching

	1 st MTT Training	2 nd MTT Training	3 rd MTT Training
Outcomes	<ul style="list-style-type: none"> ◆ MTTs better prepared to conduct cluster training ◆ MTTs knowledge about effective practice increased ◆ Greater awareness of ICT applications for learning 	<ul style="list-style-type: none"> ◆ MTTs better able to facilitate active learning for cluster training ◆ MTTs able to guide teachers through the application of active learning to specific topics ◆ MTTs gain understanding of the Montessori methods of early childhood education 	<ul style="list-style-type: none"> ◆ MTTs prepared to introduce school management perspectives including creating learning environments ◆ MTTs prepared to present classroom management strategies
Output	Training materials	<ul style="list-style-type: none"> ◆ Training materials ◆ Lesson plans 	Training materials

2. Cluster-Level Training

MTTs conducted three one-day workshops over a two month period in order to both deliver support at the cluster-level as well as practice facilitating workshops. Using topics from ITT, MTTs conducted workshops with their peers usually at the school cluster center. Readyng teachers to implement active learning in their classrooms was the primary objective of the cluster-level training. For the second workshops, teachers were expected to prepare a lesson plan to be implemented in the classroom.

The training schedule is outlined in the following table.

Schedule of Cluster Training Workshops

	1 st Workshop	2 nd Workshop	3 rd Workshop
Gugus Pratiwi Sudarmono, Kecamatan Tahunan, Kabupaten Jepara			
Dates	6 May 2006	3 June 2006	28 June 2006
Gugus Gajah Mada, Kecamatan Nalumsari, Kabupaten Jepara			
Dates	6 May 2006	3 June 2006	28 June 2006
Gugus Sukun I, Kecamatan Gebog, Kabupaten Kudus			
Dates	6 May 2006	3 June 2006	28 June 2006
Gugus Ki Hajar Dewantara, Kecamatan Kaliwungu, Kabupaten Kudus			
Dates	6 May 2006	3 June 2006	28 June 2006
Gugus Diponegoro, Kecamatan Ngemplak, Kabupaten Boyolali			
Dates	6 May 2006	3 June 2006	28 June 2006

	1 st Workshop	2 nd Workshop	3 rd Workshop
Gugus Diponegoro I/II, Kecamatan Cepogo, Kabupaten Boyolali			
Dates	6 May 2006	3 June 2006	3 July 2006
Gugus Raden Mas Said, Kecamatan Karanganyar, Kabupaten Karanganyar			
Dates	6 May 2006	3 June 2006	8 July 2006
Gugus Kartini, Kecamatan Jatipuro, Kabupaten Karanganyar			
Dates	6 May 2006	3 June 2006	3 July 2006
Gugus Nusa Indah, Kecamatan Klaten Utara, Kabupaten Klaten			
Dates	6 May 2006	3 June 2006	3 July 2006
Gugus Ki Hajar Dewantara, Kecamatan Jogonalan, Kabupaten Klaten			
Dates	6 May 2006	10 July 2006	11 July 2006

3. Module Development Team Orientation Workshop

The orientation workshop prepared MTTs, DLCs, university staff, provincial and cluster stakeholders to understand both how DBE 2 training packages would be designed and delivered as well as the role of the MDT within the process. The following table summarizes the MDT Orientation Workshop.

Module Development Team Orientation Workshop Summary

Date	29 May 2006
Venue	Grand Chandi Hotel, Semarang
Participants	University Rectors, University staff, MTTs, DLCs and key stakeholders from the province and each school cluster
Trainers	Costa and Sukarno
Program	<ul style="list-style-type: none"> ◆ Opening speech by Deputy Governor, Mr. Ali Mufiz ◆ Signing of the MOUs with the University Rectors ◆ Presentation on Training Packages (Costa) ◆ Presentation on Module Development Team (Sukarno) ◆ University review of approach to training package development
Outcome	<ul style="list-style-type: none"> ◆ Participants have a better understanding of what a training package is ◆ Participants are introduced to the team approach to training package development

4. Module Development Team Training

The MDT workshop was a regional workshop conducted in Bandung. University staff, University Advisors, MTTs and DLCs from both Central Java and West Java/Banten participated in the program. The following table summarizes MDT Training.

Module Development Team Workshop Summary

Date	12 – 16 June 2006
Venue	Hotel Grand Aquila, Bandung
Participants	University staff on the MDT, MTTs, DLCs, University Advisors
Trainers	David O'Meara and Pak Maskur
Program	<ul style="list-style-type: none"> ◆ Team Building and the Training Package (Day 1) ◆ Considerations for Training Package Development & Implementation (Day 2) ◆ Effective Teaching (Day 3) ◆ Instructional Leadership (Day 4) ◆ Putting it all together in a training package (Day 5)
Outcome	<ul style="list-style-type: none"> ◆ MDT members better prepared to work as a team in the development of effective training packages ◆ MDT members ready to develop training packages ◆ MDT members better prepared to manage organizational and behavior change in DBE schools ◆ MDT members able to support and mentor teachers and principals in implementing learning and its management
Outputs	<ul style="list-style-type: none"> ◆ Subtopics selected for the determined topic for all Universities. ◆ "A" Universities prepared action plans ◆ Toolkit and journals to guide MDT members in developing training packages

b. University Partnerships

i. Summary

This quarter, university partnerships made significant progress, including the signing of MOUs as well as the organization of MDTs. The Universitas Nasional Semarang (UNNES), the Universitas Nasional Surakarta (UNS) and the Institut Agama Islam Negeri (IAIN) officially signed the MOUs at the MDT Orientation Workshop on May 29. The ceremony was overseen by the Deputy Governor of Central Java Province. IAIN will contribute staff as members of the UNNES and UNS MDTs as their areas of expertise in relation to the needs of the MDT-process is limited. The University Advisor working with the university contact persons identified the members of each university's MDT and prepared them for both the Orientation Workshop and the regional MDT Training. The Orientation Workshop, as above noted, was combined with the MOU signing ceremony.

ii. Results

Participating university staff, MTTs, and DLCs are now prepared to begin training package development. They have a thorough understanding of the process and expected outcomes. Initial action plans have been created. Task orders are being prepared for signature.

c. Other Activities

i. Summary

Other activities this quarter included the following:

- Preliminary data collection activities were concluded. The kindergarten assessments, library assessments, CRC site locations assessments, baseline data for school management and baseline data for classroom observations were summarized and submitted to the Jakarta office.
- MTTs and DLCs received preliminary training on the development of CRCs. They have initiated discussions with key stakeholders concerning the location of the sites, and preparation of the site for use as a CRC.

D. Ongoing Activities

Ongoing activities include the following items:

- The ICT survey for schools needs to be completed in the next quarter.
- MTTs and DLCs received a preliminary review of the CRC development approach and have started discussions with stakeholders for the creation of a CRC committee. In Karanganyar discussions are centering on a collaborative effort to introduce computers and the Internet to a rural community (Jatipuro) as part of the CRC development. In Boyalali, the cluster Diponegoro has already assigned a school staff member to be the manager and there is a computer currently available.

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

The Provincial Coordinators for DBE 1, 2 and 3 continue to socialize the DBE project with stakeholders and other interested parties. During Quarter Three DBE 2 gave presentations to the Director of the provincial Department of Religious Affairs, staff from the Non-Formal Education Section for the provincial Education Office and at the Rotary International Chapter in Semarang.

DBE Provincial Coordinators and staff have collaborated with USAID and other partners to coordinate assistance in response to the recent earthquake in Central Java. The earthquake impacted the DBE district Klaten; specifically, one DBE school cluster, Jogonalan, saw damage in all ten schools as a result of the earthquake. The local government hopes to be able to reopen schools on July 17. DBE is committed to supporting these schools and arrangements to provide temporary classrooms for the ten schools have been made. Additionally, tables, chairs, instructional resources, school kits for children and uniforms will be provided by the DBE program. There is ongoing review of INGO activity in the area so that DBE can compliment the support that others are providing in the Klaten area.

F. Challenges

The first training package is scheduled for implementation the first week of September. DBE 2 is still completing the task order for UNNES so it may be a challenge to complete initial drafts and field testing by that time. DBE 2 will discuss this with the MDT to determine how to expedite the process without sacrificing quality.

