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# EVALUATION OF THE INDONESIA UNIVERSITY PARTNERSHIPS PROGRAM: PHASE ONE—PARTNERSHIPS #1 AND #2



FINAL REPORT

**November 30, 2012**

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# EVALUATION OF THE INDONESIA UNIVERSITY PARTNERSHIPS

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November 30, 2012

**DISCLAIMER:**

The authors' views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States government.

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## ACRONYMS AND ABBREVIATIONS

|          |   |
|----------|---|
| AAUS     | American Academy of Underwater Sciences   |
| AIPJ     | Australian Indonesian Partnership for Justice   |
| APS      | Annual Program Statement for USAID/Indonesia  |
| ASEAN    | Association of Southeast Asian Nations  |
| AusAID   | Australian Agency for International Development   |
| BAN-PT   | Badan Akreditasi Nasional – Pendidikan Tinggi (National Accreditation Board for Higher Education)                   |
| BAPPENAS | Badan Perencanaan Pembangunan Nasional (Indonesia's Central Planning Agency).                                       |
| BDA      | Bali Diving Academy   |
| BoA      | Board of Advisors for CCP   |
| BoE      | Board of Executives for CCP   |
| BU       | Boston University, Boston, MA   |
| CCP      | Center on Child Protection, Universitas Indonesia   |
| CERIC    | Center for Conflict Resolution Studies  |
| CP       | Child Protection  |
| CPC      | Center for the Protection of Children at Columbia University  |
| CPC      | Child Protection in Crises  |
| CPU      | Child Protection Unit at UNICEF   |
| CPWG     | Child Protection Work Group   |
| CRC      | UN Convention on the Rights of the Child  |
| CSR      | Corporate Social Responsibility   |
| CT       | Coral Triangle  |
| CTI      | Coral Triangle Initiative   |
| CU       | Columbia University, New York, NY   |
| DIKTI    | Direktorat Jenderal Pendidikan Tinggi (Directorate General for Higher Education, Ministry of Education and Culture) |
| DipCPiE  | Diploma in Child Protection in Emergencies  |
| ECPAT    | End Child Prostitution, Child Pornography and Trafficking of Children for Sexual Purposes                           |
| F        | Female  |
| FISIP    | Fakultas Ilmu Sosial dan Ilmu Politik (Faculty of Social and Political Sciences) at University of Indonesia         |
| GIS      | Geographic Information Systems  |
| Gol      | Government of Indonesia   |

|             |  |
|-------------|--|
| HRRC        | Human Rights Resource Center for ASEAN   |
| IALF        | Indonesia Australia Language Foundation  |
| IBRC        | Indonesian Biodiversity Research Center  |
| IDR         | Indonesia Rupiah (currency unit - IDR 1000 = ~ \$0.104)                                      |
| IICRD       | International Institute for Child Right and Development                                      |
| ILO         | International Labor Organization   |
| IPB         | Institut Pertanian Bogor, Bogor  |
| KEMENRISTEK | Kementerian Riset dan Teknologi (Ministry of Research and Technology)                        |
| KKP         | Kementerian Perikanan dan Kelautan (Ministry of Marine Affairs and Fisheries)                |
| LIPI        | Lembaga Ilmu Pengetahuan Indonesia (Indonesian Institute of Science)                         |
| M           | Male   |
| MOEC        | Ministry of Education and Culture  |
| MOSA        | Ministry of Social Affairs   |
| MOU         | Memorandum of Understanding  |
| MW&CP       | Ministry of Women and Child Protection   |
| NAS         | U.S. National Academy of Sciences  |
| NESCent     | National Evolutionary Synthesis Center, Durham, NC   |
| NGO         | Non-Governmental Organization  |
| NSF         | U.S. National Science Foundation   |
| ODU         | Old Dominion University, Norfolk, VA   |
| PACIFIS     | Center for Civil Society Development   |
| PCR         | Polymerase Chain Reaction  |
| PEER        | Partnerships for Enhanced Engagement in Research   |
| PEMDA       | Pemerintah Daerah (Local Government)   |
| PI          | Principal Investigator   |
| PIRE        | Partnerships in International Research and Education   |
| PKSA        | Program Kesejahteraan Sosial Anak (Child Social Welfare Program), Ministry of Social Affairs |
| PNS         | Pegawai Negeri Sipil (Government Employee)   |
| PSHK        | Pusat Studi Hukum dan Kebijakan (Research Center on Law and Policy)                          |
| S-1         | Strata 1 – equivalent to a Bachelor’s Degree   |
| S-2         | Strata 2 – equivalent to a Master’s Degree   |
| S-3         | Strata 3 – equivalent to a Doctoral Degree   |
| UC          | University of California, Berkeley, CA   |
| UCLA        | University of California, Los Angeles  |

|        |  |
|--------|--|
| UCOP   | University of California, Office of the President      |
| UGM    | Universitas Gadjah Mada, Yogyakarta                    |
| UI     | Universitas Indonesia, Depok                           |
| UKZN   | University of KwaZulu-Natal                            |
| UNDIP  | Universitas Diponegoro, Semarang                       |
| UNICEF | United Nations International Children's Emergency Fund |
| UNIPA  | Universitas Negeri Papua, Manokwari                    |
| UNUD   | Universitas Udayana, Denpasar                          |
| UP     | University Partnerships Program, USAID/Indonesia       |
| USAID  | U.S. Agency for International Development              |

## EXECUTIVE SUMMARY

### PROJECT BACKGROUND

The Comprehensive Partnership between the United States and Indonesia identifies the creation of education partnerships as a top priority. In furtherance of this objective, USAID/Indonesia launched the University Partnerships (UP) program in December 2009 to help improve the quality and relevance of higher education in Indonesia. Establishing U.S.-Indonesia university partnerships leverages U.S. universities' expertise to strengthen the research and teaching capacity of Indonesian institutions. To date, USAID has made awards to 11 U.S.-Indonesia university partnerships, with the U.S. university as the awardee and the Indonesian university as the sub-awardee; additional UP awards are anticipated in late 2012. The estimated amount of each award is from \$600,000 to \$1,000,000.

This evaluation of the two UP partnership awards in December 2009 is the first of several evaluations of university partnerships and was carried out by International Business and Technical Consultants, Inc. (IBTCI) and JBS International, Inc.'s Aguirre Division (JBS International) on behalf of USAID/Indonesia under Task Order AID-497-TO-12-00004, which also included the Final Evaluation of The Aceh Polytechnic Program. These two partnerships' topics and university partners are:

1. *Establishing a Center on Child Protection:*
  - Universitas Indonesia (UI) (Jakarta); and Columbia University (CU).
2. *Augmenting Scientific Research and Education through Biodiversity Research:*
  - Universitas Udayana (UNUD) (Denpasar, Bali)
  - Universitas Diponegoro (UNDIP) (Semarang, Central Java)
  - Universitas Negeri Papua (UNIPA) (Manokwari, West Papua); and UCLA.

### PURPOSES OF THE EVALUATION

The purposes of the evaluation were to: 1) assess the extent of the knowledge and skills transfer that has occurred between the lead U.S. university and the Indonesian university as the sub-awardee; 2) determine the extent or level of the capacity building that has taken place within the partnerships; 3) assess the effectiveness of the project interventions between the partnerships in relation to improve the teaching and research services; 4) assess whether or not the projects are sustainable and have achieved the project objectives; 5) obtain lessons learned from the existing partnerships that can be applied to the future direction of the UP program; and 6) demonstrate how the institutions have achieved measurable improvements in the quality and relevance of their teaching and research services.

Specifically, the evaluation was asked to address the following five questions:

1. What are the specific knowledge and skills and the institutional capacity building that have occurred as a result of the partnership between the U.S. university and the Indonesian university?
2. What were the project interventions that were effective between the participating universities toward improving the quality of the research services, teaching, and curriculum development?
3. What unintended results or spillover have occurred toward achieving USAID's Education Strategy in IR 2.2 (Strengthened Management of Targeted Higher Education Institutions), and IR 2.3 (Improved Teaching, Research, and Service at Targeted University Departments) under the partnership?
4. What are the lessons learned from the partnership that may be replicated in future programs based on its sustainability in curriculum development, research services, publications,

public/private partnerships, and possibilities for engagement with other partners (government, NGO, or private sector) at the end of the award?

5. What are the strengths and weaknesses of the partnership between the U.S. university and the Indonesian university?

## **EVALUATION METHODOLOGY AND LIMITATIONS**

The evaluation team examined a wide range of reports cited in the RFTOP or obtained from U.S and Indonesian partner universities. Especially relevant were its comprehensive reviews of all documents available pertaining to the Center on Child Protection (CCP) and Indonesian Biodiversity Research Center (IBRC) partnerships. The team also conducted more than 40 individual semi-structured interviews with relevant partnership participants; a formal focus group discussion in each partnership’s lead Indonesian institution; and semi-structured small group discussions when neither an in-depth individual interview nor a focus group discussion was appropriate. The evaluation drew on the analytical framework established and used in the 2011 USAID report *Best Practices for USAID International Higher Education Institutional Partnerships: Asia and Middle East Regions* in developing its research instruments.

The short time duration of the evaluation process, which required extensive travel and interviews organized around two national holidays, was a limiting factor. More time to visit the Indonesian partner universities and their external stakeholders, as well as to visit the U.S. partner universities, would have been helpful. Given the university and national sensitivities which may be implicit in the implementation of ambitious multi-institutional partnership programs, the team was cognizant of the cultural and geographical differences among Indonesian sites visited and employed appropriate diplomacy in the design and implementation of institutional visits, interviews, focus groups, and other meetings.

## **RECOMMENDATIONS**

The report’s 19 recommendations are of three types: general recommendations (5), CCP partnership recommendations (7), and IBRC partnership recommendations (7). All recommendations are informed by the 83 partnership findings relative to the evaluation questions. While the general recommendations apply, in varying degrees, to both partnerships and reflect all findings, the CCP partnership recommendations and the IBRC partnership recommendations are each based on the team’s findings for that partnership relative to the five evaluation questions. Thus, the 31 CCP partnership findings inform the seven CCP partnership recommendations, while the 52 IBRC partnership findings inform the seven IBRC recommendations. Given the very large number of these findings, the partnership-specific recommendations are presented below without reference to specific findings.

### **General Recommendations**

1. Near-term USAID financial and technical assistance, which is important for the sustainability of each partnership’s center and the attainment of longer term partnership objectives, should be continued to the extent it is consistent with USAID program plans, priorities, and resources.
2. If near-term USAID assistance for either partnership is continued, this assistance should include support for the partnership center’s key leaders/managers, with the expectation that the partnership would develop and implement an appropriate “management regeneration” plan.
3. For longer term sustainability, each partnership should develop and implement a multi-year financial resources plan consistent with its center’s objectives and likely to produce annual funding for the center’s core programs and operations.
4. To improve the sustainability of its center, each partnership should adopt a more inclusive approach to partnership building.

5. To improve its center’s sustainability and program outcomes, each partnership should continue to strengthen its national and international networks. .

### **CCP Partnership Recommendations**

1. The eventual sustainability of the gains made during the first three years of USAID’s support for the CCP management model will depend on three factors:
  - a. The CCP management and leadership team should be encouraged to become a more independent UI administrative entity. This will only happen if the high quality leadership which first got the CCP started can be sustained and allowed to regenerate from within without becoming overly dependent on external financial aid and technical support.
  - b. For the CCP to grow into a self-supporting entity, some limited but well-focused technical assistance of the sort provided by Dr. Lindsay Stark and the CU team may still be necessary for at least a year or two to help consolidate the CCP’s short-term gains.
  - c. The CCP’s research credibility will depend on the UI administration’s ability to find ways to release senior lecturers and professors from full-time teaching responsibilities to dedicate more time to the CCP’s research agenda. A proportion of any additional USAID funding could be used to help the deans from participating UI faculties release staff from teaching duties for the required period of time.
2. In order to develop a strong national group of child protection (CP) researchers, USAID should consider short- to medium-term professional attachments for selected Indonesian CP researchers to regional, internationally recognized research institutions specializing in child protection issues in Australia, New Zealand and Malaysia.
3. To take the CCP policy research agenda to the next level of national credibility, it may be necessary to establish satellite programs in strategically selected universities around the country.
4. Since Indonesia’s current CP strategy incorporates strong child rights and child welfare-based approaches, local governments, community groups, local NGOs, and faith-based organizations will be required to play a key role if the new CP policy implementation process is to succeed. One approach to achieve social inclusiveness is the creation of a national micro-credit support system incorporating Zakat (Islamic charitable giving); this may provide the financial resources required to get Indonesia’s poorest communities more involved in improving the living conditions of the nation’s poorest children.
5. Should a next USAID-funded phase for CCP support be considered, UNICEF’s current role should be carefully reviewed and, if necessary, revised to fit that agency’s current reality and willingness to remain a partner.
6. More attention should be paid to strengthening incipient partnerships with public sector organizations and ministries in Indonesia. A flexible mechanism of grant funding for work with government ministries may provide the CCP with the leverage needed to engage the public sector in a better focused, quality research agenda.
7. The successful Global Classroom pilot experience, which was positively received by both the faculty and students at UI, should be assessed in terms of its cost-effectiveness for improving the CCP’s teaching/learning outreach needs to students and faculty at potential satellite sites throughout the Indonesian archipelago.

## IBRC Partnership Recommendations

1. The sustainability of the three-year USAID IBRC partnership should be addressed at two levels.
  - a. In the near term, IBRC, as the core Indonesian center for international biodiversity research collaboration, needs continued financial and technical assistance and US research partner engagement to enhance its effectiveness in
    - i. strengthening biodiversity research and teaching capacity in IBRC universities, including broadening their faculties' participation in IBRC programs; and
    - ii. keeping IBRC partners focused on national scientific priorities, international research norms and methods, and international research collaboration.
  - b. Longer term, IBRC and its partner universities collectively need to develop, implement, and regularly evaluate partnership program and funding strategies that encourage
    - i. greater partnership leadership and participation by each IBRC university; and
    - ii. funding from diverse sources for IBRC and partner university biodiversity research (e.g., user fees for IBRC lab use; private research funding through an Indonesian foundation independent of any Indonesian university; Gol biodiversity research support consistent with international norms).
2. Although research requirements led the IBRC partners to locate the IBRC and conduct its programs in UNUD laboratory facilities, the IBRC partners should explore ways to enhance the institutional research and teaching capacity of all three IBRC partner universities by
  - a. Encouraging IBRC summer program instructors to visit each partner to promote lecturer participation in IBRC programs and molecular ecology research opportunities; and
  - b. Identifying partnership activities which might be conducted at UNIPA and/or UNDIP (e.g., English language program; “refresher” workshops for prior IBRC participants).
3. To enhance institutional capacity development at each IBRC partner university, the partnership should explore the possible creation of an IBRC “branch lab” at each of UNIPA and UNDIP to
  - a. Provide an integrated laboratory for research/teaching collaboration among faculties;
  - b. Encourage greater biodiversity research and teaching by lecturers and students returning from participation in IBRC research and teaching programs; and
  - c. Enable each IBRC partner to mentor a few non-IBRC universities in developing their own international biodiversity research and teaching capacity.
4. Given the variations among IBRC universities' locations, profiles of students and lecturers, and laboratories, partnership PIs should annually develop a partnership work plan that addresses
  - a. The roles and programs of the centralized IBRC facility in Denpasar;
  - b. Opportunities for IBRC participants to serve as IBRC summer program instructors or teaching assistants or as IBRC workshop presenters in their own partner universities;
  - c. More effective engagement of each partner university's deans, vice rectors, and rector in supporting the partnership and the need to change institutional research cultures.
5. The IBRC partnership should continue to enhance collaboration with formal or informal networks important to building biodiversity research capacity in Indonesia, including
  - a. Indonesian universities and institutes having the potential for designing, conducting, and applying biodiversity research consistent with international standards and methods;
  - b. Indonesian ministries and agencies whose responsibilities relate to the governmental contexts within which university biodiversity research is funded and conducted; and
  - c. International biodiversity researchers whose interests are similar to those of IBRC partner university faculties and who have demonstrated an understanding of Indonesian university research contexts and cultures.

6. The IBRC partnership should expand its dissemination of IBRC participants' research results through student/lecturer presentations, IBRC working papers, and other means that show the Indonesian higher education community, government ministries and institutes, other potential external stakeholders, and the public the importance of biodiversity research for Indonesia and the opportunities for international student and lecturer collaboration.
7. While the importance and value of hands-on experience in IBRC research and teaching programs cannot be overemphasized and while IBRC video or online instruction is unlikely to be useful for students and lecturers with no research experience, the IBRC partnership might explore the possibility of strengthening the institutional capacity of partner universities by meeting selected research and teaching needs of these partners through the use of
  - a. Prior IBRC summer program course videos and/or live streaming of future IBRC summer programs, supplemented with on-site resource persons or mentors; and/or

Indonesian or regional higher education networks (e.g., Global Classroom; the Indonesia Higher Education Network).

## **A LOOK AHEAD**

Throughout its evaluation of the CCP and IBRC partnerships and this report, the team has focused on the near term partnership operations, programs, and outcomes that seek to achieve the longer term objectives of institutional capacity building and institutional research development. Each partnership has focused on achieving these longer term objectives through an intermediary organization, namely, a center. In this evaluation, the USAID/Indonesia UP program, “directed at helping to increase the capacity and contributions of Indonesian institutions of higher education to address longer term sustainable development priorities in Indonesia,” has shown that its financial and technical assistance has been important in starting to achieve these longer term objectives of the CCP and IBRC partnerships.

The team believes two types of USAID/Indonesia assistance for US-Indonesia university partnerships remain crucial for addressing Indonesian development priorities through university capacity building and research development: (1) additional support, perhaps for two years, to a few currently funded UP partnerships at the end of their three-year awards to enable them to solidify initial capacity building and research development outcomes; and (2) support for new partnerships addressing university capacity building and research development essential for key development challenges that continue to exist.

# I. INTRODUCTION

## PROJECT BACKGROUND

The Comprehensive Partnership between the United States and Indonesia identifies the creation of education partnerships as a top priority. In furtherance of this objective, USAID/Indonesia launched the University Partnerships (UP) program in December 2009 to help improve the quality and relevance of higher education in Indonesia. Establishing U.S.-Indonesia university partnerships leverages U.S. universities' expertise to strengthen the research and teaching capacity of Indonesian institutions. To date, USAID has made awards to 11 U.S.-Indonesia university partnerships, with the U.S. university as the awardee and the Indonesian university as the sub-awardee; additional UP awards are anticipated in late 2012. The estimated amount of each award is from \$600,000 to \$1,000,000.

This evaluation of the two UP partnership awards in December 2009 is the first of several evaluations of UP partnerships and was carried out in October and November 2012 by International Business and Technical Consultants, Inc. (IBTCI) and JBS International, Inc.'s Aguirre Division (JBS International) on behalf of USAID/Indonesia under Task Order #AID-497-TO-12-00004. The topics and university partners of the two partnerships evaluated are:

1. *Establishing a Center on Child Protection:*
  - Universitas Indonesia (UI) (Jakarta); and Columbia University (CU).
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  - Universitas Diponegoro (UNDIP) (Semarang, Central Java)
  - Universitas Negeri Papua (UNIPA) (Manokwari, West Papua); and UCLA.

## PURPOSES OF THE EVALUATION

The purposes of the evaluation were to: 1) assess the extent of the knowledge and skills transfer that has occurred between the lead U.S. university and the Indonesian university as the sub-awardee; 2) determine the extent or level of the capacity building that has taken place within the partnerships; 3) assess the effectiveness of the project interventions between the partnerships in relation to improve the teaching and research services; 4) assess whether or not the projects are sustainable and have achieved the project objectives; 5) obtain lessons learned from the existing partnerships that can be applied to the future direction of the UP program; and 6) demonstrate how the institutions have achieved measurable improvements in the quality and relevance of their teaching and research services.

Specifically, the evaluation was asked to address the following five questions:

1. What are the specific knowledge and skills and the institutional capacity building that have occurred as a result of the partnership between the U.S. university and the Indonesian university?
2. What were the project interventions that were effective between the participating universities toward improving the quality of the research services, teaching, and curriculum development?
3. What unintended results or spillover have occurred toward achieving USAID's Education Strategy in IR 2.2 (Strengthened Management of Targeted Higher Education Institutions), and IR 2.3 (Improved Teaching, Research, and Service at Targeted University Departments) under the partnership?

4. What are the lessons learned from the partnership that may be replicated in future programs based on its sustainability in curriculum development, research services, publications, public/private partnerships, and possibilities for engagement with other partners (government, NGO, or private sector) at the end of the award?
5. What are the strengths and weaknesses of the partnership between the U.S. university and the Indonesian university?

## EVALUATION METHODOLOGY AND LIMITATIONS

The IBTCI/JBS International evaluation team was comprised of two American specialists, Dr. Ken Tolo and Dr. Frank Dall, and one Indonesian specialist, Dr. Dwatmadji; Ms. Annisa Setiadi provided logistical support. During its evaluation of the first two UP partnerships, the team visited the four Indonesian university partners. Separate virtual discussions were carried out with key informants at Columbia University and the University of California, Los Angeles (UCLA), the two U.S. partner universities, to verify and complement the data collected during planned visits to and interviews with key respondents at the Indonesian partner institutions.

The evaluation team examined a wide range of reports cited in the RFTOP or obtained from U.S and Indonesian partner universities. Especially relevant were its comprehensive reviews of all documents available pertaining to the Center on Child Protection (CCP) and Indonesian Biodiversity Research Center (IBRC) partnerships. The team also conducted more than 40 individual semi-structured interviews with relevant partnership participants; a formal focus group discussion in each partnership's lead Indonesian institution; and semi-structured small group discussions when neither an in-depth individual interview nor a focus group discussion was appropriate. The evaluation drew on the analytical framework established and used in the 2011 USAID report *Best Practices for USAID International Higher Education Institutional Partnerships: Asia and Middle East Regions* in developing its research instruments.

The short time duration of the evaluation process, which required extensive travel and interviews organized around two national holidays, was a limiting factor. More time to visit the Indonesian partner universities and their external stakeholders, as well as to visit the U.S. partner universities, would have been helpful. Given the university and national sensitivities which may be implicit in the implementation of ambitious multi-institutional partnership programs, the team was cognizant of the cultural and geographical differences among Indonesian sites visited and employed appropriate diplomacy in the design and implementation of institutional visits, interviews, focus groups, and other meetings.

## ORGANIZATION OF THE REPORT

The report is organized into four sections: an introduction, a section addressing each of the two partnerships (CCP and IBRC), and recommendations. The annexes include the statement of work (**Annex A**), work schedule (**Annex B**), list of people interviewed (**Annex C**), annexes supplementing the two sections on the CCP partnership and the IBRC partnership (**Annex D** and **Annex E**, respectively), research instruments (**Annex F** through **Annex I**), and documents reviewed (**Annex J**).

## II. INDONESIAN CENTER ON CHILD PROTECTION (CCP) PARTNERSHIP

### CCP PARTNERSHIP OVERVIEW

Following the adoption of the Child Protection Law in 2002, Indonesia began making progress in developing strategies to protect children from violence, sexual exploitation, and neglect. The National Commissions on Child Protection and Human Rights; the National Action Plans to eliminate sexual abuse, trafficking, and child labor; and numerous laws have fostered a much-needed, national emphasis on child protection, but the adversity that many children face in Indonesia remains real and significant. For example:

- 2.29 million children were victims of some form of violence in 2006 alone
- 80,000–100,000 women and children are victims of sexual exploitation or have been trafficked for such purpose each year
- 30% of all female sex workers are under the age of 18, and some are as young as 10
- Only 10% of children who come in contact with the law receive legal, medical, or psychosocial services

Furthermore, successful implementation of child protection (CP) interventions is in part contingent upon the availability of good quality information and its utilization for guiding policies and designing, monitoring and evaluating programs. Yet, the prevailing situation in Indonesia is characterized by lack of accurate information on all necessary aspects of child care and protection, including the magnitude of the problems, causality analysis, and pattern and impact of programmatic responses.

The existing national and provincial child protection information systems, managed either by the government, independent institutions or civil society, suffer from numerous flaws—mechanisms lack baseline information, a standardized framework, and tools for data collection, analysis and reporting. Additionally, there is no adequate data flow and no core, standardized national indicators (for data collection). Moreover, the mechanisms that are in place have a poor level of data analysis and insignificant coordination, dissemination, and utilization for policy and budgetary decision-making. Finally, there is no one agency designated as responsible for child protection data collection and analysis—so vital information about a child’s life is often scattered across different sectors.

The Government of Indonesia and UNICEF, in their joint program of cooperation, have acknowledged these challenges and agreed to prioritize the development of a comprehensive Child Protection Information System. This joint initiative mirrors the efforts at the international and regional level, where UNICEF and Columbia University are playing pivotal roles. However, the Information System in Indonesia promises to be a truly pioneering effort, as it will be the first country to mainstream such a system nationally and use it to consolidate and fortify its child protection services.

### Partnership Objectives and Development

Within this context UNICEF, the University of Indonesia (UI), and Columbia University (CU) have established the Center on Child Protection (CCP) at the University of Indonesia. The purpose of the CCP is to contribute to the systematization and professionalization of the child protection in Indonesia—playing an essential role in gathering information, research, analysis and evaluation of information collected by the government. A group of interdisciplinary, cross-institutional faculty are building the capacities of government practitioners and academics through the CCP to promote uniform, sustainable solutions to complex problems that affect Indonesian children, their families, and

communities. The Center has also initiated joint projects and exchanges with practitioners and academics from the Asia/Pacific region to foster knowledge exchanges and problem solving in CP.

It is envisioned that, while the CCP's origins were supported through external technical and financial assistance from USAID, the University of Indonesia will eventually assume full responsibility for supporting the CCP.

The University of Indonesia is the oldest and most prestigious university in Indonesia and was chosen to host the CCP because it had a tradition of multiculturalism, forward-thinking and a long history of cooperation with many of the world's top universities. The Faculty of Social and Political Sciences (FISIP) was selected to be a primary faculty partner because of its prior background and interest in dealing with national social problems and its connection with CU through work previous done in evaluating the social impact of the tsunami in Aceh. UI's faculties of Law, Public Health, and Psychology were also closely involved in the CCP planning process.

Furthermore, FISIP has engaged in many inter-faculty and inter-institutional initiatives like its *Center for Research on Inter-Group Relations and Conflict Resolution (CERIC)*, which was initiated under collaboration with Ohio University. Similarly, FISIP's experience running a joint Doctoral Program for Social Welfare, designed and structured with technical assistance from the University of Washington, also contributed to FISIP's credibility as an institution with sufficient experience for work with another US university like Columbia University. PACIVIS, its *Center for Global Civil Society Studies*, has numerous collaborations with U.S.-based international NGOs.

By working with UI, with its access to the central government, the CCP partnership has been able to contribute to the drafting of norms, standards, procedures and criteria under a comprehensive CP policy. This, in turn, has contributed to the development of specific benchmarks and targets, improved accountability mechanisms, and provided clear CP policy guidelines to reduce the disadvantages of decentralized decision-making. This has also provided an opportunity to replicate the CCP model at the sub-national level through regional universities. Currently, UI has several MOUs with public universities at the provincial level, and FISIP has an active MOU with the University of Cenderawasih, a public institution in Papua, for a joint program in curriculum development, research and community service.

### **Partnership Management and Organization**

The CPP now employs its own program and finance managers and support staff based at the University of Indonesia. Consequently, the CPP has effective access to the University of Indonesia and Columbia University research and administration facilities.

The composition of the CPP staff is well-balanced in terms of gender and is led by experienced professional child protection faculty and practitioners. Ten of 12 senior line management positions are held by women. Additional support is provided by junior research associates and graduates from different UI and CU faculty disciplines. (See **Annex D** for the CCP organizational structure.)

Key CCP management staff include:

- Co-Directors: Irwanto (M) and Santi Kusumaningrum (F)
- Director of Research and Curriculum: Lindsay Stark (F)
- Head of Operations: Ni Made Martini Puteri (F)
- Program Manager: Fathia (F)
- Administration Assistant: Andhika Rendy (M)
- Finance Manager: Dalimaya (F)
- Finance Assistant: Sugino (M)
- Faculty Lead on Curriculum: Ni Luh Agastya (F)

- Faculty Lead on Training and Advocacy: Currently managed by the Co-Directors
- Faculty Lead on Research: Currently managed by the Director of Research and Curriculum
- Junior Associate for Training and Advocacy: M. Irhash Erlangga (M)
- Junior Associate for Data and Information: Indro Adinugroho (M)

The CCP, as staffed today, is able to carry out a variety of in-house capacity building functions which include on-the-job mentoring, training courses linked to research activities, a monthly learning series, thematic training and workshops, and a thematic lecture series. The CCP also encourages and mobilizes resources to ensure exchange of experience and knowledge for staff and associates through well-planned regional or international training programs and workshops.