Though the earthquake in Klaten raises concern about continuing the program there, teachers and MTTs still wish to move forward with DBE activities. A suitable site will need to be identified for the CRC location as none of the schools will be able to accommodate a CRC at this time.

G. Upcoming Events, Activities and Plans for Quarter Four

A number of events are already programmed for Quarter Four:

- The first training package will be developed and implemented by the MDT from UNNES. They will be developing the *Introduction to Mathematics* training package.
- UNS will begin the development of the second training package during this quarter as well with a target completion date of January 2007. The topic will be *Classroom and Personnel Management*.
- The MTTs and DLCs will conclude the ITT cluster-level training program in early July.
- CRC development will begin this quarter, ideally with both the opening and operationalization of CRCs in a number of clusters.
- The Jogonalan school cluster will need much support in order to recover from the impact of the earthquake. How the community responds and the level of support received will determine the speed at which recovery can take place. It is uncertain as to what DBE 2 will be able to do beyond the regular program and the current crisis intervention activities DBE is implementing. DBE 2 will continue to maintain frequent communication with the Klaten Education Office.

East Java Update

XIV. East Java Update

A. Overview

This quarter's activities have focused on training all teachers, principals and school supervisors at the school cluster-level. This intensive effort has established a strong presence for DBE 2 in its participating schools. Training generated enthusiasm and excitement from participants; results thus far are very encouraging and indicate DBE 2 is already perceived as an effective change agent within DBE program schools.

In addition, DBE 2 has laid a strong foundation for the university partnerships which will be crucial for the creation of the training packages which will guide future training activities in clusters. The East Java team has done this through stakeholder orientations, active collaboration with DBE 1 school development workshops, and the effective selection and training of MDTs.

B. Highlights

Highlights from this quarter include the following:

- **Cluster-Based Training.** Cluster-level training took place on April 17 - May 26. A total of 880 teachers, 84 principals and 35 supervisors received four full days of training. The training modeled active learning techniques and included presentations on active learning, school visits, and practice teaching.
- **MOU signing with University Partners.** An MOU was signed with each of the partner universities: the National University of Malang (UM); and, the National University of Surabaya (UNESA).
- **Stakeholder Orientation.** Participants attending the MDT Training who had not previously attended any DBE 2 training activities received a one day training orientation on the DBE 2 training model.
- **MDT Formation and Training.** This training was held jointly with DBE 2 South Sulawesi from May 29 – June 2. Thirty-eight participants from East Java attended the training.
- **Baseline Data Collection.** All baseline data has been collected and entered into the appropriate database for analysis.
- **M&E School Visits.** Our M&E Specialist visited schools along with the DBE 1 M&E Specialists from Jakarta and East Java. The results of these visits confirmed the success of the cluster-level training activity.



Cluster-based training in Blega, Bangkalan.

C. Progress/Accomplishments this Quarter.

Main accomplishments during this quarter included cluster-level training activities, the development of university partnerships through the signing of an MOU with each partner university and the formation of the MDTs.

a. Cluster-Level Training

i. Summary

This training was far and away the highlight of all DBE 2 activities in East Java up to this point. The training took place in all ten clusters from April 17 – May 26. Besides providing four days of training to 880 teachers, 84 school principals and 35 school supervisors, cluster-level training demonstrated the high level of commitment and expertise possessed by DBE 2 in East Java.

ii. Results

The primary result of cluster-level training was the excitement it generated among the teachers, principals, and school supervisors. These participants commented that they had never experienced such comprehensive and well-organized training before. They had waited quite some time for DBE 2 activities to commence and their expectations were quite high. Training evaluations demonstrated a high-level of participant satisfaction and indicated participant motivation to begin using the active learning techniques in their own classrooms.

b. MDT Formation and Training

i. Summary

The signing of the MOU with each of the university partners and the orientation of important stakeholders contributed to the formation and training of an MDT with each of DBE 2 East Java's partner universities, a significant accomplishment of this quarter. The MDT training was held May 29 – June 2 in Makassar. Thirty-eight participants from East Java attended the training activity.

ii. Results

The primary result of the MDT training was the creation of a strong foundation for MDTs who will now create the training packages. One of the concerns going into the training was whether or not university-based participants and field/school-based participants would be able to work together. The training alleviated these concerns and provided participants with opportunities to voice their concerns and develop an appreciation for each team member's role in the creation of the training packets.



East Java and South Sulawesi MDT members participating in May MDT Training in Makassar.

D. Ongoing Activities

A number of activities from Quarter Three will continue on into Quarter Four:

- **Planning for MDT Meetings.** Currently the East Java team is planning the MDT meetings to develop the first training package on Literacy. The first meeting is scheduled for July 6-8.
- **School-Based Teacher Observations.** MTTs are actively observing teachers in the classroom and providing feedback and assistance on active learning techniques.
- **Subcontract and Task Order Signing.** DBE 2 East Java is actively collecting information from the university partners in order to facilitate the signing of the subcontract and task order.
- **DBE 1 School Development Workshops.** The East Java team is regularly attending these workshops to highlight both the importance of active learning and the role of principals and community in improving the quality of teaching and learning in classrooms.
- **CRC Development.** CRC location is being finalized and management and staffing is being discussed with school and cluster-level officials.



DBE 2 Provincial Coordinator on school visit to SD Hang Tuah, Sedati, Sidoarjo.

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

DBE 2 continues to work closely with DBE 1 through active participation in the school planning workshops (RPS). At every workshop, DBE 2 has presented its training model and plans for teacher training in the schools.

DBE 2 also continues to participate in all MBE activities in East Java and invites MBE to participate in all of its activities. DBE 2 East Java's Program and Training Officer previously played an important role in the development of all MBE training packets.

F. Challenges

The biggest challenge faced during this quarter has been dealing with issues surrounding the subcontracting process with the partner universities. DBE 2 East Java has been actively engaged in collecting the needed information to facilitate the signing of the subcontract.

G. Upcoming Events, Activities and Plans for Quarter Four

Events already planned for Quarter Four are detailed below:

- **MDT Training Package.** The focus during the coming quarter will be on the development of the first training package by the MDT affiliated with the National University of Malang. This will require the close monitoring and active participation of all staff. By early July, the MDT will have developed a work plan for the creation of the first training package.
- **MTT Teacher Observations at the School-Level.** DBE 2 will continue to maintain an active presence in schools. MTTs will continue to observe teachers in their classrooms and provide feedback and assistance in active learning techniques.

- **CRC Development.** DBE 2 East Java plans to finalize the location of each of the CRCs and working with the Jakarta team, begin to develop a plan to equip them.
- **Signing of the Task Order for the Training Package.** Preparatory steps to finalize and sign the task order in East Java have been taken and it is anticipated it will be signed early in Quarter Four.

XV. North Sumatra Update

A. Overview

An important development this quarter has been the implementation of training at the school cluster-level for all teachers and principals in DBE schools, delivered by DBE 2 field staff members who are gaining expertise and confidence as training facilitators. The focus of cluster training to date has been on active learning, with the expectation that all teachers will now begin to implement active learning methodologies in their classrooms, aided on an individual basis by DBE 2 field staff. During this quarter, 1,267 teachers, principals and supervisors were trained in PAKEM-based active learning approaches.

Other important milestones for DBE 2 in Quarter Three were the signing of an MOU with each of the two partner universities, Universitas Negeri Medan (UNIMED) and Institut Agama Islam Negeri Sumatera Utara (IAIN-SU), and the selection and training of MDTs. These teams are now ready to begin development of training packages (Natural Sciences and Environment for the UNIMED-led MDT, and Planning and Assessment for the IAIN-SU-led MDT). Also during this quarter, DBE 2 completed CRC site assessments and these facilities will begin to be established in the near future.

B. Highlights

a. USAID Mission Director William M. Frej Visit to Binjai Utara

At the invitation of the US Consul in Medan Paul S. Berg, the USAID Mission Director William M. Frej visited Medan from June 12 to 13. On June 13, the Mission Director visited Sekolah Dasar Negeri (SDN) 020263 in Binjai, a DBE school selected partly because of logistics (Binjai is situated within a one hour drive from Medan) and partly because of the competence of the principal, school committee and teachers and their support of DBE initiatives and goals. The visit began with discussions with the principal, the school committee, parents and teachers about the DBE 1 RPS initiative, the impact of DBE 1 and 2 on the school and the students, the school garden and community participation. A visit was then made to two classrooms, Class II (Mathematics) and Class V (Science), where students were observed working in groups, actively involved in problem solving using interesting learning materials. The Mission Director spent time chatting with the students, answering their questions, talking about the materials with which they were working and discovering how these materials helped them to learn.

The Mission Director felt that SDN 020263 is an excellent example of USAID DBE inputs. He was very impressed with:

- the enthusiasm of the principal, the head of the school committee and the teachers;

- the commitment of the principal, the head of the school committee and the teachers to the improvement of education in their school;
- the participation of the community in school management;
- the involvement of parents in their children's education;
- the enthusiasm of all school personnel and parents for DBE activities and their support of DBE project initiatives and goals;
- the active learning being experienced by the students and their level of engagement in the subjects being taught;
- the quality of questions being posed by the students and their enthusiasm for learning; and
- the high energy level of the students and their high level of self confidence in participating in class activities.



USAID Mission Director William M. Frej interacting with students in classrooms, SDN 020263 Binjai Utara, June 13, 2006



The Mission Director's visit provided immense motivation to all SDN 020263 personnel and students, to other Binjai schools and to local government. This motivation will undoubtedly be reflected in the continued high level of commitment of Binjai local government and schools to the DBE project.

b. MOUs signed with UNIMED and IAIN-SU

The signing of MOUs to mark the partnership between DBE 2 and both UNIMED and IAIN-SU was an important milestone this quarter. This event marked the start of the formal collaboration between the universities and DBE 2 in the development and delivery of training packages, and prepares the way for the development of strong partnerships between the universities, the schools and the district education offices, an integral part of the DBE 2 sustainability plan.

c. All Teachers in DBE Schools Trained in Active Learning Methodologies

Following the first round of Cluster-Level Teacher Training in which all teachers in DBE schools were trained in active learning methodologies, teachers have been working to implement these methodologies in their classrooms. They are being assisted in this endeavor by DBE 2 field staff who are mentoring teachers on an individual basis in their classrooms.

d. MDTs Selected, Trained and Ready to Begin Training Package Development

This quarter, DBE 2 named members of two MDTs, one led by UNIMED and the other by IAIN-SU. Each MDT is composed of representatives from all project stakeholders to ensure involvement of a variety of interested groups and the ownership of the product and process by local stakeholders. Accordingly, the North Sumatra MDTs included representatives of partner universities, the provincial education office, the provincial Department of Religious



Teachers implementing active learning in their classrooms; SDN 020263 Binjai Utara (left), SDN 084087 Sibolga Kota (center), MIN Peanornor Pahae Julu (right)

Affairs office, LPMP, the Technology PPPG in Medan, practitioners from NGOs, including the Orangutan Information Center, Sumatran Orangutan Society (OIC-SOS), and DBE 2 staff. Training to prepare the two MDTs for training package development took place in Medan from June 5-9, as explained in Section C of this report.

e. DBE 2 Field Staff Gain Expertise and Confidence in Facilitating Training

Since the contracting of field staff (MTTs and DLCs) at the beginning of April, and the subsequent signing of the agreements with district officials authorizing these persons to work with DBE 2 as consultants, the DBE 2 field staff members have steadily gained expertise and confidence. The districts have expressed satisfaction with and confidence in the work of the field team. As an example of this, in April the DLC for Sibolga and Tapanuli Utara was invited by the Head of the Sibolga Education Office to participate in a Radio Republik Indonesia (RRI) radio panel discussion, broadcast nation-wide on the topic of development of the quality of education in Sibolga.

h. Pahae Julu Selected for Location of Pilot Rural CRC

Sekolah Dasar Negeri (SDN) 173265 in Onan Hasang, Pahae Julu, Tapanuli Utara has been selected by DBE 2 for the pilot rural CRC. Pahae Julu is a forested area and is the most remote of the North Sumatra DBE Phase One clusters. Most of the schools in the cluster are several kilometers apart, some of them accessible only by motor-bike or on foot. The placement of the CRC in Pahae Julu will provide great motivation for the teachers, many of whom travel long distances on foot to their (in many cases) dilapidated schools.

C. Progress/Accomplishments this Quarter

a. Training Activities

i. Summary

Two major training activities took place during Quarter Three. These were the first round of Cluster-Level Teacher Training delivered by the DBE 2 field staff (ten separate activities, one in each of the North Sumatra Phase One school clusters), and the MDT Training for all members of the two North Sumatra MDTs (held in Medan).

1. Cluster-Level Teacher Training I: May 1-20, All Clusters

The Cluster-Level Teacher Training delivered in May consisted of a follow-up to the DBE 2 ITT which was held in Lubuk Pakam, Tarutung and Sibolga in January 2006. Cluster-Level Teacher Training aimed to reach all teachers and principals in DBE schools in aspects



Pahae Julu, the cluster selected for the pilot rural CRC; forested mountainous terrain (left); proposed CRC site SDN 173265 Onan Hasang (center); students at MIN Peanornor watching over their teacher's baby (right)

of active learning, with the expectation that active learning approaches would begin to be implemented in all classrooms following the training. Accordingly, in contrast to ITT, which was presented for only one teacher from each of the 100 DBE schools, participants in Cluster-Level Teacher Training included all teachers and all principals from these schools, and some supervisors. Active learning materials used were taken from those used in ITT, and trainers were DBE 2 field staff, aided in some cases by short-term district facilitators. Each MTT was also supported in the training by one short-term cluster-level facilitator who assisted with registration of participants, group work, etc. A total of 1,267 participants (204 male, 1063 female) each received three hours of training.

While there were minor variations in participant evaluations in different cluster trainings, participants were generally satisfied with the training provided; they particularly appreciated the choice of training topic and the style of presentation of the training material which was completely new to them, but felt that three hours was not long enough. This will be rectified in the next round of Cluster-Level Teacher Training to take place in June and July.

2. Module Development Team Training; June 5-9, 2006, Medan

During the months of April and May, MDT members were selected in accordance with criteria for MDT composition as set out by DBE 2 Jakarta. Essentially each MDT was required to be composed of representatives of all project stakeholders to insure involvement of a variety of interested groups and the ownership of the product by all stakeholders.

Following the selection of MDT members, module development training was provided by DBE 2. The North Sumatra MDT Training was held on June 5-9 at the Asean International Hotel in Medan. Participants in the MDT Training consisted of trainees (MDT members for North Sumatra and guests from Aceh), guests for the opening ceremony, and observers. A total of 46 trainees (34 men and 12 women) participated in the training. Guests for the opening ceremony and observers brought the total number to 53 (39 men and 14 women). Trainees from Aceh (five men and one woman) were representatives from three different universities (complete MDTs have not yet been formed in Aceh). All members of the North Sumatra MDTs had attended a one day orientation to DBE 2 and the DBE 2 training model in advance of the MDT Training. MDT Training guests from Aceh were briefed on these general topics on the evening of day one of the MDT Training.

ii. Results

Key results achieved from the Cluster-Level Teacher Training and the MDT Training are detailed below.

Cluster-Level Teacher Training I; May 1-20, all clusters:

- All DBE school teachers were exposed to active learning methodologies which can begin to be implemented in their classrooms.
- All principals and some supervisors also attended the training and consequently will be able to support the teachers in their implementation of active learning in the classroom.
- School personnel became aware of the readiness of DBE 2 field staff to work one-on-one with teachers in their classrooms to assist them with implementation of active learning; this mentoring activity began immediately following the training in each cluster and will be an ongoing initiative.
- DBE 2 field staff gained experience and confidence in the presentation of training to their peers.

Module Development Team Training; June 5-9, 2006, Medan:

- MDTs have become cohesive teams with all members appreciating each other's potential contribution to the development of effective training packages.
- MDT members are now clear about their roles in the training package development process.
- MDTs have defined the subtopics for their training package.
- MDTs have become aware of appropriate approaches for cross-cutting issues important for all training packages (active learning, adult learning, gender issues, classroom management, non-print materials, assessment and evaluation).
- The Natural Science and Environment MDT (led by UNIMED) has developed an action plan starting immediately for the development of their training package before the end of August, with trialing to begin on August 28.
- The Planning and Assessment MDT (led by IAIN-SU) has developed an action plan which involves having the first draft of their training package ready by September 15.
- MDT members are now equipped with toolkits and journals to guide their work.
- MDT members have acquired mentoring skills which can be used immediately by DBE 2 field staff as they work with teachers in the classrooms.
- MDT members have learned change management strategies which can be applied by DBE 2 field staff in their work in the schools.