For example, the Center on Child Protection recently organized an UI course on “*Protecting Children in War and Disasters*.” The course, a first of its kind in Indonesia, was offered to UI faculty and graduate students and practitioners already involved in this kind of work nationally. Places in this course were reserved for CCP staff and associates. The course was conducted using a “*Global Classroom Methodology*” which simultaneously connected students in UI with teachers and students at Columbia University and students at the Open University in Sri Lanka. Course participants shared a common curriculum and were brought together online weekly using a video conferencing network to discuss the week’s topic and receive feedback from a guest lecturer.

### **CCP’s Boards**

The CCP seeks to capitalize and build upon the existing child protection and wellbeing expertise in Indonesia as well as on the existing partnership with Columbia University. As it stands, it is governed by the following two boards:

#### ***Board of Executives (BoE):***

The BoE is comprised of senior managers who oversee the Center’s programs and operations. The Board is led by two Co-Directors. A Director for Research and Curriculum from Columbia University is supporting the Center full-time, guaranteeing on-going transfer of knowledge.

#### ***Board of Advisors (BoA):***

The Center on Child Protection is administratively part of the Faculty of Social and Political Sciences and as such comes under the school’s dean and broader university governance structures. It also has its own external Board of Advisors comprised of senior-level government officials, heads of international agencies and prominent researchers. The BoA’s mission is to promote the professional status and financial sustainability of the CCP. To ensure that the BoA encompasses a broad spectrum of views and experience, its members are chosen on the basis of expertise, their role in the Child Protection community, and their ability to actively participate and are identified as follows:

1. Dean of FISIP, UI
2. Vice Dean of FISIP, UI
3. Dean of Faculty of Law, UI
4. Dean of Faculty of Public Health, UI
5. Dean of Faculty of Psychology, UI
6. Professor Adrianus Meliala, FISIP
7. Director for Research and Community Service, UI
8. Director for Program on Forced Migration, CU

9. Director for Child Advocacy Clinic, School of Law, CU
10. Director for Population, Women’s Empowerment and Child Protection, Ministry of Planning/BAPPENAS
11. Director for Welfare and Social Protection, Ministry of Planning/BAPPENAS
12. Director for Poverty, Ministry of Planning/BAPPENAS
13. Director for Justice and Human Rights, Ministry of Planning/BAPPENAS
14. Deputy Minister for Child Protection, Ministry of Women’s Empowerment and Child Protection/KPP&PA
15. Head of Research, Education and Training Center, Ministry of Social Affairs/KEMENSOS
16. Director for Child Welfare and Services, Ministry of Social Affairs/KEMENSOS
17. Deputy Representative, UNICEF Indonesia
18. Senior Child Protection Specialist, Save the Children Indonesia
19. Technical Expert for Partnership, The Asia Foundation

### **Partnership Funding**

The USAID Cooperative Agreement No. 497-A-00-10-0009-00 obligated \$621,267 over a three-year period starting on 12/12/2009. These funds were specifically intended for creating a “Center on Child Protection at the University of Indonesia” in partnership with the Columbia University Mailman School of Public Health. In consultation with the two CCP boards and UI’s senior management, a three-year financial plan was drawn up and agreed to. This three-year plan, which included a CCP subcontract budget of \$242,095, provided the basis for achieving an ambitious number of CCP research projects, seminars, training workshops and field activities. (See **Annex D** for the CCP partnership cooperative agreement budget summary and the three-year CCP subcontract budget.)

### **Partnership Partners**

#### ***Senior University Partners and Leaders:***

Faculty and research associates from the University of Indonesia and Columbia University currently form the core of the Center on Child Protection’s senior leadership group. In addition, core faculty members lead the Center’s major research and training initiatives, hold regular skills development workshops for other faculty, and engage other senior and junior faculty and graduate students from many universities outside the University of Indonesia in CCP-sponsored research projects. The CCP’s researchers actively disseminate their research results through publications in international and national peer reviewed journals, monographs, and media. Thirty-five senior faculty and UI researchers from FISIP departments have played an active role in providing support to the CCP. (See **Annex D** for additional details.)

#### ***Civil Society and Government Partners:***

The Center for Child Protection works closely with civil society and government researchers and practitioners in all facets of its research and training endeavors. The CCP continues to develop these national partnerships and works to strengthen and promote local research capacity within civil society and selected government agencies with social and legal oversight. Forty-one civil society and government partners have so far supported CCP’s activities in the field, or in rural towns and communities throughout the country. (See **Annex D** for additional details.)

## Major Partnership Programs and Activities

### **CCP Contributions to Global and Regional CP Networking:**

The Center on Children Protection is a member of a number of international and national research, professional and practitioner networks working on child protection in particular, and on broader human rights and development in general. These networks include the following:

1. A long-term US-supported partnership for ongoing collaboration with Columbia University provides needed technical support for the overall work of the Center. The Columbia University's Mailman School of Public Health is the CCP's key academic partner. CCP provides instruction, research and capacity building opportunities to more than 850 UI graduate students and 250 faculty engaged in research and service in a broad range of disciplines, including the social and medical sciences, epidemiology, public health policy, population and family health care. The Mailman School has experience spanning over 60 countries and runs programs addressing issues such as infectious diseases, maternal and child health care, bioterrorism, and disease surveillance, among others. These programs promote capacity building and training in order to encourage the effective transfer of skills and knowledge for sustainable national development.  
  
The Mailman School has an outstanding record of operational research and policy reform. The CCP partnership's CU PI and senior faculty associated with the CCP have been working in Indonesia on a broad spectrum of issues since 1999. Their work has addressed issues faced by marginalized urban children, human trafficking from rural areas, post-tsunami development, social impact evaluations, child health and nutrition, and child protection and surveillance issues.
2. The CCP is collaborating with the *Child Protection in Crisis (CPC) Network*, which is comprised of more than 100 agencies in 12 countries committed to promoting critical learning in the area of child protection. Through the CPC Network, the CCP is able to contribute to and draw on research and lessons learned in Asia, Africa, the Middle East, and Latin America.
3. The CCP also cooperates with the *International Institute for Child Rights and Development (IICRD)*, which is a Canadian-based network hosted by the University of Victoria and works mostly on community-based, national, regional and international applications of the United Nations Convention on the Rights of the Child (CRC).
4. South Africa's *University of KwaZulu-Natal (UKZN)* is partnering with the CCP in developing a postgraduate certificate program on Child Protection in Emergencies, to be offered in both regions.
5. The CCP coordinates activities through the *Human Rights Resource Center (HRRC) for ASEAN*, which consists of a central hub institution linked to a university-based network to support and provide research, education, and training on human rights issues to ASEAN countries.
6. The CCP is a member of the *CPWG (Child Protection Work Group)*, which is a global forum for coordinating child protection activities in humanitarian crisis settings. The group brings together NGOs, UN agencies, academics and others under the shared objective of ensuring more accountable and effective child protection responses in emergencies.

### **CCP Contributions to Strengthening In-Country Partnerships:**

1. The CCP contributes to the work of the Australian-funded *JPAI Network (Indonesia Research and Evaluation Network on Child Issues)*. The CCP is an ECPAT Affiliate in Indonesia; see <http://www.pkpa-indonesia.org>.
2. The CCP actively supports the Indonesian Center for Law & Policy Studies (PSHK); see <http://www.pshk.or.id/>.
3. The CCP works with the Indonesia Jentera School of Law (IJSL); see <http://www.indonesiajentera.org/>.
4. The CCP plays an active role in the *Forum Kajian Pembangunan (Development Studies Forum)*.

### **CCP Hosts Collaborative Research and Training Activities with Visiting Fellows:**

Practitioners, researchers, faculty and graduate students from other universities who frequently partner with the CCP in its work often spend varying amounts of time at the Center as Visiting Fellows. These honorary, non-salaried appointments allow CCP partners around the world to more easily access the CCP's considerable resources, to visit the University of Indonesia, and to interact with its student body. The CCP's nine Visiting Fellows currently are:

1. Prof. Philip Cook, University of Victoria, Canada
2. Kathryn Roberts, MPH, Columbia University
3. Andrew Lewis, MPH, Columbia University
4. Illaria Schibba, MPH, Columbia University
5. Thalia Sparling, MPH, Columbia University
6. Nafessa Kassim, MPH/MSW, Columbia University
7. Carolyn Bancroft, MPH, Columbia University
8. Prof. Michael Wessels, Columbia University
9. Prof. Alastair Ager, Columbia University

## **EVALUATION QUESTION #1: PARTNERSHIP OBJECTIVES ACHIEVED**

The evaluation team visited informants from the three international agencies and three Indonesian ministries collaborating most closely with the CCP. All have been beneficiaries of CCP's and CU's training and capacity building services, and all attested to having participated in CCP-managed activities of high quality on more than one occasion. An analysis of the research-related capacity building and field-related research activities achieved in the short space of less than three years supports their and the evaluation team's observations. (Additional details on these activities are included in **Annex D**.)

### **Knowledge and Skills**

**Seminars:** Twenty-seven monthly seminars were delivered by CU and UI staff and faculty attached to the CCP up to September 2012. These seminars were attended by UI students, faculty and researchers and by outside participants from UN agencies like UNDP, UNICEF and the ILO; national and international NGOs; and government ministries like BAPPENAS, MOSA, and MW&CP. Five hundred eighty-three (583) persons participated, of whom 60% were women. Seminars ranged from topics on qualitative research, monitoring and evaluation, and curriculum development to the economics of national development. Invited guest speakers from CU and other national research centers also made presentations.

**Training Workshops:** Sixteen training workshops were carried out from 2010 through 2012. A total of 308 participants attended from the World Bank, UNICEF, local NGO groups, BAPPENAS, MOSA, MW&CP, and local government entities outside of Jakarta. Training content ranged over a broad area, including monitoring and evaluation methods, curriculum development techniques, and innovative field research methods. Some of the workshops combined theory with field practice, an approach which left many beneficiaries positive about the knowledge and skills acquired from the CU team's teaching

approach. Insufficient data in the available CCP records prevented an analysis of the gender make-up of those attending the CCP/CU training courses and workshops described.

### **Teaching and Curriculum Development**

**MA Degree Concentration in Child Protection:** With the active approval and participation of the Head, Department of Criminology, and his faculty, a new Master's Degree in Criminology with a concentration in Child Protection was developed and is being offered to UI students pursuing degrees in criminology, social work and law. Records of attendees were not available for scrutiny by the evaluation team. CU, and specifically Dr. Stark, the CCP's Director of Research and Curriculum, worked with the FISIP faculty to develop an appropriate curriculum for the new Masters' Degree concentration. The process used to align the content for the new CP concentration curriculum with existing Master's Degree requirements was new and challenging, and required faculty to be trained in rigorous new curriculum analysis methods.

**Advanced Diploma in Child Protection in Emergencies (DipCPiE):** After discussion with the UI rector and appropriate faculty deans, a decision was made to approve the development and offering of an Advanced Diploma in Child Protection in Emergencies. This will be offered regionally to active international and national CP practitioners and professionals, beginning in 2103. CU's active role in promoting the diploma, as well as in developing its content in keeping with both international and national demand, will be highlighted by CU Prof. Mike Wessels in early 2103 to help launch the diploma for the first student intake. Enquiries from UN and other regional and international entities active in post-humanitarian emergency responses suggest there is a regional demand for this sort of professional training. Experiences in developing the Advanced Diploma in CP in Emergencies were shared with the UKZN in South Africa, whose prior experiences proved invaluable.

### **Research and Institutional Capacity Building**

**Research Training and Capacity Building:** Seminars and workshops in new qualitative and quantitative methods were attended by both UI faculty and UI students. Emphasis was placed on learning through applied research and field methods, which seems to have made a positive impact on UI social research program planning and practices. The offering of state-of-the-art training in monitoring and evaluation research skills was eagerly received by beneficiaries from MOSA, BAPPENAS, UNICEF, UI and NGO groups who participated. The ultimate test of this kind of training is whether the knowledge and skills transferred will be evident in practice a year or more after training is completed.

**Institutional Capacity Building:** Institutional capacity building may have been a less direct process. There is some evidence gleaned from the observations shared by UI deans, faculty, staff and students that CU's influence in how to manage complex programs and projects, especially regarding financial management, has positively impacted how UI manages the CCP's work budget. CCP managers told the team that CCP had received about US\$250,000 of Columbia University's USAID award through a sub-award agreement with CU. At the start of each year, CCP submitted a budget request to CU for the coming year; it initially took two months to receive the funds from CU, but this was shortened to about one month following the signing of a sub-award agreement. One significant challenge was the different financial management systems at CU and UI; UI centralizes everything now, while Columbia gives much discretion to its schools/colleges. Finance issues between CCP and CU were first addressed by the CCP finance manager with the CU School of Public Health finance manager, followed by co-director consultations as necessary. UI is now learning how to manage budgets in a more integrated CU manner for programs like CCP.

## Findings

### **Partnership Objectives Achieved:**

1. New research methods like data mapping, post-emergency rapid surveys, the neighborhood method, and other innovative tools to assess violence against children on the move were learned and put into practice by both UI faculty and UI students.
2. CU's and UNICEF's involvement in the CCP project meant that UI was now more engaged and accepted as a contributing member in CP research networks at both national and international levels.
3. New teaching and learning curricula and methods were successfully introduced and are being adopted by faculty across FISIP departments.
4. Some capacity was transferred toward enabling faculty and students to prepare their research for local publications. No real evidence was apparent of the same happening to strengthen faculty or student abilities to write for international academic journals.
5. The involvement of national government ministries in seminars, training workshops and research activities has given UI and the CCP more credibility as sources of public policy advice within BAPPENAS, MOSA, and MW&CP.
6. The new board-managed business model for CCP has taught UI the need to change how it manages budgets, recruits and employs non-faculty professionals, and allocates resources to semi-autonomous externally supported research programs like those in the CCP.

## **EVALUATION QUESTION #2: PARTNERSHIP INTERVENTIONS AND PRACTICES**

### **CU Interventions to Improve Teaching and Curriculum Development Quality**

Observations, documentation, and informant testimonies strongly support the CCP quarterly reports, which show that CU's contribution was extensive, relevant and of high quality. Subsequent to CCP Prof. Neil Boothby's and Ms. Santi Kusumaningrum's (Santi's) initial efforts to work with UNICEF and Save the Children (SCF) in the assessment of the impact of the Aceh tsunami disaster on local communities and children, their leadership and inspiration played a key role in persuading USAID to provide financial support for a Child Protection Center at UI. At the early stages of this process, the Gol's national concern for social issues, especially those affecting children, as well as BAPPENAS's and MOSA's awareness of a need to radically change Indonesia's social welfare policies and practices to deal with growing national discontent with the government's response to national emergencies like Aceh, opened the door to a favorable response to the request to create a center for researching issues of social concern, especially those pertaining to Indonesia's neediest children.

After the USAID cooperative agreement was signed in 2009, Santi's prior connections with both UNICEF and UI were instrumental in bringing both entities to the table to agree to collaborate in the CCP venture. After effectively working with FISIP's Dean to create the CCP management structure, a CCP Board of Advisors composed of interested public and international partner agencies was constituted. An initial tranche of USAID funding made it possible to bring on board a management team led by Dr. Lindsay Stark representing CU's interests on the ground as *Director of Research and Curriculum*, while Santi, as *Co-Director*, with the FISIP Dean's institutional support, provided the local commitment and support required to ensure success.

Dr. Lindsay Stark, as an embedded Bahasa Indonesia-speaking member of CU's faculty, has played a pivotal role in providing technical assistance for training, knowledge sharing and curriculum development

activities, both during the early phase of the CCP's inception and currently. Her dual role as CCP Director of Research and Curriculum has ensured the high level of professional expertise needed to sustain the impressive gains already achieved in both these areas. CU's back-stopping team of faculty experts and graduate students at CU was ably led by Dr. Boothby, whose role as Principal Investigator for the lead institution was instrumental in bringing to bear the expertise and resources required for the quick start needed to initiate the CCP's first capacity building, knowledge sharing and research activities. Dr. Boothby's extraction to a full-time senior advisory position at USAID in Washington, DC, has temporarily removed him from playing an active role in the CCP's activities.

UNICEF, the third partner in the CCP threesome, was already a major proponent of Child Protection policies internationally, and quickly fitted into what was required to establish a working CCP at UI, an activity for which UNICEF had tried to mobilize Gol support prior to 2009. As a consequence, requests for training and research services were received from UNICEF early in the CCP's inception. Similar requests from lead Gol social service ministries like BAPPENAS and MOSA encouraged the CCP, with CU support, to quickly organize itself to meet this growing demand. UNICEF's international experience in this field included numerous encounters with Dr. Boothby and his CP team at Columbia, so UNICEF felt comfortable joining as a third party in the Indonesia CCP Cooperative Agreement.

Recent ripples in UNICEF's relations with the CCP, which may have been mainly due to a personality conflict issue, seem to be on the mend since UNICEF replaced its CP Unit's program officer and UNICEF's BoA representative with a more senior and better qualified UNICEF member of their Indonesian team. If there is a divergence of paths between UNICEF and the CCP, it is the lack of a common vision in how to implement CP at the national level. There is a common feeling in the UNICEF office that the CCP doesn't know what CP is. The current CCP agenda seems to lean toward an opportunistic search for funding and is not focused on the Rights of the Child, a convention signed by the Gol. Similarly, CCP's capacity building services for BAPPENAS and MOSA staff go somewhat beyond the CCP's original mandate. This sense that CCP decisions regarding its services might not be strategic and might lead the CCP to diverge from its original mandate appears to be shared by BAPPENAS senior directors and some UI officials.

### **CU Interventions to Improve Research Quality**

Four actors whose ability to work cooperatively played an important role in facilitating the implementation of the CCP's initial phase were Dr. Lindsay Stark, *CCP's Director of Research and Curriculum*; Santi, the *CCP's Co-director*; Dr. Irwanto, the *CCP's Co-PI and Co-director*; and the current *Dean of FISIP*. Their shared interest in the importance of developing a national child protection capacity through UI made the CCP's success possible. An assessment carried out by CCP staff established the need for regular, well-focused interventions like training courses, curriculum development skills, state-of-the-art qualitative research methodologies, and evaluation techniques. Instruction from a number of experienced CU faculty and graduate students ensured that the knowledge and skills transferred were relevant and of the high quality expected from an institution of CU's international prestige and leadership. Most senior informants were adamant about the quality and value added to UI's research efforts from the skills and knowledge transferred by the CU team to UI students and faculty.

### **Other Partnership Practices That Improved Institutional Quality**

CU's testing of its pilot Global Classroom teaching model with UI faculty and students participating was an important value-added innovation that may, if replicated for other UI courses, improve both the quality and content of teaching and learning for students and faculty in partner campuses scattered throughout the archipelago. The students who participated in a focus group with the evaluation team, all of whom had participated in the Global Classroom experience, were excited by the prospect of being able to share ideas and content with others in two separate countries and cultures. The CU emphasis on teaching research skills by "doing" was both innovative and engaging for students who claimed they

had to attend too many long and boring theoretical lectures at UI. Field work was particularly valued in that both faculty and students learned to work together and to share and discuss their research results.

## Findings

### ***CU Interventions and Partnership Practices:***

1. CU's decision to embed a long-term senior adviser at the CCP made a significant difference to the speed and efficiency in which initial curriculum, research and capacity building activities were carried out and completed.
2. The three-country Global Classroom pilot project which was implemented by CU and successfully integrated students from New York, Sri Lanka and Indonesia under one e-learning and teleconference platform, was well-received and may result in UI using this model for reaching students on remote campuses outside Jakarta.
3. The practical and field dimensions of the research training received by both faculty and students will make a difference in the way research is taught at UI in the future.
4. Fourteen research projects and 6 consultancies were successfully completed by UI/CCP staff, faculty and students during the period 2010-2012. The outputs of several projects and consultancies were published locally as major commissioned CP research reports or as articles in national research publications.
5. The successful launch of the Master's Degree in Criminology concentration in CP and the soon-to-be-launched Advanced Diploma in CP in Emergencies are important contributions to both the curriculum and teaching processes for UI's FISIP, the nation, and the ASEAN region.

## **EVALUATION QUESTION #3: UNANTICIPATED PARTNERSHIP OUTCOMES**

### **Unanticipated Partnership Teaching Outcomes**

Senior UI faculty and staff thought that a definite unanticipated element of the UI/CU relationship was the significant improvement made by CCP's work on internationalizing FISIP's tone and profile. CCP's CU partnership has also enhanced research capacities through well-designed and well-delivered seminars, CU-mentored research carried out by CCP researchers, and FISIP faculty whose individual research skills were strengthened and improved by new ideas. The impact made on UI researchers by CCP staff resulted in a number of UI Ph.D. candidates seeking research advice and help from CCP's senior staff.

Informants from BAPPENAS and MOSA were impressed by the quality of the new skills and knowledge gained by their staff attending seminars and courses run by the CCP. This has led GoI social service ministries to request CCP's services for a number of consultancies which resulted in the design of training materials and the production of reports based on research carried out by staff or consultants from the CCP. For example, two BAPPENAS directors valued the contributions made by CCP consultants for the drafting of new legislation which helped to put CP legally on Indonesia's social welfare map.

### **Unanticipated Partnership Research Outcomes**

Faculty and staff interviewed at CCP thought one of the most significant contributions made by the CCP CU-led capacity building course for research was the growing awareness among UI's faculty and researchers that research is primarily a practical activity which should also incorporate inputs from working in the field. For this to happen there would be a need to encourage UI's satellite campuses and universities with UI MOUs to play more active roles in implementing research activities.

The new CCP CU-inspired business model created unexpected spin-offs in a number of potentially productive areas. CCP staff, realizing the need to generate income beyond the three-year USAID cooperative agreement, have learned to go beyond the university environment to offer research services to potential clients, who are mainly from the public sector or international agencies. The consultancies resulting from CCP’s initial “services-for-fees strategy” are highlighted below.

| Year         | Donor   | Project Name   |
|--------------|---|--|
| 2009-present | University of Indonesia   | In-kind contributions for the establishment and operations of the Center (office space and faculty time)   |
| 2009         | BAPPENAS/Gol  | Research Project on Review of the Social Protection Program for Children in the Ministry of Social Affairs (as requested by the President of Indonesia)  |
| 2010         | UI/Directorate of Research and Public Service (DRPM)                | Research on Building an Information Management System on Child Protection : An Ethnographic Study of Community-Based Child Protection Mechanisms in Aceh |
| 2011         | ECPAT Affiliate in Indonesia  | Research on Children on the Move Mobile Assessment Tool Pilot  |
| 2011         | Ministry of Social Affairs/Gol                                      | Independent Monitoring & Evaluation of Child Social Welfare Program (Program Kesejahteraan Sosial Anak-PKSA)   |
| 2011         | Judicial Reform Team Office, Supreme Court of Republic of Indonesia | Implementation of Legal Aid Mechanism in Court (Support for the Directorate General of General Courts)   |

While CCP’s “services-for-fees strategy” enables it to meet its external stakeholder research needs, the CCP also needs to ensure that its research services decisions are consistent with its original mandate.

## Findings

### **Unanticipated Outcomes:**

1. The new knowledge sharing, research and program management skills learned from CU, through the CCP, have spurred on observed positive changes in the behaviors of UI faculty, students and administrators.
2. The work done by CCP with the FISIP faculty encouraged FISIP faculty to play a more active role in drafting and promoting CP-friendly national legislation through relevant ministries.
3. CCP’s practical research training courses have encouraged UI faculty to include UI’s rural satellite learning centers in the planning and implementation of research training.
4. CCP’s new board-led business model has encouraged the CCP to offer research and other professional services to public sector and international clients for fees.
5. The CCP example has shown the importance of including Indonesian universities’ research in the support and development of public policies.

## **EVALUATION QUESTION #4: LESSONS LEARNED FROM PARTNERSHIP SUSTAINABILITY**

### **Curriculum Development**

Complex curriculum change like that attempted by CCP with FISIP faculty involvement may require a more gradual capacity building and attitude changing approach before it can result in a positive outcome. Changing what and how faculty teach in universities like UI may be a difficult and diplomatically taxing process.

### **Research and Publications**

CCP sustainability requires that its management team have the skills to be effective in a competitive research services environment and that its researchers have the time and commitment to produce quality research consistent with CCP's mandate. In addition, writing research articles for publication in quality international journals requires more than training in new research methods or English language skills. Publishing research in prestigious international publications requires years of experience, a lot of practice, and a supportive research publication nurturing and mentoring environment.

### **Public/Private Partnerships**

The private sector in Indonesia is primarily motivated by profit and does not yet have a tradition of public service or social welfare giving. The public sector, on the other hand, has been anxious to receive technical support, research, and training services from quality sources like those available from the UI/CCP/CU/UNICEF partnership.

### **External Stakeholder Collaboration**

Professional cultures in Indonesia do not lend themselves to creating partnerships or sharing knowledge and services easily. This is especially true for prestigious universities like UI, and in public sector institutions like BAPPENAS and MOSA.

Listed below are 10 key CCP government and civil society stakeholders that are making an effort to coordinate and share the knowledge and skills disseminated by UI, UNICEF, and CU through the CCP:

1. Ministry of Planning/BAPPENAS (Directorate of Women's Empowerment and Child Protection; Directorate of Welfare and Social Protection; Directorate of Poverty; Directorate of Justice and Human Rights)
2. Ministry of Women's Empowerment and Child Protection/KPP&PA
3. Ministry of Social Affairs/MOSA
4. Ministry of Justice and Human Rights (Directorate General of Legislation; Directorate General of Human Rights; Directorate General of Corrections)
5. The Supreme Court of the Republic of Indonesia
6. Indonesian Child Protection Commission (Komisi Perlindungan Anak Indonesia – KPAI)
7. National Team for the Acceleration of Poverty Reduction Programs (TNP2K)
8. Development Partners and the UN (UNICEF, ILO, USAID, AusAID, World Bank, The Asia Foundation)
9. International NGOs (Save the Children, PLAN Indonesia, World Vision Indonesia)

10. National organizations in the field of child protection (ECPAT Indonesia, YKAI, KOMNAS PA, PEKKA, PSHK)

A BAPPENAS director also suggested linking CCP's research, training, and development services to an existing community source of revenue like the Zakat. By building Islamic Zakat charitable giving around a micro-finance system, research and professional skills available through the CCP, UI, or other institutions might be used to support the implementation of CP policies through frequent, well-focused, and applied community level research, family surveys, community-level impact evaluations, and other approaches.

## **Findings**

### **Lessons Learned:**

1. The CCP's eventual success in promoting research findings on CP may depend more on building stronger public and civil society alliances and coalitions.
2. The need for a national research ethic for conducting and publishing quality social research should be urgently addressed by the Gol in collaboration with national public and private research stakeholders.
3. For the new CP policies to be nationally accepted and more broadly implemented, religious foundations and civil society organizations should be made full partners in the CCP's research and training activities.
4. For cultural and economic reasons, the private sector in Indonesia does not seem to be interested in investing in the kinds of activities being carried out at the CCP.

## **EVALUATION QUESTION #5: PARTNERSHIP STRENGTHS AND WEAKNESSES**

### **Findings**

#### **Strengths:**

Many UI faculty and the majority of senior respondents attested to the following UI/CCP strengths:

1. The CCP's cross-sectoral teaching/training model holds all university sectors accountable for CP research findings. This may be an important contribution as UI tries to develop a more integrated approach for carrying out applied social research.
2. With strong Gol support, new evidence-based CP policies are emerging as an important new public sector national policy priority.
3. UI's contribution to quality field research has given BAPPENAS and MOSA new sources of evidence-based data for strengthening their work in reforming national social welfare policies favoring an integrated child protection approach.
4. CCP's research findings demonstrated the importance of including gender in the public policy reform debate by ensuring the infusion of gender issues as key variables in CCP's research design.
5. The CCP's CU-supported research and capacity building work has raised UI's national and international profile and prestige. This should grow as UI's professional and research networks continue to expand.

#### **Weaknesses:**

UN, Gol ministries, NGOs, UI faculty and CCP staff shared the following observations about some weaknesses associated with the UI/CU/CCP/UNICEF partnership:

1. Not all donors or public sector stakeholders are in agreement with CCP's CP approach. Further discussion is required for a national consensus as to how to implement national CP strategies with assistance from civil society partners.
2. UNICEF and BAPPENAS senior directors suggested that the CCP may be diverging from its original mandate and may be too interested in selling technical services to the highest bidder.
3. For CCP to become a more credible quality research institution, full-time professional researchers will have to be brought on board, or a formula will need to be worked out with UI's administration to release faculty from their teaching commitments to enable them to give more attention to research assignments.
4. The long-term sustainability of the CCP may eventually depend on the CCP's ability to more effectively engage potential clients at the international and national levels for services. As composed, CCP's management team lacks the entrepreneurial and international skills required to work in a highly competitive international and national research market.
5. UI and USAID bureaucratic hurdles continue to impede access to the funding needed to quickly advance training and research activities; however, access to necessary resources has improved over the last year and one-half. Differences between CU's and UI's budgetary practices and cultures may still be a major constraining factor.
6. An *ad hoc* client-driven research agenda may be preventing the CCP from achieving high quality research products. Only by agreeing to a well-focused strategic research agenda can a clearer direction be found for achieving quality CCP research outcomes over the long term.