Participants engaging in MDT Training activities

b. University Partnerships

i. Summary

Following the selection in March 2006 of UNIMED and IAIN-SU as partners with DBE 2, a contact person was named for each institution. Discussions then began between contact persons and DBE 2 North Sumatra concerning the role of the two universities in the training package development process. Final decisions were made concerning persons to be assigned to each of two MDTs based on criteria developed by DBE 2 Jakarta.

Ceremonies for signing the MOU between DBE 2 and both UNIMED and IAIN-SU took place on June 15, followed by a formal ceremony held on June 20 at the Dharmawangsa Hotel, Jakarta, hosted by USAID Mission Director William M. Frej and attended by all Rectors, university contact persons and DBE 2 staff.

c. Other Activities

i. Summary: CRC Assessment and Meetings

This quarter, work continued to determine the most suitable location for the CRC in each school cluster. While a possible CRC site had been named by stakeholders at the time of school selection in August/September 2005, this suggestion was revisited during Quarter Three and examined more systematically by means of conducting a formal site evaluation using an assessment form developed by DBE 2 Jakarta. Field staff in each cluster conducted this assessment for up to five locations. Final site selection in each cluster will be completed by the third week in July.

As previously mentioned, Pahae Julu in Tapanuli Utara has been selected by DBE 2 for the pilot rural CRC. It is anticipated that this CRC will be located at SDN 173265 Onan Hasang, Pahae Julu.

To engage our school stakeholders in the development of plans for CRCs, workshops were held during April with principals in each district to discuss the activities which might be held in the CRCs. During these workshops, principals worked in school cluster groups to establish the types of activities which they felt would be useful for them, and to begin to think about the types of equipment that might be necessary to carry out these activities. The focus of these discussions was therefore on activities and not on equipment.



Some of the CRC sites assessed; Local government library, Sibolga Kota (top left), Manca library, Deli Tua (bottom left), SDN 101900 Lubuk Pakam (bottom right)

In all of the meetings the principals concurred that the general types of activities suggested by DBE 2 could be carried out in the CRC; that is, principal and teacher professional development activities, preparation of materials for workshops, and preparation of class materials. They further agreed that the CRC should become a library for print and non-print materials, and suggested that it might also serve as a venue for a variety of community activities. A detailed summary of the principals' suggestions for each cluster was developed and will be utilized during establishment of the CRCs.

ii. Summary: Baseline Data Collection

Required data collection for this quarter was conducted by the DBE 2 field staff with assistance/supervision from the M&E Officer, DBE 2 North Sumatra office. Data sets collected were: kindergarten assessments; library assessments; baseline data for primary school management; baseline data for classroom observations; CRC site assessments; and ICT survey, schools. The partner university ICT survey is now being conducted.

iii. Summary: Replication of Best Practices

Discussions are already beginning in the districts concerning the plans for replicating DBE 2 activities in other non-DBE clusters. These plans are being discussed in meetings with the Steering Committee held every three months in each district.

Cluster-Level Teacher Training in Pahae Julu has included one teacher from a number of non-DBE schools. This is because the total number of teachers in the Pahae Julu DBE cluster is quite low in comparison to that in other North Sumatra DBE clusters (84 as compared to more than 100 in all other clusters), and because the teachers in this remote location have very little opportunity to attend training activities.

D. Ongoing Activities

Activities which are currently underway include the second round of Cluster-Level Teacher Training, the final stage of CRC site selection, preparation for training package development, preparation for the next round of data collection, and preparation for district level socialization of the training package development, trialing and implementation process.

a. Cluster-Level Teacher Training I; June 26 –July 14, All Clusters

As a follow-up to the first round of Cluster-Level Teacher Training, a second round of training is now being delivered. This training, still focusing on active learning methodologies, is presenting strategies for active learning; in other words, selected practical activities which the teachers can implement immediately in their classrooms. In response to participant evaluations following the first round of training in May, each session has been lengthened from three to four hours.

b. CRC Site Selection and Establishment of Pilot Rural CRC

CRC site selection is ongoing and expected to be finalized early in Quarter Four.

c. Preparation for training package development

Training package development will continue as planned by the MDTs during the MDT



Principals discussing potential CRC activities; Deli Serdang (left), Tapanuli Utara (center), Tebing Tinggi (right)

Training at the beginning of June. Action plans prepared by each MDT are shown below.

MDT Action Plans for June to September

Date	Natural Science and Environment MDT milestones (UNIMED led MDT; target for training package implementation September 2006)	Planning and Assessment MDT milestones (IAIN-SU led MDT; target for training package implementation January 2007)
June 19	Training package writing begins	
August 1		Training package writing begins
August 4	First draft of training package completed	
August 7-11	Identification of non-print materials to support training package	
August 14	Discussion of accreditation of training package	
August 15-18	Production of second draft of training package complete with supporting non-print materials and in accordance with accreditation requirements	
August 21-23	Final review of supporting non-print materials	
August 24	Selection of two districts for trialing of training package	
August 28	Trialing of training package begins	
September 15		First draft of training package completed
September 22		Discussion of accreditation of training package

d. Preparation for Further Data Collection

Now that MOUs have been signed with each North Sumatra partner university, the ICT survey data collection forms are being completed for each university. In addition, the DBE 2 North Sumatra M&E Officer is preparing the field staff for routine monthly data collection pertaining to DBE 2 performance and management indicators and USAID indicators.

e. District- Level Socialization of Training Package Development Process

Preparation

In advance of the implementation of the MDT training packages, socialization of the DBE 2 training model will take place in each district. This will be done by the DBE 2 University Advisor aided by the appropriate DLC.

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

Provincial Coordinators for DBE North Sumatra held monthly meetings throughout Quarter Three to discuss progress, plans for upcoming activities and areas for potential collaboration. A separate meeting was held to discuss the possibility of integrating the process of Phase Two district and school selection. The results of this meeting were communicated to the DBE 2 Chief of Party for consideration during DBE Chief of Party discussions about district and school selection. In addition, DBE 1, 2 and 3 traveled together to all the Phase One districts for meetings of the district Steering Committees, and in the case of Binjai, of the Technical Team also. The purpose of these meetings was to explain the roles and responsibilities of these district teams, and to discuss DBE progress and plans. It has been agreed that meetings of each Steering Committee, attended by all three PCs, will take place at the beginning of each quarter. An integrated DBE North Sumatra quarterly report will be presented at each of these meetings, together with an integrated work plan for the upcoming quarter. The Technical Teams will meet more frequently, and DBE will submit a one page integrated progress report to each Technical Team at the end of each month.

Concerning collaboration with other projects, both USAID ESP and the OIC-SOS are cooperating with DBE 2 North Sumatra in the development of the first DBE 2 training package which focuses on Natural Sciences and Environment. Two representatives of the OIC-SOS are members of the UNIMED-led MDT, and a representative from ESP is acting as a consultant to this MDT. Due to their considerable experience in the use of active learning methodologies in the delivery of environmental information to primary school children, the OIC-SOS team was responsible for presenting the session entitled ‘What is good teaching?’ during the MDT Training.

F. Challenges

One of the challenges faced during Quarter Three has been the slow response on the part of some school principals to obtain teaching staff to replace teachers who are working with DBE 2 as MTTs. This has been particularly problematic in Pahae Julu, Tapanuli Utara; however, the situation now appears to have been resolved with assistance from the Head of the Tapanuli Utara Education Office and the Head of the Tapanuli Utara Department of Religious Affairs Office.

The development of training packages will need to be monitored extremely closely by DBE 2 to ensure both the timely completion of these packages and the quality of the materials developed. In particular, there will be a need to check the materials to ensure no gender bias.

A longer term concern is that of staffing during Phase Two. It is anticipated that with the selection of new district and schools, and the hiring of a new cohort of field staff, there

will be a need for additional office staff. In addition, there will likely be a need for an ICT Specialist to attend to problems that may arise in CRCs.