## CONCLUSIONS

1. CU's *in situ* technical support has provided an important element for the successful transfer of innovative research skills, new training and teaching methods, and the use of advanced curriculum development and content analysis approaches. The impact of CCP-supported activities seemed to have left a positive impact on student attitudes to learning and positive faculty disposition to change.
2. Evidence obtained from observations and interviews carried out at UI and in stakeholder ministries and offices pointed to the importance of CU/CCP-transferred research, training workshops, numerous seminars, and pilot projects like the Global Classroom on their own personnel. The raised professional profile of UI's image resulting from this new knowledge may be a positive added benefit for bolstering Indonesia's social research capability and prestige.
3. Among the impressive achievements achieved over the first three years of the CCP's existence are 14 research projects completed, 6 consultancies successfully carried out at the request of national public sector agencies and ministries, the implementation of 27 well-attended monthly seminars, and the delivery of 16 training workshop, including a series of workshops on state-of-the-art monitoring and evaluation techniques.
4. Unanticipated outcomes included a better understanding of how to run a research center within the university context using a less bureaucratic and more flexible business model that combines service outreach with academic needs, and a better understanding of how UI may make a meaningful contribution to the national CP policy dialogue by applying more rigorous evidence-based research methods.
5. The future of CCP, beyond the support of USAID's Cooperative Agreement, may be determined by CCP's ability to define and achieve a quality research agenda implemented by

professional researchers free to carry out their work unencumbered by heavy teaching loads and bureaucratic impediments. The service outreach capabilities resulting from this kind of commitment may be instrumental in helping to ensure an ongoing demand for CCP's research and advisory services.

6. The sustainability of a center like the CCP may require additional GoI support or a more creative funding approach linking CCP's research, training and development services to an existing community source of revenue like the Zakat through a micro-credit support system.

### **III. INDONESIAN BIODIVERSITY RESEARCH CENTER (IBRC) PARTNERSHIP**

#### **IBRC PARTNERSHIP OVERVIEW**

On December 23, 2009, USAID/Indonesia (USAID) made a three-year University Partnerships (UP) program cooperative agreement award in the amount of US\$645,704 to Dr. Paul Barber, UCLA Department of Ecology and Evolutionary Biology, to provide support for the US-Indonesia partnership entitled “Augmenting Scientific Research and Education through Biodiversity Research.” Barber and the following three Indonesian PIs founded the Indonesian Biodiversity Research Center (IBRC) in Denpasar in 2010 to “promote biodiversity and conservation research in Indonesia through providing training in cutting edge genetic research methods and building biodiversity focused research capacity within the Indonesian scientific community”:

- Prof. Dr. I Gusti Ngurah Mahardika, Udayana University (UNUD), Denpasar
- Prof. Dr. Ambariyanto, Diponegoro University (UNDIP), Semarang
- Dr. Hamid Toha, State University of Papua (UNIPA), Manokwari

#### **Partnership Development**

Barber’s role in the development of the IBRC partnership evolved and deepened over the past decade. While a Boston University (BU) faculty member in the late 1990s, he began his research in Indonesia and started an intensive BU molecular ecology course for researchers. By 2006, Barber had begun to collaborate with each of Ambariyanto, Toha, and Mahardika.

With the August 2009 UP Annual Program Statement (APS) announcement, Barber saw the opportunity to create a central focus for a networked effort to strengthen the research capacity of UNUD, UNIPA, and UNDIP. The proposal to locate the IBRC at UNUD was based on several criteria, including Bali’s proximity to high biodiversity coral reefs and an airport with direct international flights (e.g., to fly specimens to the US for DNA sequencing and other testing).

In early 2009, Barber had begun to create the framework for IBRC programs through three MOUs between UCLA and the Indonesian Institute of Science (LIPI) Research Centre for Oceanography: a research MOU on the marine fauna of Indonesia, and two MOUs on the non-commercial transfer of zoological genetic and non-DNA materials, respectively.

Finalizing the USAID IBRC partnership award was more difficult, however. This four-month delay resulted from a policy change in the University of California Office of the President (UCOP), which decided the use of Indirect Cost Waivers as a mechanism for cost-sharing would no longer be accepted under UCLA policy. This decision significantly delayed the initiation and progress of the USAID award, because it required rebudgeting by UCLA to identify an additional \$85,000 in cost-sharing. After several iterations and then approvals from USAID, UCLA, and UCOP, this process was completed, and UCLA signed the USAID award letter on 6 April 2010.

In order to conduct the 2010 IBRC summer program, IBRC began activities under the award in June 2010. Not until 10 August 2010, though, did the partners sign an MOU “...to strengthen scientific cooperation based on the principles of mutual benefit...” This MOU, while important in affirming collaboration planned under the partnership, did not mention the IBRC, since the MOU provides the framework for collaboration beyond that conducted in the IBRC partnership.

## Partnership Participants

As director of the UNUD Biomedical Laboratory, the IBRC “hosting laboratory,” and as UNUD PI for the partnership, Mahardika is the *de facto* IBRC director. The rectors of the three partners—UNUD, UNIPA, UNDIP—are “institutional advisors,” but are not involved in IBRC activities.

IBRC has two management staff: the Program Coordinator, Aji Wahyu anggoro (M=male), and the Research Coordinator, Dita Cahyani (F=female). Each is an effective center manager and an excellent scientific researcher; this has been important in IBRC implementation and continues to be important in terms of sustainability. When the UCLA sub-award to UNUD was finalized, Barber urged that both positions be filled with persons having both qualifications – and this was done. These positions are funded through the IBRC; neither coordinator is employed by UNUD.

IBRC personnel also include Research Fellows, plus summer program “students” and “instructors.” [The term “students” includes all persons participating as students, whether lecturers from IBRC universities, university students from Indonesia or the US, or others. The term “instructors” includes all persons who have been instructors or teaching assistants, whether from UCLA or other universities/organizations.] About 40% of the 150 IBRC participants during 2009-12 have been from UNUD, UNIPA, or UNDIP.

IBRC has had a total of 16 Research Fellows (8 F, 8 M) from UNUD, UNIPA, and UNDIP. Each Research Fellow receives an IBRC stipend (and, if from UNIPA or UNDIP, travel funds). IBRC provides 7 stipends (US\$400 per month per stipend) each year to support Research Fellows; because UNDIP is splitting one stipend during 2012, 8 Fellows share 7 stipends this year. See **Annex E** for information on the gender and university affiliations of these Research Fellows.

The number of “students” in the IBRC summer courses has increased slightly each year. Of the 86 “students” participating thus far, 37 (43%) were F and 49 (57%) were M, while 61 (71%) were Indonesian and 25 (29%) were American. The number of unduplicated “students” was 77, since some “students” participated during more than one summer. The IBRC management team estimates that another 5-10 “undocumented students” participated in these summer courses, bringing the three-year total of “student” participants to about 85. See **Annex E** for information on the gender and university/organizational affiliations of these “students.”

The number of “instructors” in the IBRC summer courses has increased slightly each year, also. Of the 47 “instructors” participating thus far, 23 (49%) were F and 24 (51%) were M, while 2 (4%) were Indonesian and 45 (96%) were American. The number of unduplicated “instructors” was 30, since some “instructors” taught during more than one summer. See **Annex E** for information on the gender and university/organizational affiliations of these “instructors.”

## Partnership Funding

Because UCLA could not accept the IBRC award until April 2010, UNUD did not receive funds to support IBRC activities until spring 2010. The IBRC requests funding from UCLA at the end of each month and usually receives its funds from UCLA in about two weeks; these funds are transferred into the “external funds” part of the IBRC account in the UNUD Rector’s Office.

Total USAID funds received by IBRC (through UNUD) from UCLA under the sub-award will total an estimated US\$247,549 by the end of the three-year award period; this is about 40 percent of the total award received by UCLA. About two-thirds of IBRC funds have supported program activities (e.g., lecturer/student stipends and travel), with other funds used for supplies, staff salaries and benefits, and other IBRC expenses. All partnership funds received by IBRC were for direct costs, and all Indonesian partnership expenses were paid through the sub-award to IBRC.

As of 31 October 2012, about US\$20,000 remained to be transferred from UCLA for IBRC expenses. Some of these funds have been encumbered. For example, IBRC has committed US\$6,000 to four IBRC undergraduate students and one IBRC graduate student to conduct grouper research to support a future IBRC proposal for external research funding. On 31 December 2012, IBRC will make its final funds transfer request to UCLA.

## **EVALUATION QUESTION #I. PARTNERSHIP OBJECTIVES ACHIEVED**

### **IBRC Participants' Skills and Knowledge**

Many Indonesian lecturers and students arrive at IBRC with few English language or science skills, no prior work with international scientists, and little experience with scientific research methods and techniques. Yet the team consistently heard that IBRC participants returned to their home universities with improved research skills and knowledge, including the ability to:

- Use internationally accepted research methods and apply them to molecular ecology;
- Conduct technical laboratory research, using such techniques as DNA extraction, electrophoresis, phylogenetic analysis, and the analysis of marine specimens through polymerase chain reactions (PCR);
- Develop and carry out their own (relatively simple) research projects;
- Systematically collect, identify, and track genetics of diverse specimens;
- Present research results at mini-conferences and seminars;
- Communicate effectively in the English language; and
- Carry out certified scientific diving for marine research.

At IBRC, for Indonesian participants, regular discussions of research findings are a new experience, and they learn that such discussions increase their understanding of scientific research methods and issues. Research Fellows from all three partner universities have learned to be more self-sufficient in carrying out complex research tasks; self-learning has boosted their research self-confidence and outcomes. IBRC summer program instructors stimulate students' scientific curiosity and provide feedback to participants that their research is of value, mentoring them in how to plan, conceptualize, and carry out research procedures from beginning to end. By collecting specimens from different parts of Indonesia (e.g., Lombok, Banyuwangi), the Indonesians also gain a greater appreciation for Indonesia's biodiversity.

Indonesian participants have learned that molecular ecology isn't just "lab stuff" – it has a foundation in the application of genetic data to evolutionary biology. Indeed, they have learned to "do molecular ecology." They increasingly can understand and apply scientific knowledge that is more rigorous than that taught in their home universities and are gaining the foundation for postgraduate work in Indonesia or internationally. To cite one interviewee, IBRC students have shown that they "get" molecular ecology.

### **IBRC Institutional Capacity Building**

Partnership research has been the foundation for institutional capacity building at the IBRC in several ways, including:

- IBRC researchers have started 16 research projects, led by 7 female PIs and 9 male PIs. Of these 16 PIs, 6 (4 F, 2 M) are from UNUD, 4 (0 F, 4 M) from UNIPA, 4 (2 F, 2 M) from UNDIP, and 2 (1 F, 1 M) from IBRC management.
- Of these 16 IBRC research projects, 5 have been completed—2 led by UNUD PIs (2 F), 2 by UNIPA PIs (2 M), and 1 by an UNDIP PI (1 M).

- One IBRC research article has been published in a peer-reviewed journal, and two IBRC research articles have appeared as chapters in a research volume on reef species of the East Indies; a co-author for each of these publications is the IBRC Research Coordinator.
- A total of 4 IBRC undergraduate (S-1) research theses have been completed; 3 IBRC master's degree (S-2) theses and 1 IBRC doctoral (S-3) dissertation are near completion.
- About 25 IBRC research presentations have been made during the IBRC award period; these include at least 5 presentations at the end of each of the three IBRC summer programs (2010, 2011, 2012), 4 at an UNDIP seminar, and miscellaneous others.

IBRC has strengthened its partners' institutional capacity by making it easier for international researchers to conduct research with these universities. For example, IBRC helps international researchers obtain Indonesian research permits (i.e., permits to conduct research in Indonesia and permits to export specimens) and facilitates marine specimen transportation and analysis.

IBRC's relationships with US research institutions enable IBRC to help its partner universities improve their institutional capacity and achieve the Indonesian goal for better applied science research and teaching. Through its summer programs, IBRC shows its partner universities how to use teaching methods that emphasize active learning, discussion groups, and integration of practice and theory. Indonesian lecturer/student collaboration with American instructors and students encourages the Indonesians to become more inquisitive, thereby increasing molecular ecology understanding and institutional capacity in the three Indonesian partner universities.

UNIPA illustrates how institutional capacity building is starting to occur but still faces many challenges. Largely because of Toha's active partnership engagement, seven lecturers are now involved in IBRC research, while two students are conducting year-long research projects at IBRC. These projects are improving UNIPA research capacity by increasing other researchers' awareness of research methods and techniques. A challenge, though, is that UNIPA's Biotechnology Lab (managed by Toha) is not equipped to carry out molecular ecology research at the level and quality of research in IBRC labs. So, while the IBRC partnership has improved the desire of UNIPA students and lecturers to conduct research, as well as the skills and knowledge to do so, UNIPA lacks the equipment and funding for such lecturer research.

## Findings

### ***IBRC Participants' Knowledge and Skills include:***

1. Deeper scientific understanding and application of molecular ecology, biodiversity inventories, phylogenetic analysis, and evolutionary synthesis;
2. Systematic collection, identification, and genetic tracking of marine specimens;
3. Hands-on experience with international research standards, methods, and techniques, e.g., DNA sequencing, electrophoresis, and polymerase chain reaction (PCR) analyses;
4. Ability to develop research projects and understand scientific material that is more rigorous than regular university courses they have completed;
5. Ability to design, propose, conduct, write, publish, present, and apply research;
6. International laboratory and field research methods and techniques that provide the foundation for rigorous postgraduate work;
7. Increased confidence to collaborate as research equals with US researchers; and
8. English language skills and internationally-certified scientific diving skills.

**IBRC Institutional Capacity Building includes:**

1. Expanded Indonesian and international networks for biodiversity research collaboration;
2. More international researchers in Indonesia due to IBRC research partnership access, specimen transportation and analysis, and help with Indonesian research permits;
3. Teaching methods that emphasize active learning, integration of practice and theory, and other “fun” methods not widely used in Indonesian universities;
4. Molecular ecology curricula and courses, plus introduction of applied molecular techniques into biochemistry, aquaculture management, and other courses;
5. Access to specialized laboratory equipment (but still limited in UNIPA and UNDIP);
6. Dissemination of biodiversity research knowledge and skills from IBRC participants to non-IBRC participants in partner universities; and
7. A positive gender balance (approximately 45% females/55% males) for the three-year award period among IBRC partnership participants and also among PIs of IBRC research projects started and completed.

**EVALUATION QUESTION #2: PARTNERSHIP INTERVENTIONS AND PRACTICES**

**UCLA Interventions to Improve Teaching and Curriculum Development Quality**

UCLA has designed and taught five courses in the IBRC summer programs, including Biodiversity Inventorying, Molecular Ecology, Phylogenetic Analysis, a Basic Diving Course, and the required American Academy of Underwater Sciences (AAUS) Diving Course. Other courses planned for development in 2013 include Metagenomics (to be taught by Barber), Biodiversity Conservation (to be taught by Mark Erdmann, Conservation International), and possibly a course in GIS.

Through these courses, UCLA instructors and teaching assistants have effectively introduced active learning and group discussions to enable Indonesians to learn new teaching methods very different from those now used in Indonesian universities. UCLA also has helped improve the capacity of the three universities to provide quality teaching and curriculum development, although to a lesser extent than it has improved their capacity for quality research. Lecturers at these universities have experienced better teaching methods, including the integration of practical activities with instruction. As Indonesians pointed out to the team, the culture of IBRC summer program teaching is very different from that in Indonesia universities, because in US universities there is no “gap” between students and lecturers.

Several UNIPA lecturers have improved their teaching and curricula as a result of the skills and knowledge they learned from UCLA instructors. One lecturer has created a rigorous molecular biology curriculum and adopted UCLA teaching techniques. Because there is no molecular ecology course in the Fisheries Department, another lecturer will teach a new course next semester that applies molecular biology techniques to the management of aquaculture and water resources. Persuading other lecturers to change their teaching style is not easy, although students’ course evaluations now include comments that “the new teaching style is better. “

UNUD teaching and curriculum development has apparently been less broadly impacted by the IBRC partnership. Nevertheless, former UNUD participants in IBRC programs spoke enthusiastically about UCLA instructional methods involving self-learning, small group learning, and individual guided learning and how UCLA encouraged students to challenge, discuss, and argue in support of their own ideas and theories to better understand new knowledge.

UNDIP lecturers who had participated in UCLA-taught IBRC courses agreed these courses were “fun” and improved their teaching and curriculum development. These lecturers have added discussion to their teaching and now introduce students to molecular studies in many more courses. One UNDIP biotechnology lecturer, for example, plans to conduct a workshop in genetic identification and biodiversity for other UNDIP researchers and lecturers.

### **UCLA Interventions to Improve Research Quality**

The bottom line is that IBRC could not conduct molecular ecology research and improve its research quality (and that of its Indonesian university partners) without UCLA’s interventions. IBRC interviewees were unanimous in their appreciation for UCLA’s leadership in designing, guiding, and continuously improving the IBRC summer programs by:

- Identifying US researchers with outstanding teaching skills as IBRC summer instructors;
- Competitively selecting and supporting US students with strong research and interpersonal skills to participate in the IBRC summer programs;
- Identifying research projects topics for summer lecturer and student participants;
- Incorporating new molecular ecology research developments in the summer programs;
- Exposing participants to national and international professional/scientific networking;
- Providing students with access to top-flight research information and sources;
- Ensuring that summer program participants understand the importance of carefully planning research before starting and monitoring their research with greater care;
- Ensuring that participants learn the importance of being systematic in the collection and classification of marine specimens; and
- Ensuring that participants begin to learn how to write up their research in preparation for publication in refereed journals (a skill too few Indonesian researchers have).

During summer programs, Indonesian students work closely with and are mentored by UCLA (and other US university) students in research methods and techniques and in biodiversity curricula. After summer courses have ended and US students have returned home, they continue to use social media to discuss graduate scholarship opportunities, research problems, teaching, and other topics with the Indonesians.

Through UCLA’s interventions, UNUD researchers said they are more analytical in research. They have learned to work more productively as research teams, and they have learned the value of sharing research methods among colleagues. At UNIPA, UCLA graduate students have conducted three-week trainings for lecturer/student researchers that have increased UNIPA research capacity (although sustainability requires upgraded UNIPA lab space and equipment). Moreover, it was due to UCLA’s strong urging that IBRC hired as its two management team members individuals who are effective researchers and effective research center managers.

### **Other Partnership Practices That Improved Institutional Quality**

It is essential that potential university partners agree upon partnership objectives in advance and discuss these objectives. These practices were followed by the IBRC partners. Planning and communication was effective, collaborative, and informal among all four PIs, since they had collaborated on Coral Triangle research for at least five years and knew each other’s interests.

Throughout its three years, the IBRC has helped lecturers and students work together in a complex multicultural environment. It has encouraged an open service policy – i.e., IBRC facilities and personnel are always available to provide assistance – and helped students and lecturers develop self-confidence by providing English language instruction. Working as a team under the leadership of persons from another culture also has given the research at each partner university a new international dimension.

## Findings

### ***UCLA Interventions That Improved Teaching, Research, and Curriculum Development include:***

1. Fostered IBRC Indonesian student/lecturer skills, knowledge, and self-confidence;
2. Helped IBRC Indonesian participants learn to do research, collect/classify specimens, and write research reports;
3. Designed and taught IBRC summer courses in molecular ecology, biodiversity inventories, and phylogenetic analysis;
4. Created among IBRC Indonesian participants and partner universities an understanding of the importance of active learning and the integration of practice and theory;
5. Created an IBRC intercultural environment that is giving an international dimension to research and teaching at each partner university;
6. Ensured IBRC hired a Program Coordinator and a Research Coordinator who were both excellent researchers and effective research center managers.

### ***Other Partnership Practices That Improved University Quality include:***

1. Planning practices based on trust and prior PI research collaboration;
2. Effective, low-cost internet-based partner communication/coordination;
3. Flexible implementation practices adaptable to meet new IBRC situations;
4. Operational practices giving students/lecturers easy access to IBRC labs; and
5. English language and scientific diving programs to support IBRC programs.

## **EVALUATION QUESTION #3: UNANTICIPATED PARTNERSHIP OUTCOMES**

### **Unanticipated UCLA Contributions**

The unexpected participation of internationally recognized Smithsonian Institution researchers as IBRC summer program instructors has significantly contributed to IBRC outcomes. Due to UCLA's influence, Smithsonian Institution involvement has made the courses more rigorous, given greater visibility to IBRC internationally, and led to greater IBRC interest among other US researchers.

UCLA instructors have transferred to Indonesia proven molecular ecology research procedures that, if applied properly, will result in improved marine research. The instructors have helped Indonesian researchers apply new genetic tracing techniques based on practical learning experiences and mentored them in advanced techniques so they become more self-sufficient.

When the partnership began, the Indonesians had not anticipated how valuable working in an intercultural environment would be. They now understand that international collaboration is important to Indonesia's future and are bringing this perspective back to their own universities.

### **Unanticipated IBRC Research and Teaching Outcomes**

Complementing the general comments to the team about UCLA contributions were specific comments by IBRC university lecturers. An UNDIP researcher acknowledged that, upon his arrival at IBRC, he realized he had no idea what real research involves. He expected minimal access to equipment and a few conversations with US researchers – but discovered that at IBRC he had access to terrific lab equipment and research supervision that is rare in Indonesia.

Through the IBRC summer courses, Indonesian participants have become more aware of the importance of biodiversity and molecular ecology; of being certified in scientific diving in order to collect specimens; and of learning English for international research collaboration.

### **Other Unanticipated IBRC Outcomes**

Not all unanticipated IBRC outcomes have been positive. In a partner university faculty in which several former IBRC participants have their appointments, only a few lecturers know about biodiversity research and the university's key role in IBRC, and even fewer lecturers in other faculties are aware of the IBRC partnership. In addition, a key IBRC "champion" is surprised at the limited English language ability of several lecturers and students who participate in IBRC programs.

Also unexpected has been the concern expressed by LIPI regarding IBRC's inclusion of the LIPI logo on the IBRC seal, although it now appears that an informal agreement by LIPI to sign two new MOUs – one with UCLA clarifying the roles of the three Indonesian partner universities and one with UNUD relating to IBRC and UNUD use of the LIPI logo – will resolve this concern.

### **Findings**

#### ***Unanticipated IBRC Partnership Outcomes include:***

1. Active participation of senior Smithsonian Institution researchers as IBRC summer program instructors, giving IBRC greater visibility in the US and internationally;
2. IBRC research courses, equipment, and mentoring/supervision of much higher equality than Indonesian students had expected, as was their collaboration with US students;
3. Substantial improvement in the quality of Indonesian lecturers' teaching and research due to IBRC summer courses, especially molecular ecology course content;
4. Indonesian students' lack of understanding about real research or the importance of biodiversity for Indonesia's future;
5. Minimal IBRC participation by Indonesian lecturers from faculties other than those in which partnership PIs have appointments; and
6. IBRC's challenge in addressing most Indonesian students' inability to swim and their lack of familiarity with the research potential of Indonesia's underwater environment.

## **EVALUATION QUESTION #4: LESSONS LEARNED FROM PARTNERSHIP SUSTAINABILITY**

### **Curriculum Development**

Interviewees told the team that, due largely to deficiencies in the Indonesia higher education system, some IBRC students are poorly prepared to conduct research. This does not mean that Indonesian students are unable to learn molecular ecology content and research methods, however; indeed, most of them have performed superbly in IBRC courses and research projects. What these deficiencies did, though, was to persuade partnership coordinators and instructors to modify their IBRC teaching and research approaches after the first summer program.

Initially, the IBRC curriculum plan sought to maximize the number of students from UNUD, UNIPA, and UNDIP completing year-long IBRC research projects and summer courses each year. By the partnership's second year, though, this plan was modified to recognize that some students need two years to understand molecular ecology content and research methods and to complete their research projects. For such students, the first year would be a "shock" year in which to begin their research

while in full-time student mode; in the second year, the student would focus on research while completing the summer courses a second time and mentoring first-year students. Students completing this two-year IBRC assignment are now much more engaged, demonstrating their improved understanding of research materials and methods. This outcome also reinforces partner university capacity building.

This modification in the IBRC curriculum plan should not lessen the accomplishments of IBRC student participants or the partnership itself, however. These students have:

- Improved significantly their skills and knowledge;
- Contributed substantively to building institutional capacity;
- Shown they can handle rigorous courses more difficult than their university courses; and
- Demonstrated their commitment to becoming excellent molecular ecology researchers.

While a longer term objective is to build partner universities' research capacity, the partnership has expectations about what it wants to accomplish through teaching and curriculum development, also. An important lesson in developing future partnership programs is that, in a partnership having a priority on building research capacity, successful curriculum development is unlikely to occur unless the partnerships have clear expectations regarding curriculum development objectives.

### **Research Services and Publications**

The IBRC partnership works because IBRC has a research culture different from that of the Indonesian partner universities – and similar to that of a US research university. The PIs say the current Indonesian research culture is not effective in developing a sustainable research capacity in marine biodiversity and conservation. They believe it is important to create partnerships able to develop their own projects, as well as to work “outside the box” (i.e., outside traditional research parameters in Indonesian universities and ministries) to strengthen research capacity through national and international networks.

Thus, in the near term the IBRC is essential to the sustainability of Indonesian biodiversity research capacity; it will take several years until IBRC partner universities and other Indonesian universities develop a sustainable biodiversity research capacity. Thus, the IBRC should remain a model for what and how to design, conduct, publish, and apply research, so there is a touchstone for each Indonesian university – or these universities will revert back to their former, often ineffective research practices.

At the same time, the partnership's research projects should recognize that its students often are engaging in scientific research for the first time. An important lesson for future Indonesian partnership programs is that students need research projects that are challenging but also provide positive feedback. They need to conduct research that allows them to make discoveries and reinforces their desire to learn more about research without confronting them with overly challenging projects. The IBRC approach now is first to help students learn about apply research methods, then to mentor them to write a challenging, but doable, research paper.

An important implication of this lesson is that, while research publications are important in the scientific world and such publications by experienced researchers are important outcomes for partnership sustainability, it seldom is realistic to expect student researchers to produce them as short-term research outcomes in the current Indonesian higher education environment.

### **Public/Private Partnerships**

The IBRC partnership has two ongoing IBRC partnerships with private organizations. One partnership is with the Indonesia Australia Language Foundation (IALF) to provide extended English language training for IBRC Research Fellows to enable them to collaborate more effectively with international researchers. The other partnership is with the Bali Diving Academy, which provides the scientific diving

instruction necessary for IBRC participants to collect research specimens. All IBRC partnership interviewees viewed these two partnerships, funded by the IBRC through its sub-award from UCLA, as key to building institutional capacity.

But it is not easy getting private funding to support IBRC programs and operations in the near term or to support longer term IBRC partner university research and teaching capacity building. Indonesian firms that support research prefer to fund research projects at a few internationally recognized universities in Indonesia or abroad, believing the Government of Indonesia (GoI) has the general responsibility to support Indonesian university capacity building. Also, Indonesian private firms' Corporate Social Responsibility (CSR) funds seldom support university research. At the same time, Indonesian universities are reluctant to seek private research funding, concerned that funders will tell them how to spend such funds and fail to use the research results to benefit the public.

All IBRC PIs expressed interest in creating an independent Indonesian foundation (*yayasan*), external to all universities, through which private funding for supporting institutional and biodiversity research capacity building might be obtained. Such a foundation, which they estimated could be created in three months at a cost of IDR 5 million, could seek private funds for strengthening biodiversity research and then support research through MOUs with research centers (e.g., IBRC). This strategy recognizes the reality of non-GoI research funding and is an important lesson for future partnership programs.

IBRC universities also are exploring public/private research partnerships. For example, the UNIPA rector is seeking a partnership with Freeport-McMoRan Indonesia to support "integrated labs" at UNIPA that could be used by multiple faculties to conduct research.

### **External Stakeholder Collaboration**

IBRC has developed collaborations with such external stakeholders as the IALF, the Bali Diving Academy, Conservation International, LIPI, the Ministry of Fisheries and Marine Affairs (e.g., an IBRC tuna project), and the Ministry of Research and Technology (e.g., foreign researcher permits), as well as with other Indonesian universities with active research programs (e.g., IPB).

The most significant external collaborations providing research funding for IBRC and its partners involve the National Science Foundation (NSF) and National Academy of Sciences (NAS) in the US, plus USAID. In 2007, NSF made a five-year, US\$2.5 million Coral Triangle Partnership in International Research and Education (CT PIRE) award to Paul Barber (UCLA) and others that included significant research participation by the IBRC, its Indonesian PIs, and LIPI. By 2008 Barber had set up several labs in the region, including a PIRE-funded lab with Mahardika at UNUD and a Conservation International-funded lab with Toha at UNIPA. Through the UCLA Diversity Project, this CT PIRE award ("Origins of High Marine Biodiversity in the Indo-Malay-Philippine Archipelago") also has funded US students to participate in IBRC summer programs.