G. Upcoming Events, Activities and Plans for Quarter Four

Events and activities planned for the next quarter include the following:

- Cluster-Level Teacher Training II on Active Learning Strategies
- Routine data collection in accordance with DBE 2 performance and management indicators and USAID indicators specific to DBE 2
- Work towards development of training package on Natural Sciences and Environment
- Work towards development of training package on Planning and Assessment;
- Establishment of CRC in each cluster, including pilot CRC in Pahae Julu;
- Communications training for DBE 2 field staff

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

Key Activities for Quarter Four

Activity	Implementation	How activity builds on past activities	Contribution to achievement of larger goals of DBE 2
Cluster-Level Teacher Training II	By field staff assisted by DBE 2 Medan office staff	Topic (PAKEM-based) and presentation style to be modeled on ITT and Field Staff Training, Yogyakarta, and to follow on from first round of Cluster-Level Teacher Training	Provides a means for delivering introductory training in active learning techniques to all teachers in DBE 2 schools; active learning strategies will be a cross-cutting feature of all training packages to be developed by DBE 2
Data collection (DBE 2 and USAID indicators)	Collection by field staff assisted/supervised by North Sumatra Monitoring and Evaluation (M&E) Officer	Part of ongoing M&E program	Data collection is integral to the ongoing monitoring and evaluation of DBE 2 performance and management
Work towards the development of training packages	By Module Development Teams (MDTs) under close supervision by DBE 2	Training package development based on training given to all MDT members in June.	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
CRC establishment	CRC to be established in each cluster; Pahae Julu to be established as pilot rural CRC	CRC establishment based on site evaluation survey and on recommendations by district stakeholders	Establishment of CRCs in all clusters is one of DBE 2's main goals
Selection of Phase Two districts and schools	District and school selection to be carried out by DBE 1, 2 and 3 in an integrated fashion	Procedures and criteria for selection will be developed by DBE Jakarta and will be based on lessons learned from the Phase One selection process	Scaling up into new districts for Phase Two will enable DBE 2 to work in more districts/schools using best practices from Phase One

XVI. South Sulawesi Update

A. Overview

Project activities in South Sulawesi have increased in tempo through this reporting period. In addition to the roll-out of training on active learning techniques in the classroom through the teachers' working groups (KKG) in each school cluster, the heightened level of engagement and activity through the university partnerships with Universitas Negeri Makassar (UNM) and Universitas Muhammadiyah Makassar (Unismuh) has raised enthusiasm among a new pool of local stakeholders and made it more evident that the scope of the program is truly broad.

The execution of cluster-based training, final selection of CRC locations, a round of coordination meetings with the Technical Team and District Head/Mayor in each district as well as the addition of training package development activities conducted through university partnerships has demanded great commitment from provincial office staff and MTTs, who have exhibited dedication in coordinating numerous activities both in Makassar and in the field. These exercises have done much to cultivate the skills of MTTs who have noticeably matured in the process and have achieved a capacity that exceeds initial expectations. The increased operational pace will demand careful planning and possible reallocation of resources to prevent overextension of provincial staff. This review and planning has been set to take place in concert with Jakarta staff in coming weeks.

B. Highlights

Highlighted activities during this period are detailed below.

a. Cluster Training Activities

Cluster training activities have taken place in every school cluster during this period. The roll-out of cluster-level training has proceeded successfully throughout the province in every cluster. These one day workshops were held through teacher working groups and focused on the application of active learning strategies in the classroom. Training workshops have been well received by local government stakeholders. In many opening speeches, government officials have admonished participants to actively engage in DBE 2 training, including the Mayor of Palopo who used a fishing analogy, saying that local government "must support the program so that the positive benefits from DBE do not slip off the hook..." Similar statements made elsewhere demonstrate local governments' support of DBE 2 training and their optimism about the results they will see in their schools as a result of DBE activities.

b. University Partnerships

University partnerships have taken a significant step forward during this reporting period. MOUs were signed with both partner universities, namely UNM and Unismuh and the formal reception that took place in June at the hotel Dharmawangsa in Jakarta was a valuable recognition of the importance that these partnerships have to the program and to USAID. During this period the project conducted a socialization meeting during which the goals and activities of the partnerships were socialized to members of both institutions. MDTs attended a week-long training in Makassar together with colleagues from partner universities and the DBE 2 East Java office. Both MDTs met a second time in late June to proceed with the development of training packages in Bahasa Indonesia Literacy and Building Learning Communities.

c. CRC Site Selection

CRC site selection was completed in every cluster following completion of site assessments and the facilitation of local-level consultation meetings in clusters where it was particularly difficult for local stakeholders to agree on a site.

d. Data Collection and Assessments

Data collection and assessments were completed with the finalization of assessments on kindergartens, libraries and ICT.

e. Coordination with DBE and Local Government

Coordination with local governments and other DBE program components was active in at least three ways during this period. Firstly, this was evident through a series of meetings with District Heads, local government representatives and Technical Team that took place in each District. It was also evident in the coordination and management of the visit by the Ministry of People's Welfare (Kokesra). Thirdly, DBE 2 has coordinated extensively with DBE 1 during this quarter to analyze and integrate the outputs from DBE 1 RPS into training package development activities taking place through the MDTs.

f. VIP Visits

VIP visits took place twice during this quarter. The first involved a visit by representatives of Kokesra, the Department of Religion and the Kokesra Sekretariat. The second was a site visit by the EDC President, EDC Washington Project Director and Chief of Party. Both visits involved meetings with local stakeholders from province and district levels as well as site visits to schools and project activities in Pangkep District.

C. Progress/Accomplishments this Quarter**a. Training Activities****i. Summary**

Numerous training activities have taken place during this reporting period; these can be divided into three broad categories:

- school cluster-level training through the teachers' working groups
- training and staff development workshops for MTTs
- university MDT training activities

The first two categories are discussed in this section. The third is covered separately under the discussion of university partnerships.

School cluster-level training began on May 8 and continued until the start of the school holiday in June. These one-day training workshops have been conducted through the teachers' working group structure and focus on the application of active learning strategies in the classroom. The target training participants are teachers though principals and school supervisors have also been invited to attend. Although provincial specialists have supported and attended each training event, the workshops have been led entirely by the MTTs who have performed well. Groups have varied in size from 26 to 41 participants. Thus far, cluster training has been carried out once in each cluster and DBE 2 South Sulawesi has provided training to approximately 30% of the teachers in DBE 2 schools in the province.

Preparation for the roll-out of cluster-level training began with training of MTTs and provincial staff. Two workshops were held for provincial and MTT field staff, the first during April in Parepare and a follow-up meeting in Makassar in May. Although the cluster training will continue through July and August, quite a few observations can be drawn from the process so far:

- To date, the training events have been a success. Events have been highly participative and well received by participants and local officials. A debriefing was held after each training event; these discussions have helped incrementally improve the process at each event.
- MTTs have performed well and the process has strengthened their roles and capacity for leadership of field activities. Early fears that MTTs who are teachers would not be able to train principals effectively have been allayed by early success in the field with cluster training.
- Strong support by local government stakeholders has been witnessed throughout the process. Most events were opened formally by the Head of the sub-district Education Office (KCD); in Palopo the Mayor delivered a speech at the opening of one of the cluster training events. In each cluster, KCD all expressed their interest in ensuring that all teachers in the cluster attend this training. This has built confidence among MTTs and reinforced their leadership in implementing program activities at the district and cluster-level.
- Providing teachers a chance to apply active learning principles in a practical setting during training has proved a useful model. The reviews of each practicum helped both participating teachers and observers learn how to offer and incorporate constructive feedback. Many teachers who delivered trial lessons realized the importance of having a lesson plan to help them focus on what they are trying to achieve with the lesson. They also realized how useful observation



Teachers like those shown here during cluster training in Soppeng, worked in teams to develop lesson plans based on active learning principles.

by fellow teachers can be in helping them identify improvements. Observers in turn learned how many opportunities for improvement there are in their own instruction.