The IBRC and its partners are engaged in three other large US-funded biodiversity research projects. In 2012 the NSF awarded a US\$1 million-plus, five-year PIRE grant ("Assembly of Marine Biodiversity along Geographic and Anthropogenic Stress Gradients") to UCLA (Barber), other US partners, and the IBRC and its Indonesian partners to continue measuring marine biodiversity across the Indonesian archipelago using Autonomous Reef Monitoring Structures (ARMS). Complementing this award are two two-year Partnerships for Enhanced Engagement in Research (PEER) grants funded by NSF and USAID/Indonesia and awarded by NAS to IBRC PIs. These PEER grants, two of seven awarded in Indonesia, were awarded to Mahardika ("Building Indonesian Research Capacity through Genetic Assessment of Commercial Fish Species") and Toha ("Marine Biodiversity of Raja Ampat Islands: The ARMS, Morphology, and Genetic Approaches for Inventorying and Monitoring Patterns of Marine Biodiversity").

These IBRC-related awards are important in supporting advanced biodiversity projects in Indonesia. Nevertheless, they primarily support research, rather than build research capacity. The IBRC remains at the center of UCLA-led international efforts to change the research culture in Indonesian universities. While this change is starting, continued near term funding for IBRC programs and expanded researcher networks are still needed if Indonesian universities are to build the longer term capacity with respect to institutional research, teaching, management, and resources necessary to achieve this cultural change.

## Findings

### ***Lessons Learned from the Sustainability of the IBRC Partnership:***

1. While most Indonesian students are likely to perform well in international partnership programs, the deficiencies in the Indonesian higher education system may require extending the curriculum for some partnership students (e.g., from one year to two years, as the IBRC partnership did) to achieve the partnership's desired objectives;
2. University curriculum development seldom occurs quickly in a research capacity building partnership unless curriculum development expectations are specific;
3. Indonesian universities need international collaboration to strengthen research methods and techniques related to national priorities;
4. Strong centralized Indonesian support of international research partnerships involving multiple Indonesian universities is essential, given the current university research culture and the Indonesian tradition of separate research agendas in faculties and among universities;
5. Indonesian students conducting research for the first time need projects that are challenging and allow them to make discoveries, but that also provide positive feedback;
6. International research publications are important, but not a feasible short-term outcome in capacity building partnerships;
7. The creation of an Indonesian non-university foundation to accept private funds for research seems appropriate, given little private support for university research; and
8. International research partnerships involving diverse Indonesian universities should be clear on each partner's role and ensure research collaboration among all partners.

## **EVALUATION QUESTION #5: PARTNERSHIP STRENGTHS AND WEAKNESSES**

### **Strengths**

A key strength of the IBRC partnership is the commitment and passion of participating students. They have never before had this kind of access to research instruction, supervision, and labs and equipment; for them, participating in IBRC programs is a rare opportunity. A related strength is the opportunity for students to experience first-hand Indonesia's marine heritage; this has had a major impact on their research perspectives and insights.

US student and instructor participation in Indonesia-based international research is important. American students who have come to IBRC for summer programs want to return to collaborate with Indonesians. According to interviewees, the "word is out" among US students doing biodiversity research: the best place to conduct this research is in Indonesia. US instructors and researchers participating in IBRC activities are also energized by the research opportunities and challenges and by the excitement of participating lecturers and students. All US instructors who have been at IBRC want to return, and each year other outstanding researchers want to come.

Another IBRC strength is its institutional capacity building. The IBRC is not primarily about the research that is conducted, though that is important. Its strength is in changing the culture of research in Indonesia and fostering institutional capacity that includes well-trained researchers, strong research infrastructure, expanding research networks, and increased laboratory quality.

In addition, the IBRC has:

- Boosted the self-confidence, knowledge, and skills of Indonesian lecturers and students;
- Encouraged international researcher networking and exchanges;
- Provided easy access to state-of-the-art equipment and research supervision; and
- Fostered appreciation for instructional pedagogy that integrates practice and theory.

### **Weaknesses**

Lecturers from all three IBRC universities who participate in IBRC programs gain research benefits for themselves, their students, and their institutions. Very few lecturers, though, are able to take time from their administrative and teaching responsibilities to spend even a few weeks at the IBRC. This is also true for students other than those who have received their S-I.

Even when lecturers or students participate in IBRC programs, they seldom have time to build upon their IBRC experiences when they return to their own universities. They find it difficult to contribute to institutional capacity building by sharing with other lecturers the research knowledge, skills, and insights gained in the IBRC. A research culture in which university lecturers maintain separate research agendas both within and between faculties remains common in Indonesia, and IBRC is only beginning to have success changing this culture. Even when a faculty is open to change, it is hard for a university to obtain lecturer positions to build a team of molecular ecology researchers in that faculty.

Issues of obtaining international researcher permits to work in Indonesia and to export specimens remain a challenge for the IBRC. Acquiring these permits from LIPI, RISTEK, and sometimes provincial and local governments still takes a long time – often three months – especially due to Gol concerns about foreign bio-prospecting in the marine environment.

One issue regarding IBRC operations is the reliability of IBRC's electrical supply; laboratory equipment analyses often need to be repeated when losses of power occur. Another challenge relates to IBRC lab equipment and space. Not only is the increasing demand for summer course participation creating greater demand for access to limited lab equipment and space, but also the sophisticated equipment needed in the lab must be procured with non-Gol funds.

Although there is excellent research collaboration among IBRC Indonesian partner university PIs, general partnership planning and collaboration among them often is limited to these PIs and is not institution-wide. The academic and research program variability among the three universities and their diverse locations, sizes, and student/lecturer profiles offer challenges to such collaboration, but it is important if these universities are to achieve the longer term institutional capacity the IBRC seeks to foster.

### **Findings**

#### **Strengths:**

1. IBRC's development of an effective research infrastructure and management team, as well as skilled and knowledgeable molecular ecology researchers in partner universities;
2. IBRC students' commitment and passion as they begin to understand and apply the scientific method and become aware of Indonesia's national/natural heritage;
3. IBRC's international and (increasingly) Indonesian research networks;

4. IBRC's success in beginning to change Indonesian universities' culture of research and to build institutional capacity through researcher training, expanded research networks, improved lab capacity and quality, and discussions about research methods and results;
5. The impacts of IBRC summer program teaching and directing research on US researchers from UCLA, Smithsonian Institution, and other universities/organizations; and
6. US undergraduate and graduate student researchers' growing interest in coming to IBRC and Indonesia for biodiversity research, which is a major influence on IBRC participants.

**Weaknesses:**

1. Limited IBRC partnership teaching and research impacts in partner universities as a result of their lecturers having teaching and administration duties that limit the time they are able to be in the IBRC;
2. Increases in the number of IBRC summer participants, but not in lab space/equipment;
3. Longer time horizon needed for IBRC to implement and realize the benefits of strategies to increase income generation (e.g., lab user fees, non-university foundation);
4. Uncertainty of research roles of UNIPA and UNDIP within the IBRC partnership as the partnership matures, given institutional differences in locations, numbers of students and lecturers, type and quality of lab equipment, and other research factors;
5. Limited ability of Indonesian university partners to obtain new lecturer positions to build core groups of dedicated molecular ecology researchers; and
6. Limited collaboration in IBRC partnership planning and implementation among all three Indonesian university partners, not simply collaboration among IBRC partners' PIs.

**CONCLUSIONS**

The following conclusions are drawn from report findings and related project documentation:

1. Longstanding biodiversity research collaborations between Barber (UCLA) and each of the three Indonesian PIs resulted in IBRC partnership planning and implementation being informal and flexible, yet effective, collaborative, and based on mutual trust.
2. UCLA's (and Barber's) leadership has been essential to the successful achievement of the IBRC partnership's lecturer/student research and teaching outcomes and the IBRC university partners' institutional capacity building outcomes.
3. The IBRC partnership's female-male balance among IBRC program participants (45% and 55%) and among IBRC research project PIs (>40% and <60%) is positive and commendable. The Indonesian-American balance among IBRC program "students" (71% and 29%) and among program "instructors" (4% and 96%) is appropriate for the initial years of an international research capacity building partnership such as the IBRC.
4. IBRC partnership teaching and research programs have improved its Indonesian participants' international research skills and knowledge and their capacity to develop and conduct molecular ecology research.
5. IBRC partnership teaching and research programs have strengthened its Indonesian partner universities; institutional capacity through research networks, active learning teaching and curriculum development, and access to specialized lab equipment.

6. UCLA's planning and implementation have improved the quality of IBRC research, teaching, and curriculum development through the recruitment of outstanding US researchers as instructors, the creation of an intercultural IBRC research environment, the application of new research techniques, and greater IBRC international visibility.
7. In spite of deficiencies in many Indonesian students' university educations, student participants in IBRC partnership programs have improved their research skills and knowledge, demonstrated their understanding and application of rigorous research materials and methods, and contributed to IBRC institutional capacity building.
8. Widespread curriculum development and international research publications are not feasible short-term outcomes in an Indonesian university capacity building partnership.
9. Without USAID support for the creation and operation of an IBRC providing (with UCLA's help) the strong, centralized leadership needed in a multi-Indonesian university partnership, the partnership would not have been as successful in building institutional capacity and quality and starting to change the partner universities' research culture.
10. The proposed establishment of an Indonesian non-university foundation to accept private funding for biodiversity research is a potential long-term IBRC funding strategy, but it will not provide the short-term IBRC operational support necessary to ensure the transformed research and teaching culture in IBRC partner universities is sustainable.
11. Long-term IBRC partnership sustainability and effectiveness requires that IBRC planning and programs involve Indonesian partner universities and their faculties more broadly, not primarily their institutional IBRC partnership PIs and these PIs' students.

## SECTION IV. RECOMMENDATIONS

As this report has shown, the CCP and IBRC partnerships and their centers differ in many respects, including partnership and center objectives and types of center programs. Yet these partnerships also face similar challenges and opportunities. This section first presents recommendations that apply to both the CCP and IBRC partnerships, then recommendations addressed to each partnership separately.

The report's 19 recommendations are of three types: general recommendations (5), CCP partnership recommendations (7), and IBRC partnership recommendations (7). All recommendations are informed by the report's 83 partnership findings relative to the five evaluation questions. While the general recommendations apply, in varying degrees, to both partnerships and reflect the collective findings, the CCP partnership recommendations and the IBRC partnership recommendations are each based on the team's findings for that partnership relative to the evaluation questions. Thus, the 31 CCP partnership findings inform the 7 CCP partnership recommendations, while the 52 IBRC partnership findings inform the 7 IBRC recommendations. Given the very large number and overlapping nature of these findings, the partnership-specific recommendations are presented below without reference to specific findings.

### GENERAL RECOMMENDATIONS

1. Near-term USAID financial and technical assistance, which is important for the sustainability of each partnership's center and the attainment of longer term partnership objectives, should be continued to the extent it is consistent with USAID program plans, priorities, and resources.

Each partnership's center has enhanced the institutional capacity of its stakeholders and partners (e.g., government ministries and NGOs; universities) under its USAID partnership award. Yet neither ensuring the centrality of child protection in national development strategies, programs and policies nor creating university capacity in international molecular ecology research and teaching is easy or immediate in Indonesia. The critical factor associated with each partnership's success in achieving its longer term objectives is the sustainability of its center, and sustainability in turn requires continued near-term support for each center's core operations and programs and the continued engagement of US research partners.

2. If near-term USAID assistance for either partnership is continued, this assistance should include support for the partnership center's key leaders/managers, with the expectation that the partnership would develop and implement an appropriate "management regeneration" plan.

The center management models and the roles of the Indonesian partner PIs in these two partnerships are quite different, given each center's objectives, programs, participants, and external collaborations. Yet each center should give priority attention to its "management regeneration" in view of its current reliance on a few key individuals for center leadership and management. The early departure of any key center managers/leaders for employment or professional opportunities elsewhere before a "management regeneration" plan is developed and implemented would significantly limit the longer term sustainability of either center.

3. For longer term sustainability, each partnership should develop and implement a multi-year financial resources plan consistent with its center's objectives and likely to produce annual funding for the center's core programs and operations.

The CCP's current approach, which is to provide fee-based services to national and international organizations, may produce the desired resources, but also may lead to lesser quality CCP research, require different types of staff, and even cause the CCP to diverge from

its original mandate. The longer term approach most discussed by IBRC partners is the creation of an Indonesian foundation independent of any university through which private funding for the IBRC would be solicited; although this approach recognizes the reality of non-Gol research funding, there is no assurance such a plan would provide the resources necessary for achieving IBRC objectives, including strengthening Indonesian institutional research and teaching capacity.

4. To improve the sustainability of its center, each partnership should adopt a more inclusive approach to partnership building.

Each partnership, through its center, has emphasized the expansion and enhancement of its external collaboration networks (e.g., Gol ministry and international NGO policy makers and program managers; international biodiversity researchers). Nevertheless, the CCP partnership would benefit from including more government partners at all levels, as well as community groups and other beneficiaries of its research and programs, including faith-based and interfaith groups. Likewise, the IBRC partnership would benefit from strengthening all partner universities' involvement in IBRC programs, as well as bringing more universities into the partnership.

5. To improve its center's sustainability and program outcomes, each partnership should continue to strengthen its national and international networks.

While the IBRC partnership's international network continues to expand each year due largely to UCLA's successful efforts to increase the participation of highly regarded US researchers and universities in IBRC programs, IBRC's Indonesian network has been slower to expand due to the challenges in building the research and teaching capacity of the three partner universities. The CCP partnership has more effectively developed networks of Indonesian stakeholders, including Indonesian offices of international NGOs; however, Columbia University appears to be less active than UCLA in engaging other US research universities and organizations in CCP networks.

## **CCP PARTNERSHIP RECOMMENDATIONS**

1. The eventual sustainability of the gains made during the first three years of USAID's support for the CCP management model will depend on three factors:
  - a. The CCP management and leadership team should be encouraged to become a more independent UI administrative entity. This will only happen if the high quality leadership which first got the CCP started can be sustained and allowed to regenerate from within without becoming overly dependent on external financial aid and technical support.
  - b. For the CCP to grow into a self-supporting entity, some limited but well-focused technical assistance of the sort provided by Dr. Lindsay Stark and the CU team may still be necessary for at least a year or two to help consolidate the CCP's short-term gains.
  - c. The CCP's research credibility will depend on the UI administration's ability to find ways to release senior lecturers and professors from full-time teaching responsibilities to dedicate more time to the CCP's research agenda. A proportion of any additional USAID funding could be used to help the deans from participating UI faculties release staff from teaching duties for the required period of time.
2. In order to develop a strong national group of child protection (CP) researchers, USAID should consider short- to medium-term professional attachments for selected Indonesian CP researchers to regional, internationally recognized research institutions specializing in child protection issues in Australia, New Zealand and Malaysia.

3. To take the CCP policy research agenda to the next level of national credibility, it may be necessary to establish satellite programs in strategically selected universities around the country.
4. Since Indonesia's current CP strategy incorporates strong child rights and child welfare-based approaches, local governments, community groups, local NGOs, and faith-based organizations will be required to play a key role if the new CP policy implementation process is to succeed. One approach to achieving the level of social inclusiveness needed for this to happen that should be explored is the creation of a national micro-credit support system incorporating Zakat; this may provide the financial resources required to get Indonesia's poorest communities more involved in improving the living conditions of the nation's poorest children.
5. Should a next USAID-funded phase for CCP support be considered, UNICEF's current role should be carefully reviewed and, if necessary, revised to fit that agency's current reality and willingness to remain a partner.
6. More attention should be paid to strengthening incipient partnerships with public sector organizations and ministries in Indonesia. A flexible mechanism of grant funding for work with government ministries may provide the CCP with the leverage needed to engage the public sector in a better focused, quality research agenda.
7. The successful Global Classroom pilot experience, which was positively received by both the faculty and students at UI, should be tried out to assess its cost-effectiveness for improving the CCP's teaching/learning outreach needs to students and faculty at potential satellite sites throughout the Indonesian archipelago.

## **IBRC PARTNERSHIP RECOMMENDATIONS**

1. The sustainability of the Indonesian biodiversity research capacity building outcomes achieved during the three-year USAID IBRC partnership should be addressed at two levels.
  - a. In the near term, IBRC, as the core Indonesian center for international biodiversity research collaboration, needs continued financial and technical assistance and US research partner engagement to enhance its effectiveness in
    - i. strengthening biodiversity research and teaching capacity in IBRC universities, including broadening their faculties' participation in IBRC programs; and
    - ii. keeping IBRC partners focused on national scientific priorities, international research norms and methods, and international research collaboration.
  - b. Longer term, IBRC and its partner universities collectively need to develop, implement, and regularly evaluate partnership program and funding strategies that encourage
    - iii. greater partnership leadership and participation by each IBRC university; and
    - iv. funding from diverse sources for IBRC and partner university biodiversity research (e.g., user fees for IBRC lab use; private research funding through an Indonesian foundation independent of any Indonesian university; Gol biodiversity research support consistent with international norms).
2. Although research requirements led the IBRC partners to locate the IBRC and conduct its programs in UNUD laboratory facilities, the IBRC partners should explore ways to enhance the institutional research and teaching capacity of all three IBRC partner universities by

- a. Encouraging IBRC summer program instructors to visit each partner to promote lecturer participation in IBRC programs and molecular ecology research opportunities; and
  - b. Identifying partnership activities which might be conducted at UNIPA and/or UNDIP (e.g., English language program; “refresher” workshops for prior IBRC participants).
3. To enhance institutional capacity development at each IBRC partner university, the partnership should explore the possible creation of an IBRC “branch lab” at each of UNIPA and UNDIP to
  - a. Provide an integrated laboratory for research/teaching collaboration among faculties;
  - b. Encourage greater biodiversity research and teaching by lecturers and students returning from participation in IBRC research and teaching programs; and
  - c. Enable each IBRC partner to mentor a few non-IBRC universities in developing their own international biodiversity research and teaching capacity.
4. Given the variations among IBRC universities’ locations, profiles of students and lecturers, and laboratories, partnership PIs should annually develop a partnership work plan that addresses
  - a. The roles and programs of the centralized IBRC facility in Denpasar;
  - b. Opportunities for IBRC participants to serve as IBRC summer program instructors or teaching assistants or as IBRC workshop presenters in their own partner universities;
  - c. More effective engagement of each partner university’s deans, vice rectors, and rector in supporting the partnership and the need to change institutional research cultures.
5. The IBRC partnership should continue to enhance collaboration with formal or informal networks important to building biodiversity research capacity in Indonesia, including
  - a. Indonesian universities and institutes having the potential for designing, conducting, and applying biodiversity research consistent with international standards and methods;
  - b. Indonesian ministries and agencies whose responsibilities relate to the governmental contexts within which university biodiversity research is funded and conducted; and
  - c. International biodiversity researchers whose interests are similar to those of IBRC partner university faculties and who have demonstrated an understanding of Indonesian university research contexts and cultures.
6. The IBRC partnership should expand its dissemination of IBRC participants’ research results through student/lecturer presentations, IBRC working papers, and other means that show the Indonesian higher education community, government ministries and institutes, other potential external stakeholders, and the public the importance of biodiversity research for Indonesia and the opportunities for international student and lecturer collaboration.
7. While the importance and value of hands-on experience in IBRC research and teaching programs cannot be overemphasized and while IBRC video or online instruction is unlikely to be useful for students and lecturers with no research experience, the IBRC partnership might explore the possibility of strengthening the institutional capacity of partner universities by meeting selected research and teaching needs of these partners through the use of
  - a. Prior IBRC summer program course videos and/or live streaming of future IBRC summer programs, supplemented with on-site resource persons or mentors; and/or

- b. Indonesian or regional higher education networks (e.g., Global Classroom; the Indonesia Higher Education Network).

## A LOOK AHEAD

### **Institutional Capacity Building and Institutional Research Development Through Partnerships**

Throughout this assignment, the team focused on the two primary objectives of institutional capacity building and institutional research development in developing its primary interview guide and other research instruments (see **Annex F** through **Annex I**) and in conducting its site visits, interviews, focus groups, and small group discussions. Moreover, this report continually emphasizes these two objectives in the discussions of each partnership relative to each of the five evaluation questions.

To illustrate, in addressing Evaluation Question #1: Partnership Objectives Achieved, both in interviews and in this report's Section II and III discussions and findings, the team focused on two types of Indonesian partner university outcomes: Participants' Skills and Knowledge (primarily research-related) and Institutional Capacity Building. Each of the 21 CCP or IBRC partnership findings in this report relative to Evaluation Question #1 relate to institutional capacity building (including research-related teaching) and/or institutional research development. Likewise, in addressing Evaluation Question #2: Partnership Interventions and Practices, the team focused almost entirely on Columbia University/UCLA interventions that improved Indonesian partner university research quality, research-related teaching and curriculum development quality, and/or institutional capacity, as shown by the report's findings relative to this question. A similar pattern exists for report findings relative to the other three questions.

While the institutions involved in US-Indonesia university partnerships vary, the longer term objectives of these partnerships should not vary – these objectives should be institutional capacity building and institutional research development. To achieve these longer term objectives, however, the partnerships often require an intermediary organization (e.g., a center) through which the US and Indonesian partners work collaboratively in the near term to foster the institutional changes that will lead to the desired longer term objectives. For example, the two partnerships evaluated in this project have such intermediary organizations – the Center on Child Protection, located at UI, and the Indonesian Biodiversity Research Center, located at UNUD but also serving partner universities UNIPA and UNDIP.

In the near term, the most critical financial and technical assistance needed by US-Indonesia university partnerships is support for the programs and operations of the partnership's intermediary organization. It is through these programs and operations that the intermediary organization, guided by its US and Indonesian partner universities, is able to successfully address the longer term objectives of institutional capacity building and institutional research development. Whether the intermediary organization exists in five or ten years is less relevant than whether by that time it has achieved its longer term objectives of ensuring its Indonesian partners' institutional capacity building and institutional research development. Near term support is not easily obtained, however; for example, donors typically prefer to support specific research projects with clearly defined outcomes, not ambiguous "capacity building" or "research development" organizational operations and programs.

### **Future of USAID US-Indonesia University Partnership Programs**

Through its August 2009 Annual Program Statement (APS) 09-014 ("Supporting Universities to Partner Across the Pacific"), USAID/Indonesia emphasized the importance of linking US and Indonesia universities with priority development challenges in Indonesia. In particular, the University Partnerships (UP) program through which the CCP and IBRC partnerships were funded in late 2009 is "directed at

helping to increase the capacity and contributions of Indonesian institutions of higher education to address longer term sustainable development priorities in Indonesia” (2009 APS, pp. 4-5).

In creating its UP program, USAID/Indonesia recognized that achieving these longer term partnership objectives would not occur unless “seed” or “core” funding were provided to the partnerships in their early years to create and support a center or other intermediary organization for the partner universities’ collaborations, and the UP program provides its awardees such assistance. The evaluation of the CCP and IBRC partnerships in this report demonstrates that this USAID/Indonesia strategy was correct – through critically important USAID/Indonesia assistance, these two partnerships have taken initial, but significant and promising, steps toward institutional capacity building and institutional research development through the programs and operations of the CCP and the IBRC, respectively.

Based on its evaluation of the first two UP partnerships, the team believes that two types of USAID/Indonesia financial and technical assistance for US-Indonesia university partnerships remain critically important if “Indonesian institutions of higher education [are] to address longer term sustainable development priorities in Indonesia.”

1. First, the team recommends that USAID/Indonesia provide additional support, perhaps for two years, to a small number of current UP partnerships at the conclusion of their three-year awards that have shown near term success in beginning to achieve longer term institutional capacity building and institutional research development related to sustainable development priorities in Indonesia, but that require additional external support to solidify these institutional gains.
2. Second, the team recommends that USAID/Indonesia explore ways to continue to fund new US-Indonesia university partnerships on longer term sustainable development priorities in Indonesia, focusing on key development challenges that continue to exist and the untapped potential for engaging US universities in collaborative development problem solving while increasing the quality of universities in Indonesia.

## **ANNEX A. Scope of Work—University Partnerships Evaluation**

USAID launched the University Partnership program in December 2009 to help improve the quality and relevance of higher education in Indonesia. Establishing partnerships between the U.S. universities and the Indonesian universities serves as an important vehicle to leverage U.S. universities' expertise to strengthen research and teaching capacity of Indonesian institutions. The UP program is implemented through announcements via the Annual Program Statement (APS) mechanism, with each partnership forming a separate cooperative agreement. The UP Partnership priority areas include public health, education, environmental protection/climate change, economic growth, and agriculture. To date, USAID has awarded a total of eleven partnerships between U.S. universities and Indonesian universities with the U.S. University as the lead and the Indonesian universities as the sub-awardee(s). The estimated amount of the awards is from \$600,000 to \$1,000,000.

This Scope of Work relates to the tasks associated with the evaluation of the following two University Partnerships:

1) *Establishing a Center for Child Protection* – 12/23/2009 – 12/22/2012  
Columbia University, Universitas Indonesia (Depok, W. Java)

2) *Augmenting Scientific Research and Education through Biodiversity Research* –  
12/23/2009-12/22/2012, University of California Los Angeles, Universitas Udayana (Bali),  
Universitas Diponegoro (Semarang, C. Java), Universitas Sam Ratulangi (Manado, N. Sulawesi),  
Universitas Negeri Papua (Manokwari, West Papua)

The purpose of this evaluation are to: 1) assess the extent of the knowledge and skills transfer that has occurred between the lead U.S. university and the Indonesian university as the sub-awardee; 2) determine the extent or level of the capacity building that has taken place within the partnerships; 3) assess the effectiveness of the project interventions between the partnerships in relation to improve the teaching and research services; 4) assess whether or not the projects are sustainable and have achieved the project objectives; 5) obtain lessons learned from the existing partnerships that can be applied to the future direction of the UP program; and 6) demonstrate how the institutions have achieved measurable improvements in the quality and relevance of their teaching and research service.

### **Evaluation Questions**

USAID/Indonesia identified several key questions to be addressed in this evaluation:

1. What is the specific knowledge and skills and the institutional capacity building that have occurred as a result of the partnership between the U.S. University and the Indonesian University?
2. What were the project interventions that were effective between the participating universities toward improving the quality of the research service, teaching, and curriculum development?
3. What unintended results or spillover have occurred toward achieving USAID's Education Strategy in IR 2.2 Strengthened Management of Targeted Higher Education institutions, and I.R. 2.3 Improved Teaching, Research, and Service at Targeted University Departments under the partnership?
4. What are the lessons learned from the partnership that may be replicated in future programs based on its sustainability in curriculum development, research service, publications, public/private partnerships, and possibilities for engagement with other partners (government, NGO, or private sector) at the end of the award?
5. What are the strengths and weaknesses of the partnership between the U.S. University and the Indonesian university?

The following research tasks will be completed to address these evaluation questions.

### **Literature and Documentation Review**

The evaluators will review a wide range of reports cited in the RFTOP, such as the Work Plans, Performance Management Plans, quarterly and financial reports, and best practice documents, such as the USAID/JBS Best Practice of AME Higher Education Partnership study and other documents listed in Section C of this Scope. The evaluation will draw on the analytical methodology already established and successfully used in the in this AME review of best practice. Careful review will provide key descriptive information about partnerships (e.g., region/country, area of focus, award dates and amount, funding agency, U.S. and foreign institutions, and cost sharing), as well as information critical for partnership outcomes and success. Reports will be reviewed for a gender implications and outcomes.

### **Site visits and interview instruments**

These site visits will allow the evaluation team to conduct the proposed evaluation framework and will collect as much information as is available on the partnerships being evaluated as it relates to the practices and outcomes of the partnerships. Semi-structured interviews will be conducted at the partnership sites. The interview instruments will include key questions to be posed to administrators, management and faculty, students and other stakeholders. In addition, these interviews will be used to cross-check the information provided in the annual reports, previous evaluations, and other documents.

### **Discussion Groups with U.S. partners**

Virtual discussion groups will be conducted to the various partner institutions of the U.S. higher education faculty who have directly participated in the university partnerships. The discussions will examine the respondents' experiences in creating partnerships, managing and coordinating their implementation, and assessing their outcomes.

### **Lessons learned**

The findings of the above research will be used in the analysis of the lessons learned from the partnership programs, and make recommendations on their relevance to future UP programs. These findings will be organized and analyzed in comparison to the best practice partnerships studied in the AME study. Specific attention will be given to respond to the key questions related to effective practices, anticipated and unanticipated outcomes, sustainability, and strengths and weaknesses.

The following time frame for the evaluation presents the basic flow of activities and timeline. . It is estimated that the evaluation and the production of the requested reports will require approximately six weeks. The Team will begin work around Oct. 15<sup>th</sup>; field work is scheduled from Oct. Oct. 18<sup>th</sup>-Nov. 17<sup>th</sup> for a total of 29 days. Draft report would be submitted no later than Nov. 30<sup>th</sup>. A total of 38 days is anticipated.

| <b>ACTIVITY</b>   | <b>TIME FRAME</b> |
|---|-------------------|
| The Evaluation Team reviews documents, holds initial briefings with USAID higher education team, AORs, and technical offices, submits draft work plan/evaluation design.                              | Week 1            |
| USAID approval of workplan. The Evaluation Team meets with Indonesian university partners, and other relevant stakeholders. Conducts site visits and interviews. Collects data and documents results. | Weeks 2 and 3     |

| ACTIVITY  | TIME FRAME |
|---|------------|
| Evaluation Team analyses field work data and begins drafting initial conclusions and recommendations; prepared PowerPoint presentation. | Week 4     |
| The Evaluation Team incorporate USAID feedback for the writing of the report; draft report.   | Week 5     |
| Evaluation Team finalizes draft report presents through a summary of key findings to USAID in a draft report                            | Week 6     |

For the USAID/Indonesia University Partnership evaluation, the consultant will serve as the higher education specialist throughout the length of this assignment. S/he will participate in the preparation of the overall evaluation, and conduct specific research on topics as necessary. S/he will conduct interviews and focus groups, draft surveys and questionnaires develop other data collection instruments in conjunction with the overall assessment team members. S/he will prepare and review drafts of text and coordinate with the other members of the team. S/he will provide management expertise and assistance when required. S/he will provide assistance in preparation of final report and in the Mission briefing.