Training and staff development activities for MTTs have included two training workshops focused on the preparation for delivery of cluster-level training. The first of these events was held in Parepare in early April, while the second was held in Makassar on May 2-5. Both events were attended by all ten MTTs and facilitated by provincial staff with support from Jakarta technical consultants. The details of each training event including training objectives, and session plans have been reported separately.

b. University Partnerships

i. Summary

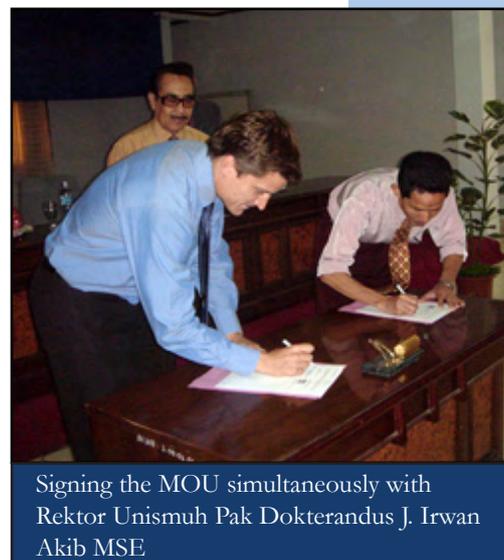
University partnerships have moved into the fore during this quarter, becoming noticeably central to the training program and to the establishment of a decentralized system of education support for the province. Activities have included:

- the signing of an MOU with UNM and Unismuh on May 23;
- selection of MDT members;
- socialization for MDT activities to university members and local stakeholders;
- MDT training combined with DBE 2 team from East Java, May 28 - June 2;
- university reception in Jakarta with rectors and contact persons from both partner universities; and
- follow-up MDT meetings during which MDTs finalized subtopics and drafted a work plan for training package development.

University MOU signing was held on May 23 with the Rectors of both UNM and Unismuh. The formal ceremony held at UNM was attended by approximately 30 senior staff from both universities, and press from local print media.

Selection of MDT members involved extensive consultation with contact persons from each university, a review of candidate CVs, careful consideration of candidate experience in delivering teacher in-service training and an ability to include members with expertise in primary school core subject areas. MDT members who are not from the universities were considered primarily based on their experience in primary school teacher in-service training.

MDT Training included five very full days of successful activities for 78 MDT members from both South Sulawesi and East Java. Sessions were facilitated by Jakarta technical team members who were occasionally assisted by members of each province's MDTs. A number of participants noted that DBE 2 was wise to include representatives from every stakeholder group.



Signing the MOU simultaneously with Rektor Unismuh Pak Dokterandus J. Irwan Akib MSE

A second MDT workshop took place on Saturday and Sunday June 17-18 during which the two MDT groups met to select subtopics for Bahasa Indonesia and Learning Community training packages. The two-day workshop was well attended by representatives from partner universities, local Education Office officials, all provincial specialists and MTTs. The teams completed subtopic selection, refined member roles and drafted a tentative work plan. Other meetings of MDT members have been held in Makassar for both the Bahasa Indonesia team and the Learning Communities team.

i. Results

The MDT process has been successful so far – there has been successful progress regarding preparation for training package development; collaboration and communication between various members from various organizational backgrounds has been better than suspected, all members have been actively involved and appear to be solidifying well.

c. Other Activities

i. Summary

Other activities that have occurred during this reporting period include finalization of CRC site selection, the signing of Cooperation Agreements with each district, the completion of data collection for assessments (on CRCs libraries, ICT, kindergartens), and VIP visits by GOI representatives and by the EDC President.

1. CRC site selection finalized

CRC implementation in South Sulawesi progressed well during May and June. Site assessments have been completed by MTTs with support of Provincial Specialists. Final locations of CRCs have been determined in each cluster. In each case, MTTs facilitated a transparent selection process involving the consultation of stakeholders and the application of transparent selection criteria.

The selection process varied slightly from one cluster to the next depending on the level of involvement of various stakeholders; however, each process was similar in all clusters in three ways:

- MTTs conducted site assessments using centrally drafted assessment forms.
- MTTs applied DBE 2 criteria to identify suitable candidate sites.
- Meetings were held in each to allow consultation and dialogue among relevant local stakeholders.

Photos from Joint South Sulawesi/Jawa Timor
MDT Training



Participants from both provinces combined during some sessions such as this one here



2. Formal Cooperation Agreements signed with each district

During this reporting period the provincial office gathered Cooperation Agreements from each of the five partner districts in the province, allowing MTTs to be formally contracted to the project as full time staff.

3. Data Collection and Assessments

The provincial team together with MTTs completed the collection of data for assessments on kindergartens, libraries and ICT. Survey data was also completed during the period, including classroom observations and on school management. Teacher profile data has been completed but is still being compiled, this exercise is expected to be finished in July.

4. VIP visits

Two separate visits by special guests were conducted during this reporting period. The first of these included guests from Kokesra and the Department of Religious Affairs from Jakarta who were joined by staff from the Kokesra Secretariat. The second visit was made by EDC President Luedtke, Project Director and Chief of Party.

On April 18-20 the South Sulawesi DBE team hosted a team of national-level stakeholders from Kokesra, MONE, Depag, and the USAID Secretariat in Kokesra. The objective of the visit was to monitor the program at provincial, district and school/cluster-levels.

Activities included:

1. a thorough briefing and dialogue with the Provincial Coordinator team on the program, progress to date and issues;
2. consultations with the DBE Technical Team in the District Head's office, Pangkep District;
3. visits to DBE target schools, MIS DDI Laikang, Ma'rang and SD 28, Pangkejene, including consultations with teachers, community members and children;
4. observing DBE 1 training in RPS in Pangkep;



The EDC team takes a moment for a photo with teachers and students who performed a traditional welcome dance



DBE 2 Chief of Party gives a geography lesson to SD students in Kabupaten Pangkep



SD 28 principal Pak Munir welcomes Michael Calvano, Luther and Carol Luedtke

5. visiting to PKBM Tunas Muda in Pangkep (DBE 3); and
6. consultations with DBE Specialists, District Coordinators (DBE 1), and MTTs (DBE2).

A detailed report on the visit by Kokesra is available separately.

D. Ongoing Activities

The following activities are currently underway in the province:

- MDTs are continuing with training package development.
- MTTs are conducting school-level support activities and attending DBE 1 RPS workshops to gather input that will inform the training package development process.
- Provincial staff is involved in planning and budgeting for the continued roll-out of cluster training activities on active learning strategies.
- Provincial staff is involved in planning and budgeting for the coming schedule of training package roll-out that will take place once the MDT process has progressed to field trials.

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

Coordination with GOI and other project components has continued during this reporting period. Formal and informal coordination meetings have continued between the Provincial Coordinators of each component and DBE 2 specialist staff has coordinated considerably with DBE 1 specialists on a number of topics including data and assessments, coordinating training schedules and informal discussion about planning for field activities. Two notable joint activities have been the visit and review conducted by Kokesra and DBE-wide meetings with district heads, mayor and Technical Team in each district/city.

Meetings with District Heads and Technical Team

DBE 2 South Sulawesi, in coordination with DBE 1 and 3 established a schedule and a set of objectives for a round of meetings with the district head/mayor, Steering Committee and Technical Team of each district. These meetings were requested by local governments and took place in each district throughout the month of June and offered a joint overview of DBE-wide activities. The meetings also included a question and answer period during which local stakeholders could inquire about program plans.

Several district governments have allocated funds through local budgets to support DBE activities and have specifically requested an opportunity to discuss the replication of DBE activities in non-DBE clusters and schools. The meetings afforded an opportunity for the project to socialize ongoing and planned activities among key district stakeholders and to garner support for upcoming events. Local government stakeholders appreciated the opportunity to meet and have asked that all three program components hold such an activity once every quarter.

F. Challenges

A number of challenges have occurred during the current reporting period:

- **The arrival of school holidays** resulted in a decision to postpone continuation of cluster training until July 21 when school returns to session.

- **Delays in data input** have been addressed with the hiring of a data entry assistant who has helped increase output and efficiency of provincial DLC staff, freeing them to focus on broader program activities.
- **Excessive travel and time on the road.** Provincial staff logged over 7000 km. this reporting period. This is a demanding schedule that has to be considered over the long-term to prevent provincial staff burnout.
- **University MDT activities were difficult to coordinate** during a busy time on the university calendar. The transition of semesters and end of term examinations made it difficult for MDT members to attend program activities; however, this did not result in absenteeism due largely to the successful cajoling by the University Advisor and recruitment of committed MDT members.
- **Local government pressure to move quickly** has continued during this period, most notably on CRC implementation. A round of consultation meetings with the Steering Committee, Technical Team and district head/mayor of each district did much to communicate workplans and activity schedules.
- **Task order contracting** needs to be finalized so that university participation on MDTs can proceed undisturbed by contractual issues.