**A. Deliverables:**

The contractor shall submit the following deliverables:

**1. Work Plan and Evaluation Design**

A Work Plan and Evaluation Design for the evaluation shall be completed by the team within a week of the award of the contract and presented to the COR. The evaluation design will include a detailed evaluation design matrix (including the key questions, the methods and data sources used to address each question), draft questionnaires and other data collection instruments, and known imitations to the evaluation design. The final design requires COR approval. The work plan will include the anticipated schedule and logistical arrangements and delineate the roles and responsibilities of member of the evaluation team.

**2. Oral Briefings**

The evaluation team shall brief with the USAID Higher Education team upon arrival in Jakarta and with other relevant technical teams. The evaluation team will also provide an oral briefing of its findings and recommendations to the USAID Higher Education team, relevant USAID technical offices, and Assistance Office Representatives (AORs) and Alternates of the university partnership awards three days prior to the end of the evaluation.

**3. Final Report**

The Final Report shall be submitted to the COR in electronic form within 10 days following receipt of comments from USAID. The report shall include an executive summary and not exceed 30 pages (excluding appendices). The executive summary should be a 3-5 pages in length and summarize the purpose, background of the project being evaluated, main evaluation questions, methods, findings, conclusions, and recommendations and lessons learned (if applicable). The report shall follow USAID branding procedures.

An acceptable report will meet the following requirements as per USAID policy (please see: the USAID Evaluation Policy)

- a) The evaluation report should represent a thoughtful, well-researched and well organized effort to objectively evaluate what worked in the project, what did not and why.
- b) The evaluation report should address all evaluation questions included in the scope of work.
- c) The evaluation report should include the scope of work as an Annex. All modifications to the scope of work, whether in technical requirements, evaluation questions, evaluation team composition, methodology or timeline shall be agreed upon in writing by the USAID Mission Program Officer.
- d) Evaluation methodology shall be explained in detail and all tools used in conducting the evaluation such as questionnaires, checklists and discussion guides will be included in an Annex to the final report.
- e) Evaluation findings will assess outcomes and impact using gender disaggregated data.
- f) Limitations to the evaluation shall be disclosed in the report, with particular attention to the limitations associated with the evaluation methodology (selection bias, recall bias, unobservable differences between comparator groups, etc.).
- g) Evaluation findings should be presented as analyzed facts, evidence and data and not based on anecdotes, hearsay or the compilation of people’s opinions.
- h) Findings should be specific, concise and supported by strong quantitative or qualitative evidence.
- i) Sources of information need to be properly identified and listed in an Annex, including a list of all individuals interviewed.
- j) Recommendations need to be supported by a specific set of findings.
- k) Recommendations should be action-oriented, practical and specific, with defined responsibility for the action.

## **B. Key Documents**

Cooperative agreements with each partnership

Implementing partner Work Plans and Performance Management Plan (PMP)

Quarterly reports and financial reports submitted by each partnership

Manuals, research and training materials developed by each partnership

“Best Practices for USAID International Higher Education Institutional Partnerships: Asia and Middle East Regions, Volume I and Volume II;” prepared by the Aguirre Division of JBS International, Inc. in GEM II BPA

“Assessment of Higher Education Institutional capacity in Selected Geographic and Subject Areas” – GEMII BPA, Aguirre Division of JBS International, April 2009

World Bank publication, “Putting Higher Education to Work, Skills and Research for Growth in East Asia,” [http://site.resources.worldbank.org/East Asia Pacific Ext/Resources; 226300-1279680449418/7267211-1318449387306/EAP\\_higher\\_education\\_full report.pdf](http://site.resources.worldbank.org/East%20Asia%20Pacific%20Ext/Resources/226300-1279680449418/7267211-1318449387306/EAP_higher_education_full_report.pdf)

## ANNEX B. Work Schedule

### SCHEDULE OF IBTCI/JBS. INTL. EVALUATION OF USAID UNIVERSITY PARTNERSHIPS #1 AND #2

| No | Date   | Location          | Tasks  |
|----|--|-------------------|--|
| 1  | <b>Saturday, 20 October 2012</b>             | U.S.              | Departure from U.S.  |
| 2  | <b>Sunday, 21 October 2012</b>               | Jakarta           | Team Meeting   |
| 3  | <b>Monday, 22 October 2012</b>               | US Embassy, USAID | Initial briefing with USAID Education Team/AOTR (Cecilia Sun, Remy Rohadian, and others) - discuss Work Plan |
| 4  | <b>Monday – Thursday, 22-25 October 2012</b> | Jakarta           | Work Plan  |
| 5  | <b>Thursday, 25 October 2012</b>             | Jakarta           | Meeting with Ester Manurung – discuss Center on Child Protection (CCP) Partnership                           |
|    |  | Jakarta           | Meeting with Celly Catherina - discuss Indonesian Biodiversity Research Center (IBRC) Partnership            |
| 6  | <b>Friday - Saturday, 26-27 October 2012</b> | Jakarta           | Coordination Meeting and Preparation for Field Trip to Denpasar, Manokwari and Semarang                      |
| 7  | <b>Sunday, 28 October 2012</b>               |                   | Travel to Denpasar   |
|    |  | Denpasar          | Preparation Meeting for IBRC Evaluation  |
| 8  | <b>Monday, 29 October 2012</b>               | IBRC Lab.         | IBRC Meetings at Universitas Udayana (UNUD)  |
| 9  | <b>Tuesday, 30 October 2012</b>              | IBRC Lab and UNUD | IBRC Focus Group Discussions and Meetings at Universitas Udayana (UNUD)                                      |
| 10 | <b>Wednesday, 31 October 2012</b>            | Sanur             | Meeting with Michael Cortenbach (Bali Diving Academy)  |
|    |  | IALF Office       | Meeting with Indonesia Australia Language Foundation (IALF) Team   |
|    |  | IBRC Lab.         | Financial and Program Meeting with IBRC Management   |
| 11 | <b>Thursday, 1 November 2012</b>             |                   | Travel to Manokwari  |
| 12 | <b>Friday, 2 November 2012</b>               | UNIPA             | Meetings at Universitas Negeri Papua (UNIPA)   |
| 13 | <b>Saturday, 3 November 2012</b>             |                   | Meetings at Universitas Negeri Papua (UNIPA)   |

| No | Date   | Location                       | Tasks   |
|----|--|--------------------------------|---|
| 14 | <b>Sunday, 4 November 2012</b>                     |                                | Travel to Semarang  |
| 15 | <b>Monday, 5 November 2012</b>                     | UNDIP                          | Meetings at Universitas Diponegoro (UNDIP)                              |
| 16 | <b>Tuesday, 6 November 2012</b>                    | CCP and UI                     | Meetings with Center on Child Protection Team and Universitas Indonesia |
| 17 | <b>Tuesday, 6 November 2012</b>                    | MOSA                           | Meeting with Ministry of Social Affairs (MOSA)                          |
| 18 | <b>Wednesday, 7 November 2012</b>                  | Mandarin Oriental Hotel and UI | Meetings with Center on Child Protection Team and Universitas Indonesia |
| 19 | <b>Thursday, 8 November 2012</b>                   | SMERU Research                 | Meeting with SMERU Research   |
|    |  | UNICEF                         | Meeting with UNICEF Team  |
| 20 | <b>Friday, 9 November 2012</b>                     | Mandarin Oriental Hotel        | Tele Conference with Paul Barber (UCLA)                                 |
|    |  | Save the Children              | Meeting with Save the Children  |
|    |  | BAPPENAS                       | Meeting with BAPPENAS   |
| 21 | <b>Monday, 12 November 2012</b>                    | BAPPENAS                       | Meeting with BAPPENAS   |
| 22 | <b>Tuesday, 13 November 2012</b>                   | US Embassy, USAID              | Debriefing with USAID Education Team/AOTR                               |
| 23 | <b>Wednesday – Saturday, 14 - 17 November 2012</b> | Jakarta                        | Report Writing  |
| 24 | <b>TBD</b>   |                                | Tele-conference with Dr. Neil Boothby (USAID EGAT)                      |
| 25 | <b>Saturday / Sunday , 17-18 November 2012</b>     |                                | Depart to U.S.  |

## ANNEX C. Individuals Interviewed

### UNIVERSITY PARTNERSHIPS EVALUATION – PHASE ONE October – November 2012

| No | Date      | Name                          | Title / Function   | Institution                                    | Email  | Cellphone                     |
|----|-----------|-------------------------------|--|--|--|-------------------------------|
| 1  | 22-Oct-12 | Cecilia Sun                   | Senior Higher Education Advisor                                | USAID/Indonesia Education Office               | <a href="mailto:csun@usaid.gov">csun@usaid.gov</a>   | 021-34359432                  |
| 2  |           | Remy Rohadian                 | Education Specialist   | USAID/Indonesia Education Office               | <a href="mailto:rrohadian@usaid.gov">rrohadian@usaid.gov</a>   |                               |
| 3  |           | Jipy Priscillia               | Program Development Specialist                                 | USAID/Indonesia Education Office               | <a href="mailto:jpriscilia@usaid.gov">jpriscilia@usaid.gov</a>   |                               |
| 4  |           | Celly Catherina               | Marine Program Specialist                                      | USAID/Indonesia Environment Office             | <a href="mailto:ccatharina@usaid.gov">ccatharina@usaid.gov</a>   | +6281808566833                |
| 5  |           | Ester Manurung                | Project Management Specialist                                  | USAID/Indonesia Education Office               | <a href="mailto:emanurung@usaid.gov">emanurung@usaid.gov</a>   | 021-34359537                  |
| 6  | 29-Oct-12 | I Gusti Ngurah Kade Mahardika | Director of Hosting Laboratory ;<br>Co-PI for IBRC Partnership | Indonesian Biodiversity Research Center (IBRC) | <a href="mailto:gnmahardika@indosat.net.id">gnmahardika@indosat.net.id</a><br><a href="mailto:ditacahyani@ibrc-bali.org">ditacahyani@ibrc-bali.org</a> | 0812-3805727                  |
| 7  |           | Aji Wahyu A                   | Program Coordinator  | Indonesian Biodiversity Research Center (IBRC) | <a href="mailto:ajiwahyu@ibrc-bali.org">ajiwahyu@ibrc-bali.org</a><br><a href="mailto:megalojiman@yahoo.com">megalojiman@yahoo.com</a>                 | 0361-8423062<br>0812-79322298 |
| 8  |           | Dita Cahyani                  | Research Coordinator   | Indonesian Biodiversity Research Center (IBRC) | <a href="mailto:ditacahyani@ibrc-bali.org">ditacahyani@ibrc-bali.org</a><br><a href="mailto:don_biu@yahoo.com">don_biu@yahoo.com</a>                   | 0361-8423062<br>0813-38434919 |
| 9  | 29-Oct-12 | Andrianus Sembiring           | IBRC Research Fellow   | Universitas Diponegoro (UNDIP)                 | <a href="mailto:andre_kelautan05@yahoo.com">andre_kelautan05@yahoo.com</a>   |                               |

Evaluation of the University Partnerships Program: Phase One–Partnerships #1 and #2

| No | Date                   | Name                     | Title / Function            | Institution                                    | Email  | Cellphone  |  |
|----|------------------------|--------------------------|-----------------------------|--|--|--|--|
| 10 |                        | Rizki Wulandari          | IBRC Research Fellow        | Universitas Diponegoro (UNDIP)                 | <a href="mailto:rizkiwulan89@yahoo.com">rizkiwulan89@yahoo.com</a>   | 0819-14551934  |  |
| 11 |                        | Angka Mahardini          | IBRC Research Fellow        | Universitas Diponegoro (UNDIP)                 | <a href="mailto:angkamahardini@gmail.com">angkamahardini@gmail.com</a>   |  |  |
| 12 |                        | Andyka Ary Wibowo        | IBRC Research Fellow        | Universitas Negeri Papua (UNIPA)               | <a href="mailto:andikaariwibowo06@gmail.com">andikaariwibowo06@gmail.com</a>   |  |  |
| 13 |                        | Andri Wahyu Kuncoro      | IBRC Research Fellow        | Universitas Negeri Papua (UNIPA)               | <a href="mailto:andrikuncoro2g@gmail.com">andrikuncoro2g@gmail.com</a>   |  |  |
| 14 |                        | Ni Luh Astria Yusmalinda | IBRC Research Fellow        | Universitas Udayana (UNUD)                     | <a href="mailto:astriaysmalinda@yahoo.co.id">astriaysmalinda@yahoo.co.id</a>   |  |  |
| 15 |                        | Ni Putu Dian Pertiwi     | IBRC Research Fellow        | Universitas Udayana                            | <a href="mailto:putudianpertiwi@ibrc-bali.org">putudianpertiwi@ibrc-bali.org</a><br><a href="mailto:putudianpertiwi@hotmail.com">putudianpertiwi@hotmail.com</a> |  |  |
| 16 |                        | Narendra                 | Administration Staff        | Indonesian Biodiversity Research Center (IBRC) | <a href="mailto:ngurah.narendra@yahoo.co.id">ngurah.narendra@yahoo.co.id</a>   |  |  |
| 17 |                        | Made Pharmawati          | Lecturer                    | Indonesian Biodiversity Research Center (IBRC) | <a href="mailto:pharmawati@hotmail.com">pharmawati@hotmail.com</a>   |  |  |
| 18 |                        | 30-Oct-12                | Ida Bagus Oka Suyasa        | Biology Master's Student                       | Universitas Udayana (UNUD)   | <a href="mailto:nugusoka@yahoo.co.id">nugusoka@yahoo.co.id</a> |  |
| 19 |                        |                          | Ni Luh Made Ika Yulita      | Veterinary Sciences Student                    | Universitas Udayana (UNUD)   | <a href="mailto:ika_litha@yahoo.com">ika_litha@yahoo.com</a>   |  |
| 20 | Ketut Wella Mellisandy |                          | Veterinary Sciences Student | Universitas Udayana (UNUD)                     | <a href="mailto:gekww@yahoo.com">gekww@yahoo.com</a>   | 0856-3701607   |  |

## Evaluation of the University Partnerships Program: Phase One–Partnerships #1 and #2

| No | Date      | Name                               | Title / Function   | Institution                | Email  | Cellphone    |
|----|-----------|------------------------------------|--|----------------------------|--|--------------|
| 21 | 30-Oct-12 | I Made Bagus Arya Permana          | Veterinary Sciences Student  | Universitas Udayana (UNUD) | <a href="mailto:bagusarya60@yahoo.com">bagusarya60@yahoo.com</a>   |              |
| 22 |           | Sari Nindhia                       | Veterinary Sciences Student  | Universitas Udayana (UNUD) | <a href="mailto:snindhia@Yahoo.com">snindhia@Yahoo.com</a>   |              |
| 23 |           | Saka Wiryana                       | Veterinary Sciences Student  | Universitas Udayana (UNUD) | <a href="mailto:saka@bawabali.com">saka@bawabali.com</a>   |              |
| 24 |           | Rita Krisnadewi                    | Veterinary Sciences Student  | Universitas Udayana (UNUD) | <a href="mailto:ayukrisna84@yahoo.com">ayukrisna84@yahoo.com</a>   |              |
| 25 |           | Ni Komang Eka Agustiani            | Veterinary Sciences Student  | Universitas Udayana (UNUD) | <a href="mailto:eka_636@yahoo.com">eka_636@yahoo.com</a>   |              |
| 26 |           | A.A Ngurah Gede Dwina Wisesa       | Veterinary Sciences Student  | Universitas Udayana (UNUD) | <a href="mailto:wisesa89@gmail.com">wisesa89@gmail.com</a>   |              |
| 27 |           | AA Ngurah Oka Pujawan              | Veterinary Sciences Student  | Universitas Udayana (UNUD) | <a href="mailto:pujabonito_tiger@yahoo.com">pujabonito_tiger@yahoo.com</a>   |              |
| 28 |           | Prof. Drs. I Made Suastra          | Vice Rector for Cooperation and Information Affairs  | Universitas Udayana (UNUD) | <a href="mailto:Pr4@unud.ac.id">Pr4@unud.ac.id</a><br><a href="mailto:suastra@fs.unud.ac.id">suastra@fs.unud.ac.id</a> | 0361-704625  |
| 29 |           | Dr. drh. N. Adi Suratma, MP        | Vice Dean, Student Affairs, Veterinary Sciences Faculty                                      | Universitas Udayana (UNUD) | <a href="mailto:adisuratma@yahoo.co.id">adisuratma@yahoo.co.id</a>   | 0812-4650490 |
| 30 |           | Prof. Dr. Ir. I Ketut Satriawan MT | Head, Research Center and Community Services;<br>Lecturer, Faculty of Agriculture Technology | Universitas Udayana (UNUD) | <a href="mailto:tutsatria@yahoo.com">tutsatria@yahoo.com</a>   | 0812-8409393 |

Evaluation of the University Partnerships Program: Phase One–Partnerships #1 and #2

| No | Date      | Name                                  | Title / Function   | Institution                                    | Email  | Cellphone     |
|----|-----------|---------------------------------------|--|--|--|---------------|
| 31 | 31-Oct-12 | Michael Cortenbach                    | Owner  | Bali Dive Academy                              | <a href="mailto:info@scubabali.com">info@scubabali.com</a>             | 0361 270252   |
| 32 |           | Caroline Bentley                      | Manager  | Indonesia Australia Language Foundation (IALF) | <a href="mailto:cbentley@ialf.edu">cbentley@ialf.edu</a>               |               |
| 33 |           | Ni Luh Putu Gayatri                   | Manager, Corporate and General English Language Service  | Indonesia Australia Language Foundation (IALF) | <a href="mailto:pgayatri@ialf.edu">pgayatri@ialf.edu</a>               |               |
| 34 | 01-Nov-12 | Abdul Hamid A Toha                    | Lecturer, Department of Fisheries , Faculty of Animal Husbandary, Fisheries and Marine Science; Co-PI for IBRC Partnership | Universitas Negeri Papua (UNIPA)               | <a href="mailto:abdulhamidtoha@ymail.com">abdulhamidtoha@ymail.com</a> | 0813-81903136 |
| 35 | 02-Nov-12 | Dr. Suriel S. Mofu, SPd, M.Ed, M.Phil | Rector   | Universitas Negeri Papua (UNIPA)               | <a href="mailto:surielmf@hotmail.com">surielmf@hotmail.com</a>         | 0852-10268718 |
| 36 |           | Dr. Irba U. Warsono                   | Dean , Faculty of Animal Husbandry, Fisheries and Marine Science   | Universitas Negeri Papua (UNIPA)               | <a href="mailto:irba_uwar@yahoo.com">irba_uwar@yahoo.com</a>           | 0812-9831765  |
| 37 |           | Muhammad Dailami                      | Marine Science Student   | Universitas Negeri Papua (UNIPA)               | <a href="mailto:youngmujahid@gmail.com">youngmujahid@gmail.com</a>     |               |
| 38 |           | Dr. Sri Hartini                       | Head of Research Center  | Universitas Negeri Papua (UNIPA)               | <a href="mailto:Shartini2003@yahoo.com">Shartini2003@yahoo.com</a>     | 0813-44741959 |
| 39 | 03-Nov-12 | Lutfi , Spi , Msi                     | Lecturer, Faculty of Animal Husbandry, Fisheries and Marine Science  | Universitas Negeri Papua (UNIPA)               | <a href="mailto:kissbam_lut@yahoo.com">kissbam_lut@yahoo.com</a>       |               |
| 40 |           | Ir. Muhammad Takdir , MP              | Lecturer, Faculty of Animal Husbandry, Fisheries and Marine  | Universitas Negeri Papua (UNIPA)               | <a href="mailto:mhtakdir@yahoo.com">mhtakdir@yahoo.com</a>             |               |

Evaluation of the University Partnerships Program: Phase One–Partnerships #1 and #2

| No | Date      | Name                                  | Title / Function  | Institution                      | Email  | Cellphone     |
|----|-----------|---------------------------------------|---|----------------------------------|--|---------------|
|    |           |                                       | Science   |                                  |  |               |
| 41 | 03-Nov-12 | Herawati Abubakar S.Si ,<br>Msi       | Lecturer, Faculty of<br>Animal Husbandry,<br>Fisheries and Marine<br>Science                                | Universitas Negeri Papua (UNIPA) | <a href="mailto:emma_halidona@yahoo.com">emma_halidona@yahoo.com</a>             |               |
| 42 |           | Ir. Jeni                              | Lecturer, Faculty of<br>Animal Husbandry,<br>Fisheries and Marine<br>Science                                | Universitas Negeri Papua (UNIPA) | <a href="mailto:jenisaja@gmail.com">jenisaja@gmail.com</a>                       | 0812-10220642 |
| 43 |           | Juliana Leiwakabessy                  | Lecturer, Faculty of<br>Animal Husbandry,<br>Fisheries and Marine<br>Science                                | Universitas Negeri Papua (UNIPA) | <a href="mailto:rljunels@gmail.com">rljunels@gmail.com</a>                       |               |
| 44 | 05-Nov-12 | Prof. Dr. Ir.<br>Ambariyanto, M.Sc    | Lecturer, Faculty of<br>Animal Husbandry,<br>Fisheries and Marine<br>Science; Co-PI for IBRC<br>Partnership | Universitas Diponegoro (UNDIP)   | <a href="mailto:ambariyanto.undip@gmail.com">ambariyanto.undip@gmail.com</a>     | 0815-6565278  |
| 45 |           | Prof. Dr.Ir. Muhammad<br>Zainuri, DEA | Dean, Faculty of<br>Fisheries and Marine<br>Science   | Universitas Diponegoro (UNDIP)   | <a href="mailto:muhhammad_zainuri@yahoo.co.id">muhhammad_zainuri@yahoo.co.id</a> | 0813-90262864 |
| 46 |           | Dr. Ir. Wayan Sukarya<br>Dilaga M.S   | Secretary , Research<br>Center and Community<br>Service   | Universitas Diponegoro (UNDIP)   | <a href="mailto:lppm@undip.ac.id">lppm@undip.ac.id</a>                           | 0812-2844683  |

Evaluation of the University Partnerships Program: Phase One–Partnerships #1 and #2

| No | Date      | Name  | Title / Function  | Institution   | Email   | Cellphone     |
|----|-----------|---|---|---|---|---------------|
| 47 |           | Analisis Finansi Suryo Twindiko               | Marine Science Student  | Universitas Diponegoro (UNDIP)  | <a href="mailto:twindiko@gmail.com">twindiko@gmail.com</a>  | 0812-28850113 |
| 48 | 05-Nov-12 | Miko Budi Raharjo                             | Marine Science Student  | Universitas Diponegoro (UNDIP)  | <a href="mailto:mikoraharjo@gmail.com">mikoraharjo@gmail.com</a>  | 0856-42037254 |
| 49 |           | Dr. rer. nat. Anto Budiharjo, S.Si, M.Biotech | Lecturer, Faculty of Science and Mathematics; Biotechnology/Genetic Engineering | Universitas Diponegoro (UNDIP)  | <a href="mailto:abudiharjo@yahoo.com">abudiharjo@yahoo.com</a>  | 0819-04449073 |
| 50 |           | Dr. Munasik, MSc                              | Coral Ecologist, Faculty of Fisheries and Marine Science                        | Universitas Diponegoro (UNDIP)  | <a href="mailto:munasik@undip.ac.id">munasik@undip.ac.id</a>  | 024-7474698   |
| 51 | 06-Nov-12 | Dr. Lindsay Stark                             | Director of Research & Curriculum, PI for CCP Partnership                       | Columbia University   | <a href="mailto:ls2302@columbia.edu">ls2302@columbia.edu</a> ; <a href="mailto:lindsaystark@gmail.com">lindsaystark@gmail.com</a> | 0812-18883372 |
| 52 |           | Fathia  | Program Manager   | Pusat Kajian Perlindungan Anak (Center on Child Protection), Universitas Indonesia (UI) | <a href="mailto:fathia106@gmail.com">fathia106@gmail.com</a><br><a href="mailto:fathia@puskapa.org">fathia@puskapa.org</a>        | 0815-11417493 |
| 53 |           | Ni Made Martini Puteri                        | Head of Operations ; Lecturer, Criminology                                      | Pusat Kajian Perlindungan Anak (Center on Child Protection), UI                         | <a href="mailto:nimade@puskapa.org">nimade@puskapa.org</a>  | 0815-8824171  |
| 54 |           | Prof. Irwanto , Ph.D                          | Co-Director of UI's Center on Child Protection                                  | Pusat Kajian Perlindungan Anak (Center on Child Protection), UI                         | <a href="mailto:Irwanto_i@yahoo.com">Irwanto_i@yahoo.com</a><br><a href="mailto:irwanto@puskapa.org">irwanto@puskapa.org</a>      | 0815-9406896  |

Evaluation of the University Partnerships Program: Phase One–Partnerships #1 and #2

| No | Date                | Name                          | Title / Function                                | Institution   | Email  | Cellphone  |
|----|---------------------|-------------------------------|---|---|--|--|
| 55 |                     | Dalimaya                      | Finance Manager                                 | Pusat Kajian Perlindungan Anak (Center on Child Protection), UI | <a href="mailto:dalimaya@puskapa.org">dalimaya@puskapa.org</a>           | 0812-8099720   |
| 56 | 06-Nov-12           | Prof. Adrianus Meliala , Ph.D | Head of Departement Criminology                 | Universitas Indonesia (UI)                                      | <a href="mailto:adrianusmeliala@gmail.com">adrianusmeliala@gmail.com</a> | 0811-181894  |
| 57 |                     | Rama Adi Putra                | Researcher                                      | AIDS Research Center  | <a href="mailto:kak_rama@yahoo.com">kak_rama@yahoo.com</a>               | 0857-11827966  |
| 58 |                     | Diatyka Widya                 | Researcher                                      | Labsosio FISIP, UI  | <a href="mailto:diatykawidya@gmail.com">diatykawidya@gmail.com</a>       | 0855-8700087   |
| 59 |                     | Yunda K. Rusman               | Psychologist                                    | PULIH   | <a href="mailto:yunda.rusman@yahoo.com">yunda.rusman@yahoo.com</a>       | 0853-10531494  |
| 60 |                     | Wikan M Astuti                | Staff of Program Division                       | Yayasan Kesejahteraan Anak Indonesia                            | <a href="mailto:wikanastuti@yahoo.com">wikanastuti@yahoo.com</a>         | 85219130551  |
| 61 |                     | Ferry R Sitorus               | Lecturer, Social Welfare Science                | Universitas Cendrawasih Papua                                   | <a href="mailto:ferry_rpps@yahoo.com">ferry_rpps@yahoo.com</a>           | 0815-9492620   |
| 62 |                     | Dr. Harry Hikmat              | Head of Research, Education and Training Center | Ministry of Social Affairs                                      | <a href="mailto:h_hikmat@yahoo.com">h_hikmat@yahoo.com</a>               | 0813-11265641  |
| 63 |                     | 07-Nov-12                     | Prof. Dr. Bambang Shergi Laksmana , MSc         | Dean, Faculty of Social and Political Sciences                  | Universitas Indonesia (UI)   | <a href="mailto:bshergi@yahoo.com">bshergi@yahoo.com</a> |
| 64 | Santi Kusumaningrum |                               | Co-Director of UI's Center on Child Protection  | Pusat Kajian Perlindungan Anak (Center on Child Protection), UI | <a href="mailto:santikn@puskapa.org">santikn@puskapa.org</a>             | 0816-1108300   |
| 65 | 08-Nov-12           | Asep Suryahadi                | Director  | The SMERU Research Institute                                    | <a href="mailto:suryahadi@smeru.or.id">suryahadi@smeru.or.id</a>         | 0812-8019857   |

Evaluation of the University Partnerships Program: Phase One–Partnerships #1 and #2