G. Upcoming Events, Activities and Plans for Quarter Three

Upcoming events for the coming quarter are focused largely on the following areas:

- **Analysis of DBE 1 RPS outputs** will make an important contribution to the MDT training package development process. MTTs have been tasked to attend RPS workshops in the field and to carry the outputs to MDT activities that will continue throughout the coming quarter. It is expected that this input will inform the training package development process and help to make training packages more reflective of local training needs and hopes of local stakeholders.
- **The development of the Bahasa Indonesia training package and its subsequent roll-out in field** will require considerable follow-through activities and the careful management of inputs from a range of stakeholders who are represented on the MDTs. Thus far the training package development process has proceeded successfully but it requires constant effort from the University Advisor and a high degree of communication and consultation with MDT members.
- **The implementation of CRCs in each cluster** will move into high gear during the coming quarter. Local stakeholder expectations are high following the site assessment and selection process.
- **Regular stakeholder communication and coordination** is expected to include another quarterly round of meetings with district head/mayor, Steering Committee and Technical Team in each district.
- **MTTs will conduct school-level support activities** that ideally will be improved in consultation with Jakarta staff. The training package development process will afford greater opportunity to define more ways that MTTs can support desired training outcomes through ongoing support to all training participant school staff.

XVII. West Java and Banten Update

A. Overview

April to June 2006 proved to be another very busy and productive quarter for DBE 2 West Java/Banten. Activities this quarter took place in relation to continuing training at a number of levels, developing DBE 2 university partnerships and signing MOUs with both Universitas Sultan Ageng Tirtayasa (UNTIRTA) and Universitas Pendidikan Indonesia (UPI), finalizing district cooperation agreements, commencing the module development process, collecting and analyzing data, and meeting with key local stakeholders.

B. Highlights

Highlights from this quarter include the realization of the following series of activities and events:

- **Twenty training events and over 500 participants.** Since March 2006 DBE 2 has completed 20 training events for West Java and Banten involving over 500 participants.
- **Twenty-four MTTs contracted and trained.** DBE 2 West Java/Banten has continued training its 24 MTTs during a residential workshop in Bandung and during residential monthly MTT meetings in the field during April, May, and June. On-the-job MTT training has also occurred during each ITT workshop.
- **Fourteen ITT workshops on PAKEM-based themes conducted by MTTs for 400 participants.** Around 400 school teachers and local educators attended these trainings in DBE 2 West Java/Banten's 12 sub-districts in West Java and Banten.
- **One hundred fourteen participants for combined MDT Training.** A combined West Java-Banten-Central Java five-day training in Bandung trained four MDTs.
- **Two University MOUs signed.** Both UNTIRTA and UPI signed MOUs with DBE 2, formalizing their role within the project.
- **Two MDTs created and trained.** MDT-UPI and MDT-UNTIRTA were formed and trained during May and June.
- **Nine DBE 2 district cooperation agreements signed.** The districts of Sukabumi, Karawang, Indramayu, and Lebak, and cities of Cilegon, and Tangerang were formally signed as cooperation partners.



Group of West Java attendees, MDT Training, Bandung, 12-16 June 2006

- **Six data collection surveys involving over 1,000 questionnaires completed.** DBE 2 West Java/Banten completed the kindergarten assessment survey, school management survey, classroom observation survey, library assessment survey, school ICT assessment survey, and CRC Survey and all data has been entered, aggregated, and analyzed.

C. Progress/Accomplishments this Quarter

a. Training Activities

i. Summary

DBE 2 West Java/Banten conducted five different types of training during Quarter Three:

- Sub-district-level ITT follow-through continued for approximately 400 school teachers and inspectors at 14 different training venues in the 12 sub-districts. This training was conducted by MTTs and assisted and supervised by the DLCs. Training focused on PAKEM-based themes including active learning, student-centered learning, curriculum development and analysis, thematic teaching, and flexible classroom management.
- MTT training continued on two levels: training of MTTs at a residential training venue in Bandung during monthly MTT meetings; and during ITT training in the sub-districts. Training objectives included: building the self-confidence of MTTs as trainers of professional peers; and updating their knowledge of new developments in Indonesian education.
- Training of the UPI and UNTIRTA MDTs during a five-day combined regional training for four MDTs from West Java, Banten and Central Java, took place in Bandung on June 12-16. Training of the UPI and UNTIRTA MDTs will continue during July and August in accordance with the module development program.
- Ongoing training in Bandung for DBE 2 West Java/Banten technical and administrative staff including project and financial administrators took place this quarter. This included training for the Bandung M&E Specialist, ongoing ICT training for the education program and project management staff, and financial and taxation training for finance managers.
- A one-day communications workshop to train MTTs and DLCs as DBE 2 news gatherers was held in Bandung on June 28 using a pilot training program developed and presented by DBE 2 Jakarta's Communications Specialist.



DBE 2 Initial Teacher Training being conducted in Kecamatan Sliyeg, Kabupaten Indramayu, West Java, June 2006

ii. Results

All types of trainings produced useful educational outcomes consistent with the project's goals and priorities:

- **Continuation of sub-district-level ITT.** Participant assessments and evaluations of this training have been consistently positive, and DBE 2 has received many requests for the program to be enlarged.
- **Continuing training of MTTs.** Consistent with its aims, this training has succeeded in building a highly-motivated West Java/Banten team of MTTs. All 24 members of the team now regard themselves as part of the DBE 2 family, and are fully conversant with DBE 2 administrative procedures.
- **Training of the UPI and UNTIRTA MDTs.** The five-day combined Regional Training for MDTs from West Java, Banten, and Central Java conducted in Bandung was also highly rated by trainers, facilitators and participants as a successful method for preparing the two West Java and Banten MDTs.
- **Ongoing technical training in Bandung for DBE 2 West Java/Banten technical and administrative staff.** This continues to succeed in clarifying numerous project management, procedural and M&E issues.

b. University Partnerships

i. Summary

Two universities in West Java and Banten have become DBE 2 partners:

- UPI, Bandung, West Java. DBE 2 and UPI signed an MOU in Bandung on June 2. UPI is one of the largest and oldest national teacher training institutions in Indonesia. UPI's Rector nominated two DBE 2 contact persons at the university, including the Assistant Rector. UPI is currently involved in discussions with DBE 2 Jakarta regarding the first task order and associated financials.
- UNTIRTA, Serang, Banten. DBE 2 and UNTIRTA signed an MOU in Serang on May 24. UNTIRTA is a smaller public university which has been embraced by the Banten government. UNTIRTA's Rector has nominated his Assistant Rector as the DBE 2 contact person.



The Rector of UPI, Professor Sunaryo Kartadinata PhD, signing the DBE 2 partnership MOU. Also pictured DBE 2 UPI contact person, Dr. Riswanda Setiadi; Assistant Rector of UPI, Professor Chaedar Alwasilah PhD; and Raden Dunbar, DBE 2 Provincial Coordinator.

ii. Results

During the quarter both partner universities participated in a number of DBE 2 activities including: meetings with the DBE 2 UWG; formation of the two MDTs; participation in the West Java/Banten Stakeholder Meeting; participation in the five-day MDT Training; and attendance at the USAID reception in Jakarta and associated meetings. At the close of the quarter both universities were involved in continuing discussions with DBE 2 Jakarta regarding the first task order. Both universities are eager to participate in all aspects of DBE 2 and are looking forward to liaison and cooperation with US university partners.

c. Other Activities

i. Summary

Other Quarter Three activities not yet discussed in detail include M&E, data collection and DBE 2 Stakeholder, Provincial and District Advisory Committee meetings:

- **DBE 2 M&E and Data Collection.** The kindergarten assessment survey, school management and classroom observation surveys, library assessment, school ICT assessment and CRC survey were all completed during April and May. Data from surveys was entered, aggregated, and analyzed during June. The West Java/Banten M&E Specialist attended an M&E workshop in Jakarta on May 3-5. Preparations for TraiNet data entry continued during May and June.
- **DBE 2 Stakeholder and DBE 2 Provincial and District Advisory Committees.** A DBE 2 West Java and Banten Stakeholder Meeting was held in Bandung on May 31 and attended by 46 representatives from education and religious affairs departments at provincial and district levels, provincial LPMP and PPPG, partner universities, MTTs, and participating sub-districts. DBE 1 and DBE 3 also participated.