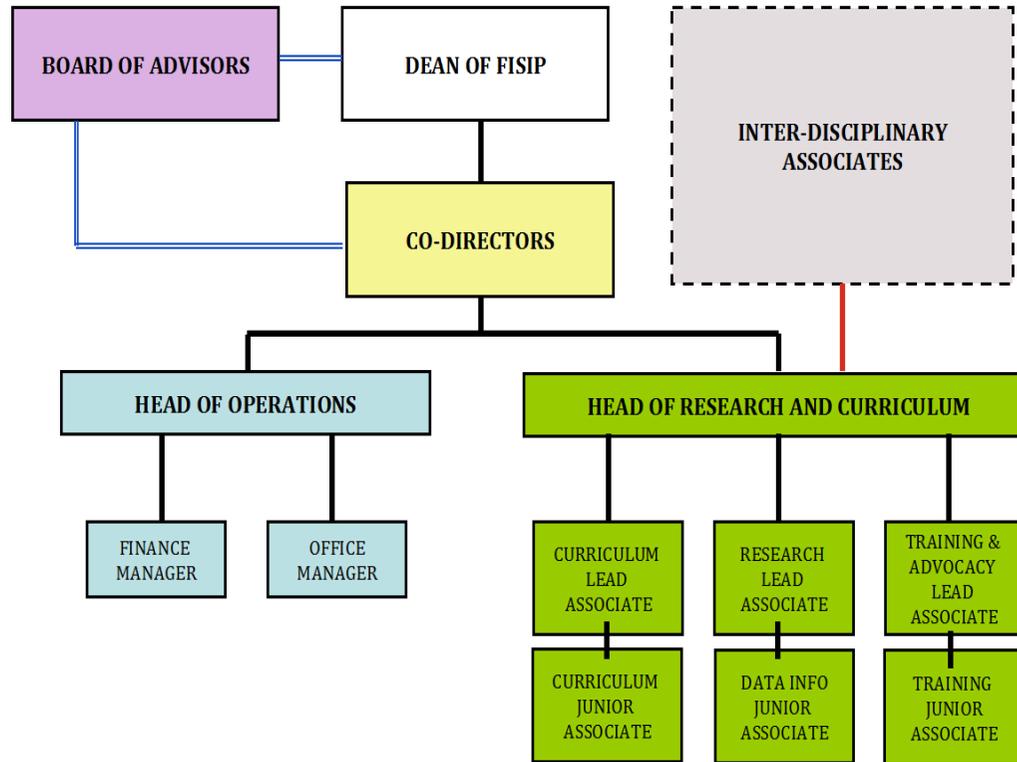
| No | Date      | Name                                  | Title / Function  | Institution  | Email  | Cellphone        |
|----|-----------|---------------------------------------|---|--|--|------------------|
| 66 |           | Nuning Akhmadi                        | External Affairs Officer  | The SMERU Research Institute                                   | <a href="mailto:nuninga@smeru.or.id">nuninga@smeru.or.id</a>         | 0811-949424      |
| 67 |           | Marc Lucet                            | Deputy Representative   | UNICEF   | <a href="mailto:mlucet@unicef.org">mlucet@unicef.org</a>             | 0811-1084773     |
| 68 | 08-Nov-12 | Niloufar Pourzand, PhD                | Chief, Social Policy and Monitoring                                     | UNICEF   | <a href="mailto:npourzand@unicef.org">npourzand@unicef.org</a>       | 0811-1980656     |
| 69 |           | Ali Aulia Ramly                       | Coordinator, Child Protection   | UNICEF   | <a href="mailto:aaramly@unicef.org">aaramly@unicef.org</a>           | 0811-952945      |
| 70 | 09-Nov-12 | Dr. Paul H. Barber, Professor (phone) | Department of Ecology and Evolutionary Biology; PI for IBRC Partnership | University of California, Los Angeles (UCLA)                   | <a href="mailto:paulbarber@ucla.edu">paulbarber@ucla.edu</a>         | (1) 310-794-5349 |
| 71 |           | Dr. Sanjoyo, MEc                      | Director of Population, Women Empowerment, and Child Protection         | The State Ministry of National Development Planning (BAPPENAS) | <a href="mailto:sanjoyo@bappenas.go.id">sanjoyo@bappenas.go.id</a>   | 0815-8027171     |
| 72 |           | Ir. Destri Handayani, ME              | Head of Sub Directorate of Child Protection                             | The State Ministry of National Development Planning (BAPPENAS) | <a href="mailto:Destri_h@bappenas.go.id">Destri_h@bappenas.go.id</a> | 021-3926587      |
| 73 | 12-Nov-12 | Pungky Sumadi                         | Director, Financial Service and Monetary Analysis                       | The State Ministry of National Development Planning (BAPPENAS) | <a href="mailto:psumadi@bappenas.go.id">psumadi@bappenas.go.id</a>   | 021-3157240      |
| 74 | 13-Nov-12 | Cecilia Sun                           | Senior Higher Education Advisor   | USAID/Indonesia Education Office                               | <a href="mailto:csun@usaid.gov">csun@usaid.gov</a>                   | 021-34359432     |
| 75 |           | Remy Rohadian                         | Education Specialist  | USAID/Indonesia Education Office                               | <a href="mailto:rrohadian@usaid.gov">rrohadian@usaid.gov</a>         |                  |
| 76 |           | Jipy Priscillia                       | Program Development Specialist  | USAID/Indonesia Education Office                               | <a href="mailto:jpriscillia@usaid.gov">jpriscillia@usaid.gov</a>     |                  |
| 77 |           | Celly Catherina                       | Marine Program  | USAID/Indonesia Environment                                    | <a href="mailto:ccatharina@usaid.gov">ccatharina@usaid.gov</a>       | +6281808566833   |

Evaluation of the University Partnerships Program: Phase One–Partnerships #1 and #2

| No | Date      | Name                   | Title / Function  | Institution  | Email  | Cellphone                    |
|----|-----------|------------------------|---|--|--|------------------------------|
|    |           |                        | Specialist  | Office   |  |                              |
| 78 |           | Ester Manurung         | Project Management Specialist                           | USAID/Indonesia Education Office                                   | <a href="mailto:emanurung@usaid.gov">emanurung@usaid.gov</a> | 021-34359537                 |
| 79 |           | Lawrence W Dolan, Ph.D | Education Officer                                       | USAID/Indonesia Education Office                                   | <a href="mailto:ldolan@usaid.gov">ldolan@usaid.gov</a>       | 021-34359335                 |
| 80 | 13-Nov-12 | Adam Jung              | Monitoring and Evaluation Officer                       | USAID/Indonesia Education Office                                   | <a href="mailto:ajung@usaid.gov">ajung@usaid.gov</a>         |                              |
| 81 |           | Rizki Atina            | Education Staff   | USAID/Indonesia Education Office                                   | <a href="mailto:ratina@usaid.gov">ratina@usaid.gov</a>       | 021-35359836<br>0811-1588824 |
| 82 | TBD       | Dr. Neil Boothby       | Senior Adviser for the Global Child Protection Strategy | USAID EGAT<br>The Reagan Building, Federal Triangle, Wash., DC USA | <a href="mailto:nboothby@usaid.gov">nboothby@usaid.gov</a>   |                              |

**ANNEX D. CCP Supplemental Information**

*Center on Child Protection*  
**Organizational Structure**



- Line Management (incl. planning, implementation, monitoring and evaluation)
- .-** Consultative
- .-** Resources and references (pool of experts)

ANNEX D. CCP LOG OF CCP ACTIVITIES

Pusat Kajian Perlindungan Anak Universitas Indonesia | *Program Activity and Progress Log* | RESEARCH

| LEAD AGENCY                           | RESEARCH TITLE  | TIME FRAME AND GEO SCOPE                    | RESEARCH DESCRIPTION   | CENTER LEAD   | CENTER ASSOCIATES INVOLVED | OTHER AGENCIES INVOLVED | Status in Progress Report |
|---------------------------------------|---|---|--|---------------|----------------------------|-------------------------|---------------------------|
| Columbia University/Save the Children | <b>Measuring the Impact of Post-Tsunami Livelihoods Programming on Child Well-being in Aceh</b> | June to Sept 2010 (Central, Regional: Aceh) | Evaluation of Save the Children's economic strengthening work in post-tsunami Aceh. This project is a collaboration between Columbia University, The Women's Refugee Commission, and the Institute for Participatory Interaction in Development (IPID), Save the Children and UI. The evaluation will look at interventions in Aceh, Sri Lanka, and possibly India June-August 2010. The evaluation plans to assess whether livelihoods programs met their initial goals, and further, assess the impact on families using four other indicators (schooling/education, child protection, health, and nutrition). | Lindsay Stark | Amalia Sustikarini         |                         | Logged                    |

| LEAD AGENCY                                | RESEARCH TITLE   | TIME FRAME AND GEO SCOPE   | RESEARCH DESCRIPTION  | CENTER LEAD                  | CENTER ASSOCIATES INVOLVED             | OTHER AGENCIES INVOLVED   | Status in Progress Report |
|--|--|--|---|------------------------------|--|---|---------------------------|
| BAPPENAS (Indonesian Ministry of Planning) | <b>Review on the Social Protection Program for Children in the Ministry of Social Affairs (as requested by the President of Indonesia)</b> | May to July 2010 (Central, Regional: Jogja, Lampung, Bandung, DKI)       | The President of Indonesia issued Presidential Instructions (INPRES 1 dan 3/2010) in February and March 2010 on the Acceleration of Development Priorities and on Access to Justice. In both instructions, Child Protection is being stipulated as national priority and key strategy for poverty reduction. Following the orders, the President gave instruction to Minister of Planning/BAPPENAS to submit a review paper on existing programs for child protection in particular social protection and welfare services (along side for disability and elderly). Under the direction of BAPPENAS the study will look at existing social welfare program and services for children which includes the conditional cash transfer program for child protection run by the Ministry of Social Affairs. | Santi Kusumaningrum          | Bagus Aryo, Sofyan Cholid, Fathia      | Possibly World Bank and GTZ in the next step of developing the Child Rights-Based Social Protection Model | Logged                    |
| World Bank                                 | <b>Building a Social Protection System for Children in Indonesia : An Assessment on the Implementation of the Ministry of</b>              | November-December 2010 (Central, Regional: Yogyakarta, Lampung, Bandung) | The World Bank expressed their interest to support BAPPENAS to continue the study conducted to review the social protection program for children to enable the government to develop model of a comprehensive child-friendly social protection strategy and welfare system.   | Santi Kusumaningrum, Irwanto | Bagus Aryo, Sofyan Cholid, Agsya Vieny | BAPPENAS RI Extended in February 2011 to April 2011   | Logged                    |

| LEAD AGENCY             | RESEARCH TITLE   | TIME FRAME AND GEO SCOPE       | RESEARCH DESCRIPTION  | CENTER LEAD                               | CENTER ASSOCIATES INVOLVED | OTHER AGENCIES INVOLVED | Status in Progress Report |
|-------------------------|--|--------------------------------|---|---|----------------------------|-------------------------|---------------------------|
|                         | <p><b>Social Affairs’ Social Assistance Program PKSA and Its Contribution to the Child Protection System</b></p>                 |                                |   |   |                            |                         |                           |
| <p>UNICEF, BAPPENAS</p> | <p><b>Piloting the Neighborhood Method to gather Information on the Prevalence of Child Protection Concerns in Indonesia</b></p> | <p>October - December 2010</p> | <p>UNICEF’s Child Protection Unit, the National Development Planning Agency (Badan Perencanaan Pembangunan Nasional, BAPPENAS), and the Center on Child Protection at the University of Indonesia propose to pilot the use of Neighborhood Method in Indonesia. The neighborhood methodology allows for faster collection of information about a large number of persons, at a lower financial and logistical expense than surveys in which respondents are asked only about their own experiences.</p> | <p>Lindsay Stark, Santi Kusumaningrum</p> |                            |                         | <p>Logged</p>             |

| LEAD AGENCY     | RESEARCH TITLE   | TIME FRAME AND GEO SCOPE | RESEARCH DESCRIPTION   | CENTER LEAD      | CENTER ASSOCIATES INVOLVED   | OTHER AGENCIES INVOLVED                    | Status in Progress Report |
|-----------------|--|--------------------------|--|------------------|--|--|---------------------------|
| UNICEF/KPP & PA | <b>Mapping of the Community-Based Conflict Resolution Mechanism for Children</b> | June-August 2010         | This research aims to provide a scientific basis for the compilation of a module that is in line with CRC's principles on children in conflict with the law. Through literature reviews of existing local community/ <i>masyarakat adat</i> conflict resolution mechanisms and mapping potential challenges, strengths of each local community as well as identifying best practices, this research endeavours to identify potential that could be further developed at local community level to prevent delinquency and stigmatization of children in conflict with the law as 'perpetrator'. | Adrianus Meliala | This research activities are not being undertaken by the Center, but involving the Center's working group members through their own channels/organizations. The Center maintains communication with the persons in charge and therefore is able to provide inputs as needed. | Sub-contract to the Criminology Department | Not included              |

| LEAD AGENCY | RESEARCH TITLE  | TIME FRAME AND GEO SCOPE | RESEARCH DESCRIPTION   | CENTER LEAD      | CENTER ASSOCIATES INVOLVED  | OTHER AGENCIES INVOLVED                    | Status in Progress Report |
|-------------|---|--------------------------|--|------------------|---|--|---------------------------|
| BNN         | <b>Survey in 15 Cities on Street Children and the Risk of Drugs</b> | May-December 2010        | This research will show the level of vulnerability and seriousness street children involvement in various forms of narcotics abuse at 15 provinces in Indonesia, whether as users or as dealers. The research was conducted by advancing the principles of implementing child rights (non-discrimination, best interest of the child, child’s development, and appreciation of children’s participation) | Adrianus Meliala | These research activities are not being undertaken by the Center, but involving the Center's working group members through their own channels/organizations. The Center maintains communication with the persons in charge and therefore is able to provide | Sub-contract to the Criminology Department | Not included              |
| UI/DRPM     | <b>Building an Information Management System on</b>                 | January 2011 (Aceh)      | An Endeavour to establish an information management system on child protection for data collection and report coordination to support evidence-based advocacy and decision   | Adrianus Meliala | Sofyan Cholid, Lindsay Stark, Amalia  |  | Logged                    |

| LEAD AGENCY | RESEARCH TITLE   | TIME FRAME AND GEO SCOPE       | RESEARCH DESCRIPTION                     | CENTER LEAD     | CENTER ASSOCIATES INVOLVED   | OTHER AGENCIES INVOLVED | Status in Progress Report |
|-------------|--|--------------------------------|--|-----------------|--|-------------------------|---------------------------|
|             | <b>Child Protection : An Ethnographic Study of Community-Based Child Protection Mechanisms in Aceh</b> |                                | making on child protection in Indonesia. |                 | Sustikarini,   |                         |                           |
| ILO - IPEC  | <b>Legislation, Policies, and Programs Review on Child Labour Issue in Indonesia</b>                   | February 2011                  |  | Irwanto         |  |                         |                           |
| UNICEF      | <b>Development of Restorative Justice Model in 5 Provinces</b>   | Papua, NTT, NTB, Jatim, Jateng |  | Ni Made Martini | These research activities are not being undertaken by the Center, but involving the Center's working group members | National working group  | Not included              |

| LEAD AGENCY         | RESEARCH TITLE   | TIME FRAME AND GEO SCOPE                 | RESEARCH DESCRIPTION  | CENTER LEAD                        | CENTER ASSOCIATES INVOLVED   | OTHER AGENCIES INVOLVED | Status in Progress Report |
|---------------------|--|--|---|------------------------------------|--|-------------------------|---------------------------|
|                     |  |  |   |                                    | through their own channels/org anizations. The Center maintains communicatio n with the persons in charge and therefore is able to provide |                         |                           |
| The Asia Foundation | <b>Needs Assessment on the Development, Rehabilitation &amp; Reintegration of Women and Children in Detention Centers, Indonesia's Correctional System</b> | February 2011 (Jakarta, Bandung, Jateng) | This research aims to obtain accurate data that are based on the experience, needs and requirements of women and children in detention centers. Such data can be used to develop a reintegration model based on child protection principles, which will not be conducted through this research but through further endeavours that will be based on the results & recommendations of this research. | Mamik Sri Supatmi, Ni Made Martini |  |                         | Logged                    |

| LEAD AGENCY                  | RESEARCH TITLE  | TIME FRAME AND GEO SCOPE                       | RESEARCH DESCRIPTION  | CENTER LEAD            | CENTER ASSOCIATES INVOLVED | OTHER AGENCIES INVOLVED   | Status in Progress Report |
|------------------------------|---|--|---|------------------------|----------------------------|---|---------------------------|
| ECPAT Affiliate in Indonesia | <b>Children on the Move Mobile Assessment Tool Pilot</b>  | April to May 2011 (North Jakarta - China Town) | Columbia University, the Center on Child Protection and the National Coalition for the Elimination of Commercial Sexual Exploitation of Children partner to conduct an assessment of Children on the Move in Indonesia, building on the work that was previously done in South Africa and Thailand.   | Irwanto, Lindsay Stark | Indro Adinugroho           | The Body Shop (provided funding through ECPAT Affiliate in Indonesia) | Logged                    |
| UNICEF                       | <b>Traditional Community-based Child Protection Mechanisms with Special Attention to Orphans and Unaccompanied Children in Aceh</b> | June - August 2011 (Aceh)                      | The Center on Child Protection believes it likely that local communities will raise the topic of children without parental care as an issue in the community and propose that this be one of the protection concerns that will be systematically followed up in each community. The primary purpose of the research is to identify and learn about the functioning of existing community-based mechanisms in regards to the care and protection of children without parental care (orphans and separated children) and other at-risk populations of children. | Lindsay Stark          |                            | UNICEF Aceh   | Logged                    |

| LEAD AGENCY       | RESEARCH TITLE  | TIME FRAME AND GEO SCOPE                | RESEARCH DESCRIPTION   | CENTER LEAD         | CENTER ASSOCIATES INVOLVED          | OTHER AGENCIES INVOLVED  | Status in Progress Report |
|-------------------|---|---|--|---------------------|-------------------------------------|--|---------------------------|
| USAID             | <b>Lessons Learned in Field Testing of the Child Protection Rapid Assessment</b>  | June - August 2011<br>(Yogyakarta)      | Columbia University has been invited to take the lead in field-testing the new Child Protection Rapid Assessment Toolkit. Bappenas, Kemensos and the Center on Child Protection at the University of Indonesia will work with Columbia University to conduct the first pilot of the Child Protection Rapid Assessment. | Lindsay Stark       | Irhash Erlangga                     | Kemensos, Columbia University and the Columbia Group for Children in Emergencies | Logged                    |
| Kemensos          | <b>Independent Monitoring &amp; Evaluation of Child Social Welfare Program (Program Kesejahteraan Sosial Anak-PKSA)</b> | September 2011 - January 2012 (Jakarta) | .  | Irwanto             | Indro Adinugroho, Irhash Erlangga   |  | Logged                    |
| Save the Children | <b>Reducing Inequality: Learning lessons for the post-2015 agenda: Comprehensive case studies</b>                       | June 2012 - August 2012                 |  | Santi Kusumaningrum | Arianto Patunru (Faculty Associate) |  |                           |

| LEAD AGENCY | RESEARCH TITLE | TIME FRAME AND GEO SCOPE | RESEARCH DESCRIPTION | CENTER LEAD | CENTER ASSOCIATES INVOLVED | OTHER AGENCIES INVOLVED | Status in Progress Report |
|-------------|----------------|--------------------------|----------------------|-------------|----------------------------|-------------------------|---------------------------|
|             | of Indonesia   |                          |                      |             |                            |                         |                           |

Pusat Kajian Perlindungan Anak Universitas Indonesia | *Activity and Progress Log* | **TRAINING AND WORKSHOPS**

| <b>LEAD AGENCY</b>                | <b>ACTIVITY TITLE</b>  | <b>TIME FRAME AND GEO SCOPE</b>                    | <b>ACTIVITY DESCRIPTION</b> | <b>CENTER LEAD</b> | <b>CENTER ASSOCIATES / FACULTY INVOLVED</b>   | <b>AGENCIES INVOLVED</b> | <b>TOTAL PARTICIPANTS</b> | <b>Status in Progress Report</b> |
|-----------------------------------|--|--|-----------------------------|--------------------|---|--------------------------|---------------------------|----------------------------------|
| <b>Center on Child Protection</b> | <b>Research Methodology training for Measuring the Impact of Post-Tsunami Livelihoods Programming on Child Well-being in Aceh Research</b> | June to Sept 2010 (Central, Regional: Aceh)        |                             | Lindsay Stark      |   | Columbia University      |                           | Logged                           |
| Center on Child Protection        | <b>Training on Child Protection in Emergency Situations</b>  | October 27-28, 2010 (Central) - Bumi Wiyata, Depok |                             | Irwanto            | Ni Made Martini, Santi Kusumaningrum. UI Faculty: Leebarty Taskarina, Rininta Kartika, Ida Ruwaida. Associates: Dian Sulistiawati |                          | Total 12 participants:    | Logged                           |

| LEAD AGENCY                       | ACTIVITY TITLE  | TIME FRAME AND GEO SCOPE   | ACTIVITY DESCRIPTION  | CENTER LEAD                  | CENTER ASSOCIATES / FACULTY INVOLVED                                       | AGENCIES INVOLVED          | TOTAL PARTICIPANTS                           | Status in Progress Report |
|-----------------------------------|---|--|---|------------------------------|--|----------------------------|--|---------------------------|
| <b>Center on Child Protection</b> | Methodology training for Establishment of a Comprehensive Child-Friendly Social Protection Strategy Research              | <b>November 2010 (Central, Regional: Yogyakarta, Lampung, Bandung)</b> | Training included orientation of current situation and policy framework, review of the tools, extensive role-playing and piloting, editing and adapting data collection tools based on feedback from the research team, discussing how to develop the sampling frame and identify additional key informants, reviewing ethics and informed consent procedures and note-taking skills. | Santi Kusumaningrum, Irwanto | Bagus Aryo, Sofyan Cholid, Johanna Debora, Arif Wibowo, Amalia Sustikarini | Bappenas, World Bank       | Total 14 participants                        | Logged                    |
| Center on Child Protection        | <b>Piloting the Neighborhood Method to gather Information on the Prevalence of Child Protection Concerns in Indonesia</b> | October 2010 (NTT)   | The Neighbourhood Method combines scientific rigor with innovative methodological elements to measure incidence rates of child protection concerns.   | Lindsay Stark                |  | UNICEF, Kemensos, Bappenas | Total 4 participants : Government-Dinsos (2) | Logged                    |

| LEAD AGENCY | ACTIVITY TITLE | TIME FRAME AND GEO SCOPE | ACTIVITY DESCRIPTION  | CENTER LEAD | CENTER ASSOCIATES / FACULTY INVOLVED | AGENCIES INVOLVED | TOTAL PARTICIPANTS | Status in Progress Report |
|-------------|----------------|--------------------------|---|-------------|--------------------------------------|-------------------|--------------------|---------------------------|
|             |                |                          | <p>With this methodology, interviewers conduct one-on-one household interviews with a random sample of respondents. They ask not only about respondents' own experiences, but also about the experiences of all members of their household and members of the households of their closest neighbours. In this way, the neighbourhood methodology allows for faster collection of information about a large number of persons, at a lower financial and logistical expense than surveys in which respondents are asked only about their own experiences.</p> |             |                                      |                   |                    |                           |

| LEAD AGENCY                       | ACTIVITY TITLE  | TIME FRAME AND GEO SCOPE                 | ACTIVITY DESCRIPTION  | CENTER LEAD         | CENTER ASSOCIATES / FACULTY INVOLVED                          | AGENCIES INVOLVED            | TOTAL PARTICIPANTS   | Status in Progress Report |
|-----------------------------------|---|--|---|---------------------|---|------------------------------|--|---------------------------|
| Center on Child Protection        | <b>Research Methodology Training for Invisible Victims: Children and Women in Prisons (Needs Assessment on the Development, Rehabilitation &amp; Reintegration of Children in Detention Centers) Research</b> | February 2011 (Jakarta, Bandung, Jateng) |   | Santi Kusumaningrum | Mamik Sri Supatmi, Ni Made Martini                            | TAF (Asia Foundation)        | <b>FU with Restri</b>  | Logged                    |
| <b>Center on Child Protection</b> | Research methodology training for Children on the Move Mobile Assessment Tool Pilot Research  | <b>April 19 &amp; 20, 2011 (Central)</b> | The key elements of the MAT methodology included ethnographic mapping to determine sub-types of children living there, and collecting data about children’s experiences of migration from home to East Jakarta through individual interviews. | Irwanto             | UI Faculty: Yogo Trihendarto, Retno Pudjiati, Efriani Djuwita | ECPAT Affiliate in Indonesia | Total 15 participants (11 females, 5 males) from JANGKAR, YKAI, ECPAT Indonesia, Bandungwangi, Faculty of Psychology UI, Department of Criminology FISP UI | Logged                    |

| LEAD AGENCY                       | ACTIVITY TITLE  | TIME FRAME AND GEO SCOPE           | ACTIVITY DESCRIPTION  | CENTER LEAD                        | CENTER ASSOCIATES / FACULTY INVOLVED | AGENCIES INVOLVED   | TOTAL PARTICIPANTS   | Status in Progress Report |
|-----------------------------------|---|------------------------------------|---|------------------------------------|--------------------------------------|---------------------|--|---------------------------|
| <b>Center on Child Protection</b> | Research methodology training for Traditional Community-based Child Protection Mechanisms with Special Attention to Orphans and Unaccompanied Children in Aceh Research | <b>June 7th- 10th, 2011 (Aceh)</b> | This research employed rapid ethnography to explore existing and previous community-based child protection mechanisms in Aceh. This approach allowed the research team to concentrate on the ways in which local values, customs, and religion influence child protection practices and choices about childcare and protection. | Lindsay Stark, Santi Kusumaningrum | UI Faculty: Diatyka Widya            | UNICEF, Kemensos    | Total of 5 participants  | Logged                    |
| <b>Center on Child Protection</b> | Rapid Assessment Methodology training for Child Protection in Emergency Situations  | <b>June 2011 (Yogyakarta)</b>      | Bappenas, Kemensos and the Center on Child Protection at the University of Indonesia worked with Columbia University to conduct the first pilot of the Child Protection Rapid Assessment in Indonesia. Expected Deliverables:   | Lindsay Stark, Irhash Erlangga     | Santi Kusumaningrum                  | Columbia University | Total 20 participants: Government-Kemensos, BBPPKS (8), LSM (6), UNICEF (1), CCP (5) | Logged                    |

| LEAD AGENCY                       | ACTIVITY TITLE   | TIME FRAME AND GEO SCOPE                    | ACTIVITY DESCRIPTION  | CENTER LEAD                                | CENTER ASSOCIATES / FACULTY INVOLVED                             | AGENCIES INVOLVED | TOTAL PARTICIPANTS                           | Status in Progress Report |
|-----------------------------------|--|---|---|--|--|-------------------|--|---------------------------|
|                                   |  |   | <p>At the global level, Columbia University will produce a report detailing pilot findings and suggesting revisions to the toolkit. At the national level, government ministries will have a translated, adapted version of the toolkit for future use in emergency response, as well as a team of trained assessors.</p> |  |  |                   |  |                           |
| <b>Center on Child Protection</b> | Research methodology training for Independent Monitoring & Evaluation of PKSA Research | <b>December 2 &amp; December 12th, 2011</b> | LKSA Survey Methodology & Statistical Methodology (Head Count)  | Irwanto, Indro Adinugroho, Irhash Erlangga | Statistic instructor: Heru Prasadja (faculty at UNIKA Atma Jaya) | Kemensos          | Total 20 participants (researchers involved) | Logged                    |

| LEAD AGENCY  | ACTIVITY TITLE   | TIME FRAME AND GEO SCOPE    | ACTIVITY DESCRIPTION   | CENTER LEAD   | CENTER ASSOCIATES / FACULTY INVOLVED | AGENCIES INVOLVED   | TOTAL PARTICIPANTS    | Status in Progress Report |
|--|--|-----------------------------|--|---------------|--------------------------------------|---------------------|-----------------------|---------------------------|
| Save the Children Thailand, UNICEF Thailand, Plan International Thailand | Child Protection Rapid Assessment Training   | Jan-12                      | The aim is for the assessment findings to enable actors within the humanitarian community as well as the Government of Thailand to have a better understanding of the protection risks for children in the aftermath of the flooding, to identify appropriate responses to issues and concerns identified, as well as provide recommendations for strengthening child protection services. | Lindsay Stark | M. Akbar Halim                       | Columbia University | Total 20 participants |                           |
| <b>University of KwaZulu Natal</b>                                       | Workshop for Partners for the Development of The Post Graduate Diploma for Child Protection in Emergencies | <b>23 - 24 January 2012</b> | To develop a workplan for the project, set the curriculum framework in place, identify team members from three institutions and draft budget.  | Lindsay Stark | Michael Wessells                     | Columbia University |                       |                           |

| LEAD AGENCY  | ACTIVITY TITLE   | TIME FRAME AND GEO SCOPE | ACTIVITY DESCRIPTION   | CENTER LEAD                  | CENTER ASSOCIATES / FACULTY INVOLVED | AGENCIES INVOLVED   | TOTAL PARTICIPANTS  | Status in Progress Report |
|--|--|--------------------------|--|------------------------------|--------------------------------------|---|---|---------------------------|
| University of Gadjah Mada Yogyakarta                   | 8th International Seminar: Humanity & Social Activity in Disaster Situation                          | 6 - 7 March 2012         | Disaster prone countries share their experiences and identify strategies for disaster situations   | Irwanto                      | M. Akbar Halim                       | Kobe University Graduate School of Health Sciences              |   |                           |
| <b>Bappenas Training</b>                               |  | January - March 2012     | Creating a Standardized Approach to Monitoring Programming for Policy Development  | Lindsay Stark                |                                      | Bappenas  | Total 25 participants (21 Bappenas staff, 3 CCP staff, 1 UI Faculty ) |                           |
| Inter-Governmental and Civil Society Partnership Event | Setting the Agenda for an Integrated Social Protection System for Children and Families in Indonesia | 29 May 2012              | <b>Through this one-day meeting, BAPPENAS and the Center on Child Protection at the University of Indonesia are drawing together key stakeholders as a first step in building what is envisioned to be a long-term partnership. Decision-makers and key stakeholders will explore current achievements and</b> | Irwanto, Santi Kusumaningrum | Ni Luh Putu Maitra Agastya           | Bappenas, UNICEF, Save the Children, World Bank, Plan Indonesia | Total 105 participants (Government, INGO, NGO)                        |                           |

| LEAD AGENCY               | ACTIVITY TITLE                       | TIME FRAME AND GEO SCOPE    | ACTIVITY DESCRIPTION  | CENTER LEAD         | CENTER ASSOCIATES / FACULTY INVOLVED | AGENCIES INVOLVED  | TOTAL PARTICIPANTS                                  | Status in Progress Report |
|---------------------------|--------------------------------------|-----------------------------|---|---------------------|--------------------------------------|--|---|---------------------------|
|                           |                                      |                             | gaps in social protection programming, and later will conceptualize steps to take towards developing an integrated social protection system that strengthens child and family welfare.  |                     |                                      |  |   |                           |
| Lecture Series on Economy | Indonesia's Economy: An Introduction | June 15th - July 18th, 2012 | Policy making should be taken by considering its benefits, implications of what and who will be affected. Economic perspectives and basis influences such process, therefore the course aims to build discussion and understanding of such economic perspectives. | Santi Kusumaningrum | Fathia                               | Indonesia Center for Law and Policy Studies (PSHK), Indonesia Jentera School of Law (IJSL) | Total 33 participants (1 government, 32 NGO & INGO) |                           |

| LEAD AGENCY | ACTIVITY TITLE                          | TIME FRAME AND GEO SCOPE  | ACTIVITY DESCRIPTION   | CENTER LEAD               | CENTER ASSOCIATES / FACULTY INVOLVED | AGENCIES INVOLVED | TOTAL PARTICIPANTS   | Status in Progress Report |
|-------------|---|---|--|---------------------------|--------------------------------------|-------------------|--|---------------------------|
|             | Monitoring & Evaluation Workshop Series | <b>1st workshop: October 16 &amp; 23 &amp; 30, 2012 and November 6 2012; 2nd workshop: November 27-28, 2012; 3rd workshop: December 7-8, 2012</b> | PUSKA PA and JPAI (Jaringan Peduli Anak Indonesia) are collaborating to hold a series of monitoring and evaluation workshops. The aim of the workshops is to help participants to understand and implement a monitoring and evaluation system . This series will enhance child protection practitioners' capability and skills in designing and implementing a comprehensive monitoring and evaluation program that are suitable to their needs. | Ni Lu Putu Maitra Agastya | Indro Adinugroho, Dalimaya           | JPAI, SMERU       | Total 40 participants: 6 government (Kemensos, KPAI, Kementerian PP & PA), 5 INGO (SCI, Plan), 3 Unicef, 5 faculty/students (UI, Unair), 21 NGOs |                           |