PAKEM-based curriculum analysis in Rangkasbitung, Kabupaten Lebak, Banten

ii. Results

Results of the aforementioned activities include the following:

- **DBE 2 Monitoring and Evaluation and Data Collection.** M&E is a very large part of DBE 2 activity and requires increasing manpower and expense to support it. Almost all members of the West Java/Banten technical team have been involved with carrying out M&E activities.
- **DBE 2 Stakeholder and DBE 2 Provincial and District Advisory Committees.** Because of the unusual nature of DBE 2 in West Java and Banten where the project is working with two separate provinces, six districts, and twelve sub-districts, the DBE-wide process of establishing Advisory Committees has been much slower than desired; however, steady progress continues to be made.



MTTs delivering DBE 2 Pakem-based teacher training on June 6 in Kecamatan Sliyeg, West Java.

D. Ongoing Activities

All activities described in A, B, and C above are ongoing, particularly:

- the permanent program of ongoing training, managing and supporting MTTs for their field activities, including MTT monthly meetings;
- the ongoing program of field visits by Bandung technical staff and DLCs to support the work of DLCs;
- the ongoing program of university liaison; and

- the ongoing improvement through leadership and training of the Bandung project management and education program technical team.

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

a. DBE-wide Cooperation in West Java and Banten

The three DBE Provincial Coordinators continue to meet regularly, although opportunities for longer, structured, meetings are rare because each team spends considerable time in the field. Additionally, the DBEs continue to attempt to cross-correlate activities and be involved as frequently as possible in each other's activities. During this quarter, notable cooperation was achieved during the West Java/Banten Stakeholder Meeting. DBE 1 and 3 attended all major DBE 2 activities and vice-versa. In the field, DBE 2 DLCs regularly meet to confer with DBE 1 District Coordinators and Facilitators and DBE 3 District Coordinators.

b. Cooperation between DBE 2 and Other Projects in West Java and Banten

Examples of cooperation between DBE 2 and other projects in West Java and Banten include the following:

- DBE 2 West Java/Banten regularly invites the USAID MBE Project to participate in various activities and two MBE representatives attended the MDT Training in Bandung this quarter.
- DBE 2 West Java/Banten is cooperating with the USAID SENADA (Indonesia Competitiveness Program) Project which has recently established an office in Bandung. Mutual briefings have been held between DBE 2 and SENADA, and DBE 2 personnel attended the SENADA launch on May 10 in Bandung.



Forty-six participants attended the DBE 2 West Java and Banten Stakeholders Meeting held in Bandung on May 31.

F. Challenges

During Quarter Three great progress was made towards overcoming previous communication and coordination challenges with the mobilization in early April of twelve MTTs in West Java, and twelve in Banten, two in each DBE 2 sub-district. The presence on the ground of trained and well-supported MTTs in all sub-districts means that DBE 2 is now seen by its constituency in West Java and Banten to be making an effective and highly visible contribution. The constant field travels of the two DLCs, combined with DBE 2 West Java/Banten's ongoing program of sub-district level ITT follow-through has further strengthened this positive impression.

G. Upcoming Events, Activities and Plans for Quarter Four

As the scope of DBE 2 in West Java and Banten becomes broader and activities intensify, the next quarter is shaping to be even busier than the last. Quarter Four will see simultaneous continuation of established programs, and commencement of a number of new activities.

Continuing programs next quarter will include:

- Monthly MTT Meetings the last week of July (at Sukabumi and Cilegon), August, and September;
- continuation of the local university partners program with the task order signing in July 2006;
- continuation of Phases One and Two of the DBE 2 module development program with MDT-UPI;
- continuation of M&E data collection, entry, aggregation, and analysis during July, August, and September;
- continuation of PAKEM-themed cluster-based teacher training in 12 sub-districts, July 2006; and
- continuation of the creation of joint-DBE 1, 2 and 3 provincial and district advisory committees.



Bp Sukiman, DBE 2 DLC for Banten Province, leads a DBE 2 workshop for primary school teachers in Cilegon

Commencing programs include:

- US university partner program, July 2006;
- TraiNet data entry, July 2006;
- CRC and ICT programs; and
- identification of DBE districts and sub-districts for Phase Two of the project, possibly during September 2006.

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

During Quarter Three, DBE 2 completed a number of key contract deliverables and made substantial progress toward the achievement of several others. 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 4: DBE 2 Performance Monitoring Plan and a Results Framework

DBE 2 completed Deliverable 4 this quarter with the refinement, finalization and submission to USAID of project indicators. Following USAID approval, DBE 2 Jakarta reviewed indicators with provincial M&E staff.

Deliverable 6: DLCs and MTTs Recruited, Hired and Trained

This quarter, cooperation agreements were signed in project districts formally allowing MTTs to be contracted to the project. MTT and DLC professional development continued during monthly meetings that addressed a variety of technical and programmatic issues, as well as during regional training workshops.

Deliverable 7: Formal Working Protocols Developed with Indonesian University Partners

The DBE 2 Indonesian University Partnership MOU was finalized this quarter and thus far a total of 13 university partners (including Syiah Kuala University in Aceh) have signed the MOU. Additionally, the Indonesian university partner subcontract (task order) detailing the roles and responsibilities of partner universities throughout the module development and delivery process has been drafted and finalized. It is expected that task orders will be signed early in Quarter Four.

Deliverable 10: Contractor-Assisted CRCs Developed and Equipped

DBE 2 took concrete steps forward this quarter in relation to CRC development with the commencement of pilot CRC activities in Tangerang, including upgrades and repairs to the facility as well as stakeholder training. DBE 2 selected a rural pilot CRC site in North Sumatra, and CRC site selection is nearly complete in all provinces. It is anticipated that CRCs will be widely established during Quarter Four.

Deliverable 12: Library Assessment

DBE 2 provincial staff finalized the administration of the library assessment by the end of Quarter Three. A library assessment report will be compiled based upon collected data and submitted to USAID during Quarter Four.

Deliverable 14: Procurement Plan for Grants In-Kind

This quarter DBE 2 began drafting a procurement plan detailing the administration of in-kind grants. A Grants Management Consultant will visit DBE 2 in Quarter Four and assist with the finalization of the procurement plan and the development of a grants management system. DBE 2 will submit a procurement plan to USAID by the end of Quarter Four.

Deliverable 19: Special Reports/ Analyses as Requested

This quarter, DBE 2 submitted a number of reports and/or analyses to USAID, including:

- DBE 2 Final Report Baseline 1 Evaluation
- DBE 2 Psychometric Summary Report
- ConocoPhillips PPA Concept Paper
- DBE 2 Jakarta Schools Proposal

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

Deliverable 1: Mobilize Provincial Coordinator and Key Staff to Aceh

DBE 2 successfully identified and mobilized an Aceh Provincial Coordinator this quarter. All key staff positions have been filled, with the exception of the University Advisor. The recruitment for the University Advisor is ongoing and DBE 2 expects to fill the position during Quarter Four.

Deliverable 2: Submit Workplan

This quarter, DBE 2 submitted a preliminary Aceh workplan detailing activities through September 06 to USAID. During Quarter Four, DBE 2 will prepare a Fiscal Year 07 workplan and incorporate Aceh activities into the overall project workplan.

Deliverable 5: Establish and Operate Small Grants Mechanism

The draft procurement plan prepared by DBE 2 this quarter details operational aspects of the Aceh small grants mechanism. During Quarter Four, a short-term Grants Management Specialist will finalize the procurement plan and assist in establishing the guidelines for the Aceh small grants mechanism.

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

Deliverable 1: Mobilize FKIP Program Coordinator

DBE 2 identified an FKIP Program Coordinator at the end of this quarter and anticipates the candidate will take up post early in Quarter Four.

Deliverable 2: Submit FKIP Conceptual Design

DBE 2 submitted to USAID the FKIP Conceptual Design during Quarter Two.

Deliverable 3: Submit Report Identifying Priority Refurbishment Interventions

The FKIP Conceptual Design (Deliverable 2) details priority refurbishment interventions for FKIP.

Deliverable 6: Sign MOU with Syiah Kuala University

The MOU with Syiah Kuala University, establishing the partnership between DBE 2 and the university, was signed in Aceh on May 22. The joint working group will be established during Quarter Four.

Deliverable 7: Submit Workplan

This quarter, DBE 2 submitted a preliminary Aceh workplan detailing activities through September 06 to USAID. During Quarter Four, DBE 2 will prepare a Fiscal Year 07 workplan and incorporate Aceh activities into the overall project workplan.