Pusat Kajian Perlindungan Anak Universitas Indonesia | *Program Activity and Progress Log* | CURRICULUM DEVELOPMENT

| LEAD AGENCY           | WHEN      | NATURE OF ACTIVITY                            | TITLE & DESCRIPTION   | SPEAKER  | PARTICIPANTS   |
|-----------------------|-----------|---|---|--|--|
| PUSKA PA and LabSosio | 6-Apr-10  | Monthly Discussion                            | "Mapping and Measuring Child Protection System"                               | Hari, Lindsay Stark (CU), Santi Kusumaningrum (CCP UI) | Total: 20 participants (12 female, 8 male); 12 faculty members, 3 students (UI) and 5 externals (UNICEF, BAPPENAS).                                  |
| PUSKA PA              | 13-Aug-10 | Monthly Discussion                            | "Measuring the Impact of Livelihoods Programming to Child Well-Being in Aceh" | Thalia, Nafessa (CU)                                   | Total: 20 participants (15 female, 5 male); 7 faculties, 1 student (UI), 4 CCP staff and 8 externals (BAPPENAS, DEPSOS, SAVE, SMERU, WORLD BANK, CU) |
| PUSKA PA              | 27-Sep-10 | Monthly Discussion                            | "Shift in Child Protection and Social Work Reform"                            | Fentiny Nugroho (UI)                                   | Total: 36 participants (24 females, 12 male); 13 faculties, 15 students (UI, Atma Jaya)  |
| PUSKA PA              | 18-Okt-10 | Monthly Seminar - CCP Learning Seminar Series | "Mapping of Law and Policy on Children"                                       | Gita Putri Damayana (PSHK)                             | Total: 13 participants (11 females, 2 males); 5 faculties, 2 students (UI), 6 CCP staff  |
| PUSKA PA              | 22-Okt-10 | Monthly Seminar - CCP Learning Seminar Series | "Psychosocial Programming for Children"                                       | Rebecca Horn   | Total: 16 participants (12 females, 4 males); 6 faculties, 1 student (UI), 3 externals (PKBI, YPMA), 6 CCP staff                                     |
| PUSKA PA              | 3-Dec-10  | Monthly Seminar - CCP Learning Seminar Series | "Protection of Children Facing Justice Proceedings"                           | Andrew...  | Total: 11 participants (6 females, 5 males); 4 faculties, 5 students (UI)  |

| LEAD AGENCY | WHEN      | NATURE OF ACTIVITY                               | TITLE & DESCRIPTION   | SPEAKER            | PARTICIPANTS  |
|-------------|-----------|--|---|--------------------|---|
| PUSKA PA    | 7-Mar-11  | Monthly Seminar<br>- CCP Learning Seminar Series | "Measuring Magnitude and Severity of Child Protection Concerns in Indonesia: Piloting The Neighborhood Method in West Timor"  | Lindsay Stark (CU) | Total: 9 participants (4 females, 5 males); 4 faculties, 5 CCP Staff  |
| PUSKA PA    | 31/3/2011 | Monthly Seminar<br>- CCP Learning Seminar Series | "Challenges in Caring for Children Affected by HIV in Jakarta" - Currently, incidents of HIV infection through heterosexual relationships has exceeded infection through use of needles in narcotics and drug abuse. Therefore, it is not a surprise that the number of mothers or women sexual partners who were infected through their husbands has risen quite quickly. The PMTCT program, which should have been directed to prevent HIV infection from mother to child, has only been able to reach 3% of the service target population. The presentation explained various challenges in the provision for basic medical services, basic nutrition and psychosocial services to children affected and infected with HIV. The presentation specifically explained various challenges faced by outreach based programs in Jakarta. As an illustration, a documentary film on Lentera Anak Pelangi activities was shown. | Irwanto - CCP      | Total 34 participants; (6 males, 28 females): 9 faculties, 9 government (Directorates at Ministry of Education, Police, BKKBN), 7 NGO (Disability Center, PBH Peradi, ECPAT Aff. Indonesia), 1 student, 1 research associate, 7 CCP staff |

| LEAD AGENCY | WHEN        | NATURE OF ACTIVITY                            | TITLE & DESCRIPTION   | SPEAKER   | PARTICIPANTS   |
|-------------|-------------|---|---|---|--|
| PUSKA PA    | 29-Apr-11   | Monthly Seminar - CCP Learning Seminar Series | "A Survey on Street Children and Circulation of Illegal Narcotics at 15 Provinces in Indonesia (A collaboration between BNN & Department of Criminology FISIP UI)" - This research showed the level of vulnerability and seriousness of street children involvement in various forms of narcotics abuse at 15 provinces in Indonesia, whether as users or as dealers. The research was conducted by advancing the principles of child rights (non-discrimination, best interest of the child, child's development, and appreciation of children's participation)                    | Mamik Sri Supatmi (UI), Yogo Trihendarto (UI), Kisnu Widagso (UI) | Total 7 participants (4 females, 3 males); 1 NGO (YKAI), 1 external (TAF), 1 student (Atma Jaya University), 4 CCP staff   |
| PUSKA PA    | 27 Mei 2011 | Monthly Seminar - CCP Learning Seminar Series | "Child Social Welfare: An Idea of Social Welfare Program for Children" - In mid 2009, the Ministry of Social Affairs started a program called PKSA (Program Kesejahteraan Sosial Anak/Social Welfare Program for Children), a conditional cash transfer program targeting children in need of special protection as their primary beneficiaries. In November 2010, BAPPENAS and the World Bank with PUSKA PA conducted an assessment of the respective program from which conclusions and recommendations was provided to further improve the program's quality. Discussion on this | Santi Kusumaningrum (CCP UI)                                      | Total: 33 participants (19 females, 14 males); 5 faculties, 13 students (UI, Atma Jaya), 4 government (Bappenas & BPS), 5 NGO (Plan, SCN, Polish, Commas PA), 1 external (Ilene FISIP UI), 5 CCP Staff |

| LEAD AGENCY | WHEN | NATURE OF ACTIVITY | TITLE & DESCRIPTION   | SPEAKER | PARTICIPANTS |
|-------------|------|--------------------|---|---------|--------------|
|             |      |                    | research's findings will surely contribute in shaping the ongoing initiative. |         |              |

| LEAD AGENCY | WHEN      | NATURE OF ACTIVITY                               | TITLE & DESCRIPTION  | SPEAKER                | PARTICIPANTS   |
|-------------|-----------|--|--|------------------------|--|
| PUSKA PA    | 24-Jun-11 | Monthly Seminar<br>- CCP Learning Seminar Series | "Needs Assessment on Women in Prisons: An Effort to Fulfill Women's Human Rights in Correctional Institutions" - Human rights standards is against further hardships for convicts. In short, people are sent to prison as sentences, not for punishment (Tomasevski : 1995). Even so, they are often sitting ducks for coercion or restrictions. Compared to the population of male detainees and convicts, the women population is far less. Even so, statistical data shows tendencies of an increase in numbers of women committing crimes compared to men (Victoria Law : 2009). Women are in prisons for a variety of reasons – breaking the law is only one of them – and are attached to various needs, but they gain little benefit from the various prison intervention programs. It is common that when women are released from prison, they are in far worse conditions due to lack of care (Anthony C. Thompson : 2008). | Mamik Sri Supatmi (UI) | Total 39 participants (20 females, 18 males); 4 faculties, 13 students (UI, Atma Jaya), 8 government (Depsos, Bappenas, BPS), 8 NGO (Ary Suta Centre, Pulih, PSHK, SCN Crest, Komnas PA), 1 legislative (DPR), 5 CCP Staff |

| LEAD AGENCY | WHEN      | NATURE OF ACTIVITY                               | TITLE & DESCRIPTION   | SPEAKER                                    | PARTICIPANTS  |
|-------------|-----------|--|---|--|---|
| PUSKA PA    | 22-Jul-11 | Monthly Seminar<br>- CCP Learning Seminar Series | "Tradition on the Care of Children, Orphans and Unaccompanied Children in Aceh" - The Tsunami, the civil conflict and poverty in Aceh have impacted on the existing basic services and jeopardized parents and primary caregivers' ability to protect and care for their children. The increased number of institutions, such as Panti Asuhan and Dayah, and children registered to institutions show that traditional mechanisms to provide care for children might have been undermined. The field research on "Traditions on the Care of Children, Orphans and Unaccompanied Children in Aceh" aimed to learn about traditional community-based mechanisms of child protection and support for children not being cared for by their biological parents in Aceh. The objective of the research was to describe the mechanisms and support processes that currently exist, as local people occupying diverse positions in the social system, understand them. | Ilaria Schibba (CU),<br>Diatyka Widya (UI) | Total 21 participants (10 females, 11 males); 3 faculties, 4 students (UI & Atma Jaya), 2 externals (UNICEF), 1 INGO (WVI), 5 NGO (Plan, YKAI, SCN Crest, Pulih), 1 government (BPS), 5 CCP Staff |

| LEAD AGENCY | WHEN      | NATURE OF ACTIVITY                               | TITLE & DESCRIPTION  | SPEAKER                              | PARTICIPANTS   |
|-------------|-----------|--|--|--------------------------------------|--|
| PUSKA PA    | 29-Jul-11 | Monthly Seminar<br>- CCP Learning Seminar Series | <p>"A Child Protection Rapid Assessment : Emergency Response Plan" - The Child Protect Rapid Assessment (CPRA) tool was created in partnership with the Child Protection Working Group and the global Needs Assessment Task Force (NATF). It was designed to be used in Phase III of the NATF's Emergency Response plan, informing the Protection Cluster. The CPRA includes a desk review, key-informant interviews, direct observations, site reports and a data analysis tool. These elements were all designed to work together to create a very rapid "snapshot" of the child-protection situation to direct emergency programming needs. The CPRA was piloted in two districts in the Yogyakarta Region: Sleman and Magelang. The two districts areas were affected by the Merapi volcano eruption in the fall of 2010. 26 sites were surveyed, and 16 were checked for tool reliability. We will discuss the results briefly as well as the plan for the future. The pilot aimed to build capacity both in Indonesia and globally for the Child Protection sub-cluster.</p> | Akbar Halim (NGO), Andrew Lewis (CU) | Total 19 participants (12 females, 7 males); 4 students (UI, RWI), 3 government (Depsos), 9 NGO (Pulih, Karisma, Komnas PA), 3 CCP staff |

| LEAD AGENCY | WHEN      | NATURE OF ACTIVITY                               | TITLE & DESCRIPTION  | SPEAKER       | PARTICIPANTS   |
|-------------|-----------|--|--|---------------|--|
| PUSKA PA    | 30-Sep-11 | Monthly Seminar<br>- CCP Learning Seminar Series | "An Ethnographic Study of Community Based Child Protection Mechanisms in Aceh" - A better understanding of community concerns and community-based child protection mechanisms can inform the development of national child protection systems in terms of identifying strategies for improved information systems, surveillance and response. The study described in this report set out to identify and systematically learn about the functioning of existing community-based child protection mechanisms in Aceh, Indonesia. This research identified domestic violence, early marriage, school dropout, child labor, violent teachers and fighting amongst children as key communal concerns. Respondents frequently described how these protection issues were influenced and exacerbated by socio-cultural and economic vulnerabilities. | Sofyan Cholid | Total 25 participants (18 females, 7 males): 12 students (UI), 1 government (Bappenas), 4 NGOs (Plan, LBH Jakarta), 1 private sector (Wanareksa Publications), 1 faculty (UI), 6 CCP staff |

| LEAD AGENCY | WHEN      | NATURE OF ACTIVITY                               | TITLE & DESCRIPTION   | SPEAKER                      | PARTICIPANTS  |
|-------------|-----------|--|---|------------------------------|---|
| PUSKA PA    | 28-Oct-11 | Monthly Seminar<br>- CCP Learning Seminar Series | "Local and Informal Measures (Non penal) in dealing with Children in Contact with the Law"- Since 2000, Indonesia started to develop a discourse on the need for diversion measures to deal with children in conflict with the law, especially in regard to perpetrators, through informal mechanisms and restorative justice approaches. Academically, discourse on restorative justice was based on dissatisfactions of the criminal justice system, especially in providing justice for victims, perpetrators and society. The purpose of this study is to look at local and non legal mechanisms in handling children in conflict with the law issues. This study will also specifically describe psychology's role in facing children in conflict with the law issues. | Ni Made Martini Puteri (CCP) | Total 20 participants (15 females, 5 males); 7 students (UI), 5 government (Depso, Depkumham), 3 NGO (Pulih, Karisma, Komnas PA), 5 CCP staff |

| LEAD AGENCY | WHEN      | NATURE OF ACTIVITY                            | TITLE & DESCRIPTION   | SPEAKER              | PARTICIPANTS   |
|-------------|-----------|---|---|----------------------|--|
| PUSKA PA    | 25-Nov-11 | Monthly Seminar - CCP Learning Seminar Series | "Multidimensional Child Poverty and The Quality of Growth in Indonesia" -Children have been at the focus of Indonesia's development as reflected by the fact that Children's development is one of the Gol's priorities in the last two medium-term development agendas. These GOI efforts have resulted in remarkable progress in several development outcomes related to children. Nevertheless, fulfilling the rights of all children without any discrimination in Indonesia -a large country that adopts a decentralized government system- remains challenging. While both children and poverty have always been the focus of Indonesia's development over the years, there has been no analysis of the condition of children in poverty in Indonesia. This presentation shall provide some highlight on the findings from the child poverty and disparity study in Indonesia | Anna Winoto (UNICEF) | Total 31 participants (15 females, 16 males); 4 students (UI), 8 NGO (Plan, SCN Crest, LBH Jakarta, Widuri, Komnas Perlindungan Anak, BMS Sejati), 1 INGO (Canadian Red Cross), 1 external (UNICEF), 10 government (Bappenas, Kemensos, BPS), 1 media (hukumonline), 5 CCP Staff |

| LEAD AGENCY | WHEN      | NATURE OF ACTIVITY                            | TITLE & DESCRIPTION   | SPEAKER                  | PARTICIPANTS   |
|-------------|-----------|---|---|--------------------------|--|
| PUSKA PA    | 27-Jan-12 | Monthly Seminar - CCP Learning Seminar Series | "Social Security Mechanism and The New Government Regulation for National Development through Social Security System" : Since the Global Monetary Crisis in 2008, social security issues became more prominent. One of Indonesia's contribution in the G-20 was sharing our experiences in protecting people against the economic crisis. In general, the term Social Security System is often misused. This presentation will discuss a few terminologies that are often used in Indonesia and the Social Security System itself as well as the new Law on the Implementing Bodies of Social Security. | Pungky Sumadi (Bappenas) | Total 21 participants (16 females, 5 males): 9 government (Bappenas, Kemensos, DPR, BPS), 7 NGOs (SMERU, Child Fund), 5 (private sector) |

| LEAD AGENCY | WHEN      | NATURE OF ACTIVITY                               | TITLE & DESCRIPTION  | SPEAKER                                     | PARTICIPANTS   |
|-------------|-----------|--|--|---|--|
| PUSKA PA    | 24-Feb-12 | Monthly Seminar<br>- CCP Learning Seminar Series | Policy Making from An Economic Perspective: Some of us, if not many, work in the arena of policy making. Our involvement can be providing technical assistance, doing research to inform decisions, mobilizing and channeling resources for implementation, voicing concerns to advocate for better policies, or we are the ones making them. Our wide-spectrum goals can be clustered into something "as simple as" ensuring programs and actions that can deliver adequate and accessible services. Promoting good policy making is key to the delivery of quality end-results for citizens. This Friday, we will discuss what constitutes "good policy making" from economy perspective, explore ideas and draw lessons from controversial examples such as Rice and Gasoline policies. | Arianto Patunru<br>(Head of LPEM UI)        | Total 23 participants (15 females, 8 males); 1 student (UI), 5 NGO (Gugah Nurani), 1 INGO (PLAN), 2 external (UNICEF, PTSI), 6 government (Kemendiknas, BPS, Kemensos), 4 faculty (UI, UNJ), 2 (UI Staff), 2 CCP Staff |
| PUSKA PA    | 27-Apr-12 | Monthly Seminar<br>- CCP Learning Seminar Series |  | Mamik Sri Supatmi<br>(Dept. Of Criminology) | Total 28 participants (13 females, 15 males): 7 students, 7 government (Kemensos, Kemenkumham, Bappenas), 6 NGO (Gugah Nurani, HUMA), 3 faculties (UI, Uncen), 4 CCP staff, 1 INGO (RWI)                               |

| LEAD AGENCY | WHEN        | NATURE OF ACTIVITY                               | TITLE & DESCRIPTION  | SPEAKER                                  | PARTICIPANTS  |
|-------------|-------------|--|--|--|---|
| PUSKA PA    | 25 May 2012 | Monthly Seminar<br>- CCP Learning Seminar Series | "The Dynamic of Decentralization: Planning and Budgeting at the Local Government" : Effective service delivery relies upon the capacity of the government to effectively employ systems capable of addressing prevention and protection of risks and concerns faced by community. An added challenge to meeting this need is that fact that Indonesia is now decentralized, bringing new dynamics in governance, politics, service delivery and institutional arrangements. Weakened oversight, a lack of clarity around expectations and a lack of local capacity have resulted in an inadequate articulation of national policies at the provincial and district levels. National goals are often not being disseminated effectively, leading to weak local buy-in to support and protect the most vulnerable. This discussion will examine those dynamics, highlight few examples from policy making and budgeting process, including on how civil society playing a role in influencing the role and functions of local administrations. | Erman A. Rahman<br>(The Asia Foundation) | Total 16 participants (8 females, 8 males): 4 NGO (Komnas Perlindungan Anak, HUMA, GNI), 4 students (Uncen, UI), 5 UN (Unicef, UNDP), 3 government (Bappenas) |

| LEAD AGENCY                                   | WHEN        | NATURE OF ACTIVITY                                    | TITLE & DESCRIPTION   | SPEAKER   | PARTICIPANTS  |
|---|-------------|---|---|---|---|
| PUSKA PA in collaboration with HRRC for ASEAN | 31 May 2012 | Monthly Seminar - CCP Learning Seminar Series Special | "Violence, Exploitation and Migration Affecting Women and Children in ASEAN: A Baseline Study" : Presentation & discussion on a study intended as a Baseline Study that will provide an overview of the breadth and depth of different reports and analyses, the relevance of and gaps in existing reports, as well as analysing contradictions and inconsistencies amongst the various compilations and studies. This Study will identify areas where additional research and data collection are necessary and, thus, provide the basis for a research plan that can serve as a major resource for the ACWC, AICHR, civil society organizations, and ASEAN governments. | Faith Suzette (Philippine's Commission on Human Rights) | Total 19 participants (12 females, 7 males): 8 NGO (Karisma, HUMA, GNI, HRRC, Komnas PA), 4 students (UI), 5 government (Bappenas, BPS), 2 faculties (UI) |

| LEAD AGENCY | WHEN            | NATURE OF ACTIVITY                      | TITLE & DESCRIPTION   | SPEAKER            | PARTICIPANTS   |
|-------------|-----------------|---|---|--------------------|--|
| PUSKA PA    | 29 June<br>2012 | Monthly Seminar Learning Seminar Series | Adolescent and Behavior Change: At a Glance. This discussion explores further about the psychological theory ( <i>Social Cognition</i> ) of behavior change and the possibility for adolescent. The theories that related to this issue are attribution theory, locus of control, self-affirmation, stages of change, health belief model, protection motivation, theory of reasoned action, theory of planned behaviour and learned helplessness. Some of cases that happened in Indonesia will be explained, with the invitation to look at the reality in our country. | Danny Irawan Yatim | Total 9 participants (5 females, 4 males): 3 students (UI), 3 government (Bappenas), 1 NGO (Pulih), 1 CCP staff, 1 other |

| LEAD AGENCY | WHEN      | NATURE OF ACTIVITY                      | TITLE & DESCRIPTION   | SPEAKER                        | PARTICIPANTS  |
|-------------|-----------|---|---|--------------------------------|---|
| Puska PA    | 28-Sep-12 | Monthly Seminar Learning Seminar Series | Community Based Child Protection fills the gap in National Child Protection System towards community that will protect children. The primary strategy is to build community mechanism (for example in villages, sub-districts and regencies) to create the possibilities for children accessing protection services, such as prevention, physical recovery and social reintegration services. To achieve these goals, double strategy has to be conducted. On one side, children and community are empowered to be involved and in promoting existing mechanism about the issues of child protection and participation. On the other hand, capacity building for local government is required to give better services to community and children. By using these mechanism, civil society actors will share the role to support the development and maintenance of this mechanism. | Amrullah, MBA (Plan Indonesia) | Total 37 participants (16 females, 21 males): 3 government (Kemensos), 5 faculty/students (Criminology UI, Uncen), 3 press (Radio Assalaam), 26 INGO/NGO (WVI, Islamic Relief, Childfund, YKAI) |

| LEAD AGENCY | WHEN            | NATURE OF ACTIVITY                      | TITLE & DESCRIPTION  | SPEAKER   | PARTICIPANTS  |
|-------------|-----------------|---|--|---|---|
| Puska PA    | 19 October 2012 | Monthly Seminar Learning Seminar Series | <p>The discussion focused the poverty and inequality issues in Indonesia with an emphasis on the wellbeing of children. Inequality is assessed in two dimensions: vertical, in the form of income inequality; and horizontal (which includes inequality in access to education, health and nutrition, sanitation, clean water, care and protection) that is presented in snapshots that applies across different age groups, gender, geographical areas and other horizontal settings. The main sources of data include, among all, the survey conducted by Indonesia’s Central Bureau of Statistics (BPS) called SUSENAS (National Socioeconomic Survey) and the survey done by Indonesia’s Ministry of Health named RISKESDAS (National Basic Health Survey). This study also draw on previous studies and reports on the issue. The paper also contains assessment on the existing policies as well as recommendations for further policy direction, relevant to the post-MDG agenda.</p> | Arianto Patunru (Fellow research at ANU, LPEM UI) | Total 20 participants (13 females, 7 males): 9 government (Ditjen HAM, Kemensos), 4 faculty/students (Psychology, FKM UI), 7 NGO/INGO (Huma, Islamic Relief Indonesia, Karisma) |

Pusat Kajian Perlindungan Anak Universitas Indonesia | *Program Activity and Progress Log* | CURRICULUM DEVELOPMENT:

**EXISTING COURSES**

*List of Existing Courses*

| Course Name                                      | Semester             | Host Department | Instructors   | Current Instruction on Child Protection   | Opportunities for Building more on Child Protection | Total Participants  |
|--|----------------------|-----------------|---|---|---|---|
| <b>Human rights from criminology perspective</b> | Even/Spring          | Criminology     | Thomas Sunaryo, Purnianti, Jokie MS Siahaan, Rita Serena Kolibonso  | One session on 'Rights of children in conflict with the law'                      | To be determined                                    | To be determined  |
| <b>Global Classroom</b>                          | March - May 2011     | CCP             | Lindsay Stark, with live discussants: Dr Harini Amarasuriya (University of Colombo), Ananda Galappatti (The Good Practice Group, Sri Lanka), Mallika Samaranayake (IPID, Sri Lanka), Ari Perdana (Vice President's Poverty Team), Dr Hiranthi Wijemanne (member of the UNCRC Committee), Irwanto (CCP), Santi Kusumaningrum (CCP) | Child Protection concerns in acute and chronic emergencies                        |   | Total 31 participants (5 faculties: 4 UI, 1 Other)                    |
| <b>Bappenas Training</b>                         | January - March 2012 | CCP             | Lindsay Stark   | Creating a Standardized Approach to Monitoring Programming for Policy Development |   | Total 25 participants (21 Bappenas staff, 3 CCP staff, 1 UI Faculty ) |

Pusat Kajian Perlindungan Anak Universitas Indonesia | *Program Activity and Progress Log* | CONSULTANCIES

| <b>LEAD AGENCY</b>           | <b>PROJECT TITLE</b>   | <b>TIME FRAME AND GEO SCOPE</b> | <b>PROJECT DESCRIPTION</b> | <b>CENTER LEAD</b>  | <b>CENTER ASSOCIATES INVOLVED</b> | <b>OTHER AGENCIES INVOLVED</b>   | <b>Status in Progress Report</b> |
|------------------------------|--|---------------------------------|----------------------------|---------------------|-----------------------------------|--|----------------------------------|
| AusAID (Justice Partnership) | System in Assessment Report on Rights of Children in Indonesia   | 2010                            |                            | Santi Kusumaningrum | Harla Sara Octarra                |  |                                  |
| ILO – IPEC                   | Project Support to Indonesian Time Bound Programme on the Elimination of the Worst Forms of Child Labour Phase | 2011                            |                            | Irwanto             |                                   |  |                                  |
| AusAID (Justice Partnership) | Development of Legal Aid Court (with main support given to the Supreme Court)                                  | 2011                            |                            | Santi Kusumaningrum | Fathia                            | Direktorat Jenderal Badan Peradilan Umum MA RI                                 |                                  |
| UNDP                         | Revisi Instrumen Strategi Nasional Akses Terhadap Keadilan (SNAK)  | 2012                            |                            | Santi Kusumaningrum | Fathia                            | Lembaga untuk Independensi Peradilan(LEiP), Judicial Reform Team Office (JRTO) |                                  |

| LEAD AGENCY                  | PROJECT TITLE                             | TIME FRAME AND GEO SCOPE | PROJECT DESCRIPTION  | CENTER LEAD         | CENTER ASSOCIATES INVOLVED | OTHER AGENCIES INVOLVED                        | Status in Progress Report |
|------------------------------|---|--------------------------|--|---------------------|----------------------------|--|---------------------------|
| AusAID (Justice Partnership) | Development of SEMA on Birth Registration | 2012                     | The Australia Indonesia Partnership for Justice ('AIPJ') is an Australian Government ('Australian AID') funded program which supports national-led reforms in the law and justice sector in Indonesia. The focus of AIPJ is on working with national-level law and justice institutions and agencies to transform the high-level reform commitments made by Indonesia into concrete improvements in the way the community interacts with the | Santi Kusumaningrum | Fathia                     | Pusat Studi Hukum & Kebijakan Indonesia (PSHK) |                           |

| LEAD AGENCY | PROJECT TITLE | TIME FRAME AND GEO SCOPE | PROJECT DESCRIPTION  | CENTER LEAD | CENTER ASSOCIATES INVOLVED | OTHER AGENCIES INVOLVED | Status in Progress Report |
|-------------|---------------|--------------------------|--|-------------|----------------------------|-------------------------|---------------------------|
|             |               |                          | sector. AIPJ's ultimate goal is "[i]ncreased access to better quality legal information and services" through "strengthening of Indonesia's leading law and justice sector institutions to become more effective and eventually provide more cost-effective, accessible and predictable legal services and information." |             |                            |                         |                           |

| LEAD AGENCY | PROJECT TITLE   | TIME FRAME AND GEO SCOPE | PROJECT DESCRIPTION  | CENTER LEAD         | CENTER ASSOCIATES INVOLVED                            | OTHER AGENCIES INVOLVED  | Status in Progress Report |
|-------------|---|--------------------------|--|---------------------|---|--|---------------------------|
| CPWG        | Project Management for the Post-Graduate Certificate Program in Child Protection in Emergencies |                          | It is widely agreed among those involved in capacity building that there is a pressing need for technical and managerial training to be delivered in the field to build the capacity of those agency staff who are working in areas affected by disasters. Addressing this need, and following on the lessons learned from a range of initiatives to build capacity in the CPIE sector, the CPWG capacity building task force, in partnership with the University of | Santi Kusumaningrum | Dicky Palupessy, Ni Luh Putu Maitra Agastya, Dalimaya | University of KwaZulu Natal, the African Centre for Childhood, Columbia University |                           |

| LEAD AGENCY | PROJECT TITLE | TIME FRAME AND GEO SCOPE | PROJECT DESCRIPTION  | CENTER LEAD | CENTER ASSOCIATES INVOLVED | OTHER AGENCIES INVOLVED | Status in Progress Report |
|-------------|---------------|--------------------------|--|-------------|----------------------------|-------------------------|---------------------------|
|             |               |                          | KwaZulu Natal, the African Centre for Childhood, the Universitas Indonesia through the Center on Child Protection and Columbia University, are taking forward the design and implementation of a post graduate Diploma in Child Protection in Emergencies. |             |                            |                         |                           |

ANNEX D: SUMMARY BUDGET TOTAL PERIOD OF AGREEMENT

Center on Child Protection, Universitas Indonesia

|                                     | <b>USAID</b>     | <b>CU</b>        | <b>TOTAL</b>     |
|-------------------------------------|------------------|------------------|------------------|
| Personnel Salary                    | \$227,281        | \$ 40,279        | \$267,560        |
| Fringe Benefit                      | \$ 64,775        | \$ 11,479        | \$ 76,254        |
| Travel, Transportation and Per Diem | \$ 2,700         | \$ 23,640        | \$ 26,340        |
| Equipment                           | \$ -             | \$ -             | \$ -             |
| Supplies                            | \$ -             | \$ -             | \$ -             |
| Contractual                         | \$242,095        | \$ 56,640        | \$298,735        |
| Other Direct Costs                  | \$ -             | \$100,000        | \$100,000        |
| <b>TOTAL Direct Charges</b>         | <b>\$536,851</b> | <b>\$232,038</b> | <b>\$768,889</b> |
| Indirect Charges                    | \$ 84,416        | \$ -             | \$ 84,416        |
| <b>TOTAL ESTIMATED AMOUNT</b>       | <b>\$621,267</b> | <b>\$232,038</b> | <b>\$853,305</b> |

\*Copied from page 6 of "Cooperative Agreement No. 497-A-00-10-00009-00." Between the USAID Indonesia and Columbia University to provide support for a program entitled "Center on Child Protection at the University of Indonesia". December 23, 2009.

Annex D

SUB CONTRACT BUDGET

**CENTER ON CHILD PROTECTION at the UNIVERSITY OF INDONESIA**

**12/23/09–12/22/12**

| No | SUBJECT DETAILS  | Year 1<br>(12/23/2009-<br>12/31/2009) | Year 2<br>(01/01/2010-<br>12/31/2011) | Year 3<br>(01/01/2012-<br>12/22/2012) | TOTAL      |
|----|--|---------------------------------------|---------------------------------------|---------------------------------------|------------|
| 1  | <b>Personnel</b>   |                                       |                                       |                                       |            |
|    | Center Director , Junior or Senior Faculty (100% salary) | \$25,000.0                            | \$25,000.0                            | \$25,000.0                            | \$75,000.0 |
|    | Financial Assistant (100% Salary)                        | \$9,990.0                             | \$9,990.0                             | \$9,990.0                             | \$29,970.0 |
|    | Administrative Assistant (100% Salary)                   | \$9,990.0                             | \$9,990.0                             | \$9,990.0                             | \$29,970.0 |

Evaluation of the University Partnerships Program: Phase One—Partnerships #1 and #2

| No | SUBJECT DETAILS                         | Year 1<br>(12/23/2009-<br>12/31/2009) | Year 2<br>(01/01/2010-<br>12/31/2011) | Year 3<br>(01/01/2012-<br>12/22/2012) | TOTAL            |
|----|---|---------------------------------------|---------------------------------------|---------------------------------------|------------------|
|    | Travel - Regional                       | \$7,596.6                             | \$7,304.0                             | \$7,304.0                             | \$22,204.6       |
|    | Travel - In Country                     | \$6,899.3                             | \$11,582.0                            | \$11,582.0                            | \$30,063.3       |
|    | Computers, Equipment and<br>maintenance | \$5,087.6                             | \$500.0                               | \$500.0                               | \$6,087.6        |
|    | Training and Capacity<br>Building       | \$10,232.0                            | \$7,020.0                             | \$7,020.0                             | \$24,272.0       |
|    | Communication and<br>Dissemination      | \$4,938.0                             | \$4,200.0                             | \$4,200.0                             | \$13,338.0       |
|    | Curriculum Development                  | \$4,340.0                             | \$3,425.0                             | \$3,425.0                             | \$11,190.0       |
|    | <b>Subcontract Total</b>                | <b>\$84,073</b>                       | <b>\$79,011.0</b>                     | <b>\$79,011.0</b>                     | <b>\$242,095</b> |

## Annex D

### **CCP - LIST OF CCP SENIOR ASSOCIATES, FISIP FACULTY, CIVIL SOCIETY, AND GOVERNMENT PARTNERS**

#### **CCP Senior Associates and FISIP Faculty**

1. Bambang Shergi Laksmono, Dekan FISIP UI
2. Edy Prasetyono, Wakil Dekan FISIP UI
3. Wilman Dahlan, Dekan Fakultas Psikologi UI
4. Safri Nugraha, Dekan Fakultas Hukum UI
5. Bambang Wispriyono, Dekan Fakultas Kesehatan Masyarakat UI
6. Bachtiar Alam, Ketua Direktorat Riset dan Pengabdian Masyarakat UI
7. Fentiny Nugroho, Ketua Pasca Sarjana Ilmu Kesejahteraan Sosial, UI
8. Bagus Aryo, Departemen Ilmu Kesejahteraan Sosial, FISIP UI
9. Johana Debora Imelda Departemen Ilmu Kesejahteraan Sosial, FISIP UI
10. Isbandi Rukminto Adi, Departemen Ilmu Kesejahteraan Sosial, FISIP UI
11. Sofyan Cholid, Departemen Ilmu Kesejahteraan Sosial, FISIP UI
12. Djoemeliarasanti Djoekardi, Departemen Ilmu Kesejahteraan Sosial, FISIP UI
13. Dwi Amalia Chandra Sekar, Departemen Ilmu Kesejahteraan Sosial, FISIP UI
14. Arif Wibowo, Departemen Ilmu Kesejahteraan Sosial, FISIP UI
15. Adrianus Meliala, Departemen Kriminologi, FISIP UI
16. Purnianti, Departemen Kriminologi, FISIP UI
17. Mamik Sri Supatmi, Departemen Kriminologi, FISIP UI
18. Yogo Tri Hendiarto, Departemen Kriminologi, FISIP UI
19. Ida Ruwaida, Departemen Sosiologi FISIP UI
20. HariNugroho, Departemen Sosiologi FISIP UI
21. Rosa Diniari, Departemen Sosiologi FISIP UI
22. Dian Sulistiawati, Departemen Antropologi FISIP UI
23. Hendriyani, Departemen Komunikasi, FISIP UI
24. Nina Mutmainnah, Departemen Komunikasi, FISIP UI
25. Amalia Sustikarini, Departemen Hubungan Internasional, FISIP UI
26. S.R Retno Pudjiati, Bagian Psikologi Perkembangan, Fakultas Psikologi FISIP UI
27. Hamdi Muluk, Fakultas Psikologi UI
28. Eva Achjani Zulfa, Fakultas Hukum UI
29. Sudarto Ronoatmodjo, Fakultas Kesehatan Masyarakat UI
30. Arianto Patunru, Fakultas Ekonomi UI
31. Diatyka Widya Permata Y, Departemen Sosiologi, FISIP UI
32. Kisnu Widagso, Departemen Kriminologi, FISIP UI
33. Dicky Pelupessy, Fakultas Psikologi UI
34. Semiarto Aji Purwanto, Departemen Antropologi, FISIP UI
35. Heru Prasadja, Departemen Manajemen Pembangunan Sosial, FISIP UI

### **Civil Society and Government Partners**

1. M. Akbar Halim, S.Psi, Yayasan Bahtera Indonesia
2. Rahmadi, Peneliti Perlindungan Anak, Banda Aceh
3. Nur Izzaty, Universitas Syah Kuala, Banda Aceh
4. Muhammad Zaki, Universitas Syah Kuala, Banda Aceh
5. Azharsayh Ibrahim, Universitas Syah Kuala, Banda Aceh
6. Iranita Wijayanti, Peneliti Perlindungan Anak
7. Muhammad Taufan, Peneliti Perlindungan Anak, Medan
8. Distia Aviandari, LAHA (Lembaga Advokasi Hukum Anak) Bandung
9. Bumi Hadyarti, Peneliti Perlindungan Anak, Bandung
10. Irawan Afrianto, Yayasan Kakak, Jakarta
11. Theodorus Rama Adi Putra, Universitas Atma Jaya
12. Muvita Sari, Peneliti Perlindungan Anak, Jakarta
13. Ayu Anastasia, Peneliti Perlindungan Anak, Jakarta
14. Kusmeni, Peneliti Perlindungan Anak, Jakarta
15. Dian Yuliasri, Peneliti Perlindungan Anak, Jakarta
16. Maria Goreti Etik Prawahyanti, LPA (Lembaga Perlindungan Anak) Jawa Tengah
17. Santy Yanuar Pranawati, Universitas Atma Jaya
18. Wikan Mardi Astuti, Peneliti Perlindungan Anak, Jakarta
19. Faizal Ahmad, Peneliti Perlindungan Anak, Jakarta
20. Arnold Ricki P. Tambunan, Peneliti Perlindungan Anak, Jakarta
21. Maya Ryandita, Peneliti Perlindungan Anak, Jakarta
22. Lendi Andita, Peneliti Perlindungan Anak, Jakarta
23. Franditya Utomo, Peneliti Perlindungan Anak, Jakarta
24. Rio Hendra, Peneliti Perlindungan Anak, Jakarta
25. Yogie Permana, Peneliti Perlindungan Anak, Jakarta
26. M. Irfan Fauzy, Peneliti Perlindungan Anak, Jakarta
27. Sarta Apriadi, Peneliti Perlindungan Anak, Jakarta
28. Erwin Siregar, Peneliti Perlindungan Anak, Jakarta
29. Ahmad Yahya Jakiah, Peneliti Perlindungan Anak, Jakarta
30. Endang Syafitri, Peneliti Perlindungan Anak, Jakarta
31. Arif Ilyas, Peneliti Perlindungan Anak, Jakarta
32. Annisah, Peneliti Perlindungan Anak, Jakarta
33. Edward, Peneliti Perlindungan Anak, Jakarta
34. Maria Regina Yessicha Idris, Universitas Atma Jaya
35. Elisabeth Tri Handayani, Universitas Atma Jaya
36. Siska Natalia D., Universitas Atma Jaya
37. Arief Wahyu Candra Susilo, Universitas Atma Jaya
38. Agus Hasyim Ibrahim, Kementerian Sosial RI
39. Andriani Johar, Kementerian Sosial RI
40. W.S. Libby R. S., Universitas Atma Jaya
41. Mariana A. Noya Letuna, Universitas Atma Jaya





Summer 2012

Total: 19 (9 F, 10 M)

Indonesian: 0 (0 F, 0 M)

U.S.: 19 (9 F, 10 M)

UCLA – 7 (5 F, 2 M)

Cornell – 2 (1 F, 1 M)

Smithsonian – 7 (3 F, 4 M)

NESCent – 3 (0 F, 3 M)



**CCP/IBRC PARTNERSHIP – OBJECTIVES ACHIEVED (Evaluation Question 1)**

3. In what ways has the CCP/IBRC partnership improved your university's student, researcher, and lecturer knowledge and skills? How has Columbia University/UCLA contributed to this improvement? Give specific examples.

4. In what ways has the CCP/IBRC partnership improved your university's capacity to provide quality teaching and curriculum development? How has Columbia University/UCLA contributed to this improvement? Give specific examples.

5. In what ways has the CCP/IBRC partnership improved your university's capacity to conduct basic and applied research that addresses Indonesian priorities? How has Columbia University/UCLA contributed to this improvement? Give specific examples.



**CCP/IBRC PARTNERSHIP – UNINTENDED RESULTS (Evaluation Question 3)**

8. What unintended results of the CCP/IBRC partnership have improved the quality of research, teaching, and community services in your university? How has Columbia University/UCLA contributed to this improvement? Give specific examples.

9. What unintended results of the CCP/IBRC partnership have improved your university's capacity to conduct basic and applied research that addresses Indonesian priorities? How has Columbia University/UCLA contributed to this improvement? Give specific examples.



**CCP/IBRC PARTNERSHIP – STRENGTHS AND WEAKNESSES (Evaluation Question 5)**

11. In terms of your university, what are a few specific examples of CCP/IBRC partnership strengths?

12. In terms of your university, what are a few specific examples of CCP/IBRC partnership weaknesses?

13. To what extent is the CCP/IBRC partnership sustainable financially and programmatically now that the USAID University Partnerships funding is ending?

14. Is there a role for the private sector in providing financial support for Indonesian university partnerships?

15. If you were to recommend a few things that should be changed in future Indonesian university partnership programs, what would they be? Give specific examples.

---

**Interviewer: “Thank you very much for your time and assistance in this effort.”**

## **ANNEX G. GUIDE FOR KEY INFORMANT INTERVIEWS**

### **USAID/INDONESIA UNIVERSITY PARTNERSHIPS (UP) EVALUATION PROJECT 24 OCTOBER 2012**

**DATE (d/m/yr):** \_\_\_\_\_ **PARTNER UNIVERSITY:**

\_\_\_\_\_  
**NAME OF PARTNERSHIP:**

\_\_\_\_\_  
**PERSON(S) INTERVIEWED**

\_\_\_\_\_  
**AND POSITION(S):**

\_\_\_\_\_  
**INTERVIEWER/S' NAME(S):**

\_\_\_\_\_  
**TIME STARTED:** \_\_\_\_\_ **TIME ENDED:** \_\_\_\_\_ **TOTAL TIME:**

\*\*\*\*\*

#### **EVALUATION QUESTION #1**

***EQ 1.1. How have the knowledge and skills of Indonesian university partnership participants (e.g., lecturers, researchers, students) improved as a result of each of the following partnership outcome measures?***

- a. Achievement of partnership objectives
- b. Unanticipated partnership outcomes
- c. Partnership program sustainability
- d. Partnership documentation production and dissemination

***EQ 1.2. How has the Indonesian partner university strengthened its institutional capacity in research, teaching, and curriculum development as a result of each of the following partnership outcome measures?***

- a. Achievement of partnership objectives
- b. Unanticipated partnership outcomes

c. Partnership program sustainability

d. Partnership documentation production and dissemination

## **EVALUATION QUESTION #2**

**EQ 2.1. What partnership planning practices have improved the quality of the Indonesian partner university's research services, teaching, and curriculum development? How?**

*[E.G., joint planning by all partners from the earliest stages; early consideration of how to sustain project results; realistic time frames when planning intl. travel and project tasks]*

**EQ 2.2. What partnership communication and coordination practices have improved the quality of the Indonesian partner university's research services, teaching, and curriculum development? How?**

*[E.G., equal and full prior commitment by all partners on planned actions and goals; orientation of Indonesian universities to U.S. government award mgmt. procedures; orientation of U.S. universities to Indonesian culture; partner linkages with key Indonesian government officials]*

**EQ 2.3. What partnership implementation practices have improved the quality of the Indonesian university's research services, teaching, and curriculum development? How?**

*[E.G., identification of partnership "champions" in each partner institution; encouragement of effective and low-cost partner communication; monitoring administrative procedures to ensure effective implementation; plans if senior administrators change in partner universities]*

**EQ 2.4. What partnership evaluation practices have improved the quality of the Indonesian university's research services, teaching, and curriculum development? How?**

*[E.G., "formative" assessments to support "mid-course corrections" that can be implemented in an orderly manner; use of partnership activity reporting formats and analyses consistent with those already used by U.S. and*

*Indonesian partner universities; demonstrated understanding by university partners of the importance of assessment and its links with quality assurance]*

**EVALUATION QUESTION #3**

***EQ 3.1. What unintended (or “spillover”) partnership outcomes have strengthened each of the following institutional capacity components in the Indonesian partner university?***

- a. General administration and leadership
  
- b. Financial management
  
- c. Internal quality assurance systems
  
- d. Collaboration with external stakeholders
  
- e. Institutional capacity to address long-term Indonesian sustainable development priorities
  
- f. Institutional contributions to long-term Indonesian sustainable development priorities

***EQ 3.2. What unintended (or “spillover”) partnership results have improved each of the following activities in the Indonesian university’s departments targeted in the partnership?***

- a. Teaching
  
- b. Research
  
- c. (Community) Services

**EVALUATION QUESTION #4**

***EQ 4.1. What lessons about effective partnership practices can be learned from partnership sustainability in curriculum development, research services, publications, public/private partnerships, and possibilities for engagement with other partners (e.g., government, NGO, or private sector)?***

- a. Planning practices
- b. Communication and coordination practices
- c. Implementation practices
- d. Evaluation practices

***EQ 4.2. What lessons about key partnership outcome measures can be learned from partnership sustainability in curriculum development, research services, publications, public/private partnerships, and possibilities for engagement with other partners (e.g., government, NGO, or private sector)?***

- a. Achievement of partnership objectives
- b. Unanticipated partnership outcomes
- c. Partnership and partnership program sustainability
- d. Partnership documentation production and dissemination

***EQ 4.3. What lessons about strengthening Indonesian higher education institutional capacity and contributions can be learned from partnership sustainability in curriculum development, research services, publications, public/private partnerships, and possibilities for engagement with other partners (e.g., government, NGO, or private sector)?***

**EVALUATION QUESTION #5**

**EQ 5.1. What are the relative strengths and weaknesses of the partnership with respect to the following partnership practices?** [Please rate each partnership practice on a scale of 4 (Excellent) to 1 (Poor).]

| <u>Partnership Practices</u>      | (4)              | (3)         | (2)                        | (1) |
|-----------------------------------|------------------|-------------|----------------------------|-----|
|                                   | <u>Excellent</u> | <u>Good</u> | <u>Average</u> <u>Poor</u> |     |
| Planning                          |                  |             |                            |     |
| Communication<br>and Coordination |                  |             |                            |     |
| Implementation                    |                  |             |                            |     |
| Evaluation                        |                  |             |                            |     |

**EQ 5.2. What are the relative strengths and weaknesses of the partnership with respect to the following partnership outcome measures?** [Please rate each partnership outcome measure on a scale of 4 (Excellent) to 1 (Poor).]

| <u>Partnership Outcome Measures</u>                          | (4)              | (3)              | (2)                        | (1) |
|--|------------------|------------------|----------------------------|-----|
|  | <u>Excellent</u> | <u>Very Good</u> | <u>Average</u> <u>Poor</u> |     |
| Achievement of<br>Partnership Objectives                     |                  |                  |                            |     |
| Unanticipated<br>Partnership Outcomes                        |                  |                  |                            |     |
| Partnership Program<br>Sustainability                        |                  |                  |                            |     |
| Partnership Documentation<br>Production and<br>Dissemination |                  |                  |                            |     |

**QUESTION 6. RECOMMENDATIONS FOR IMPROVING FUTURE UNIVERSITY PARTNERSHIPS**

***Please suggest how each of the following Indonesian university research partnership-related factors might be strengthened to increase the capacity and contributions of Indonesian universities to address longer term sustainable development priorities in Indonesia.***

| <u>FACTOR</u>   | <u>HOW TO IMPROVE IT</u> |
|---|--------------------------|
| University research management, supervision, and coordination                     |                          |
| Relationships with U.S. partner universities                                      |                          |
| Dissemination and outreach of partner research results                            |                          |
| Relevance and quality of technical assistance in:                                 |                          |
| -Research   |                          |
| -Teaching   |                          |
| -Curriculum development   |                          |
| University/private sector partnerships  |                          |
| Other international/national donor collaboration                                  |                          |
| Impacts on student learning   |                          |
| Sustainable funding and other support for future university research in Indonesia |                          |

## ENDNOTES

### EVALUATION QUESTIONS

USAID/Indonesia identified five questions that are to be addressed in this evaluation project:

1. What are the specific knowledge and skills and the institutional capacity building that have occurred as a result of the partnership between the U.S. university and the Indonesian university?
2. What were the project interventions that effective between the participating universities toward improving the quality of the research services, teaching, and curriculum development?
3. What unintended results or spillover have occurred toward achieving USAID’s Education Strategy in IR 2.2 (Strengthened Management of Targeted Higher Education Institutions) and IR 2.3 (Improved Teaching, Research, and Service at Targeted University Departments) under the partnership?
4. What are the lessons learned from the partnership that may be replicated in future programs based on its sustainability in curriculum development, research services, publications, public/private partnerships, and possibilities for engagement with other partners (government, NGO, or private sector) at the end of the award?
5. What are the strengths and weaknesses of the partnership between the U.S. university and the Indonesian university?

### EFFECTIVE PARTNERSHIP PRACTICES AND PARTNERSHIP OUTCOME MEASURES

The 2011 USAID report “Best Practices for USAID International Higher Education Institutional Partnerships: Asia and Middle East Regions,” prepared by JBS International (Aguirre Division), developed and applied a methodological framework using two main categories: effective practices and key outcome measures. These partnership practices and measures are as follows:

#### ***Effective Partnership Practices***

- Planning Practices
- Communication and Coordination Practices
- Implementation Practices
- Evaluation Practices

#### ***Key Partnership Outcome Measures***

- Achievement of Partnership Objectives
- Unanticipated Partnership Outcomes
- Partnership and Partnership Program Sustainability
- Partnership Documentation and Dissemination

### NOTES ON EVALUATION QUESTION #3

NOTE 1: USAID/Indonesia has agreed that the IR 2.2 portion of this question could be deleted.

NOTE 2: In the published Education Strategy, IR 2.2 is stated as “Improved quality of tertiary education and research in support of country development priorities,” while IR 2.3 is stated as “Relevance and quality of workforce development programs improved.” These statements are different than the IR 2.2 and IR 2.3 statements in Evaluation Question #3.

## **ANNEX H. FOCUS GROUP GUIDE FOR UNIVERSITY PARTNERSHIP STAKEHOLDERS**

**OCTOBER-NOVEMBER 2012**

### ***Instructions to Facilitators:***

*This document serves as a focus group guide; it is not a structured survey questionnaire. The questions below serve as examples of the kind of questions for group discussions on the topic of, for example, “UP Benefits and Challenges.” This format will help to keep the session on the general topic while giving participants enough flexibility to provide information that may be new to the topic under discussion.*

*The facilitator begins by explaining the objectives of the session and the reason for the Focus Group meeting.*

*The Focus Group meeting will start with the following steps:*

- 1. Presentation of the problem and the tasks that groups will be required to carry out (5 minutes).*
- 2. Break the Focus Group into 4 working teams and assign each team defined tasks (10 minutes).*
- 3. Each team will select a team leader and reporter prior to starting the session. Team leaders will lead the group in discussing the questions provided, while the reporter will prepare the groups’ answers for presentation on a flip chart during the final plenary.*
- 4. Allow teams time for discussion, to formulate answers and to write the answers on flip charts (30 minutes).*
- 5. Request each team to present the result of their discussion to the rest of the participants during a plenary session (20 minutes).*
- 6. Conduct an open-forum discussion of the presentations mediated by the facilitator (15 minutes).*
- 7. Thank participants for coming, and close the Focus Group meeting. (Facilitators will then collect all flip-chart notes for typing up and analysis.)*

Facilitator(s) name(s) \_\_\_\_\_

Focus Group Date \_\_\_\_\_

Location (University, City) \_\_\_\_\_

Focus Group Participants:

|     | Name  | Affiliation |
|-----|-------|-------------|
| 1.  | _____ | _____       |
| 2.  | _____ | _____       |
| 3.  | _____ | _____       |
| 4.  | _____ | _____       |
| 5.  | _____ | _____       |
| 6.  | _____ | _____       |
| 7.  | _____ | _____       |
| 8.  | _____ | _____       |
| 9.  | _____ | _____       |
| 10. | _____ | _____       |
| 11. | _____ | _____       |
| 12. | _____ | _____       |

(Illustrative focus group/team tasks)

**Group 1.** From your experience, what conclusions can you draw about what works in providing technical assistance to the university-based Indonesian Biodiversity Research Center (IBRC)/Center on Child Protection Center (CCP) research activities in your country through the current USAID-supported University Partnerships program?

**Group 2.** From your experience, what conclusions can you draw about what does not work in providing U.S. technical assistance through University Partnerships programs like the UCLA-IBRC/Columbia University-CCP?

**Group 3.** Are there better ways of using the financial resources and technical assistance, which are being provided through the USAID-sponsored University Partnerships program, to improve university research and teaching capabilities in your country? Please explain.

**Group 4.** Should Indonesia continue to depend on external aid and expertise to improve its university research and teaching services? Explain why, or why not.

**Concluding Plenary Session: Share group conclusions/answers to the question discussed in each group and collectively list recommendations for the design and improvement of future University Partnerships programs in Indonesia.**

*Facilitator Instruction:*

*Please thank the focus group participants for their participation and state that their inputs will better focus the evaluation and possibly lead to future USAID-sponsored University Partnerships initiatives. Assure them that their responses are anonymous and that shared information and statements will not be attributed to individual participants.*

## **ANNEX I. SEMI-STRUCTURED GROUP DISCUSSION GUIDE FOR UNIVERSITY PARTNERSHIP STAKEHOLDERS**

**October-November 2012**

*Use the following illustrative list of questions to guide a semi-formal discussion with a small group of senior level respondents who may be unwilling to take part in a more formal semi-structured one-on-one interview situation.*

- Are there any specific gains or benefits you or your organization may have achieved from participation in the University Partnerships program? Comment about specific skills or knowledge which may have been gained.
- Are there specific examples of effective program interventions between your institution and the counterpart U.S. university which you may be willing to share – especially in the teaching or curriculum development areas?
- Have there been any unintended benefits or losses experienced in trying to achieve USAID's current education strategy aimed at improving teaching, research services, and curriculum development in targeted university departments in the partnership? Give concrete examples of improvements that you may have experienced in any of the specific areas listed.
- Are there any lessons to be learned from your partnership experience that may benefit future university partnership programs in Indonesia? Specify, giving examples taken from the curriculum development, teaching, research, publications, or private sector support areas that could be used to encourage other public or private sector partners to help support and sustain existing and future partnership efforts of this kind.
- Are there any clear examples of University Partnerships program strengths or weaknesses you may wish to share about your experience in either of the two U.S.-Indonesia university partnerships being evaluated in this project?

*(More questions can be added)*

## **ANNEX J. LIST OF DOCUMENTS REVIEWED**

### **Center on Child Protection (CCP)**

#### **2009**

- 1 Three Year Plan for the Enter on Child Protection, Universitas Indonesia, 2009. 16 pages
- 2 Assessment of Higher Education Institutional Capacity in Selected Geographic and Subject Areas , GEM II BPA, Aguirre Division of JBS International, Inc. April 2009. 191 pages.
- 3 Annual Program Statement (APS) Number Indonesia 09-014 -"Supporting Universities to Partner Across the Pacific" August 10, 2009. 9 pages.
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